



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT DEGREE COLLEGE BIJBEHARA

**NILANDRUS ,PAHALGAM ROAD ,BIJBEHARA
192124**

www.gdcbijbehara.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Since its establishment in 2005, the college has been growing from strength to strength. Students hailing from different districts of the valley with diverse family, economic, educational and social backgrounds are admitted in this college and their number is increasing year by year. We have started with 41 students in 2006 but now the number has touched about 2600 in 2017-18. Over the years, the college has successfully worked towards achieving its mission of imparting quality education to the student community most of whom belong to the underprivileged socio-economic rung of the society.

This college has a competent teaching faculty having specialization in different fields of study who work with dedication and commitment to meet the academic demands and needs of students. The infrastructure of the college is developing at a regular pace to cater to the academic and administrative affairs. In fact, there are many construction projects under process. In addition to the spacious classrooms, there are a number of lavatory blocks, a well maintained college canteen, a huge sports ground, parking facility, well managed parks and lawns etc.

the institution offers undergraduate courses in B.A and B.Sc with a number of streams available in each course . Sports activities, cultural activities, debates, seminars, extension lectures by various subject experts are conducted on regular basis by the college. To carry out the academic and administrative affairs of the institution, different committees and cells are framed every year. The college is Wi-Fi enabled with a rich library having around 10000 books meant for various subjects.

Vision

- Strive to produce competent human resource for various sectors through effective teaching, learning and development process.

Mission

- Strive towards providing quality education in various branches of knowledge for creating an integrated social fabric.
- Strive to develop better moral values among the youth aimed at building a strong and viable society through effective involvement of the stake holders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Vast catchment area due to the location of college amidst four districts.
- Away from the hustle & bustle of market & situated in the background of green milieu.
- Co-ed institution with 40% female students.

- Adequate parking facility for staff & students.
- Only college in the district with Indoor sports facility.
- Spacious auditorium facility.
- Good Teacher student relationship.
- Spacious and well furnished canteen.
- Adequate lavatory facility
- Admission of outgoing students in higher institutions of learning especially the University of Kashmir.

Institutional Weakness

- Insufficient regular teaching & non teaching staff
- Inadequate class room facility
- Lack of Independent Library block
- Incommensurate infrastructure.
- Lack of hostel facility for boys and girls.
- Lack of adequate transport facility.

Institutional Opportunity

- First generation learners on rolls in the college
- Introduction of new job oriented courses like Horticulture and Tourism.
- Awareness related programmes.
- Spacious Indoor Sports Stadium and vast playing field coming up adjacent to college Campus.
- Utilization of two upcoming mega projects in the college through future plans.
- Capitalize the talent of youth especially in sports.
- Introduction of full fledged job oriented courses like Biotechnology, Tourism, Horticulture, Seed Technology, Home Science, Vermi-compost farming, Fisheries, Information Technology, Mushroom Cultivation, Business management, Bio chemistry etc

Institutional Challenge

- To develop into a centre of excellence at par with other colleges of the country.
- Prevailing conditions of the valley.
- Below average students seek admission in college.
- Lack of Professional courses.
- Nuisance abatement of Bhang cultivation in the adjoining areas- Creation of Awareness thereof.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government Degree College Bijbehara is located in the historical town of Bijbehara in Jammu & Kashmir. The

institution is affiliated to the University of Kashmir since its establishment in 2005. The college runs bachelor's degree programmes in Arts and Science. Across all streams, the institution imparts education in nineteen subjects with a total of forty nine combinations .

The Institution 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 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

The institution strives hard to bring about qualitative improvement by adopting various methodologies in teaching-learning process. The faculty adopts various modes like power point presentations; demonstration methods, audio-visual aids and the latest ICT enabled tools in addition to the conventional methods to make the teaching learning process more effective. Students come from different family, educational and economic backgrounds and, as such, have different abilities and capacities. This heterogeneity is taken care of by the concerned teachers and more often than not teachers pay individual attention to the students whenever and wherever required. The teaching faculty of the institution is always updated about the latest trends and techniques of the contemporary times to come up to the expectations of the student community. Besides, there are various co-curricular activities conducted by the college such as conferences, seminars, debates, workshops, symposia etc to enrich students harmoniously in addition to routine teaching and learning. To assess the learning level of students, the college conducts internal assessment as per the departmental academic calendar prepared in advance in accordance with the academic calendar of the Parent University. The assessment is also done through internal examinations along with viva- voce for Medical, Non –Medical and other Lab oriented courses. To cater to the educational needs of the socially and economically underprivileged students of the community, this College offers admission to a good number of OSC, ST, OBC, RBA students every year. The College has in place highly qualified, experienced, dedicated and efficient faculty for optimum development of the students. Besides the permanent teaching faculty, highly qualified and meritorious lecturers and assistant lecturers are engaged on academic arrangement basis by the Department of Higher Education Jammu and Kashmir. Keeping in view the student enrolment, a healthy student–teacher ratio exists in the institution. Moreover, in addition to teaching, teachers mentor the allotted students round the year in their personal problems and other stress related issues by providing them proper counseling. Due to the sincere efforts of teaching faculty, the students excel in various competitive examinations especially the entrance exams for admission in the Universities of the State and outside.

Research, Innovations and Extension

Government Degree College Bibjebera is an affiliated undergraduate institution. The college has been created to cater to the educational needs of the local area which includes a good number of villages and hilly areas. The college is primarily concerned with the educational needs of the first generation learners largely coming from the underprivileged families. The college on account of being an affiliated undergraduate institution offers no research programmes. At present there are only undergraduate students and their educational needs under focus. Over the years, focus on research by faculty members and involvement of students in extension activities has become an indispensable part of the college activities. Every year hundreds of students complete graduation and get enrolled in different universities for higher education. Likewise, the faculty members are encouraged to publish their research work in reputed journals with good impact factor. Due to the encouragement offered to the research capabilities of the faculty members, a good number of publications have surfaced. Additionally to meet the emerging academic and research needs and interdisciplinary attitude, a number of faculty enrichment programmes are being organised. Towards this end, symposia, seminars, special lectures, workshops, and interaction with innovators, journalists and authors are regularly organized. Extension activities for community development include Gender, Public health, cleanliness, drug-addiction, blood donation, plantation, Children with special needs, Environment and other developmental concerns.

Infrastructure and Learning Resources

The college campus is spread over eight acres of land. It has a good infrastructure in the form of well-constructed main building which is wi-fi enabled and comprises classrooms, labs, and library, a multipurpose hall for indoor games, five washroom blocks for boys and girls, three pre-fabricated huts comprised of 6 classrooms etc. In order to conduct various cultural activities and other programmes and functions, the college has a well equipped and well maintained auditorium, spacious enough to accommodate 250 students. The college has a library and a reading room which is upgraded from time to time and updated with the latest books and magazines. Besides, there is a well-constructed canteen with ramps and two dining halls for students/staff.

Furthermore, the college has a large playground for outdoor sports activities and games including football, cricket, hockey, volley ball and kho-kho. The college has a 41 seated bus which helps students to reach the college in time

The institution has well equipped computer lab with more than 55 computers with a UPS backup facility to ensure uninterrupted usage of computers. To ensure the safety of college property and ensure proper conduct by students and staff, the college has a CCTV surveillance system in place.

The college development committee and college construction committee take care of student centric requirements from time to time.

Student Support and Progression

The college caters to serve students of the rural populace of Kashmir Valley who hail from highly diverse social, cultural, economic and educational backgrounds. In order to support the financially distressed students of Poor, Orphan and Broken families, the college has in place a mechanism of their identification and disbursement of financial aid among them. The students of the college are encouraged and supported to apply for Online/offline Scholarships and freeships by the Government and Private Sector. The College adheres to strict discipline code to inculcate moral values of life and carries personal counselling sessions one to one basis which has shown positive results. Consequently, no case of Ragging or sexual abuse during the last five years

has been reported. The college Grievance redressal cell has been constituted to provide a platform to the students/staff to register their grievances who in turn work out solutions in consultation with the college administration. The college not only serves to infuse soul for the progression to higher education but enshrine excellence to crack National/State level exams like NET, SET and GATE, etc. The students are encouraged to participate in the intra-college and inter-college sports events to give vent to their hidden talent. Mr Pervez Rasool, the only cricketer from the State of J&K to find place in the National Cricket Team is a proud alumnus of this college. Govt. Degree College Bijbehara is the only college in the District to have a multipurpose Indoor Hall which is used for various indoor games. Recently, the college has been able to organize Inter College Badminton tournament in this newly constructed Indoor sports Hall. The cultural programmes are also organized by the students on various occasions in a spacious and well furnished college auditorium having capacity of more than 250 seats.

Governance, Leadership and Management

In the form of various committees, cells and units, the College encourages a culture of participative management. All the activities of the institution are carried out in a coordinated manner under the supervision of the Principal and through a number of empowered committees. To carry out all the functions of the Institution, Heads of various Departments, Coordinator of Examination, Librarian, Section Officer and Staff Secretary work in collaboration with the Principal.

To utilize the benefits of technology, the college has implemented e-governance in all areas of operation – Planning and Development, Administration, Finance and Accounts, Student Admission and Examination.

Both the teaching and Non-teaching staff of the College is benefited by several welfare measures of the institution. The College organizes different training programmes for the staff and encourages them to attend professional development courses in other institutions. The college is open to regular internal and external audits and has a well set mechanism to efficiently mobilize and monitor the resources.

