



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI CHHOTE SHAH GOVT. DEGREE COLLEGE
MENDHAR**

VILLAGE DHARANA, MENDHAR, POONCH
185211

www.gdcmendhar.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College Mendhar, established in 2005 as part of the Prime Minister's Reconstruction Plan, is situated in Mendhar town of district Poonch (J&K) nestled amidst a picturesque valley of the Pir Panjal Himalayas. Spanning over an area of above 53 kanals, it caters to the educational needs of 17 feeding higher secondary schools with annual 2000 student pass outs. Affiliated with the University of Jammu and recognized by the University Grants Commission under sections 2(f) & 12(b) of the UGC Act 1965, the college was renamed in 2021 as Shri Chhote Shah Government Degree College Mendhar in honor of a prominent local saint. Located in a minority-dominated region, primarily comprising the tribal and nomadic (Gujjar & Bakerwal) communities, the college stands as a vital educational institution in the border region of Tehsil Mendhar.

As a coeducational institution, SCS GDC Mendhar serves as a pivotal hub of learning, boasting of a near parity ratio between male and female students. Offering 21 subjects and 40 subject combinations at the undergraduate level, the college prioritizes inclusivity by facilitating various governmental scholarship schemes to cover 100 percent student population.

Moreover, beyond conventional teaching, the college houses two established study centers for Distance Mode Learning in collaboration with IGNOU and MANUU. These centers have facilitated the graduation and post-graduation of hundreds of students across diverse subjects. These centres have facilitated and enable hundreds of students to complete their graduate and post graduate degrees in diverse range of subjects.

A testament to its academic excellence, a significant proportion of graduates from SCS GDC Mendhar have secured seats in prestigious State and Central Universities for their higher education pursuits, highlighting the institution's commitment to fostering scholarly achievement and societal advancement.

Vision

To develop competent human resource through quality education and a knowledge-based society ensuring socioeconomic justice and equality.

Mission

- To prepare the youth for the task ahead in life.
- To inculcate moral and ethical values, humanism and spirit of tolerance among the students.
- To prepare students for national and international competitions.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The only institution of higher learning in the far-flung border are of the UT catering to the need of 1.5 Lakh population of Tehsil Mendhar.
- Almost all the students pursuing studies belong to SC/ST/ALC/RBA/Pahari Speaking with agricultural found.
- Govt. scholarship available to all the needy students.
- Optimum utilization of infrastructure.
- Increase in the enrolment of students over the years.
- Transparent examination system is in operation.
- College is hub of curricular, co-curricular and extra-curricular activities.
- Unique programmes in collaboration with defence personnel are organized from time to time.
- It is located in the heart of the town and is accessible to all the students from rural backgrounds from all sides with available public transport.
- Massive infrastructure with digital class room and the latest electronic equipment.
- It provides an excellent atmosphere and example of communal harmony.
- Ensures gender parity with nearly equal male to female student's ration is 50:50.
- Well maintained playground for the conduct of various sports and extra-curricular activities.
- Wi-Fi campus and a well-established Browsing Center for students.
- The COVID-19 pandemic has catalysed an opportunity to re-invent modes and methods of teaching. Both students and teachers have adapted to new modes of engagement in several online platforms like Zoom, Google Meet, Wise App and Google Classroom. Teaching-learning process has been enhanced and supplemented by quality e-resource.
- The library is fully automated with 11564 books, includes text, references, and text books and encyclopedias.
- E-governance is administration, financial matters, admissions and examinations.
- A well-established canteen facility for the students.
- The college has a bus facility for the students.
- Separate borewell for providing clean drinking water in the campus.
- Complete adoption of NEP-2020 from the session 2022-23.
- All the faculty members are dedicated and highly qualified with majority having Ph.D, M.Phil., NET, SET.
- Zoological Museum showcasing a good collection of local faunal species including snakes, fishes, etc. a dedicated ethnobotanical section.
- Well- established Botanical Garden, Herbal Garden, Nursery.
- Registered alumni who are constantly engaged in providing inputs for strengthening the teaching learning atmosphere.
- Signed MoUs with: IGNOU & MANUU, for providing distance learning.
- Complete CCTV Camera surveillance.
- Equipped with LED Light.

