



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT. DEGREE COLLEGE KOKERNAG

IRKUMU KOKERNAG, ANANTNAG

192202

WWW.GDCKOKERNAG.COM

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college (GDC Kokernag) was established in 2008. Since then the college is evolving from strength to strength. A good number of students hailing from different districts, tehsils and blocks of the valley with diverse family, economic, educational and social backgrounds are admitted in the college and proudly their number is increasing year by year. The college has started with 118 students in 2008 and now this has touched to about 1200 in 2018. Over the years the college has endeavored in achieving its mission of imparting quality education to the student community whose socio economic background is quite appalling.

The college has worthy, competent and well versed teaching faculty with specialization in different fields of study who work with dedication and commitment to meet the academic demands and needs of students. The college is equipped with well infrastructure. Apart from spacious classrooms, there is good number of washrooms, spacious library, reading room, well maintained labs, huge sports ground, well maintained lawns and parks, parking facility etc. to meet out the needs and demands of the students as well as faculty.

The institution had been offering undergraduate courses in B.A. only till 2017 but proudly the college started offering undergraduate courses in B.Sc. as well from 2017 onwards.

To carry out different affairs concerning academic and administration different communities are framed everywhere.

Vision

1. To emerge as a premier institution of academic excellence and torch bearer in quality education.

Mission

Mission:

1. Strive for intellectual and moral empowerment of all the stakeholders of the institution
2. Promoting discovery and application of knowledge through cooperation and collaboration.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Coeducational institution with good percentage of female students.
2. Good roll showing increasing trend.
3. Highly qualified and dedicated staff (Though in Limited Number)
4. EDUSAT facility, Smart class room with state of the art equipments.

5. Vast catchment area owing to the location of the institution amidst high green and lush mountains.
6. ultra green campus
7. Herbal Garden with about 70 varieties of medicinal plants.
8. Adequate parking facility for students and faculty.
9. Adequate power backup facility.
10. Adequate and exclusive fresh water supply directly from Kokernag Spring.
11. Adequate lavatory facility for boys as well as girls.
12. College is away from hustle and bustle because of the location of the institution.
13. Canteen facility.
14. Good teacher student relationship.
15. Spacious playground.
16. Due care to each and every student.

Institutional Weakness

1. Insufficient classroom facility .
2. Lack of hostel facility.
3. Insufficient regular teaching and non teaching staff.
4. No laboratory staff for all the five science labs.
5. No accountant, no accounts clerk, no senior/junior assistant.
6. More than 50% faculty on contractual basis.
7. Lack of adequate transport facility.
8. Inadequate sports facility.
9. No Proper heating and cold arrangement
10. Lack of professional courses.
11. Poor funding and hence poor infrastructure.

Institutional Opportunity

1. Introduction of new job oriented courses like Tourism and Travel Management and industrial fish and fisheries.
2. To carry out research on medicinal plants available in the college Herbal garden.
3. Engagement of students to various projects.
4. if better funding is provided we can increase the basic infrastructure, upgrade labs, can start certificate courses in fisheries, sericulture, computer, apiculture, fashion designing, handicrafts etc.

Institutional Challenge

1. Below average students seek admission.
2. To develop into a centre of excellence at par with other colleges of the country.
3. To impart education amidst hardships because of the unrest in the valley.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum is one of the most important criteria of teaching learning process. Curriculum acts as a beacon of light in treading the path of education. Govt. Degree Kokernag ensures efficient and effective delivery of curriculum within the framework provided in order to accomplish its mission. Moreover, the institution adheres to an active and well planned curriculum prepared by the University of Kashmir along with the institutional as well as departmental academic calendars at the commencement of every academic year. This includes class tests, internal assessment, seminars and other institutional activities. Besides, every department of the institution prepares the departmental time table to ensure best teaching as per the specializations of their teachers. For the improvement of curriculum, feedback is taken from both students and the teachers. The college administration ensures to take the possible action within its capability and at times takes up the issues with the affiliating university.

As far as the Skill Enhancement Courses are concerned, college academic committee exercises its full authority in consultation with the heads of different departments and makes sure to provide maximum possible choice to the students.

Teaching-learning and Evaluation

Govt. Degree College Kokernag takes care of undergraduate courses. The programmes that are being taught at our institution include B.A. and B. Sc. There is semester system of every programme and two semesters are being completed in one academic year. We strictly follow the syllabi prepared by University of Kashmir. Despite the sensitive environment, every respected teacher of our college completes the syllabus well before the theory examinations. In addition, the University authorizes us to conduct the practical examinations by our own. Thirty three percent (33%) weightage are being allotted to practical part. The college invites the examiner from other institute to conduct the practical examination.

The learning skills are constantly developed. The teachers put their maximum efforts to make their lessons effective and productive. Each topic is explained with many examples. Every teacher is well aware about the learning capacity of each student and therefore, delivers the lecture accordingly. In addition to whiteboard lectures, other means such as power point presentations, inter surfing etc. are also adapted to make the lecture attractive.

To evaluate the learning of students, they are constantly encouraged to prepare assignments, participate in seminars and workshops. Many topics prepared by the students are published in college magazine to uplift their knowledge. To make understand easy certain subjects like plant taxonomy, students are taken to field trips where the concerned teacher addresses the things using live examples. All the teachers burn the mid night oil for the bright future of students. In portion 2.1- 2.5 of SSR, we have mentioned in detail the policies and strategies applied by us for effective teaching, learning and evaluation.

Research, Innovations and Extension

Research, Extension and Innovation highlights the research activities of teachers in the institution, research projects allotted to college by government/non-government organizations, MoUs signed by college with other institutions or bodies, extension activities carried out by NSS unit of the college and other research and innovation related aspects. A total of 57 teachers have worked in the college during last five years, seven of

them hold Ph.D degrees.

Since the college is in infancy stage, much couldn't be achieved in research, innovations and extension. During the last five years the college did not receive grants for any research project sponsored by govt. or non-govt. organizations. However, a faculty member from department of Botany has worked on three research projects funded by DST(SERB), National Medicines Plant Board (NMPB) and University Grants Commission (UGC), one by each agency. A total of 10 research papers, in the UGC recognized journals, have been published by the faculty.

During the last five years, GDC Kokernag organized various extension activities to sensitize students to social issues and holistic development. An NSS unit was established by the college in 2010. Red Ribbon Club under the NSS unit received recognition from J & K State AIDS Control Society (JKSAICS) in March 2013. On November 23, 2013 a school in Mulwarwan village of District Kishtwar was adopted by NSS unit of the college. The NSS unit also organized International Youth Day on August 12, 2015. Swachh Bharat Summer Internship Programme (SBSIP) was launched in the college on 2nd July, 2018, under which various cleanliness drives were carried out. An average of 7% of the total students participated in extension activities with govt. and non-govt. organizations in the last five years.

However, the college has had no faculty exchange, student exchange or any other linkages during the last five years. No MoU with any institution of national, international importance, other institutions or corporate houses has been signed by the college in the last five years.

Infrastructure and Learning Resources

The college is spread over six acres of land. It has a good infrastructure in the form of well-constructed main building with the measuring dimensions of 120×87 feet. There are spacious and well ventilated classrooms, 12 washrooms for boys and girls, other washrooms for faculty and a canteen. Besides, the college has spacious library with the measuring dimensions of 58×32 feet with a reading room which is being updated with the latest books and magazines. Moreover, the college has a large playground with the measuring dimensions of 85×67 meters for the outdoor sports activities and games including Cricket, Volley and basketball. The institute has well equipped computer lab with the installation of 30 computers with proper cabinsystem.

Student Support and Progression

The QIF criterion 5th is titled Student support and Progression. It includes different components viz, 1. Student support, 2. Student progression 3. Student participation and activities and 4. Alumni engagement. The entire information about these components which was available with the college has been mentioned. The scholarships and free ships, capability enhancement schemes, student placement and progression to higher education, sports and cultural activities which are conducted in the college for the benefit of the students of the college are some of the significant items/components of this phase. The data has been duly supported by documentary evidences. Minutes of different meetings of different committee's viz. Student grievance and redressed committee, prevention of sexual harassment committee and anti-ragging committee have been uploaded. Reports of different events organized by the college have also been submitted with documentary support.

Governance, Leadership and Management

Governance, Leadership and Management

The institute constitutes different committees / cells every year to carry out different types of affairs in a very effective and transparent way. Moreso to institutionalize and improve teaching, learning and evaluation, the institute has recently constituted Internal Quality Assurance Cell (IQAC) Cell.