IQAC has effectively been involved in the overall development of Institution as a whole by assuring different quality initiatives. The College has a well set calendar for conduct of Seminars, Symposia, debates and Cultural activities spread over the entire academic session.

Institutional Values and Best Practices

During the last five years, it has been a regular practice of the institute to promote practice of Gender Equity among students. Many programmes are organized to sensitize all stakeholders vis-à-vis women empowerment and other such related issues. The administration ensures that all the required facilities are provided to the students so that they may have a congenial environment to study. Various initiatives are under process in the college to go green and create awareness among local community for discouraging use of polythene. The college provides financial assistance to the underprivileged students out of its own resources on yearly basis. The institute is sensitive to the financially weak sections of the society and makes sure that no student is denied the opportunity of admission to the college for lack of financial resources.

The college with the aim of promoting awareness among students about their legal rights and moral

responsibilities towards society organizes various programmes for the promotion of the same so as to prepare a respected and dedicated lot of citizens in the society.

Swachhta Abhiyan and many more awareness programmes are conducted by the students of NSS and NCC under the community extension programmes. As part of its social responsibility, the institution has adopted a local higher secondary school to develop backward linkages. In addition, a forest patch at Pahalgam has been adopted for aforestation. Moreover, the college has also carried out a door-to-door cleanliness cum awareness drive in a nearby village Lehandahjan. The college is doing well in all the sports and NCC activities.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT DEGREE COLLEGE BIJBEHARA
Address	Nilandrus ,Pahalgam Road ,Bijbehara
City	Anantnag
State	Jammu And Kashmir
Pin	192124
Website	www.gdcbijbehara.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nazir Ahmad Chirag	01932-233263	9419040756	01932-19322 33263	naac.gdcbijbehara@gmail.com
Associate Professor	Nazir Ahmad Malla	01932-223263	9697968660	01932-19322 3263	nazir.malla@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	02-08-2005

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

State	University name	Document
Jammu And Kashmir	University of Kashmir	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	14-12-2006	View Document
12B of UGC	11-07-2007	View Document

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

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

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Nilandrus ,Pahalgam Road ,Bijbehara	Rural	8.25	4382

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	BSc,Botany	36	HSE PART II	English	109	109
UG	BSc,Zoology	36	HSE PART II	English	119	119
UG	BSc,Chemistry	36	HSE PART II	English	109	109
UG	BSc,Physics	36	HSE PART II	English	28	28
UG	BA,Computer Applications	36	HSE PART II	English	18	18
UG	BSc,Computer Applications	36	HSE PART II	English	40	40
UG	BSc,Mathematics	36	HSE PART II	English	33	33
UG	BA,Mathematics	36	HSE PART II	English	10	10
UG	BA,Arabic	36	HSE PART II	English	32	32
UG	BA,Economics	36	HSE PART II	English	103	103
UG	BA,Political Science	36	HSE PART II	English	240	240
UG	BA,Education	36	HSE PART II	English	269	269
UG	BA,English	36	HSE PART II	English	763	763
UG	BA,History	36	HSE PART II	English	317	317

UG	BA,Urdu	36	HSE PART II	English	245	245
UG	BA,Islamic Studies	36	HSE PART II	English	196	196
UG	BCom,Com merce	36	HSE PART II	English	50	0
UG	BA,Statistics	36	HSE PART II	English	50	0
UG	BSc,Statistic s	36	HSE PART II	English	50	0
UG	BA,Geograp hy	36	HSE PART II	English	85	85
UG	BSc,Geograp hy	36	HSE PART II	English	15	15
UG	BA,English Literatue	36	HSE PART II	English	12	12
UG	BSc,Environ mental Studies	36	HSE PART II	English	150	150
UG	BA,Environ mental Studies	36	HSE PART II	English	763	763

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				2				31			
Recruited	0	0	0	0	2	0	0	2	13	2	0	15
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				34			
Recruited	0	0	0	0	0	0	0	0	29	5	0	34
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	9	4	0	13
Yet to Recruit				6
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	22	9	0	31
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				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	6	0	0	7
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	5	2	0	7

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	9	2	0	11
M.Phil.	0	0	0	0	0	0	5	1	0	6
PG	0	0	0	0	0	0	16	1	0	17

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	1579	0	0	0	1579
	Female	1062	0	0	0	1062
	Others	0	0	0	0	0
Certificate / Awareness	Male	13	0	0	0	13
	Female	14	0	0	0	14
	Others	0	0	0	0	0

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

Programme		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	7	6	0	4
	Female	2	4	0	0
	Others	0	0	0	0
OBC	Male	10	16	4	14
	Female	9	9	2	8
	Others	0	0	0	0
General	Male	801	844	697	1476
	Female	997	862	538	1011
	Others	0	0	0	0
Others	Male	63	80	41	85
	Female	46	37	17	43
	Others	0	0	0	0
Total		1935	1858	1299	2641

3. Extended Profile

3.1 Program

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

Response: 323

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2641	1299	1858	1935	2166

File Description	Document
Institutional Data in Prescribed Format	View Document

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
80	61	84	37	76

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
795	414	486	650	473

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	31	31	31	31

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
31	31	31	31	31

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 16

Number of computers

Response: 55

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

2017-18	2016-17	2015-16	2014-15	2013-14
133.52866	73.59232	63.73728	33.72730	87.13821

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 Bijbehara is a Government run Degree College affiliated with the University of Kashmir since its establishment in 2005 and runs Bachelor's Degree programs in Arts and Science. In addition to these programmes, the institution is going to start B.Com programme from next academic year 2019. Across all programmes the institution has chosen nineteen subjects with fifty eight combinations in all. From 2016 onwards the College has introduced Choice Based Credit System (CBCS) in accordance with the notification of the University 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 planed 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. Besides, every department of the institution is asked to prepare the departmental time table as per the skill and experience of the teachers for performing his/her jobs in both theory and practical courses. 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 outside the state. Career Counselling Cell 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.

File Description	Document
Any additional information	View Document

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

Response: 1

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
1	0	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	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: 9.68

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	1	1	0	1

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	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: 52.63

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

Response: 170

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View 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
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	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: 0.2

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
27	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 “Environment 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 a subject on Ethics is being taught in the College to inculcate these values. Various departments organise 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 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 Zoology, Geography, Botany Departments and Science field visits make students aware about various aspects of practical importanceregarding 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: 1**

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

Response: 1

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document

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

A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 100

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
1083	856	840	610	932

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
1083	856	840	610	932

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
80	61	84	37	76

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 institution takes all possible measures to understand and cater to the needs and requirements of the students at the beginning of each academic session and before the commencement of the academic programmes. Counselling Sessions are organized wherein guidance and counseling is provided to the prospective aspirants to facilitate them while choosing different subjects of study that suits their interests. Efforts are also put in to make students conversant about the different curricular activities like courses, mode of internal/external assessment, facilities and conduct etc. The college also provides opportunities to the students to excel in their co- curricular activities by organizing talent hunt contests, competitions etc.

It has been observed over a period of time that a good number of students admitted in this college come from Urdu medium educational backgrounds and as such have weakness in different skills of the English language which is the medium of instruction at the college level. Considering this aspect, the college has incorporated English Language Teaching as a skill enhancement course which is expected to provide necessary help to the students who face problems in coping with English Language.

The college arranges departmental programmes on regular basis so that the students found slow learners are put alongside the comparatively advanced learners in order to boost their morale. This infuses a sort of confidence among them and helps them to excel in their academics.

In order to reduce the gap between knowledge & skills both theory and practical sessions are held. Thanks to the modern technology these days, the distance between teachers and students has been minimized. This has made possible to focus on enhancing the potential of weak students. Advanced learners are encouraged and facilitated to study beyond the syllabus. A high profile library and a computer lab has been established in the institute to provide access to books, journals, periodicals, e-resources etc. It is pertinent to mention here that due care is taken of the specially-abled students by way of providing scribes as per rules. In order

to encourage the under privileged students for higher studies, monetary assistance is provided by the college to help them economically.

2.2.2 Student - Full time teacher ratio

Response: 51.78

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.34

2.2.3.1 Number of differently abled students on rolls

Response: 09

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	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 need 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 make 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 instruction 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 engaging 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.

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. Students participate in sports competitions to exhibit talent in variety of games to foster spirit of togetherness and leadership.

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

Response: 41.18

2.3.2.1 Number of teachers using ICT

Response: 21

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: 85.19

2.3.3.1 Number of mentors

Response: 31

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

To keep pace with the fast changing trends at the global level, the teachers of the college always strive to chalk out novel methods and ways to make the teaching learning process more relevant and productive. Our college follows a norm to interact with the students and encourage them to come up with their feedback vis-à-vis the improvisations that could be made in the overall functioning including the teaching learning process. Through the smart classroom facility available in the college, various audio-visual aids are put to use that help the students in comprehending and grasping their lessons more effectively. In addition to the regular classroom lectures by concerned teachers, the students are motivated to engage in group discussions, interactions and presentations. The teaching staff usually chalks out their subject oriented strategies to cater to the needs and demands of the students.

For instance, science students are made to work in the labs even after office hours and sometimes they are seen experimenting and studying in the open ground outside their classrooms. Fields trips, educational tours and visits are the regular activities of our yearly academic schedule to provide students a chance to

have a firsthand experience of things related to their syllabi. Our students have visited many historical venues like Burzahama, Awantipora, etc. to see the antecedents of the pre- historic period. Students in the field of Arts and Social Sciences are motivated to express themselves creatively and critically. In fact, we have many budding poets in students who have been given a green signal by many renowned and acclaimed writers of the region.