Institutional Weakness

- Interrupted power supply.
- The college administration has no role in the appointment of teaching and non-teaching staff as the same is being regulated and appointed by concerned higher authorities at state level so post remain vacant many a times.
- Frequent transfers of teachers as part of government policy.
- The transition rate of students in terms of percentage from 1st and 2nd year is still very low which needs

to be improved.

- Non-availability of girls' and boys' hostels.
- Lack of sufficient infrastructure in terms of class room, library, labs. & sports facilities.
- College is situated in far flung border area, lying very near to actual line of control.
- Non availability of staff quarters.
- The post of librarian, assistant librarian has been vacant for a long time.
- Managing financial resources for maintenance and upgrading of infrastructure is often a challenge.
- Due to limited available land, there is less scope for expansion.
- The main building on the campus was constructed on the old pattern lacking facility (ramp) for specially abled students.
- The teacher-students ratio in some courses is not ideal.
- Placement mechanism for outgoing students is not in place.
- The college being a non-autonomous cannot implement various academic programmes sou moto as per the guideline of NEP-2020.
- Limited subject diversity when compared to the wide choice of possibilities in the broad field of education.
- Non-availability of corporate sector in the region for campus placement.

Institutional Opportunity

- If skill development opportunities for students are made available in collaboration with ITI, Polytechnic and other institution, employability can be significantly enhanced.
- If the required infrastructure and faculty is provided the students have lot of potential to excel in academics and sports.
- If the hostel facilities are made available for the girls and boys the gross enrollment can be increased.
- Starting of PG courses and skill oriented vocational courses in the college shall provide opportunities for the students to increase their knowledge, skill and employability.
- Scope for research in solar energy due to the strategic and unique topography of the region.
- Linkages and collaborations can be developed with industrial sector.
- There are huge avenues of training of un-skilled human resource in the field of horticulture, sericulture, agriculture, fisheries, food processing, renewable energy, tourism and floriculture by introducing relevant courses in the college curriculum at the entry point.

Institutional Challenge

- Near LOC within 1KM aerial distance obstruct the college activities an internet facility.
- The major threat to the academic excellence of the institutions is poor educational background of the students joining semester 1st after passing 10+2. Mass copying in 10+2 feeding schools has deteriorated the educational standard due to which the transition rate of students form 1st to 2nd year is low.
- The transfer policies of the Higher Education Department pose a challenge to the establishment of research work in the college.
- To bridge the gap between the curriculum provided to the students and industrial and corporate requirements is a challenge.
- Generation of employability in the absence of corporate and industrial sector in the region.
- Due to insufficient building infrastructure and low student teacher ratio offering a greater number of courses is a challenge.

- Acquiring more land to meet the future development project is a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

At present the institution is running the Choice Based Credit System under New Education Policy adopted from the session 2022-23. Institution ensures effective curriculum planning through involvement of its faculty members as members of Board of Studies of various subjects at University level. At institutional level academic calendar, general time table, departmental time table etc. are formulated in accordance with the requirements of curriculum planning in the beginning of each academic session and hosted on the website.

Effective delivery of curriculum is ensured through traditional and modern teaching methods using ICT, participative learning, experiential learning, problem solving methodologies etc. Additionally, there is a mechanism for identifying the slow and advanced learners and focusing on them accordingly.

Structured internal and external examinations are in place for assessment purposes. In addition project/field work/ internship are also a regular feature of curriculum delivery and assessment mechanism. The institution runs certificates/VAC such as basic nursing course, certificate course in computer application, certificate of proficiency in nursing cadre, coaching for competitive examination etc.