The automation of the library and the project of Herbal Garden for imparting pragmatic education, the IQAC Cell has taken the said task in hand and proudly the same was carried out.

The institute made many incremental improvements like the establishment of Smart class room, Edusat facility, computer lab, Science labs, updation of library etc.

Institutional Values and Best Practices

Institutional values and best practices highlights gender awareness programmes organized by college, annual power requirement of college, waste management initiatives taken, green practices , engagement of local community, code of conduct for students and teachers, activities conducted for promotion of human values , institutional distinctiveness and best practices during the last five years.

GDC Kokernag organized many programmes related to gender equity and empowerment of girl students. College has an electric transformer along with Diesel Generator within campus for supply of electricity. The total annual power requirement of college is 30076 KWH.

In 2013, NSS unit of college had visited a remote village MulaWarwan in the neighbouring district Kishtwar and adopted its middle school for the socio-economic upliftment of community. Institution has a highly organized discipline committee to deal with any breach of discipline by students or staff. Programmes are conducted within college campus to inculcate the values of truth, honesty and discipline in students and to prevent any kind of moral degeneration. Moreover, college has a pollution free campus with a beautiful Herbal Garden.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. DEGREE COLLEGE KOKERNAG
Address	IRKUMU KOKERNAG, ANANTNAG
City	ANANTNAG
State	Jammu And Kashmir
Pin	192202
Website	WWW.GDCKOKERNAG.COM

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MOHD MAQBOOL RATHER	01932-244167	9419045907	-	gdckokernag@gmail.com
IQAC / CIQA coordinator	SHOWKAT HUSSAIN GANIE	-	9622439409	-	SHOWKATBOTANY@GMAIL.COM

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	04-04-2008

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	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	08-03-2011	View Document
12B of UGC	08-03-2011	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCL,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
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	IRKUMU KOKERNAG, ANANTNAG	Rural	6.75	2132.868

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts,	36	HSE II	English	1050	1027
UG	BSc,Science,	36	HSE II	English	200	178

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				18			
Recruited	0	0	0	0	1	0	0	1	9	0	0	9
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			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				11
Recruited	3	2	0	5
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	0	0	6
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	4	0	8
M.Phil.	0	0	0	0	0	0	5	0	0	5
PG	0	0	0	0	0	0	3	0	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	688	0	0	0	688
	Female	517	0	0	0	517
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	9	3	4	14
	Female	3	1	1	6
	Others	0	0	0	0
OBC	Male	4	4	4	4
	Female	0	0	1	1
	Others	0	0	0	0
General	Male	270	286	191	342
	Female	263	225	212	293
	Others	0	0	0	0
Others	Male	106	105	79	328
	Female	105	81	35	217
	Others	0	0	0	0
Total		760	705	527	1205

Extended Profile

1 Program

1.1

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

Response: 17

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1205	527	705	760	821

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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
570	124	194	227	278

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	190	127	164	139
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3 Teachers**3.1****Number of full time teachers year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	2	2	3
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	14	14	14
File Description		Document		
Institutional Data in Prescribed Format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 08****4.2****Number of computers**

Response: 30

4.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
69.98	170.66	1004.68	61.9	1052.6

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:

GDC Kokernag is a Government run Degree College affiliated with the University of Kashmir since its establishment in 2008 and runs Bachelor's Degree programs in Arts and Science. Across all programmes the institution has 2 programmes, 18 subjects with 87 streams. From 2016 onwards the College has introduced Choice Based Credit System (CBCS) in accordance with the notification of the University of Kashmir which consists of Core, Ability Enhancement, Discipline Specific, Generic Elective and Skill Enhancement Courses. The Institution ensures the efficient and effective delivery of curriculum within the framework provided in order to accomplish its mission. Moreover, the institution adheres to an active and well planned curriculum prepared by the university along with the institutional as well as departmental academic calendars at the commencement of every academic year. These calendars include class tests, internal tests, seminars, and various institutional activities. In order to make academics dynamic and valuable, regular class tests are conducted and guidance and counselling is provided round the academic year. Apart from the traditional class work, field surveys and student seminars are conducted every year for the benefit of the students. Moreover, teaching staff is regularly encouraged to attend workshops, refresher courses, seminars and conferences within and outside the state. Debates and Seminars Committee of the institution helps students by conducting guest lectures on different vocational themes. Above all, regular feedback is taken from both teachers and students for improving teaching learning process.

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	View Document

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: 0

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
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

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: 44.44

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

Response: 8

File Description	Document
Details of the new courses introduced	View Document

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 programmes in which CBCS/ Elective course system implemented.

Response: 2

File Description	Document
Name of the programs in which CBCS is implemented	View Document

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	View Document

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:

To incorporate cross cutting issues pertaining to Gender, Environment and Substantiality, Human Values and Professional Ethics into the syllabus, the institution has been striving hard for the overall development of the students in different arenas. Since the curriculum is designed by the Board of Studies, University of Kashmir which governs all the Colleges affiliated to it, as such there is very little scope for the College to get into it. But the College at its own level devises programmes related to Gender equality, Sustainability, Human Values and Ethics by organising various extension lectures by the experts on varied themes over a period of time. The College teachers engage the students in various activities through NSS, NCC and also programmes on social issues. To ensure gender equality, both male and female students are provided with equal opportunities to work together for achieving the common goal of

attaining leadership qualities.

For sensitizing the students regarding environment and sustainability, the College has in place a regular subject entitled “Environmental Studies” wherein environmental issues are dealt with in detail in the classroom by a specialized team of teachers from the relevant field with a rather laudable academic profile. To give field exposure to the students about the environmental issues, field trips are managed by organising NSS outreach activities and the students are involved in environment related issues in the campus itself. .

Environment awareness is a compulsory subject for all the students in their first year of the College. The Core issue of the Environment awareness is being thoroughly addressed by the College. The students are made to understand the human values and follow professional ethics in their relevant field; hence various subject teachers devote some time to talk on ethics in the College to inculcate human and professional values. Various departments organize lectures on Human values, especially on Gender Equality, Women Empowerment and Skill Development for the students of the College. The students are also engaged in value added programmes to make them aware of the responsibilities and the professional ethics. The campus is truly ragging free and no complaints on this account are registered for the past many years. .

The study tour by Botany, Zoology, Environmental Science, Fisheries, Tourism and Travel Departments and Science field visits make students aware about various aspects of practical importance regarding the applicability of their subjects. They learn practical aspects from their study tours and field visits. Accordingly, students are made aware of the contemporary issues. The College works with the objective of generating Social awareness among the students.

1.3.2

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

Response: 0

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

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3

Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

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)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2

Average Enrollment percentage

(Average of last five years)

Response: 82.86

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
1205	527	705	760	821

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
1250	900	900	900	850

File Description	Document
Institutional data in prescribed format	View Document

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: 100

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
570	124	194	227	278

File Description	Document
Institutional data in prescribed format	View Document

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 learning levels of new comers are first assessed by contemplating their grading cards of 10th and 12th standard. This is followed by appraisal of basal knowledge in introductory lectures and question answer sessions after the completion of lecture. Once the respective teacher identifies the gap, special attempts are taken to bridge this lacuna. The first and the most important remedy to slow learners is that the institution never discourages them. Every teacher consoles them and makes them assure that success is not a destination but hard work and ambition for a particular goal. The institution organizes extra classes and tutorial sessions with an aim to improve their academic performance. The advanced learners are also advised to accompany them and assist them in solving the subject related problems outside the class rooms. The teachers of our institution recommends group Study System in which advanced learners share the tips of handling and unfolding the unmanageable topics with the slow learners. The lectures are made simple, organized point wise with plenty of examples other than mentioned in text and reference books. The college Academic monitoring committee suggests the teachers to prepare simple but standard course materials for the slow learners. Books which are easy to read are made available in the library for them and every slow learner is informed to be in complete touch with the concerned teacher.

On the other side college has an equal concern for the advanced learners. The College conducts coaching classes for the advanced learners to prepare them for state and national level competitive examinations. The faculty members of our college are actively engaged to guide the advanced learners in many other disciplines including communicative English, Aptitude and placements. Every Science teacher provides them the awareness of modern research. The college invites research scientists to make them conscious of human problems and the remedy to these complications through scientific research. They are being counselled and prepared to take part in inter college debates, seminars, workshops or other competitions.