Computer science students are fostered to develop new programmes and work in the direction of emerging concepts in this field thus making them more sellable in the new technology oriented job market. Google classroom is made use of by this department that helps students remain connected to the department and each other.

2.4 Teacher Profile and Quality

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

Response: 138.06

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: 20.65

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
17	7	3	2	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 6.74

2.4.3.1 Total experience of full-time teachers

Response: 209

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

Response: 0

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

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

File Description

Institutional data in prescribed format

Document

[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

List of full time teachers from other state and state from which qualifying degree was obtained

Document

[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 know in advance. This helps them to prepare in advance.

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

Earlier on, there used to be a comprehensive Internal Assessment and Evaluation System in place wherein the state colleges were authorized to evaluate their students internally. Under this system, the concerned teachers had 20% marks to evaluate their students. But in 2016, this internal assessment system prescribed by the affiliating university got scraped off giving way to a complete external assessment and evaluation system.

However, considering the importance of Internal Assessment, the College devised its own internal assessment and evaluation system in line with the parent University schedule. This internal assessment system consists of class tests, practical exams, viva-voce, presentation, etc. depending upon the subjects and departments.

The College ensures that all students are made aware of the evaluation process through the notices issued by the concerned departments from time to time. The Orientation cum counseling programs held at the beginning of every academic year sensitizes the students and their parents regarding the nature of the evaluation process. In the institution for each of the departments and for each subject being taught during undergraduate programme, a senior faculty member is nominated as the convener (Head of the Department) who then discusses issues related to the curriculum with other faculty members teaching the subject during the semester. Before the session begins, teaching plans are prepared and discussed along with the mode of Continuous Internal Evaluation. The faculty members, however, have a certain amount of flexibility in deciding on the kind of assignment so that creativity is not compromised. Guidelines for teachers and students for internal assessments are prepared in line with the University guidelines and are made available to the entire faculty. Academic Committee is being formulated at the beginning of every academic calendar to monitor and supervise the continuous evaluation in practicals and theory to ensure uniformity across courses

and departments. After evaluation, answer scripts/assignments are shared with students and marking pattern is discussed. Transparency and security of evaluation system is ensured to the utmost. The institution has an effective mechanism for redressal of grievances pertaining to internal assessment. Students are also assessed by the teachers based on their participation in the classroom activities. Assessment includes presentations, tests and assignments by the students who are mentored by teachers at regular interval with feedback. Multiple drafts of their lesson plans are checked by teachers.

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

Response:

The purpose of education is well served only if the system created stands up to the expectations of the people connected with that system. Our College, as it was established back in 2005, right from its day of foundation has tried its level best to nurture the atmosphere that advocates healthy student-teacher as well as student administration-relationship. This college believes in decentralization of administrative powers, hence, it has its own examination committee headed by the coordinator who is appointed every year after general meeting is conducted under the leadership of the Principal. The committee looks into the grievances of students and follows the modus operandi laid down by institution vis-à-vis Kashmir University. Although, the college follows a pattern prescribed by the University but it supports students emotionally as well as physically in order to help them out through tough times. The Examination cell takes full care of students whom they find feeling down due to their under-performance. The cell carries interactive sessions with such students and makes them aware of the possibilities that they (students) can explore. For example, if a student fails to qualify his examination during such a period, college examination committee makes him (student) aware of the possibilities and remedies he/she can explore in order to make him/her satisfied. As already pointed out, every calendar year Coordinator examinations is appointed, whose duty is to look after the issues related to the exams, be it the smooth conduct of exams, proper and conducive atmosphere for students to sit in the examination or addressing the grievances regarding the examination. If any of the students has any grievance regarding the internal examination, all these issues are resolved by the coordinator examinations of the college in consonance with the regulations of the University.

As far as the grievances related to the University examinations are concerned, the affiliating University has many provisions framed to redress them. Students having problems related to their final examinations can go for re-evaluation of their answer scripts. The provision of getting Xerox copies of their answer scripts is also available to the students so that they may access their performance on the script on their own. The students are also provided carbon copy of their OMR sheets as well right at the end of writing their paper. However, there is a proper procedure prescribed by the University to be followed by the candidates for all such provisions.

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

Response:

The college is affiliated to the University of Kashmir and hence the pattern prescribed by the university is strictly followed. The university provides an academic calendar that specifies the date of commencement and end of the classes for each semester and Term end examination schedules . In addition to this, the Institutional academic calendar is prepared by the HODs for their respective Deptts. Examination Committee prepares a comprehensive schedule for conduct of examinations. The students are informed about the internal and external assessment system at the beginning of every academic year through Orientation-Cum- Counselling program. Though the external assessment comes at the end of every semester, the college adopts various methods to assess the students through continuous internal evaluation. The internal exams are held according to a time table announced in advance through notices circulated in the classrooms and on the display board. The affiliating university prescribes the overall framework of time as far as examination time table is concerned. The departments conduct all their continuous internal evaluations within this broad framework.

As per the evaluation pattern of Kashmir University, there is semester wise examination system with 32 marks based on objective type questions and 28 marks based on descriptive type questions for science subjects. Besides, there is internal practical examination of 30 marks for each semester which is held around one week before the final examination. For Arts and Social Science subjects, there is only external examination with 48 marks based on objective type questions and 42 marks based on descriptive type questions for each semester. Earlier on there used to be internal assessment system in place carrying 20 marks for these subjects which has been scrapped by the affiliating university in 2016.

Students are also assessed on the basis of seminars, assignments and class room presentations. A calendar for conduct of seminars is issued for each department wherein the students are encouraged to participate in a topic of their choice. Students are encouraged to select topics for classroom presentations to make it participatory and more interesting.

The evaluation and assessment system adopted by the university and the college is geared toward mapping the individual capabilities of the students to identify the written and oral expression, comprehensiveness and accuracy of information. The written examinations, assignments, class room presentations have developed the communication skills and interpersonal skills of the students of the college.

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:

There exists a well defined set of PO, CO and PSO for each programme offered by the college which is communicated to all the concerned students and teachers through the college website. Besides, there are different counselling cum orientation sessions held right at the start of every academic session wherein students are familiarized with the PO, CO and PSO. In addition, every Department holds departmental meeting wherein the head of the departments discuss thoroughly the expected outcome and attainment of

their courses and programmes with the concerned subject teachers who then explain the same to the students in their classes from time to time. The newly appointed staff are briefed about the outcomes and attainments of their courses by the senior teachers and the Principal.

File Description	Document
Any additional information	View Document

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

Response:

To make sure that the outcomes and attainments of various programmes and courses are evaluated, the institution conducts various internal examinations and tests every now and then. These tests include practical exams, viva-voce, class tests, etc. through which the growth or otherwise of the students in their academics is evaluated. Our college keeps a constant eye on the performance of the pass out students in the different competitive examinations conducted by various agencies and organizations to see as to what extent the desired outcomes have been achieved. Furthermore, the institutions evaluates the outcomes of various programmes and courses through their participation in different departmental programmes like seminars, debates and quiz programmes conducted by all the teaching departments turn-wise.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 33.96

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

Response: 270

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

Response: 795

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

NAAC

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: 214

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:

The institution has formed an ecosystem for innovation including Incubation Centre and other initiatives for creation, transfer and sharing of knowledge.

The college develops research temperament as one of its priorities and as such teachers work beyond their scheduled syllabi. The teachers are fostered to engage themselves in research activities by getting their research papers/ articles published in the renowned journals with good impact factors.

The faculty members are also encouraged to write book chapters, book reviews, newspaper articles etc., and to attend seminars and conferences in and outside the state so that they may keep themselves updated with the recent trends in the field of research. Over the years, our teaching staff has been able to generate some standard research work in their respective fields. In fact many have been awarded on scholarly fronts for special contribution they have made in their areas of specialization.

More often than not, we arrange extension lectures by experts having specialization in different fields of study who share their knowledge with the staff and the students. Students having a knack for creative writing like poetry, short story writing etc., are encouraged and recommended by the teachers of language and literature to write for journals, magazines and online web portals.

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: 0.55

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
31	22	16	13	4

File Description

Document

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

[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: 0.23

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
6	0	0	0	1

File Description

Document

List books and chapters in edited volumes / books published

[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:

To communicate and sensitize students to social issues and overall development and to move social responsibility ahead among the youth, the college has in place two units of National Service Scheme (NSS) which is consisted of a Programme officer (coordinator) and 2 student coordinators. This committee has an exceptional and enlightened mentoring process through which many social behaviors are observed and accordingly corrective measures taken to modify any misconduct. To enlighten the students about the menace of social issues like Dowry, Ragging, Gender Inequality, Smoking, AIDS, Menace of Polythene,

Corruption, etc., NSS units of the college organize seminars regularly. Over the period of time, the NSS units have devised various activities in and around the college and in the adopted village. Moreover, the NSS volunteers are provided with an opportunity to participate in community awareness and development by organizing interactive sessions with school students who are provided with a chance to understand their responsibilities and choose their profession oriented courses after completion of their schooling. We develop leadership qualities among the students and unemployed youth through awareness camps and literary programs. To sensitize students about the menace of polythene and other non-biodegradable materials, the NSS units encourage its volunteers to prepare paper bags in college itself and distribute the same among the local vendors and shopkeepers in the Bijbehara town. The exercise is being conducted on yearly basis.