Gender, environmental sustainability, human values and professional ethics are integral part of the curriculum. Environmental and sustainability issues are integrated into courses of Environmental Studies, Zoology, Botany, and Geography. Political science, English, and education are the courses that teach human values. Professional ethics are integrated into courses of English and Education. A skill course in Sociology titled 'Gender Sensitization' enhances the awareness of students regarding the problems and issues related to gender inequality, as well as remedial measures. Sociology, Education, Political Science, and Arabic cover topics/themes dealing with human values and ethics such as Indian Social Institutions, Indian Culture, Family, Human Rights, Gender, and Environment.

Structured feedback from students, teachers and alumni is used for improving the quality of curriculum planning, delivery and assessment.

The institution has registered Alumni Association and alumni have significantly contributed in the career counselling of the students.

Teaching-learning and Evaluation

The college serves the educational needs of thousands of students from remote areas of Mendhar in Poonch district, boasting a 100% enrolment of all eligible candidates (as there is no intake capping) and maximum students belongs to reserved categories (83.6%). With a commendable Student-Teacher ratio of 45.83, the college provides an ideal teaching-learning environment.

The institution has adopted a student-centric approach, utilizing diverse methods of teaching-learning such as experiential learning, participative learning, and problem-solving techniques. Subject-specific quizzes, debates, symposiums, and hands-on training activities (including maintenance of botanical garden, cleanliness drives,

etc) are also meant to impart education and values among students. Students are given opportunities on regular basis to participate in various competitive events.

Problem-based learning is integrated through student involvement in projects and seminars. Field visits enhance subject understanding in an interactive manner. The college has upgraded most classrooms to smart classrooms, equipped with various audio-visual teaching aids. Additionally, a language lab and a browsing center have been established to enhance the teaching-learning environment. Online teaching tools like Google Classroom and Wise App are used to deliver study materials, and many teachers have created personal YouTube channels offering recorded lectures for free student access.

All faculty positions are fully staffed (100%), with most (81.29%) of teachers holding Ph.D. or NET qualifications. The institution ensures a transparent and efficient evaluation process through a centralized internal assessment system, including the issuance of date sheets, assignment of duties, and establishment of proper examination centers for conducting internal assessments. Post-evaluation, results are displayed on notice boards and WhatsApp groups for student review, with answer scripts available for inspection. External examinations are conducted by the University of Jammu but are ably facilitated by the college. There is also a grievance redressal system for exam-related issues.

Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are prominently displayed on the college website. The college evaluates the attainment of these outcomes using a combination of internal assessments, university examinations, and feedback mechanisms. The process also considers indirect methods such as student employability and progression, besides certain specific activities.

Research, Innovations and Extension

Currently there is a major project underway in the Department of Chemistry on “Synthesis of biologically important heterocycles from aziridines” sanctioned by Department of Science and Technology, Science and Engineering Research Board. Institution has an appropriate ecosystem in place for innovation and creativity. The college has different clubs/committees such as science club, eco-club, literary activity club, green club, NSS, NCC, RRC, sports club, Electoral literacy club, Yuva tourism club, that coordinate with IIC cell in the college as well outside the college in accordance with identified themes. IIC of the college facilitate the active participation and involvement of the students and faculty, beside generating awareness about latest development and approaches in innovation, entrepreneurship and intellectual property. Cell organises extension lecture and placement drives to enlighten the students about career avenues in different sectors and provide counselling for entrepreneurship/startups. It also organises inter and intra collegiate exhibition on science model/innovation/patents/startup etc. in collaboration with Department of Science and Technology. A total of 44 research papers and 72 books/books chapter have been published by the faculty during last five years.