File Description	Document
Any additional information	View Document

2.2.2

Student - Full time teacher ratio

Response: 46.35

File Description	Document
Any additional information	View Document

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

Response: 0.25

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
Institutional data in prescribed format	View Document

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:

To make the present system of education in the institution more student centric, institution always takes

initiatives to meet the needs and demands of the students. Institution works hard to prompt its faculty members to make students' active participation in the classrooms more viable. Presentations by students on different topics, screening of documentaries related to the syllabi makes it easy for the institution to make the system more student centric. Student-centric learning changes students from passive receivers of information to active participants in their own discovery process. In the classrooms, teachers craft instructions and apply technology in a way that best serves learning needs of each student.

The different departments of the institution make use of different enhanced techniques such as charts, models, power-point presentations to make system student friendly. The faculty, besides normal theoretical lecture method and practical's engage students in field works, subject-wise departmental programmes (Intra College Debates and Seminars) and other areas which are useful for the students. The institution conducts study tours to develop the interest of students in their respective subjects and make student participation more practical. Besides, students are also fostered to volunteer in the programmes and conferences which the institution conducts to enhance and boost their capabilities. Group discussions, subject related assignments, class tests are the regular features of our academic programmes to encourage students to become active agents in the teaching learning process. Besides brain storming sessions are conducted by the faculty of different departments in their respective subjects so as to enhance the creativity of the students.

The participative learning provides students with an opportunity to gain professional values, knowledge, and skills. Students also gain a deeper understanding of the meaning of civic responsibility and prepare themselves for serving the community by an initiative called **lab to field** programme launched by the institution. In this programme students and faculty members jointly deal with the pressing problems of the adjoining areas of the institution in particular and society in general and provide practical solutions to those problems which help to aggravate the problem solving capacity of the students. Students participate in sports competitions to exhibit talent in variety of games and to foster spirit of learning to live together and leadership qualities among the students of the institution.

2.3.2

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

Response: 158.33

2.3.2.1 Number of teachers using ICT

Response: 19

File Description	Document
List of teachers (using ICT for teaching)	View Document

2.3.3

Ratio of students to mentor for academic and stress related issues

Response: 46.35**2.3.3.1 Number of mentors****Response:** 26**2.3.4****Innovation and creativity in teaching-learning****Response:**

All the teachers of the concerned subjects incline their students to be innovative and creative. The teachers of our college embrace the creativity of students by making them feel free to raise queries and bestow them enough courage to discover the solutions themselves. Some classes are often reserved for brainstorming with an aim to provide the platform to the students to express their views. Regular field trips relevant to the topics are organized by the teachers so that the students will find this practice fresh and exciting and without much effort remember and grasp the relevant topics. Every teacher of our college makes use of Project-Based Learning approach in which assignments are provided to students to scrutinize their understanding level of the subject. Peer review sessions are conducted in which the students present their work and receive the encouraging feedbacks. The interaction with the peers helps the students to boost their knowledge, build independence and to develop confidence. The teachers of our college often advise their students to consult the international and national journals, magazines etc. to keep themselves updated to latest information's. Modern methodologies (projectors, smart class rooms) are adopted by teachers to understand lectures using models and designs. In addition, the teachers of our institute are engaged to invite Scientists from reputed Institutes/Universities to deliver talks on recent disciplines. In the interactive sessions, the students are made aware of different state and national level examinations including National Eligibility Test (NET), State Level Eligibility Test (SLET) and other Fellowships of DBT (Department of Biotechnology), ICMR (Indian Council of Medicinal Research) and DST (Department of Science and technology).

2.4 Teacher Profile and Quality**2.4.1****Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 110.73

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2**Average percentage of full time teachers with Ph.D. during the last five years****Response:** 23.1**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
6	4	4	3	3

File Description

List of number of full time teachers with PhD and number of full time teachers for 5 years

Document[View Document](#)**2.4.3****Teaching experience per full time teacher in number of years****Response:** 17.19**2.4.3.1 Total experience of full-time teachers**

Response: 447

File Description

Any additional information

Document[View Document](#)**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:** 5.75**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	1	0

File Description	Document
Institutional data in prescribed format	View Document

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	View Document

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

Reforms are must for any system that is keen in performing to its utmost level. If the system wants to be people friendly and believes that transparency should be its landmark, then it is bound to bring reforms with every passing day. In order to make our college more vibrant, we follow the procedure prescribed by the University of Kashmir to conduct the Continuous Internal Evaluation which the mother institution drafts after consulting College Principals of the State.

For Science Subjects, each department has a well drafted internal evaluation schedule/system which includes practical exams, viva-voce. These assessments are carried out by the concerned teachers on the set dates and time. For Arts and Social Science subjects, Internal Evaluation of students is done through assignments, class tests and presentations. This process not only helps the concerned teachers to identify the strengths and weakness of the students but also helps in assessing as to what extent the learning outcomes are achieved. There is a proper schedule for conducting the assignments which the students are informed about in advance that help them to prepare beforehand.

2.5.2**Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

The internal assessment used to be comprehensive, for the state colleges had the authority to evaluate the students internally. Twenty percent (20%) marks would be allotted to students through the mechanism of internal assessment. But the whole mechanism was altered in 2016 paying way to a complete external assessment and evaluation system.

However, keeping the importance of internal assessment into consideration, our college devises its own mechanism of internal assessment and evaluation of the students. Occasionally class tests, Viva-voce, presentation, practical exams etc. are held to assess the students.

The institute ensures that all the students are made acquainted with the internal assessment through notices by the concerned departments. Apart from that the evaluation system is discussed and complied fully in live with the university guidelines available to the entire faculty. After evaluation, answer scripts/assignments are shared with the students and marking pattern is discussed and thus transparency is maintained.

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

The Govt. Degree College Kokernag shows complete transparency in the internal assessment. There is affiliation with University of Kashmir and the college follows strictly the guidelines of the university. The University permits us to handle the practical examinations. After the completion of practical work and well before the onset of theory examination, the teacher of the concerned subject communicates with coordination examinations and the practical examination dates are finalized and approved by Principal of our Institute. The question papers are prepared and on the directions of Principal, external examiner is invited to conduct the viva voce. The viva voce is conducted in presence of the examination panel which comprises subject teachers, external examiner and the same is often supervised by worthy principal. Paper evaluation is done and marks of the students are displayed on the notice board. Generally all the students are satisfied with their performances and if there is any grievance about the evaluation, the same is addressed by head of the respective department. In case of any dissatisfaction, the matter is put before the worthy principal, and the committee is appointed which rectifies all the issues. Immediately the award rolls prepared are handed over to coordinator examinations for records and the same is uploaded on the university website. The internal assessment tests are carried out after every two months and any grievance regarding these tests is initially managed by subject teacher and the head of department and in any case students are against evaluation system of the teacher because of poor marks being awarded to them, then college level committee headed by coordinator examinations thoroughly investigates the

matter and the evaluated papers are handed over to other teacher of the same subject for re-evaluation. The report submitted by second teacher is considered final.

The theory examinations are conducted by University of Kashmir. Any discrepancies faced by the institution are immediately submitted to the university authorities and amendments/corrections are only done after getting instructions from the University. Other grievances like out of syllabus question papers, repeated questions, question papers with full of errors etc are first brought to notice of controller examination and worthy principal of our college. They immediately address the problems to University examination unit and the issues are solved as per the instructions of Controller examinations. On many occasions re-examination of many subjects was conducted by Kashmir University on our genuine demand.

2.5.4

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

Response:

The academic calendar prepared by University of Kashmir is strictly followed. Once the varsity releases the academic calendar, it is displayed on the College notice board. The calendar embodies commencement of regular classes, Schedule of Semester examinations and the declaration of results. The worthy Principal conducts regular meetings with Heads of the respective departments and other faculty members to carry out constructive planning to stick to the academic calendar. Each faculty member is well informed in advance regarding the allocation of subject loads so that they could make effective plans. Teaching plan prepared includes syllabus to be covered, total number of lectures, modes of delivering the lectures, survey of literature, use of text and reference books and website exploration. Each faculty completes the syllabus in the allotted time and students are given ample time for the preparation of semester examinations. In addition, the college keeps a separate notice board that displays schedules of the seminars, project work, date of submission of assignments, attendance of students and defaulter list etc. The worthy Principal together with college monitoring team keeps an eye on the teaching quality and the feedback on teaching and learning is received at regular intervals from the students. In conclusion, our institute is firm on academic calendar and all the academic agreements of our college are well balanced.