NSS unit of the college has a Road Safety Club which organizes awareness programmes on Road safety by distributing pamphlets to wear of helmet, seatbelts, avoid drink and drive and minor driving, following safety rules, etc.,. Moreover, the college has a Red Ribbon Club which creates awareness among students regarding social responsibility by organizing Blood Donation Camps and extension lectures on prominent communicable diseases. The above activities aim at making students aware of their social responsibilities and social environment etc., which in turn transforms them into citizens with ethical values.

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

Response: 0

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

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

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: 18

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
05	1	5	02	5

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
Any additional information	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: 8.74

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
380	50	223	100	180

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:

The College is spread over 62 kanals of land amidst sprawling lawns at Nilandrus Bijbehara. The main facilities available in the college are mentioned below

The college has well furnished airy, spacious and fully electrified class rooms. The College has 17 classrooms of different capacities, to meet the requirements of UG students. Each classroom is equipped with requisite furniture; good ventilation and adequate light.

To engage students to a variety of practical orientation, self-instructional, learner friendly modes, there are 5 Spacious and well-designed laboratories equipped with required infrastructure. The Botany lab is also supplemented by green house and a herbal garden.

The Computer Applications Department acts as a nodal centre to support all digital needs of the college. It has Internet work stations with 55 computers, a 6 KVA UPS is also available in the lab for uninterrupted power supply.

The college library is housed in the top floor of the main building equipped with nearly 10000 books, upgraded on yearly basis . It has a spacious reading room facility available where a variety of Newspapers, Magazines, etc are available for the students.

The college has student and faculty support facilities available viz, Rest rooms, Library, Reading Room, Common Rooms and Lawns.

The college has a well furnished spacious auditorium with a seating capacity of 250 persons. The auditorium is equipped with required audio-visual system, lighting facility and a projector providing a platform for conduct of cultural activities.

The college has a well developed Physical Education department for the conduct of various sports activities. The college has playground facility for all the out-door games. Besides, there is also a Multi-purpose sports indoor hall available in the college for the conduct of Badminton and Table tennis Inter-House and Inter College tournaments.

The college has a well constructed canteen, with ramps and two dining halls for students/staff.

There are a total of 6 lawns on the college campus. The college has also medical aid facility available for the students. The college has 9 adequately furnished washrooms with ramp facility available for both boys and girls. The college has also kept purified water facility, fitted with coolers available for the students and staff members at multiple points in the campus. The college is also providing car and bike parking facility for the students and staff in the basement of the main college building. The college has well connected macadamized links between various buildings in the campus. Besides, the college has independent Electric

Sub-station to ensure smooth power supply for the college.

Furthermore to meet the academic requirements of the students, two new mega building projects are under construction, having a cumulative capacity of more than 20 class rooms, library, conference room and other rooms that shall meet the growing need of different departments of the college in the years to come. The buildings are under construction through World Bank Assistance and State Govt. Funds.

File Description	Document
Link for Additional Information	View Document

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

Response:

The college has well developed Physical Education Department headed by a professional and qualified Physical Training Instructor. The college has well laid out facilities for indoor and outdoor games and sports. The other cultural activities like college cultural programmes, Sports day, Inter House Tournaments, etc. are organised frequently in the college ground as well as in the college auditorium. The college has the facilities available of games and sports like Cricket, football, volleyball, hockey, Badminton, Handball, Rugby, Chess, Carom, Cricket Net Practice wicket, Shot put, Discus throw, Javelin throw etc. There is a sports room with adequate furniture for the storage of sports equipment. The college also has a multipurpose Indoor Hall and a Table Tennis Hall for the conduct of inter house and inter college tournaments in Badminton and Table tennis. Besides this, the college has six maintained lawns.

The students are busy with a well engaging and diverse curriculum, have a life of art, culture and activism during the semesters. Every year the students are being divided into eight houses. These houses are run under the supervision of different faculty members who council, guide and prepare the students for various games, sports and cultural activities. Students actively participate in intra and inter college events throughout the year

Facilities for sports:

Details of infrastructure for sports

S. No	Details of infrastructure for sports	Area	Year of Establishment	Description of Activity
1	Sports ground	120x70 mts	2013	Cricket, Football, Hockey, Rugby, Net Practice Cricket, Athletics, N
2	Volley ball Court	18x9mts	2013	Volleyball
3	Multi-Purpose Hall	18x8mts	2018	Badminton, Yoga, Table tennis, etc
4	Table Tennis Hall	8x6 mts	2017	Table Tennis
5	Cricket Net Practice Wicket	22x3 mts	2018	Cricket Net Practice
6	KhoKho	36x16	2013	KhoKho

7	Kabbaddi	12.5x8 feet	2013	Kabbaddi
File Description		Document		
Any additional information		View Document		
Link for Additional Information		View Document		

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc	
Response: 31.25	
4.1.3.1 Number of classrooms and seminar halls with ICT facilities	
Response: 05	
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: 84.11											
4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>112.49</td> <td>64.12</td> <td>55.77</td> <td>25.00</td> <td>76.30</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	112.49	64.12	55.77	25.00	76.30
2017-18	2016-17	2015-16	2014-15	2013-14							
112.49	64.12	55.77	25.00	76.30							
File Description	Document										
Details of budget allocation, excluding salary during the last five years	View Document										
Audited utilization statements	View Document										

4.2 Library as a Learning Resource

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

Response:

The college has recently been provided with a qualified librarian on regular basis. With his joining the college has initiated a number of reformative measures to streamline the library. Among others the task of library automation has also been taken into hand for which necessary stationary and equipments are in process of acquisition. The college library has a rich diversity of books and references which have been arranged subject wise and displayed prominently for the easier retrieval by students.

Further the library is proposed to be shifted to an alternative location in upcoming Multistoried block .Once this is done ,the automation process shall be taken up in hand

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

Response:

This college is just of the age of 12 years and during this period no such books have been either acquired or donated by people with such tastes. However, the College is in possession of some European travelogues which belong to early nineteenth century .These travelogues are used as primary sources in the reconstruction of modern History of Kashmir. Biscoe's book ,which is a missionary text, tells us about the genesis of modern education and health sector that emerged in Kashmir in 19th Century is also housed in our library. Likewise the accounts left behind by author Brinkman and Robert Thorpe are available in our library

4.2.3 Does the institution have the following:

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

- A. Any 4 of the above**
- B. Any 3 of the above**
- C. Any 2 of the above**
- D. Any 1 of the above**

Response: E. None of the above

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: 2.3

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
2.5	2.2	1.80	2.02	3.0

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: 3.85

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

Response: 103

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has suitable IT facilities to effectively complement the teaching and learning process. The computer lab is equipped with 53 computers with a 6 KVA UPS to ensure un-interrupted power supply. Moreover, five LCD projectors are installed at various locations to provide effective teaching to the students.

To enhance the effective teaching learning in the class rooms, faculty members are encouraged to use power point presentations, videos, etc. Besides, other facilities like; scanners, printers, etc are accessible and faculty members and students use these facilities for official and academic purposes. The main building of the college is Wi-Fi enabled. Faculty members and students can access Wi-Fi anywhere in the building to gain supplementary information, carry out research activities and download information related to the curriculum and also to enhance their knowledge about their subjects. In order to provide internet facility to students and teachers, the college has a number of broad band connections. Students are encouraged to make use of IT facility in the best possible way. To ensure the safety of students and college property, the main building is under the CCTV surveillance, which provides substantial help in the maintenance of discipline as well.

The recent up-gradation of the IT facilities is described below

- Purchase of 15 No. of Computers for Computer Lab
- Establishment of LAN in computer lab
- Purchase of two no. of projectors for teaching purposes
- Repairing of CCTV Surveillance system
- Purchase of 6 KVA UPS
- Upgradation of computer Lab.

4.3.2 Student - Computer ratio

Response: 48.02

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

File Description	Document
Any additional information	View Document

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: 11.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
18.16466	7.07961	5.73884	6.52484	7.03607

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	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:

All the developmental/Constructional works are done through a chain of college committees comprising regular faculty/contractual faculty. The College Development Committee & Construction committee looks after the maintenance of buildings, classrooms and laboratories. The Development committee is headed by the Principal who in turn monitors the work of the all the Departments at the next level. The HODs are accountable to the Principal who while functioning as Heads efficiently organize the workforce, maintaining duty files containing details about their individual fixed responsibilities etc. The convener conducts periodic checks to ensure the maintenance of the infrastructure. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Auditorium and laboratories and lavatories are cleaned and maintained regularly by supporting staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The Green Cover of the campus is well maintained by full-time gardeners and Ground Staff.

The smooth functioning of equipment like Generator, Air Conditioners, CCTV Cameras and Water Purifiers, water supply etc. in the college is ensured through the well trained plumbers/electricians working

in the college. The Lab assistants under the supervision of concerned HODs maintain the efficiency of the college computers, accessories and other Lab. Equipment. The campus is monitored through surveillance Cameras. Every department maintains a stock register of the available equipment. The civil and electrical work is adequately monitored and maintained by the College Development Committee. Periodic reporting on requirements of repairs and maintenance is submitted by the concerned HOD to the principal of the college. The requirements are collectively processed before the beginning of every semester so as to keep things ready for the new semester. Housekeeping services are regularly executed and monitored.