Over the last five year the college has embarked on a dedicated journey of involving students in extension activities in the neighbour community, focusing on major social issues such as: road safety advocacy, Puneet sager Abhiyaan, health and hygiene, covid-19 awareness, awareness on drug abuse, blood donation camps, Teranga rallies, SVEEP rallies etc. Institution has received good number of awards in recognition of extension activities from Indian Army, District Panchayat Election Office, PRIs, Administration, Central Bureau of Communication and NGOs. These activities have been conducted by NSS, NCC, Red Ribbon, Red Cross units etc. in collaboration with Information and Public Relation Department, Sub-Divisional and District Administration, Indian Army, J&K Police, Nehru Yuva Kendra Sangathan, Ayush Institution, Department of

Social Forestry.

The institution has developed 13 linkages/MoUs for conducting collaborative activities. They include collaboration with MANUU Hyderabad, IGNOU, Govt. Degree College Bhaderwah, GDC Surankote, Sardar Patel Education Charitable Trust New Delhi, Divisional Forest Office Poonch, Development Authority (Tourism) and NIELIT.

Infrastructure and Learning Resources

The college boasts a clean and beautiful campus spread over 31868.47 Sq mtr. with a built-up area of around 6500 sq.mts. surrounded by lush green vegetation.

With eight well equipped and ventilated classrooms and six Lab cum smart class room, college has adequate teaching –learning resources. Majority of lecture rooms are equipped with IFPDs, projectors, smart boards, digital lecterns and have internet access. Also, there is one seminar room having good quality audio visual equipment. The institution has good number of desktops, laptops, printers, photocopiers etc. which are meant for facilitating teaching –learning in the college.

The college has sufficient space for indoor as well as outdoor sports facilities. The indoor sports facilities include Table Tennis, Yoga Mats, Chess, Carom Board etc. The outdoor facilities include basketball and badminton courts. Practice pitch for cricket, football, kabaddi and kho-kho are also available for students to showcase their sports skills. Musical instruments like harmonium, tabla, guitar etc are there to support cultural abilities of the students.

Library is automated using Koha New V Mare Player software having 11667 books. The entire collection is bar coded and duly labelled as per library standards. e-resources include subscription to N-LIST with access to 6000+ journals and 199500+ eBooks, thesis and dissertation. In order to access the online resources a Browsing centre equipped with internet connectivity is made available to users.

The institution regularly upgrades its IT facilities as it offers 07 smart classrooms, five smart labs, a language lab with internet facility, a MOOC centre. The college also has a functional computer lab. In order to support ICT,09 new IFPDs with built-in OPS are provided to various labs. Most of the computers are upgraded by installing SSDs. Additionally, the college's internet facilities have been improved with bandwidth of more than 100Mbps. Major ongoing projects include separate three storied library block and girls' hostel which is near completion.

Student Support and Progression

Majority of students are covered under scholarship schemes of Govt. (i.e. minority, ST, SC and PSP). Deserving candidates are also covered under financial aid provided by the institution.

To develop soft skill of student's Youth parliaments, quiz competitions, seminars, multi-talent hunts programmes are organized from time to time.

In order to improve language and communication skills extension lectures, essay writing competition, symposia, debates, student's seminar are organized.

For imparting life skills to the student's, workshop on disaster management, bee keeping, cartography, swatchta and sustainable practices are organized.

To nurture health and hygiene, nursing course, awareness on drug abuse and epidemic, medical camps, food festival etc. are organized.

To impact values of physical fitness and yoga, rallies, marathon, tracking, yoga day celebrations are organized. In order to aware the students about recent trends in technology, workshop on ICT tools, financial frauds, virtual lab, seminars on cyber security, social media impact, celebration of National Technology Day are ensured.

To encourage students for participation in competitive examination, proper career counselling and guidance is provided through various programmes on career avenue, running basic nursing course, organizing placement drives, career counselling session and job opportunities in various sectors.