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:

The college conducts meeting at the beginning of every academic year to deal with the Program outcomes, Course Outcomes and Program Specific Outcomes. The minutes prepared are being circulated

to every concerned teacher and the details are uploaded on website. The minutes clearly state that:

- 1) Program objectives should be prepared, printed and pasted in departments.
- 2) Course objectives should be prepared in advance and discussed among the students
- 3) Every lecture/oration delivered must conclude with the outcome.
- 4) After the completion of the syllabus, every teacher is bound to provide details to students that mention the outcome of the course that has been taught to them.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2

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

Response:

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

Our college evaluates the students of different subjects following our own as well as University guidelines. University of Kashmir prepares the syllabi to all of its affiliated colleges. Keeping in mind the evaluation of program outcomes, program specific outcomes and course outcomes an internal examination committee is framed. The committee emphasizes all the teachers to provide the complete information regarding the course objectives to the students in advance. The teachers are stressed to complete the syllabus within a given frame of time. In addition, every concerned teacher is advised to initiate steps such as unit tests, field surveys, study tours and workshops to achieve programme outcomes and course outcomes successfully. These steps are organized to gain confidence in the relevant discipline and the area which needs to be polished off are identified and discussed with the student for rectifications. Our faculty executes innovative techniques such as group discussion, project report presentation, and interactive sessions in order to expect comprehensive development. Conduction of N.S.S and cultural activities, inter college competitions and career counselling are other means applied by us to attain the course outcomes and program outcomes. The English, Urdu and Kashmiri literature students are encouraged to prosper in literature by writing articles, Poems and Essays. The college publishes such work in the magazines to boost their hard work. We have prepared state level sports turf which is used to organize inter-college sports competitions. Such procedures help to inculcate sports skills amongst students. Multiple extension activities like Swachh Bharat Abhiyan, public awareness rallies (about alcoholism, drug abuse and trafficking, dowry system etc.) enabled our students to look beyond the limits and be creative and multidimensional. These continuous efforts by the institution

resulted in creation of ample number of students who scored distinctions and qualified various competitive examinations. Thus,our institute tries its best to fulfill program outcomes, program specific outcomes and course outcomes.

2.6.3

Average pass percentage of Students

Response: 64.58

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

Response: 31

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

Response: 48

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

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: 57

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:

Govt. Degree College Kokernag was established in year 2008 and was working from Govt. Higher Secondary School Kokernag till 2015. The college is still in infancy but excessive emphasis is laid on basic educational facilities and infrastructure. Due to persistent efforts by worthy principal, Prof. Mohammad Maqbool Rather, smart classroom and EDUSAT facilities have been installed in the year 2017. This has created a great impact on students learning process. Easy access of students to books due to library automation facility has added to the convenience of students. GDC Kokernag has a beautiful herbal garden which added new feather to it. For guest lectures, eminent scholars and faculties of various colleges and universities are invited by Debates committee of the college. Moreover career counseling cell headed by Prof. Jamsheed guides and counsels the students properly to their satisfaction about their subject preferences and future career. Further efforts are done for the establishment of IGNOU centre in college.

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 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

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

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	2	1	3	1

File Description

List of research papers by title, author, department, name and year of publication

Document

[View Document](#)

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

List books and chapters in edited volumes / books published

Document

[View Document](#)

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:**

Govt. Degree College Kokernag had established its NSS unit in the year 2010 for sensitizing students to social issues, to generate awareness necessary for their holistic development and to carry out activities in the neighborhood community. Initially the student's response and participation was very poor but with time their enrolment increased to a significant proportion. Currently 65 students are enrolled with NSS. In March, 2013, Red Ribbon Club under NSS unit received recognition from J & K State AIDS Control Society (J & K SACS).

On 23rd of November, 2013 NSS unit of GDC Kokernag for the first time carried out a highly laudable activity by adopting a school in MulWarwan, a far flung village of neighboring district Kishtwar. Reading and writing related stationery was distributed among the students. The unit received praise and commendation from local community of village MulWarwan. Next year i.e, on 27th of August, 2014 cleanliness drive of Chohar Naag, a fresh water lake at Margan Top Kokernag was carried out with great zeal and zest. 40 students had participated in such activity and their morale was boosted. In the year 2015 International Youth Day was organized by NSS unit within college premises on 12th of August to draw attention of youth to various cultural and legal issues surrounding them. The theme of the event was to promote inclusive and effective engagement of youth at all levels essential for the achievement of sustainable human development. Margan Top (Kokernag) cleanliness drive was carried out in 2017 with great spirit and enthusiasm. Swachh Bharat Summer Internship Programme (SBSIP) was launched in the college on 2nd July 2018 under which various cleanliness drives were carried out viz College Campus Cleanliness Drive, Adigam Irrigation Canal Cleanliness Drive, Cleanliness Cum Awareness Drive in Adigam village (Kokernag), Irkumoo Road Cleanliness Drive, Painting Competition regarding Swachh Bharat etc.

GDC Kokernag was functioning from Govt. Higher Secondary School Kokernag till 2015 so too much was not accomplished. Better results are expected to come in future.

3.4.2**Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years****Response: 1**

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	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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: 0

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
0	0	0	0	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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: 30.18

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
500	120	300	150	200

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

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

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

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

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Our Institution (Govt. Degree College Kokernag) has eight (08) well ventilated and sophisticated classrooms. The classrooms have electric facilities with the installation of fans. Apart from classrooms the institution has four (04) labs viz: Zoology cum Fishries, Botany, Physics and Chemistry. The above said labs have good facilities interms of equipments/ instruments/ chemicals. The labs have proper seating arrangements, well ventilated and have good surface area which could accommodate more than thirty (30) students at a time. More so the Chemistry lab has gas arrangements for carrying out all practicals which require heating process.

Pertinently our college has spacious computer lab with more than 30 computer systems installed with proper cabin system. It has proper electric facility and WiFi connectivity.

4.1.2

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

Response:

The institute has developed adequate facilities for carrying out various activities related to games and sports.

The institute has developed cricket field with measuring dimensions of 75 *65 mts. The turf of the pitch has been prepared on modern lines. Various inter-college cricket tournaments are organized by the institute.

The institute has prepared basketball Court with measuring dimensions of 28*15 mts.

The volleyball court with dimensions of 9*18 mts is also available for carrying out volleyball related activities.

For physical development of students and college staff gymnastic facilities in the form of treadmills, racing cycles, joggers, dumbbells, chest expanders etc. are available.

Indoor sports arrangements in the form of table tennis, carom boards, chessboards etc are available which are being utilized by the students on regular basis.

Athletics related equipments in the form of shot put, throw balls etc. are also available.

As for the cultural activities related facilities are concerned, the institute has not yet developed any concrete infrastructure.

4.1.3

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

Response: 12.5

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 1

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4

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

Response: 98.22

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
66.95	166.91	1002.40	60.72	1050.22

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The institute has a spacious library with the measuring dimensions of 58×32 feet. The books are being issued manually to the students, for the library is not automated yet. However, the task of automation has been taken into hand for which necessary stationary and equipments are in process of acquisition. Pertinently, the classification (first phase of automation) of books in in process and a good number of books have been classified.

The college library has rich diversity of books and references which have been arranged subjectwise and displayed prominently for the easier retrieval by students.

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

The college is in its infancy period and is just of the age of 10 years. During this period no such books have been either acquired or donated by people with such tastes. However the library is in possession of some rare books which enrich the knowledge of the students and the faculty manifold. Apart from rare books, to enhance the easy access to books by the students, the college library has taken the task of automation in hand and the classification of the books is in process. In addition to this, the college library maintains magazines and newspapers on daily, weekly and monthly basis for the students and faculty.

4.2.3**Does the institution have the following:**

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

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4

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

Response: 1.8

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
1.50	2.20	1.80	2.02	1.48

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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: 4.6

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

Response: 56

4.3 IT Infrastructure**4.3.1**

Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has a working Wi-Fi and EDUSAT lab. The Wi-Fi connection was provided by third party service provider which is being updated on timely basis by the said party. In addition we have a working website which is being updated by FM soft (third party) occasionally.

Apart from that, the institute is in possession of 35 computer systems. Among them, 30 are installed in the computer lab with proper cabin systems which benefit the bulk of students manifold. In addition to the above facilities, the college has separate IT facilities for student admission and result purposes.

4.3.2**Student - Computer ratio**

Response: 40.17

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

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

[View Document](#)

4.4 Maintenance of Campus Infrastructure**4.4.1****Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

Response: 2.36

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
3.03	3.75	2.28	1.18	2.38

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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:

The physical facilities including classrooms, laboratory, library etc are provided to the students enrolled in our institute.