Every year the Department of Physical Education prepares a yearly calendar of the sports activities to be held in the college and tries to meet the set target in line with the sports calendar prepared by the University of Kashmir. Our college has a well-furnished library accessible to the students and the staff throughout the year. The staff deployed for its maintenance is well trained and the functioning is coordinated by a professional Librarian. The library, at present, has more than ten thousand books of different subjects. Besides, a good number of newspapers (both local and National) and magazines are subscribed to and made available for the students and the staff.

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: 8.09

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
230	217	25	8	288

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](#)

Any additional information

[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: 9.23

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
160	0	255	270	269

File Description

Document

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: 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: 8.13

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
485	234	79	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 3.5

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
350	55	0	0	0

File Description

Document

Details of the students benefitted 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: 0.05

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	0	0	0	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: 13.46

5.2.2.1 Number of outgoing students progressing to higher education

Response: 107

File Description	Document
Upload supporting data for student/alumni	View 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: 80

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	0	1	6

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
14	11	0	1	6

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
00	00	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
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

Given the law and order conditions prevailing in the valley especially from past 8 years the educational institutions don't encourage any student unionism for obvious reasons. The college administration is always on toes to ensure smooth academic atmosphere in the institution especially when law and order problems are witnessed in the area on almost regular basis. In view of similar concerns all over the valley the University of Kashmir has already banned any student politics and unionism.

In the light of what has been explained the college does not deem proper any such student activism that may derail the academic atmosphere in the institution. However, students' participation in Course Review Committees and other College Administrative Committees is ensured on regular basis. The committees are headed by the Principal with subject HODs along with the students. To promote student leadership qualities and active participation in co-curricular activities the students are free to organize any literary Social or Cultural event where college provides them every support.

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

Response: 4.4

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
9	2	6	1	4

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

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

Response:

The college alumni association is in the process of registration. However, given the circumstances prevailing in this part of country there are lots of formalities involved in obtaining no objection certificates in respect of the members proposed for the executive council .We expect that within next one or two months a full fledged registered alumni will be in place. We are fortunate to have a very popular international cricketer Mr Parvez Rasool as an alumnus of the institution who has agreed to play a pivotal role in the functioning of this association

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 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:

Vision:

The College shall strive to produce competent human resource for various sectors through effective teaching, learning and development process.

Mission:

The College shall strive towards providing quality education in various branches of knowledge for creating an integrated social fabric.

The college shall strive to develop better moral values among the youth aimed at building a strong and viable society through effective involvement of the stake holders.

The Institution was established in 2005 with the concern to cater to the educational needs of its catchment area primarily comprising students from a rural back-ground. Accordingly the basic policy of the Institution is to impart first-hand knowledge, inculcate democratic values, rational outlook, leadership qualities and how and in what capacity to respond to the opportunities and challenges of the modern world. In a student friendly environment, every effort is being put in towards providing proper learning atmosphere to them so that they become responsible citizens and develop a healthy approach towards life.

The Institution works on democratic lines having Principal as the Head of the Institution. Faculty members of the Institution play an active role as members of different committees/units/groups/cells etc. Some of the important committees are IQAC, UGC Committee, Academic committee, Examination committee, Advisory committee, Financial Aid Committee, Purchase Committee and Sports Committee. Collectively their active collaboration, deliberations and initiatives towards the progress of the college makes the governance effective, smooth, student friendly, creative and a campus with an open interactive environment. The participation of all stakeholders with a right to voice their concerns and perspectives in decision making and policy formulation plays a key role in the overall functioning of the Institution. The Principal of the Institution supports faculty members in getting funding from different governmental as well as non-governmental agencies for different developmental proposals of the college including creation of new infrastructure, provision of facilities, etc. Similar coordination is exercised for organizing conferences and community initiatives. For Example, in 2018, the Department of Zoology and Environmental Sciences organized a National Conference on “Climate Change and Human Health: Issues, Concerns and Opportunities” with the support of ICMR. The principal holds regular meetings with the teaching and non teaching staff wherein inputs and feedback of the teachers and students pertaining to discipline, participation in various activities, academics are discussed under the supervision of IQAC.

6.1.2 The institution practices decentralization and participative management

Response:

The Institution fosters the inclusive, participatory and team cum committee based work-culture. The effective teaching learning process and decision making involves creative contribution of each faculty member and participation of each stakeholder. Through the formation of various committees, cells and units, college encourages a culture of participative management. The active role of all staff members in both academic and non academic activities is in operation. In the beginning of every academic year, the Principal in consultation with IQAC and Staff Secretary constitutes various committees for all important activities. These committees are constituted for the smooth functioning of the Institution. For example, the Admission Committee starts its work a week before the new admission process starts so that students may complete their admission process comfortably. The Admission Committee conducts counselling sessions for new entrants acquainting them with the available options so that they are able to take decision as per their individual aptitude. During the admission days, the committee deploys some Local fund employees to help the students at different levels of admission process. After the admission, the Time-table Committee prepares a well thought out classification and time-table which is displayed for the information of the students. Afterwards throughout the session, the Academic Committee ensures proper implementation of the teaching learning schedules.

Preparation for the NAAC assignment is an illustration of participatory management. Although the IQAC was present in the college but the committee was in a nascent stage. As soon as the new NAAC requirements were made known to the College, the Principal reconstituted the committee and seven faculty members were assigned the job. The convener distributed the job and every faculty member was given one component. The present exercise is the outcome of efforts put in by this young team of college teachers who have worked hard for months together to get the institution through this process in a respectable manner.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Established in 2005, the College started its journey from a private building and was shifted to the present building in 2013. Student strength witnessed a tremendous increase from 41 in 2006, 250 in 2007 and with the same pace of increase; it has reached 2546 in the current session. The fast pace of Increase in the number of students and introduction of new subjects demanded availability of more and more class rooms for which steps have already been taken to complete the process in a phased manner.

- To provide a greater exposure to students and to widen their horizon of knowledge, field trips/Study tours are organized.
- Special guest lectures are arranged to enlighten the students on different topics envisaged in the syllabus. These are planned well in advance and executed in a time-bound manner.
- Every academic year, the departments of Geography and other Science subjects conduct study tours/Field trips for students as specified in the curriculum by the university. The students are accompanied by the concerned teachers.
- The quality enhancement policy of the college is in tune with the parent university (Kashmir University) and the UGC. All the strategic plan and deployment documents are sent by University of Kashmir and UGC and many are available on the Website of Kashmir University.
- The college administration has taken upon itself the task of enhancing/facilitating the teaching staff so that they become more competent in teaching and research and adopt to the fast changing trends at the global academic and intellectual fronts.
- Following are some of the Committees / Cells of the College that monitor quality.
 - Academic Committee.
 - IQAC
 - Time Table Committee.
 - Development Committee.
 - Discipline Committee.
 - Advisory Committee.
 - College Complaints Committee.
 - Scholarship Committee.
 - Purchase Committee.

Keeping in view the future needs of the institution, in view of its growing enrolment, the college is making efforts for infrastructure development and creation of additional space in the form of additional classrooms, separate library and other administrative arrangements. These efforts have materialised in the form of sanction of the following two mega projects for the college on which work has already started

- construction of additional classroom block at a cost of Rs. 7.42 Crores by the State Government
- Construction of additional accommodation with the assistance from World Bank at an estimated cost of Rs. 9.36 Crores

The College implemented CBCS Scheme in 2016. The Scheme was discussed threadbare by all the concerned Heads of the Departments who offered different suggestions and opinions regarding its successful implementation. In accordance with this scheme, several measures were proposed by different committees including the College Advisory Committee, Academic Committee, Time-Table Committee and the Admission Committee.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

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:

Govt. Degree College Bijbehara is affiliated to the University of Kashmir and is governed by the rules and regulations of the Department of Higher Education, Jammu and Kashmir Government. The Principal of the college is the head of the institution. All the activities of the institution are carried out under the supervision of the Principal. All the decisions related to library, time table, purchases, infrastructure, admission etc. are taken by the Principal through various committees. To carry out all the functions of the Institution, Heads of the various Departments, Coordinator of Examination, Librarian, Section Officer and Staff Secretary work in collaboration with the Principal. The Institution has a well defined organizational structure in the non teaching staff also.

Attached in the upload is the Organogram of the College

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

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

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View 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:

For decentralization of power and to effectively manage the affairs of the college, every year various committees with both regular and academic arrangement faculty as members are framed by college administration. Each and every committee is headed by a faculty member as the convenor who is bestowed with the responsibility of convening meetings with the respective members and recording the adopted resolutions in the form of MINUTES OF MEETINGS which are submitted to the Principal for approval and follow-up. The approved minutes serve as the target for the committee to follow.

The prominent activity undertaken while remaining in line with the resolutions/minutes of one of the meetings is the adoption of a remote village in the vicinity of the world-famous tourist spot, namely Lehan Dajan. The said village is socially, educationally, financially and politically on the edge. Moreover, the village lacks proper Medicare facilities. After adopting the said village, the NSS volunteers organized cleanliness and anti-polythene drives in collaboration with various schools of the said village for cleaning the roads, streets, Primary health centre and schools. In addition, different types of required medicines were arranged for the villagers through the free medical camp organized by the NSS unit and the Red Ribbon club of the College in collaboration with the Block Medical Officer Sallar, who deputed a team of doctors for the camp. In this camp, free medicines and sanitary pads were distributed among the general masses in general and females of the village in particular.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Being a State Government Institution, all the facilities available to other Government Employees of the state including the retirement, gratuity and leave encashment benefits, Mediclaim facility, GP Fund facility

and pension benefits to the employees' recruited upto 2010 and NPS facility 2010 onwards, Leave to teaching and Non-teaching employees, Festival Allowance, house building loan, consumption loan facility, Maternity and Child-care leave to the female employees, Tour and travel facility and In case of death of an employee employment to a dependent under SRO 43 are available for the employees of this sector as well.