Institute regularly formulate Grievance Redressal Cell, Anti Sexual Harassment Cell, Discipline Committee, Anti-ragging Committee and has established 24X7 helpdesk for timely redressal of grievances. Important contacts are displayed in the campus for wider circulation. To facilitate registration of grievances, appropriate links are available on the college website. Beside this institution has installed complaint/suggestion boxes in the campus. Good numbers of students are progressing to Higher studies and qualifying the State, National level examination. Notable progression/placement include Assistant Professor; Sub inspector in Police; Ph.D scholars in IITs, in Germany and Iran; Lieutenant Col. in Indian Army etc.

Institution ensures participation of students in sports and culture activities both within and outside the college. Institution has got 14 awards for sports and 04 in culture from universities, Indian Army and Ministry of Youth Affair and Sports.

The institution has registered Alumni Association and alumni have significantly contributed in the career counselling of the students.

Governance, Leadership and Management

The vision and mission are reflected in the institutional practices including:

- decentralized working where all the units of the institution viz., administration, teaching and non-teaching faculties and students are involved through formulation of different committees so as to work together decentralized and transparent manner in order to achieve the goal of producing a competitive human resource.
- adoption of Institutional Developmental Plan and its periodic review and its implementation as reflected in implementation of NEP since 2022-23, acquisition of additional land, construction of additional class rooms, separate library block and girl's hostel to meet the future challenges.

Being Govt. college, the administrative control lies with the Department of Higher Education J&K headed by Principal Secretary to Govt. The functioning of the institution is monitored by the principal of the college. The appointment of Permanent Teaching Staff (Gazatted) is made by Public Service Commission J&K according to the regulation of UGC, whereas the non-Gazatted staff is appointed by Service Selection Board of J&K. As per the requirement need based worker are appointed by the College Administration. The management also appoint

teaching staff on academic arrangement as per the work load in each session.

Administration, finance and accounts, students' admission and examination all are managed through various portals launched by the Govt.

The performance of the faculty is regularly monitored through monthly online EPM portal and annual performance report (APR) based upon which the career progression of the employees is made by the administration.

The welfare schemes for employees include Retirement plans, insurance plan, various allowances etc.

The faculty is encouraged to participate in FDPs and MDPs.

Institution conducts financial audits of its accounts both Internally as well as externally and ensure optimal utilization of resources.

The IQAC ensures quality in the teaching learning environment by appreciating the faculty and students by:

- appreciating faculty and students on incremental improvement
- participation in decision making
- conducting seminars, workshops and conferences
- adopting code of conduct, structure feedback, IDPs
- alumni engagement
- academic audits
- participation in NIRF and AISHE.

Institutional Values and Best Practices

The institution has conducted the gender audit which speaks of a satisfactory approach of the institution in ensuring gender equity because the institution gives enough opportunity to the development of women by establishing women development cell, gender wise election of class representative, implementation gender sensitization plan, placing various facilities for females etc.

The institution has installed LEDs for conserving the electricity and has submitted a project for installation of solar system. The dustbins has been installed in the campus for separation of degradable and non-degradable waste. Rain water harvesting in place and the paths as well as wheelchairs are in place for the use of Divyang.

Institution has adopted a policy on green and plastic free campus and has undertaken the green audit, maintained a clean and green campus besides organizing various environmental promotion and sustainable activities within and beyond the campus.

The College is dedicated to fostering an inclusive environment in the campus and sensitizing the students about constitutional obligation through formulation of various committees, adoption of model code of conduct, organizing various programmes imparting tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens.

To be a part of the national mission to digital India and provide technology-based education to the students the institution has successfully transitioned to the e-governance by adopting “Digitalization” as one of its best practices.

To bring in a holistic development "outreach initiatives" have remained the best practice of the institution in which continuous community engagement was ensured to foster the social responsibility and obligation among the students and teachers

Distinctiveness in location: it is located in the foothills of lush green Pir Panjal region and in a remote and border area of district Poonch.