CLASSROOMS: The institute has eight lecture halls with measuring dimensions of 40*30 feet and seating capacity of more than 80 students. The classrooms of these lecture halls are being carried out on daily basis by two L.F.E (Sweepers). The lecture halls are renovated on timely basis. The classes are well ventilated with proper electricity supply with four fans installed per lecture hall. The classrooms have facilities of washrooms adjacent to them clearly demarcated for boys and girls.

LIBRARY: The institute has well established library with a measuring dimension of 58*32 feet. The process of automation has been started this year and the classification of good number of books have been completed. The library besides maintaining a stock of good number of books has also a reading hall with a measuring dimension of 20*20 feet approximately and seating capacity of more than 50 students at a time. The library provides membership to all the enrolled students and faculty members. The cleanliness of the library is being carried out on daily basis by one local fund employee. The library has also one washroom and one storeroom.

SPORTS FACILITIES: The College has adequate numbers of ground men (LFE) who maintain and carry out cleanliness of the campus. The college has one herbal garden which is being looked after and maintained by two LFE. The college regularly carries out plantation drive programmes under the supervision of worthy principal. The college has kept dustbins at every 200 metres in order to ensure cleanliness of the campus. The college utilizes the services of physical training instructor who trains students in various sport disciplines. He also guides ground men in preparation of cricket field, volley ball/ basketball court etc. He also makes adequate arrangements for carrying out inter and intra college tournaments in various sport disciplines.

LABORATORY: The college has 04 well equipped labs with the measuring dimension of 40*30 feet for carrying out science practicals in five subjects viz: Physics, Chemistry, Botany, Zoology and Fisheries. Each laboratory is well ventilated and fully equipped with modern instruments.

These labs are updated regularly keeping in view the need which arises to carry out the practical work smoothly. The students regularly visit and perform practicals under the supervision of concerned faculty member.

COMPUTER LAB: The institute has well established computer lab with a measuring dimension of 40*30 feet. There are more than 30 computer systems installed in the lab with proper internet and WiFi connectivity. The students visit the lab as per the scheduled time table. The students are being instructed and guided by one of the faculty members (instructor).

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: 7.79

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
59	65	26	62	81

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2

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

Response: 5.09

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
149	69	0	0	0

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****Response:** D. Any 4 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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: 5.45

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
100	100	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:** 2.42**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
146	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**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1****Average percentage of placement of outgoing students during the last five years****Response:** 1.31**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
2	2	2	1	0

File Description	Document
Details of student placement during the last five years	View Document

5.2.2**Percentage of student progression to higher education (previous graduating batch)****Response:** 100**5.2.2.1 Number of outgoing students progressing to higher education****Response:** 89

File Description	Document
Details of student progression to higher education	View Document

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:** 20**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

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

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 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:

Following the line of Kashmir University which banned KUSU in 2009 to avoid any protests on part of the students in the given disturbed state of affair in the valley, the college does not encourage any unionisms. The students' representatives, however, participate in improving academic and administrative activities as they are frequently asked to evaluate the performance of teachers and the administration. The response is elicited from almost all the students on rolls in the college. The promising students are always consulted when it comes some special cases as how to maintain discipline in the campus. However as for presence of an active student council, there is no particular student council

or committee framed in the college for the aforesaid reasons.

5.3.3

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

Response: 6.2

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
07	05	15	04	0

File Description

Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

In so far as the college is in infancy, the Alumni Association/chapters are in the process of Registration. The registration process is yet to complete and will take some time in near future. For the aforesaid season there is no alumni association functional in the college. However, we hope to form it soon with the help of the Alumni of the college who have got good lucrative jobs or who have embarked upon establishing their business establishments. Once it is formed, we hope to get ample contribution which will be utilized on the development of the college.

5.4.2

Alumni contribution during the last five years(INR in Lakhs)

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3**Number of Alumni Association / Chapters meetings held during the last five years****Response:** 0**5.4.3.1 Number of Alumni Association /Chapters meetings held 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 Alumni Association / Chapters meetings conducted during the last five years.	View Document

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:

1. To emerge as a premier Institution of academic excellence and torch bearer in quality education mission.
2. Strive for intellectual and moral empowerment of all the stakeholders of the institution.
3. Promoting discovery and application of knowledge through co-operation and collaboration.

To formulate the “Mission and Vision draft” a round table discussion under the chairmanship of principal and the faculty members was organised in the college as many as teams were framed with the direction by the patron to submit their proposed mission and vision, statements within a week’s time.

After the submission of the draft statements by the various groups another exhaustive discussion meet would be held during the session and the groups would be asked to justify their response subsequently. Besides, the principal and all the faculty members would give consensus on the aforementioned draft which is all encompassing in terms of management aims , plans , programmes and executions thereof.

6.1.2

The institution practices decentralization and participative management

Response:

1. The college delegates authority and provides operational autonomy in all the areas of academic performance decision making and implementation of plans and policies in curricular programmes.
2. The principal provides freedom to departments, librarian, college office and various committees.
3. The principal permits the HOD’S and staff members in performing Freely in the academic activities and administrative programmes such as departmental activities, allotment of workload, various academic programmes, conducting departmental tests, teaching and learning process and evaluation regularly.
4. The college provides autonomy to organise competitions, guest lectures, seminars, conferences, workshops and faculty development programmes by inviting external experts and resource persons.
5. Also gives autonomy in organising and participating in various competitions through various committees.

Through effective decentralization, the institution practises successful delegation and enhances the productivity of the college, through participative management; each person in charge handles their allotted activity and ensures its complete and constructive delivery.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

1. The institution has a formally stated quality policy. The quality policy of the college is reflected in vision and mission of the college.
2. The college continuously strives hard for assuring quality in all activities and encourages improving and uplifting female students through quality education. It is driven by offering financial support for students, creating more infrastructural facilities, introducing innovative teaching and learning resources with LCD, IST tools and personality programmes.
3. The institutions motivates for better planning, implementing and enhancing the quality in all academic and administrative activities.
4. The institution constantly and continuously revives the academic performance, semester exam results, pass percentage, rank holders and talented eminent students through curricular, co-curricular, extracurricular activities, competitions, social service and extension activities, carrier guidance and placement cell.
5. The institution has created meaningful, remarkable plans and policies to achieve the goal and mission of the college. Efforts have been made to afford and fulfil the requirements as per modern trends, suitable and necessary changes in infrastructural facilities.

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:

Higher institutions in J&K are governed by academic and administrative bodies simultaneously. At administrative level the organogram consists Chief Minister, Minister of Higher Education, commissioner secretary, director colleges and principals of the concerned colleges. It has multifarious/ tasks to perform from planning to monitoring and evaluation of the functioning of all institutions under its domain. The body meets regularly twice in a year in general and few more times on the bases of ad-hoc need. Discussions like introduction of new courses, closure of existing courses, construction of new blocks enhancement of physical facilities and other initiatives for improvement of the institution are taken if necessary. Whereas at the academic level the hierarchy consists of state Governor as chancellor, Chief Minister as pro- chancellor, vice- chancellor, Dean Academics, dean colleges, Development council,

Board of studies and principal. Furthermore, heads of various teaching departments report to the principal and faculty members report to concerned HOD'S.

Recruitment procedure, service rules and promotional policy have been formulated as per the guidelines of competent authorities mentioned in various regulations outlined by UGC and CSR (Department of Higher Education J&K). An Annual Performance Index (API) already exists for promotion of the staff. A grievance redressal committee is also in place.

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

Response: C. Any 3 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4

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

Response:

Various committees/ cells/ bodies have been constituted as per the requirements to examine the various administrative operations at the institution.

- 1.IQAC and NAAC.
- 2.General Advisory Committee and NSS Advisory committee.
- 3.Purchase Committee.
- 4.Library committee.
- 5.Development/ Construction Committee.
- 6.Admission and Workload Committee.
- 7.Examination Coordinators Committee.
- 8.Excursion and Transport Committee.
- 9.Health care Committee.
- 10.Scholarship/Financial aid/ SC/ ST/ Minority/ OBC Committee.

11. Sports Committee.
12. NSS Wing.
13. Debates and Seminar Committee.
14. Career Counselling Committee.
15. UGC and RUSA Committee.
16. Magazine Committee.
17. Discipline and Anti-ragging Committee.
18. Canteen and Protocol Committee.
19. CASH and Grievance Redressal Committee.
20. Stock Verification Committee.
21. Time Table Committee.
22. Court Case and legal Service Awareness Cell.
23. Committee for IT cell, Smart Classroom/ Edusat and Website.
24. Local Fund Committee.
25. Woman Development Cell.
26. Auction Committee.
27. Cultural Committee.