The College provides financial assistance to its staff (particularly Class IV) in the institution at times of distress or natural calamity. Recently two of our local fund employees got injured due to a grenade blast in the market while on official duty. The seriously injured worker Mr Ishtiyaq Ahmad was given a financial assistance of Rs 15000/= while as the other worker Mr. Tanvir Ahmad who sustained minor injuries was given an assistance of Rs 5000/=. Earlier also during 2014 when some of our workers were hit by the devastating flood in the valley, the College Advisory Committee assessed their losses and financial assistance in respect of all effected was granted

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

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

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

Response: 0.4

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
01	1	0	00	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: 14.84

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
10	09	0	02	02

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:

The College as per the guidelines of Department of Higher Education, Government of Jammu and Kashmir has a system in place in accordance with the format of University Grants Commission guidelines for performance appraisal of every staff member. Every staff member (both teaching and Non-teaching) is evaluated by the Principal and the evaluation is recorded in the Annual Performance Report on yearly basis which is subsequently forwarded to the cadre controlling authorities for the purpose of promotions/incentives etc. Attached below is a sample of annual performance report of teaching and non-teaching staff.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal Audit is conducted by Audit Committee of the college constituted by the Principal for the academic session. The committee carries out a continuous examination of accounting, financial and other activities of the college in accordance with the financial regulations. Internal Audit Committee makes a thorough check and verification of all bills and vouchers of transactions that are carried out during every financial year. It also conducts special investigations with regard to efficiency and economy and examines the systems across the college which control all forms of contract and capital expenditure, administration and operational expenditure.

As per systems in vogue, the external audit is supposed to be conducted by Accountant General's Office and J&K Finance Department. The discrepancies pointed out by the External Audit and inspection teams are regularly replied Para-wise and item-wise within the stipulated time by the committee consisting of senior permanent faculty members constituted for this purpose only. The corrective measures where-ever required are immediately taken in view of the report of the auditors and necessary steps are taken to avoid recurrence of such errors. The External Audit during last five years of the accounts of this College has been carried out by the Directorate of Audit and Inspection, Finance Department, J&K in 2015-16 which was found to be satisfactory except for few suggestions which have been taken care of.

File Description	Document
Any additional information	View Document

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: 5

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	5	0	0

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

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

Response:

Funds are efficiently managed through proper financial planning in the College. The most important financial goal of our college is the optimal utilization of scarce resources and efficient mobilization of resources. Our College receives funds from different sources like State Government, UGC and RUSA. Funds are also collected from students in the form of admission fee which are distributed under different heads like library fee, laboratory fee, games fund, etc.

The College has a well set mechanism to efficiently mobilize and monitor the resources. The Principal in consultation with various committees of the College like the College Advisory Committee, Construction Committee, College Development Committee, College Purchase Committee, College Beautification/Landscape Committee, College Financial Aid Committee/Scholarship Committee, College UGC committee and also Accounts Section prepares the annual budget keeping in view the requirements and needs of the college and works of top priority as recommended by various committees. The budget estimates after being approved and sanctioned by Administrative Department are carefully monitored by these committees for the betterment of the college in general and students in particular, through a systematic mechanism of obtaining approval at various levels for optimal utilization. Also, the Audit committee yearly reviews the utilization of funds and checks the accounts properly.

Funds collected through student fee are utilized for the purpose for which they are collected. These are utilized to purchase equipments, chemicals, sports items, organizing tours, seminars, workshops, beautification of college, infrastructure development, improving drinking water facilities, maintenance of laboratories and library for the overall development of students, financial aid to the needy students and for achieving excellence in academics.

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:

Before the formation of the IQAC, the internal quality aspects of the college used to be under the purview of the Academic Committee of the institution. The College constituted the IQAC on May 2017. After that, IQAC has effectively been involved in the overall development of Institution as a whole by assuring following quality initiatives:

- Documentation of various activities carried out in the institution for the overall quality improvement. Culture of systematic documentation of all activities was introduced through IQAC.
- To standardize and review education imparting methodology, the IQAC recommended receiving the feedback from students and teachers vis-a vis teaching learning and other aspects. These recommendations were implemented in the College with effect from the session 2017.
- IQAC suggested to make the campus e-enabled so as to provide the internet facility to all students which stands already implemented.
- On the suggestions of IQAC, ramps for classroom and washroom were constructed so that specially abled students do not face any inconvenience.
- On the recommendations of IQAC, lectures by prominent personalities on different social, economic and political spheres were organised.
- To uplift the morale of specially abled persons, on the suggestions of IQAC an international Para Cricketer; Amir Hussain Lone was invited as Guest of Honour on the occasion of National Sports Day.
- Keeping in view the local demands, two vocational courses were introduced from the session 2018.
- IQAC got a formal calendar framed involving all departments in the College for organisation of Seminars/Symposia/debates/Cultural activities in the College Auditorium. This calendar is spread over the entire academic session and each department has to present a programme on the fixed date. This practice has been initiated in 2017 and shall be a routine academic activity for each department hence forth.

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:

- Organization of seminars for both students and the staff to make them aware of the latest trends in their field of knowledge.
- Faculty members are encouraged to attend various faculty development programmes held across the country so that they may update themselves with new developments in pedagogy, education etc.
- Feedback regarding the overall Teaching Learning Process is collected and then analyzed and suggestions are put forward to concerned committees for necessary action.
- Use of ICT in teaching learning is encouraged. In fact, College has organised training cum counselling programme for the teachers to provide them basic training regarding how they could make use of different technologies in their teaching.

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

Response: 0.6

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
03	0	0	0	0

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**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	View 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:

In order to make teaching learning process more effective and interesting, the Institution has implemented the following academic and administrative initiatives during the last five years:

- Use of teaching learning tools has been increased to a large extent. At present, the College has one full fledged smart class room and many multimedia projectors along with other necessary teaching aids.
- Good number of sanctioned posts has been filled of late.
- Enrichment of the Library on regular basis. Presently the number of books is more than ten thousand.
- As a green initiative, plantation of the entire campus is in progress.
- Publication of College newsletter and magazine.
- A good number of computer systems along with uninterrupted Power supply has been made available to the students of Computer Science.
- A spacious and well maintained College Canteen is functional for the students and the staff.
- Extension lectures by the subject experts have become a regular phenomenon.
- Sports field has been developed.
- Indoor stadium has been constructed and sports activities started.

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: 6

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
2	1	2	1	0

File Description

Document

Report of the event

[View 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:

- a) Safety
- b) Counselling
- c) Common room

The college has taken measures in establishing and monitoring safety procedures applicable to the infrastructure, resources, emotional and physical well being of the students within the college to create a safe learning environment. Institutional I-cards are mandatory for entering the campus. The institution always remains under CCTV surveillance to ensure safety especially for female students in order to maintain discipline in the campus.

Our college organizes special programs for gender sensitization. The institution has a women grievance cell which looks after the issues pertaining to women in particular. Girl's welfare and grievance cell is capable of dealing with the cases (if any) very confidently with its team of principal, functional head of the

cell and women faculty members. The cell also conducts different activities to encourage girls to fight against any kind of injustice resulting from gender bias. Legal awareness programmes in collaboration with Tehsil Legal service Bijbehara are organized by the institute so as to create awareness amongst the students in general and female students in particular about various legal provisions to ensure protection against domestic and social violence. A separate Park and Girls washrooms are well maintained in the college to facilitate the privacy of the female folk.

A fully functional health care centre of the institution is always ready to offer medical care for minor issues and first aid.

Our institution organizes counseling programs to help students in improve decision making skills, self-esteem and motivation, encourage elimination of sex bias and stereotyping. Various programs are organized by the college to provide guidance to the students whenever needed. Students feel free to get answer of their queries. The institution has made a friendly environment for the students.

The institution has a common room where students engage in discussions with their classmates, share their ideas and information. They spend some time during their studies in the common room as it has become a meeting point with their classmates and get a chance to find answers to their queries. The college deploys one female local fund employee for girl's common room.

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: 11070

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: 27.06

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

Response: 935

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3455.8

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:

Solid Waste:

In Solid Waste Management the main emphasis is to motivate students to employ **Reduce, Reuse & Recycle i.e 3R strategy**. Waste paper, glass, metal etc from the different departments are separately collected on regular basis. Different coloured dustbins are installed for segregation of solid waste in the college campus. Green colored bins are installed for wet and biodegradable wastes, Red coloured for metal wastes, Yellow for glass, plastic bottles and plastic wrappers, and blue colored dustbins are used for paper wastes. Scanning and cleaning of dustbins is done on regular basis. After scanning paper waste is either reused or stored so as to be used for heating purposes during winter periods. Biodegradable waste is buried in pits in college compound, so as to increase fertility of soil. Metal scrap is sold after proper auction. Rest of the wastes is frequently carried away by municipality vehicles.

Liquid Waste:

Well constructed drainage system exists in the College which is cleaned regularly to avoid stagnation.

E-waste:

E-waste, which appears clean & safe but their qualitative characterization reveals it to be very complex comprising several hazardous constituents. Some of the e-waste generated including batteries, printing toners, clock cells are used for technical education purposes by using the hardware in the labs for display.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Since the campus is situated near the river Jhelum and as such ground water table level remains usually high. Moreover, when this campus was constructed not much stress was laid on the concept of water harvesting. However realizing the importance of water, the rain water is collected in large buckets and then used in watering of flowering beds and cleaning of campus. The college authority, however, has instructed

the agency involved in building new multistoried building to incorporate this provision so that optimum utilisation of water is exercised

7.1.7 Green Practices

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

Response:

The College is located about 2 Kms from main Highway, Large chunk of students from adjoining areas prefer to come either on foot or bicycles. However, the absence of pavements/bicycle tracks, green corridors impairs the interest of the students for the use of bicycles.

The college lays stress and advises staff as well as students of far away areas either to travel via public transport or adopt the practice of car pooling so as to reduce the emission of CO₂ and affiliated gases. College bus also ferries students to and fro which is also beneficial for carbon credit. Unfortunately the College approach-roads are not pedestrian friendly, which are always prone to accidents. However, the issue has already been taken up with the District administration.

To combat the increasing problem of plastic pollution inside the campus several steps have been taken such as declaring campus polythene free, continuous awareness among students about its hazardous nature, minimizing usage of plastic in campus canteen. The college has achieved an appreciable success in this regard but there are still some issues faced due to insufficient availability of alternatives, though usage of jute and paper bags are encouraged and appreciated.

The office is not completely paperless but wherever possible alternate practices are employed. For instance e-attendance mode in the form of Biometric attendance is adopted. College uses Whatsapp group to convey messages or notices to staff members. Moreover e-copies of notices and circulars helps multiple users (Staff and students) to access a document simultaneously with more ease and convenience.

The College is naturally endowed with greenery and enjoys one of the best landscapes available. The College takes active part in plantation of trees. Every year plantation drive is carried out in the campus in association with social forestry department of the district. The College tries to maintain its greenery throughout the year and has taken initiatives to conserve the existing flora and fauna.

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

Response: 0.53

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.373	0.198	0.414	0.178	0.8

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)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 8

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
01	01	02	02	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	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: 14

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
2	2	4	3	3

File Description	Document
Report of the event	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: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

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: 16	
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
6	2	2	1	5

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

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

Response:

Yes, the College from time to time celebrates various national festivals, birth and death anniversaries of renowned personalities of the country. 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. **Shri Radhakrishnan Day** is observed as **Teachers Day** in the college on **5th September** with great enthusiasm to make his invaluable contribution known to the budding students which may inspire them in their life ahead. The college also celebrates **Gandhi Jayanti** week from **2nd to 8th October**. On the eve of **Gandhi Jayanti**, the college organizes different programmes and events related to Gandhian philosophy and its relevance to the present time.

Iqbal day is 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, Swachta Pakwada and cleanliness drive at neaby village Lehandajan, Pahlgham.**

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 District Headquarters Ananatnag and Tehsil HeadQuarters Bijbehara. In addition, it is in the yearly schedule of the college to organize "**Beti Bachao Beti Padaoo**", **World AIDS Day, No Tobacco Day, Voluntary Blood Donation Day.**

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

Response:

One of the important strategies adopted by the college is ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. The college has set up various committees (admission, examination, sports, discipline and culture etc.) comprising of members of the faculty and of the non-teaching staff as well as students, in some cases, 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; inculcating scientific temper and being alive to the national standards are encouraged. The college tries to create a learner-centric environment and to maintain professional ethics and high moral values in behavior, deliberations and appearance.

To ensure good governance, accountability and transparency, the goals are clearly defined at all levels.

Transparency in Financial process:

The college maintains complete transparency in its financial functions. 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. Besides, GEM portal route is also adopted for purchase different items, wherever possible.

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 conducts external and internal audit to maintain transparency in all transactions.

- ***Transparency In Academic and auxiliary Process***

All the current events and their processes, including admission, examinations are posted on the college website as well as the college notice board. The admission process at the under-graduate level is transparent and well organized by the University of Kashmir for the college. Throughout the admission process, publicity is ensured through website. The process is absolutely transparent and follows all the norms and procedures laid down by the University of Kashmir. For public dealing, there is a grievance committee helpline number and email being displayed on the college website. The various features ensuring transparency in admission process are:

1. Fully 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.

Regular inputs are taken from faculty and staff through monthly meeting of the faculty for continuous improvement in the system.

In the academic year 2016-2017 the college received 10 RTI Applications, all of which were resolved within the stipulated 30 days' time.

7.2 Best Practices

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

Response:

Teaching is a noble profession and all the practices attached to it are aimed at creating a desirable impact on the subject. Teachers are meant to inculcate the best values in the students by presenting themselves as the models. To identify the best practices in the college is a tough job as mostly the institutions have to follow a set pattern and there is little scope of deviation from the norms. Still efforts are always made to devise ways and means to do something special and do it in a way that earns the Institution some distinction in the society. Some of our modest efforts in this regard which may be worth mentioning are as under:

(I) Title of the programme: Financial Assistance for Admission in the College

Objectives: Financial support to needy students with poor economic back ground.

Context: After the establishment of the college in this town with poor educational background, efforts have been made to benefit the weaker sections of the society by way of the making opportunities available to them for pursuing higher education. College has always taken keen interest in imparting knowledge to the students. However, as the law of nature goes some unfortunate students are not able to afford this luxury because of financial constraints. As far as the practice of the Institution is concerned, a good number of such students are provided financial assistance by the Institution during their stay in the college. However, students are entitled to such assistance only after they are enrolled in the College for some course. Some distressed students often approach the college for some concession in the fees at the time of admission in the college. But as per the standing directives from Administrative Department; no fee concession is permissible at the time of admission to any of the students.

Practice: It is in this backdrop, that the staff of this college took it as its moral responsibility to ensure that no student is denied the chance to fulfill his/her dream of higher education for want of resources required for admission. As such, the teachers in the college started a novel practice from 2014 to make a

contribution from their pockets to provide financial assistance to such marginalized students so that they can fulfill their dream to march towards the acquisition of knowledge. Ensuring that the self respect of beneficiaries is not hurt, one of the senior faculty members of the college, has been requested to exercise complete authority to accommodate such students by debit to the pooled resources by the staff and to ensure that the name of the beneficiary is not divulged in any manner so that the self esteem of the beneficiary is not hurt. Moreover, in order to ensure their seriousness in studies only a part of the fees is provided from the pool and a portion of it is left to the student to manage. But care is always taken that money should never become a reason for any of the students to be unable to seek admission to the college. We realize that this a modest effort on part of the institution towards this social cause, however this is a humble beginning which may lay foundation for a good philanthropic exercise in the college and exfoliate in financial numbers.

Evidence of success: The number of students who have benefitted from this initiative since the inception of this practice has reached 39. The year wise number of beneficiaries is as under:

- 1.2014-06
- 2.2015:-07
- 3.2016:-08
- 4.2017:-09
- 5.2018:-09

Problems encountered: The two mains problems faced in this activity are:

1. All the deserving students do not express their needs as the scheme is neither advertised nor can be made public in view of limited resources.
2. The amount collected still falls short of the actual need to cater the demand of the enrolled students.

(II) Title of the programme: Adoption of a local school for mentoring

Objectives: *Extension of improved facilities to School students of local community*

Context: The College not only confines its role to impart education to its students but also tries to bring forth the hampering issues faced them during early phases of their education. During the counseling sessions with enrolled students, what often came forth is that most of the students are first generation learners of their respective localities and the schools they earlier were part of lacked basic facilities.

Practice: The College as part of its social responsibility has adopted a feeding Higher Secondary School (HSS Mahind) located in a far-flung and down trodden area lacking basic facilities with the aim of providing logistic, sports and laboratory facilities to its students so that some sort of yearning is aroused in their minds regarding their future plans of education. The college with an aim to act as mentor for the adopted school provides stage to these young students to improve their curricular and co curricular skills by familiarizing them with novel and advanced methods by keeping our labs and sports facilities available to them on specific days.

It is also pertinent to mention that on the very first visit of college staff to this school, it was found that the school lacks the basic requirement of student furniture even for their highest grade students of 11th and 12th classes. It was, as such, decided by the college advisory committee to help the institute in augmenting this basic infrastructure and as such 70 student desk and 30 writing pad chairs were donated to the school so that students receive education in proper manner. The students were offered to participate in our debates and seminars and conduct participate in regular friendly matches with our students in the college campus itself. Availability of college science labs was worked out and conveyed to them so that students could come and visit our labs and get acquainted with the basics of Science practicals. The practice of participation of their students in our various co-curricular programmes including their visit to labs is still continuing and has been applauded by school authorities.

Evidence of success: The continuance of the practice is a success in itself and students are getting benefitted out of it.

Problems encountered:

1. Lack of transport facility in the school is a problem.
2. Sparring students during working hours seems to be a problem with the school.

III) Title of the programme: Discouraging use of polythene bags.

Objectives: To create awareness for cost effective and environment friendly alternative to polythene bags.

Context: The hazards of the abundant use of polythene are known to all. However, there very little is done to discourage it. The use of polythene bags in the market is an unnoticed evil and awareness of the society in this regard is the need of the day. Moreover the problem is further aggrevated by absence of any alernate durable alternative.