Members of these bodies meet as per the above mentioned frequency of meetings. Most of the bodies meet once in the week, while woman development cell, IQAC and Advisory Committees meet twice a semester. In addition, Higher Authorities may call for meeting of any body at any time based on the need.

All meetings are supported by a note taker and minutes of the meeting are recorded. Every meeting ends by listing out actionable items and recommendations, requests for approvals and conclusions. All actionable tasks are reviewed in the next meetings for progress. Approvals are followed up and converted into actionable items.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Anyone can fall prey to natural calamity or distress at any time. To combat these calamities to its possible extent, our institution has the option of providing financial assistance to its staff members at times of distress or natural calamity. There is a specific amount in the college chest under the subhead "Relief Fund". This amount can be spent on the welfare of the college employees (teaching/non-teaching).

However, till date no employee has felt the need for the same and as such an amount in the subhead of "Relief Fund" has remained unspent. In future God forbid if any employee of the institution is surrounded by the natural calamity or distress, the institution will be in a position to help him at proper time to combat that situation as funds are available in the chest.

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: 2.1

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
1	1	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

[View Document](#)

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: 15.33

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
2	3	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5

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

Response:

Performance Appraisal System

Taking feedback from students about the performance of faculty as well as non-teaching staff is a regular feature of the institutional administration.

The student feedback is considered as an authentic information and on the basis of same the administration comes to know about the weaknesses and due cognizance is taken to bring improvement in the delivery of services.

The faculty members are encouraged to go for workshops, refresher courses, orientation courses which enables them to get knowledge updated as per requirement. This also enables them to increase their professional ability, the benefit of which goes directly to learners.

Besides teachers are encouraged to use smart classroom facility and hence update the students with the latest happenings all through the globe.

The weaknesses as mentioned by the students in the feedback are shared with the fellow colleagues and subsequently due attention is paid for their redressal.

As annual performance indicator (API) scores are directly connected to the promotion/placement of faculty to the next higher pay scales, there is no second option for the faculty but to show improvement in his/her performance with each passing day.

Besides low qualified teachers (PG/M.Phil.) are encouraged to go for higher studies (Ph.D) through faculty development programme.

State and national level conferences/seminars on varied topics are organized in the institution which also boost the knowledge of the faculty.

For improving the knowledge and ability of non-teaching staff (clerks/lab assistants/accountants), periodic orientation/refresher courses and departmental exams are conducted by the HED. This also enhances the ability of staff to deliver their services in a better way.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The college administration is not entitled to conduct any audit. However, for conducting financial audit of the college, special audit parties are deputed by the office of Accountant General (J&K). They communicate their observations to the Institutional Head as well as to the administrative department of Higher Education (Civil Secretariat).

Since the college is not autonomous instead is affiliated with Kashmir University and the administrative and financial affairs of the institute are governed by the laws of Jammu and Kashmir Government. The Jammu and Kashmir Government has appointed Accountant General (J&K) to monitor and audit financial dealings of the institute. Further, quarterly financial statements are being submitted to the office of Accountant General (J&K) on regular basis.

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

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

6.4.3

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

Response:

Funds are released by the Planning Wing of Higher Education Department but under specific sub heads (such as stationary, sports, machinery & equipment, purchase of books, conduct of seminars & conferences, procurement of laboratory equipments etc.).

The funds received are spent accordingly and no transfer of amount from one head to another is permissible. However, procurements are made as per requisitions received from the departments and necessary market survey (including floating of tenders if large amount is involved) is carried out before placing of supply orders.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The College constituted IQAC cell on 4th of March, 2018. Until then the internal quality aspects of the college used to be under the purview of the academic committee of the institution. Since its constitution, the IQAC cell of the institution under the supervision of Dr. Showkat Hussain Ganie (Coordinator IQAC) has taken the responsibility to initiate, plan and supervise various activities which are necessary to increase the quality of education imparted in our institution. The IQAC cell had taken the onus of imparting pragmatic education by establishing the herbal garden and the same task was carried out. Furthermore, the automation of the library was one of the missions and proudly the first phase (classification) of the said task is being carried out.

Pertinently, to institutionalize the quality education, the smart class room was established.

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 organizes seminars occasionally so as to make the faculty as well as the students aware of the latest trends in the field of Knowledge.

At periodical intervals, the institution takes feedback from the students concerning the overall teaching, learning and evaluation process and the same is analyzed and used for the improvement in the pedagogy. Apart from this, the faculty is encouraged for using ICT in teaching and learning process. In fact, a well-established smart class room was provided through the medium of IQAC cell which benefits the faculty as well as students manifold and thus education is imparted on modern lines.

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

Response: 0

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
0	0	0	0	00

File Description**Document**

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

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**

Response: E. None of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5

Incremental improvements made during the preceding five years (*in case of first cycle*)

Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The college has recently been shifted to its original location and since then many improvements and changes have been made to make the teaching, learning more effective and interesting.

1. The institution had been offering courses in B. A. only till 2017 and started offering courses in BSc from the same year onwards.
2. Herbal garden was established by which pragmatic knowledge was enhanced.
3. Teaching learning tools have been increased to a large extent, a well established smart class room is being provided for the benefit of the students.
4. The college campus was embellished by planting different varieties of trees and flowers as a green initiative. In fact, a fresh water stream was dug along the wall of the institute which added to the beauty of the college.
5. Good number of sanctioned posts has been filled recently.
6. Good numbers of computer systems with proper cabin system were made available to the students.
7. The college library is being enriched and uploaded on regular basis. In fact the library is in possession of more than five thousand books.
8. A large sports ground was made available recently to carry out different sports activities. Apart from that a well established basket ball court was made functional.
9. College canteen was made functional.
10. College magazine was published recently.

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: 5

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	1	1	1

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:

Gender Sensitivity:

Our institution (GDC Kokernag) provides all the necessary facilities to both the genders in terms of admission, teaching/learning, co-curricular and extracurricular activities. In order to promote the female gender and bring them at par with other gender, the following measures have been taken by our institution.

Safety and Security:

Women Grievance cell has been established in the college which works for empowering women by

organizing many such programmes. Women Grievances cell deals the cases (if any) very skillfully with its team of Principal, and many respectable women faculty members. This cell manages different activities to encourage women to fight against any type of injustice resulting from gender bias. Programmes related to sexual harassment, women health etc. sensitize female gender about these issues and to know about their rights and demands. Many well renowned female guests have been invited with an aim to provide extensive information about right and opportunities of women in the present day world. We also have medical facility for girls and they are regularly being provided Iron tablets, pads etc.

Counseling:

College provides counseling to all the enrolled students. For girl students, a separate counseling cell has been established headed by female faculty member. It looks after social, physical, economic and other issues of girls and offers remedies and suggestions. Counseling is also provided how to be self-sufficient, how to cope up pressures, job prospects, higher education etc. It can be stated with due pride that in the institution the incidents of sexual harassment of women students are nil due to the discipline in the campus.

Common room:

A separate common room is there for girls to discuss their problems, Separate washrooms, medical facilities are there for girls. Separate seating arrangement in the college ground has been kept for girls.

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: 30076

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5624

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5

Waste Management steps including:

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

Response:

7.1.5. Wastage management:

Our institution (GDC kokernag) is actively managing efforts through different ways of waste management.

a) **SolidWaste:**The College does not conduct research based on transgenes and radioactivity. The bacterial cultures used in biology labs are autoclaved. Solid waste is collected from all the lecture rooms, corridors and around the campus by sweepers. The waste collected is put in dustbins and is later deposited at garbage collection pit identified by Kokernag Development Authority. Separate garbage collection bins are there for laborites, library, classrooms, and office.

b) **LiquidWaste:** Liquid Waste from washrooms, canteen, has separate well-constructed bipartioned Septic Tanks which in the future course will help in the generation of green /organic manure.

c) **E waste Management:** Disposing of outdate electronic items such as computers, keyboards, etc. is a big issue as they contain hazardous chemicals. The institute so far collected all the electronic wastes at a central store and is looking forward to identify certified vendors for e waste disposal.