Practice: The college at its own level decided to inculcate this sense of awareness among the students and use them to spread the same by involving them with a practice which we believe is modest but novel. The students are asked to prepare paper bags in the college itself by making use of newspapers. This creates physical involvement of students with the process which in turn helps in adding effect to their appeal for discouraging the use of polythene. The process is helpful in preparing a dedicated lot of students for creating awareness in the society on the subject. After these bags are ready, the college EVS department conducts an awareness programme in the nearby market of the town against the hazards of use of polythene by displaying banners and mottos on the subjects. While moving in the market the students distribute these self made paper bags among the vendors and shopkeepers impressing up on them their social responsibility against this prevalent evil and their role in its eradication. This practice also brings home to the small vendors a new environment friendly and cost effective alternative to the hazardous polythene bags.

Besides, the packed eatables available in the college canteen are not allowed to be sold as sealed packets instead while selling the canteen-wala is bound to unpack them and provide the material to the customers in the newspaper packs and dispose of the polythene covers in an effective manner.

Evidence of Success: There is no doubt about the inculcation of awareness through this practice amongst the students themselves. Students are ambassadors of message to their families and play a vital role in the

gradual transformation of the society. Hence the practice is surely a success.

Problems: There are no major problems encountered on this account

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:

Govt Degree College Bijbehara is one of the recently established Co-education colleges in the southern part of Kashmir. It is located at Nilandras on Bijbehara pahalgam road falling in the north of district Ananatnag and as such has the advantage of having a vast catchment area around the District. Established in **2005**, with a **vision** “*strive to produce competent human resource for various sectors through effective teaching learning and development*” and **Mission** “*strive towards providing quality education in various branches of knowledge for creating an integrated social fabric and strive to develop better moral values among the youth aimed at building a strong and viable society through effective involvement of the stake holders*” since with limited resources and facilities the college is struggling to achieve its goal. With the passage of time at this point we feel that the college has been successful in realizing its mission to a considerable extent. The college started functioning from academic session 2006-2007 with a rather meager enrollment of just 41 students which has now gone up to 3100 mark.

Our institution is committed to impart quality education to students so as to foster their development by providing knowledge and skill to enable them to face the global challenges. The Students enrolled in this college are predominantly from rural areas belonging to families of first generation learners. The college offers various programmes under Bachelor of Arts and Bachelor of Science. Our focus is to serve students of different backgrounds and abilities, through effective teaching-learning pedagogy. The interactive and participative, information and communication technique (ICT) based approaches have been used. Students are given the wide option for choosing elective papers. The papers that address cross-cutting issues relevant to gender, environment, human values are included in the course curriculum. Workshops for Students are organized on regular basis to provide them additional knowledge/information thereby widening their horizon. The College has conducted a number of workshops focusing various curriculum-related areas like Assignment Writing, painting & quiz competition, etc. Students are encouraged to use e-resources, and e-books. The Industrial visits, field/study trips are conducted to give exposure to our students. The Career orientation is provided to the students. The Guest Lectures, Presentations and Exhibitions are organized on topics encompassing GST, e-banking, International Migration, Insurance, Jammu and Kashmir economy etc. The Students are encouraged by providing proper guidance to participate in Intra and Inter-collegiate co-curricular/extracurricular activities. These activities help enable students to enrich their knowledge. The Students are provided ample opportunities to participate in Sports events for their overall development. The Students’ Council is functional to provide a platform to our students to showcase their talent in various fields. The N.S.S. unit has conducted a number of extension and outreach activities like Swachhta Abhiyan, Swachhta Pakhweda, Blood Donation Camps, Consumer Awareness Programmes and e-payments workshops. These activities have helped the students to inculcate

social responsibilities and values in order to transform them in to good citizens.

In order to inculcate and enhance moral values, special emphasis is laid on encouraging students to imitate the character of great social and religious personalities and in this regard Seerat conferences are organized by the college debates and seminar committee. Moreover, keeping in mind the surrounding areas being hot beds of Cannabis (Bhang) cultivation which is sometimes referred as “Bhang Bowl of Anantnag”, special awareness drug de-addiction programmes are organized so as to keep students at bay from indulging in this immoral practice which has far reaching evil consequences on the society in general and the addicts in particular.

NAAC

5. CONCLUSION

Additional Information :

The college has been established in 2005 to provide quality higher education to the students hailing from rural backgrounds who otherwise could have hardly dreamt of it. Especially, the female students coming from rural conservative family set-ups have been provided with a chance to have college education. The college has achieved a lot so far in terms of academic excellence and infrastructure. Yet, there is a scope for improvement in a number of areas for which efforts are on. Many construction projects are under process and are nearing completion. Academically, the institution is continuously attempting to update its faculty and bring in pedagogical changes to keep pace with the new developments in the society. There is a special focus on the students' overall development and as such cultural and sports activities are conducted on regular basis.

Concluding Remarks :

Right from its inception in 2005, the college works with dedication and commitment towards achieving its goal of contributing to make a knowledge society by engaging youth from the socially and economically underprivileged backgrounds. As the valley of Kashmir is undergoing political turmoil for the last thirty years or so, it becomes imperative to engage youth academically so as to inculcate a positive attitude amongst them. ***In this context, our institution has been playing a key role by instilling a positive spirit in young boys and girls under such difficult circumstances which deserves encouragement from NAAC authorities.***

It is for the first time that the college is opting for accreditation. We hope to get accredited with a fairly reasonable grade.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 2 Answer after DVV Verification: 2</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>154</td><td>64</td><td>152</td><td>137</td><td>181</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>80</td><td>61</td><td>84</td><td>37</td><td>76</td></tr></tbody></table>	2017-18	2016-17	2015-16	2014-15	2013-14	154	64	152	137	181	2017-18	2016-17	2015-16	2014-15	2013-14	80	61	84	37	76
2017-18	2016-17	2015-16	2014-15	2013-14																	
154	64	152	137	181																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
80	61	84	37	76																	
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 51 Answer after DVV Verification: 31</p> <p>Remark : The HEI has claimed to have 51 Full time teachers in 2017-18 however the sanctioned posts are 31. As per the HEI if the number of Full time teachers can be adjusted in an open policy of the state govt, the sanctions posts also vary. The HEI did not claim this benefit and hence the portal will not accept higher number than the SANCTIONED POSTS of teachers. The number of 31 is hence entered. The same would also apply in Metrics 3.1, 2.4.1, 2.4.3 and else where.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph.D. during the last five years</p> <p>2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2017-18</th><th>2016-17</th><th>2015-16</th><th>2014-15</th><th>2013-14</th></tr></thead><tbody><tr><td>18</td><td>7</td><td>3</td><td>2</td><td>3</td></tr></tbody></table> <p>Answer After DVV Verification :</p>	2017-18	2016-17	2015-16	2014-15	2013-14	18	7	3	2	3										
2017-18	2016-17	2015-16	2014-15	2013-14																	
18	7	3	2	3																	

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

2.4.3

Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 281 years

Answer after DVV Verification: 209 years

Remark : The HEI has claimed to have 51 Full time teachers in 2017-18 however the sanctioned posts are 31. As per the HEI if the number of Full time teachers can be adjusted in an open policy of the state govt, the sanctions posts also vary. The HEI did not claim this benefit and hence the portal will not accept higher number than the SANCTIONED POSTS of teachers. The number of 31 was hence considered. The DVV ha taken experience of the faculty appointed on regular basis (17) and 14 Adhoc faculty in such a way that the experience of the faculty with higher experience would be counted. Experience up to 06 years and above came up in the count.

3.3.3

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	25	16	14	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
31	22	16	13	4

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

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:

2017-18	2016-17	2015-16	2014-15	2013-14
6	1	5	03	6

Answer After DVV Verification :

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2017-18	2016-17	2015-16	2014-15	2013-14
05	1	5	02	5

Remark : As per the HEI data and the reports attached with the Metric in response.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
380	50	223	100	200

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
380	50	223	100	180

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 5

Answer after DVV Verification: 05

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
123.32710	65.15025	57.82630	27.88995	76.37850

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
112.49	64.12	55.77	25.00	76.30

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

Lakhs)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.49979	2.19878	1.79959	2.01790	2.99994

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.5	2.2	1.80	2.02	3.0

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 : 103

Answer after DVV Verification: 103

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

5.1.2.1. Total number of students benefited by scholarships, freships, 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
162	0	255	276	270

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
160	0	255	270	269

Remark : As per the HEI data attached with the Metric and the statement in the response dialogue box. Roll number has been taken as the basis for count. The HEI has taken the count of fees deposited by the student.

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
879	55	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
350	55	0	0	0

Remark : The following courses claimed as Vocational Education and Training (VET) have not been considered. these are part of and 7.1.15 respectively. Early Childhood Care and Education (Skill Enhancement Course) Ethics in Islam (Skill Enhancement Course) The HEI claim of 790 students attending VET in 2017-18 is accordingly reduced by the number attending these two courses. The HEI has not attached the requested documents in response.

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.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	0	0	0

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	2	9	1	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
9	2	6	1	4

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	0	01	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	1	0	00	0

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
9	10	0	0	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	09	0	02	02

Remark : As per the HEI data. The HEI data attached with the Metric in response contains names of faculty multiple times, for Ex Mr Rather in 2013 is three times but the same has been taken care of in the attached data.

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)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: C. At least 4 of the above

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	02	02	2

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	2	2	2
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	2	2	2																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

154	64	152	137	181
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Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
80	61	84	37	76

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
270	355	280	452	325

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
795	414	486	650	473

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
51	45	40	40	38

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	31	31	31	31

4.1 Total number of classrooms and seminar halls

Answer before DVV Verification : 17

Answer after DVV Verification : 16