7.1.6

Rain water harvesting structures and utilization in the campus

Response:

GDC Kokernag lies in the vicinity of PIR PANCHAL range. As the area is witnessing frequent rains and heavy snow in winter, there does not arise any need to harness rainwater. The problem rather arises how to channelize this water out of the campus, from all the building terraces and the adjoining areas. Special drains and outlets have been constructed to drain away water from the campus in the nearby stream.

Further three big trenches have been dug in the college premises so that the run off water gets collected in them and seeps in the ground thus increasing the ground water level.

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:

7.1.7 Green Practices

Students/Staff using bicycles: The College lies one KM away from the main road. A good percentage of local students (who reside in the vicinity of college) make use of bicycles.

Public Transport: Most of the students and faculty members make use of public transport either Sumo or Bus for daily commuting.

Pedestrian Friendly Road: The road inside the college is macadamized and is provided with sidewalks. The sidewalks are surrounded by beautiful flowers. At every crossing, road marks have been painted for safe pedestrian crossing.

Plastic free campus: Plastic and polythene is banned inside the campus. Notices are displayed at various locations for taking care of the same. For the last one year, we have been putting up posters and banners to encourage students to say no to plastics. The ban has also encouraged students to make significant changes, such as replacing disposable plastic water bottles with non-disposable metal ones.

Paperless Office: Due to the availability of internet most of the processes are paperless. Mostly the communications from system to the examiner are through e mails, money transfer by DBT. All communications from and to university and higher education department are through emails.

Green Landscaping with Trees and Plants: The GDC Kokernag is one of the most decorated Colleges of South Kashmir. The entire campus is beautifully adorned with different species of plants. Every lawn of the college is maintained with coniferous trees (*Pinus*, *Cedrus* and *Abies*) and different kinds of flowers. We have established Chinar Park in front of College building. The park is in the shape of circle.

The center of Park is occupied by Chinar and towards its periphery are drop dead gorgeous flowers which escalate the charm of our campus. The entire campus is green covered. To the one side of Campus is herbal garden which holds 80 different medicinal plant species.

7.1.8

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

Response: 0.21

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
.69	.07	0.04	0	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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)

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 0

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
0	0	0	0	0

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)**7.1.11****Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 0

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
0	0	0	0	0

File Description**Document**

Any additional information

[View Document](#)**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
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

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	View Document

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: No

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15

The institution offers a course on Human Values and professional ethics

Response: Yes

7.1.16

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

Response: Yes

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: 1

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
1	0	0	0	0

File Description**Document**

List of activities conducted for promotion of universal values

[View Document](#)

7.1.18**Institution organizes national festivals and birth / death anniversaries of the great Indian personalities****Response:**

Our institution from time to time celebrates various national festivals, birth and death anniversaries of renowned personalities of the country. Teachers Day is celebrated on the birth anniversary of Dr. Sarvapalli Radhakrishnan in the college on 5th September with great enthusiasm to acquaint the students with his invaluable contribution towards the development of educational system of the country. The college also celebrates Gandhi Jayanti on 2nd October. On the eve of Gandhi Jayanti, the college organizes different programmes and events related to Gandhian Philosophy and its relevance to the present era. Every year, our college celebrates Sir Syed Day on 17th October with the aim to familiarize the students with the multi-dimensional contribution of Sir Syed Ahmad Khan towards the national and social development of the country. In the memory of Sir Syed Ahmad Khan, College has established Sir Syed Memorial Deodar Park.

Iqbal Day (9th Nov.) is the birthday of Dr. Sir Mohammad Iqbal celebrated with lot of fervor to bring forth Iqbal's scholarly and philosophical contributions. On this day, the college invites scholars and experts of Iqballiyat who deliberate upon the contemporary relevance of Dr. Sir Mohammad Iqbal's scholarship.

To inculcate the sense of cleanliness amongst the student community, the college organizes Cleanliness Drives wherein the students are encouraged to move out of the college premises and carry out cleanliness campaigns in the different nearby localities. Some of the successful drives conducted by the college are Swachta Hi Seva Hai, Swachhta Pakhwada and cleanliness drive at nearby village Addigam Kokernag, College Road Cleanliness Drive and Painting Competition regarding Swach Bharat.

The staff participates actively in the celebratory functions of Independence Day on 15th of August and 26th January as the Republic Day every year held at Sub-District Headquarters Kokernag and Tehsil

Head Quarters Kokernag. In addition, it is in the yearly schedule of the college to organize “Beti Bachao Beti Padhao”, World AIDS Day, International Day of the Girl Child, No Tobacco Day, Voluntary Blood Donation Day.

7.1.19

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

Response:

Govt. Degree College Kokernag is ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. The college has set up various committees (admission, examination, sports, discipline, debates and culture etc.) comprising of members of the faculty to co-ordinate and ensure that the administrative and academic work is performed within the stipulated time. The college adheres to the Mission and Vision strictly to carry out all its activities. Innovation, experimentation, creativity, inculcating scientific temper and being alive to the national standards are encouraged. The college tries to create a knowledge as well as learner-centric environment and to maintain professional ethics and high moral values in behavior, deliberations and conduct.

The goals are clearly defined at all levels and the system works in an integrated manner to ensure good governance, transparency and accountability.

Transparency in Financial Process

The financial functions of the institution are completely transparent. Every financial issue is thoroughly discussed and dealt with by the concerned committees. Expenditure is allowed only after their explicit recommendations. The distribution of funds to different departments is done as per the budget allocation. The tenders for purchase of the required items are floated online as well as through leading newspapers. As far financial aspects of student admission are concerned, the complete fee structure i.e. admission fee, examination fee etc. are displayed on the college website as well as in the college prospectus. The college receives student fee only through bank. Whatever amount of fee is charged, students are required to deposit it into college account. Salaries of staff are credited to their respective accounts through the bank invoices.

The college is under the ambit of external and internal audit to maintain transparency in all transactions and same is communicated to the authorities concerned.

Transparency in Academic and Auxiliary Process

All the related events and their processes, including admission, examinations, debates and seminars are posted on the college website as well as on the college notice board. The admission process at the undergraduate level is transparent and well organized by the University of Kashmir for the college. Throughout the admission process, publicity is ensured through website and college notice boards. The

process is absolutely transparent and follows all the norms and procedures laid down by the University of Kashmir. For public grievances, there is a grievanceredressalcommittee cell and the same are displayed on the college website. The various features ensuring transparency in admission process are:

1.Computerized Admission Process.

2.Transparency maintained with respect to the fee structure, withdrawal and refund. The evaluated answer scripts of different assessment tests including class tests and practicals are shared with students and the deficiencies noticed are shared by the faculty with the students for further improvement of students' performance.

There is an internal mechanism of taking regular inputs and feedback from faculty and other staff through monthly meetings as well as through IQAC headed by Dr. Showkat Hussain Ganaie, Assistant Professor, Department of Botany for continuous improvement of the system.

7.2 Best Practices

7.2.1

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

Response:

Two Institutional Best Practices

Response:

GDC Kokernag, after its establishment in the year 2008 did exceptional things in various spheres and earned reputation of highest standard. Some of the best practices of the institution which may be worth to mention are stated as below:

1. Title of the programme: Adoption of Middle School in Mulawarwan

Objectives: To promote socio-economic upliftment of village Mulawarwan in the district Kishtwar.

Context: NSS unit of GDC Kokernag had visited village Mulawarwan on 21st of October, 2013. The unit had observed that the village is highly backward economically and people did not have opportunities for their proper upliftment. In that context, the NSS unit had again visited the same village on 23rd of November, 2013 and Middle School Mulawarwan was adopted for providing assistance to its enrolled students.

Practice: The novel practice of identification of middle school in Mulawarwan village was started in

2013. Seven faculty members of GDC Kokernag had participated in such exercise. Since then the NSS unit of college visited Mulawarwan four times to overview the progress of activity carried out.

Evidence of success: The NSS unit of college had distributed stationary such as bags, pencils, geometry boxes, note books etc. among 109 students in the year 2013 which was applauded by school officials, Pachayat representatives and local community members. The exercise has created such a great impression in the minds of villagers that today innumerable students of same village and its adjacent areas are enrolled in our college.

Problems Encountered:

1. Hectic journey due to risky nature of route and inclement weather conditions
2. No proper accommodation.

II Title of the programme: Establishment of Beautiful Herbal Garden

Objectives: To generate awareness among students about the value and importance of medicinal plants in the health sector.

Context: GDC Kokernag started offering Medical stream to its students since the year 2017. To enrich the knowledge of Botany students, Department of Botany, GDC Kokernag under the supervision of Dr. Showkat Hussain Ganie, established Herbal Garden in October, 2017.

Practice: Herbal Garden of GDC Kokernag is one of the best Herbal Gardens of the colleges in South Kashmir. About 80 varieties of Medicinal plants are grown there including one of the critically endangered species viz *Arnebia benthamii*. This Herbal Garden is also home to some of the endangered and rare species. Establishment of Herbal Garden in GDC Kokernag has emerged and evolved as a best practice within a short span of time. More and more Medicinal plants are added to it and extra efforts with precautions are paid for its growth, development and sustenance.

Evidence of Success: Herbal Garden of GDC Kokernag looks very beautiful due to different varieties of Medicinal plants grown there and the nameplates placed against each herb. Botany students on and off visit the garden to see and comprehend the morphological features of diverse species of herbs.

Problems Encountered:

1. Collection of herbs from various inaccessible regions of the valley.
2. Initially there was no proper irrigation facility.
3. Rocky soil was to be substituted by loamy soil for the Herbal Garden.

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:****7.3. Vision:**

To take our institution to modern heights that will make it renowned as a Centre of learning and excellence, offering not only education but inculcating social, moral and ethical values in students so that they can serve the society in a better way and help in building the humanitarian values which will reform the mankind relationships which have degraded to such an extent that everywhere trust deficit is seen. The steps taken to fulfill the vision of our institute are mentioned below

1. Mission:

The mission of our college is to provide innovative educational environments, opportunities, and experiences that enable our generation to grow, bloom, and get strong. To bring dynamic change in the society by producing eminent, learned, ethical personalities who will keep contributing to the society.

2. Interdisciplinary knowledge and research:

In addition to main stream subjects, the students of our college are encouraged to grasp other disciplines. Incorporation of skill development courses help the students to draw knowledge from other fields which enable them to think beyond the boundaries. The noteworthiness of Interdisciplinary knowledge and research is integrating several disciplines along with their specific perspectives in the pursuit of a common task.

3. Centre of excellence

Moral character building cell has been established in the institution which is headed by worthy principal. This cell on weekly basis gives moral lessons to the students about character, discipline, drug de-addiction, gender equality, and environmental pollution as mentioned below

a) **Pollution:** Since our college lies near the vicinity of famous Kokernag garden which is a tourist hub, therefore, environment particularly water bodies become effected and polluted. We sensitize our students about the importance of water and how to control pollution. We inculcate in them the habit of saying no to the use of polythene and other non-biodegradable wastes. Another overriding resource of the area is lush green forests. Environmental experts of our institute put stress upon the importance of trees, how they pure air and control soil erosion. The students are made aware the worth of afforestation and snags of deforestation.

b) **Drug addiction:** The menace which has paralyzed the whole human generation. The need of the hour is to prevent our young generation from this menace. The drug de-addiction cell has been setup in our college which counsels the students as well as outsiders to refrain from the use of such drugs. The stress management workshops are being organized in the institute how to cope up exam, family, social, economic and other stresses. The aim behind this is to inculcate healthy habits in our generation so that we can have a healthy future.

c) Gender equality

It is another moral duty which our institute fosters to develop in our youth. The institute organizes seminars, workshops on women empowerment. The institute treats both the genders on equal priority and offers them equal opportunities in in terms of curricular and extra-curricular activities.

5. CONCLUSION

Additional Information :

Government Degree College Kokernag was established in 2008 to provide best quality education to the students of far flung areas hailing from diverse backgrounds who seldom could have access to higher education owing to their appalling condition. Right from its inception, the college is being endeavouring in providing academic excellence and infrastructure though there is still room for improvements for which institutional efforts are on. The institute perpetually exerts in attempting to update its faculty in harmonizing between the primitive and new developments concerning higher education so as to fashion the same in a very distinctive way. There is special focus on student's overall development and as such different cultural and sports activities are conducted on regular basis. Furthermore, to unfold the potential of youth, a good platform is provided to them so as to expose their talents to the society.

Since the college has majority number of backward and underprivileged students so it becomes a challenge to the institute to bring them on the pedestal of vertical mobility so that they could not stagnate; and proudly and loudly such type of students are progressing day by day by the dint of the hardworking, committed, dedicated and sincere faculty.

Under the coordinatorship of Mr. Wakeel Ahmad Dangroo (A.P. Islamic Studies), the following NAAC team of the college has left no stone unturned in collecting, organizing , analysing and updating the data concerning SSR:

- Mr. Mohd Saleem Dar (A.P. English)
- Mr. Jamsheed Ahmad Bhat (A.P.History)
- Dr. Mohd Maqbool Ahanger (A.P. Education)
- Mr. Javeed Majeed Wani (A.P.Environmental Science)
- Mr. Javaid Ahmad Dar (A.P. Economics)
- Mr. Bhat Rasif Manzoor (A.P. Political Science)
- Dr. Showkat Hussain Ganie (A.P.Botany)
- Mr. Zaffar Ayoob Shah (A.P. Chemistry)
- Mr. Abeed Yousuf (Lect. Computer Applications)

Concluding Remarks :

During the whole process of uploading SSR for NAAC, the College has got insight to its various strengths and weaknesses, opportunities and challenges which will be taken care of in the near future. Everything began in a systematic way. The data analysis and evaluation began a year ago. The data collection was carried out by different committees of college headed by Coordinator Mr. Wakeel Ahmad, Assistant Professor Islamic Studies. The report complete in all respects was thoroughly reviewed by our worthy Principal. The zeal and enthusiasm which all the members have shown during the process of data collection and document updation is commendable. We look forward to NAAC inspection for assessment and accreditation. After the accreditation from NAAC, we may be able to streamline the processes and procedures so as to create better facilities in the institution for the welfare of students. The student ratio is likely to increase with improved and innovative infrastructure. Hopefully we may be able to take the institute to new heights where students apart from knowledge would be well versed in universal moral ethics. Our institution works in length and breadth for

providing access to its feeding population so as to create a knowledge economy which is one of the important ingredients in the process of development. Time is not distant when this institute will serve as an excellent research Centre.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 3 Answer after DVV Verification: 3</p> <p>Remark : As per the documents provided</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 25 Answer after DVV Verification: 19</p> <p>Remark : According to 3.2 in extended level ;number of sanctioned posts of teacher.</p>																				
3.4.3	<p>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</p> <p>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 Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>0</td><td>1</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : Relevant supporting documents not provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	1	1	1	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																	
1	0	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
4.1.4	<p>Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.</p> <p>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:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

66.95	166.91	100.24	60.72	105.02
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
66.95	166.91	1002.40	60.72	1050.22

Remark : As per provided letter of Budget allocation for infrastructure augmentation duly signed by Principal.

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 : 70

Answer after DVV Verification: 56

Remark : As per average of teachers and students using library on 23/10/2017, 15/11/2017, 19/12/2017 and 19/02/2018 in provided log book.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
56	65	26	62	81

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
59	65	26	62	81

Remark : As per students benefited by scholarships and free ships recipients (Fresh), scholarships and free ships recipients (Renewal) provided by HEI for the year 2017-18.

5.1.2 Average percentage of students benefited by scholarships, freeships, 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
149	98	0	0	77

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
149	69	0	0	0

Remark : As per total number of student benefited by FINANCIAL AID provided by HEI for the year 2016-17 and 2017-18. Certificate of students benefited by FINANCIAL AID for the year 2013-14 not provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
141	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
146	0	0	0	0

Remark : As per provided list of students benefited by Vocational Education and Training (VET) by HEI.

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
3	2	0	0	0

Answer After DVV Verification :

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

Remark : As per provided certificates of teachers in year 2016-17 and 2017-18 by HEI.

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Remark : NSS activities are not considered .</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	1	1	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	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.17	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>2</td><td>1</td><td>1</td><td>1</td><td>2</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	1	1	2	2017-18	2016-17	2015-16	2014-15	2013-14	1	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	1	1	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	0	0	0	0																	

2.Extended Profile Deviations

ID	Extended Questions					
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 18 Answer after DVV Verification : 17					
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr></table>	2017-18	2016-17	2015-16	2014-15	2013-14
2017-18	2016-17	2015-16	2014-15	2013-14		

2	1	1	1	1
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Answer After DVV Verification:

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
89	89	162	125	129

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	190	127	164	139

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
26	15	15	17	14

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	2	2	3

4.3 Total Expenditure 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
72.84	169.43	107.92	66.40	152.92

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
69.98	170.66	1004.68	61.9	1052.6