Distinctiveness in stakeholders: it caters to the need of more than 80% of the students belong to reserved categories.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI CHHOTE SHAH GOVT. DEGREE COLLEGE MENDHAR
Address	Village Dharana, Mendhar, Poonch
City	Mendhar
State	Jammu And Kashmir
Pin	185211
Website	www.gdcmendhar.ac.in

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		
State	University name	Document
Jammu And Kashmir	University of Jammu	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-04-2011	View Document
12B of UGC	13-04-2011	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				

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	Village Dharana, Mendhar, Poonch	Rural	31868.47	6500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, With Honors or Research	48	Higher secondary Part II	English	80	80
UG	BSc,Physics, With Honors or Research	48	Higher secondary Part II	English	80	12
UG	BSc,Chemistry, With Honors or	48	Higher secondary Part II	English	80	11

	Research					
UG	BSc,Botany, With Honors or Research	48	Higher secondary Part II	English	80	36
UG	BSc,Zoology ,With Honors or Research	48	Higher secondary Part II	English	80	46
UG	BA,Mathema tics,With Honors or Research	48	Higher secondary Part II	English	40	0
UG	BSc,Geograp hy,With Honors and Research	48	Higher secondary Part II	English	80	29
UG	BSc,Comput er Applicatio n,With Honors or Research	48	Higher secondary Part II	English	40	10
UG	BA,Educatio n,With Honors or Research	48	Higher secondary Part II	English	40	0
UG	BA,Hindi,Wi th Honors or Research	48	Higher secondary Part II	Hindi	40	0
UG	BA,Urdu,Wit h Honors or Research	48	Higher secondary Part II	Urdu	80	48
UG	BA,Economi cs,With Honors or Research	48	Higher secondary Part II	English	80	8
UG	BA,Political Science,With Honors and Research	48	Higher secondary Part II	English	80	68
UG	BA,Sociolog y,With Honors or	48	Higher secondary Part II	English	80	52

	Research					
UG	BA,Arabic, With Honors or Research	48	Higher secondary Part II	Urdu	40	0
UG	BA,Persian, With Honors or Research	48	Higher secondary Part II	Urdu	40	26
UG	BA,Faculty Of Arts,Three Years Degree Course Under CBCS and NEP	36	Higher secondary Part II	English	500	200
UG	BSc,Faculty Of Science,Thre e Years Degree Course Under CBCS and NEP	36	Higher secondary Part II	English	500	86
UG	BA,Physical Education,W ith Honors or Research	48	Higher secondary Part II	English	80	42
UG	BA,Library Science,With Honors or Research	48	Higher secondary Part II	English	40	0

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				4				23			
Recruited	0	0	0	0	4	0	0	4	15	1	0	16
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	3	0	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	11	3	0	14
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	12	1	0	13
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	10	0	11	1	0	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	3	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	0	0	4
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	6	1	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		0	2	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	228	0	0	0	228
	Female	272	0	0	0	272
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	0	0	0	
	Female	0	1	0	0	
	Others	0	0	0	0	
ST	Male	261	252	229	176	
	Female	209	182	158	159	
	Others	0	0	0	0	
OBC	Male	28	31	25	21	
	Female	23	20	20	36	
	Others	0	0	0	0	
General	Male	123	97	88	79	
	Female	131	93	87	71	
	Others	0	0	0	0	
Others	Male	307	333	324	354	
	Female	293	301	249	307	
	Others	0	0	0	0	
Total		1375	1310	1180	1203	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:

The college adopted NEP 2020 in the academic session 2022-23. Currently the college is running three disciplines viz., Natural Sciences (including Botany, Chemistry, Computer Application, Geography, Mathematics, Physics, Zoology), Arts and Humanities (including Arabic, Computer Application, Geography, Mathematics, Persian, Urdu, English) and Social Sciences & Behavioral Sciences (including Economics, Education, History, Political Science, Sociology, Physical Education). All the courses under each stream are credit-based courses. The college introduced Four Year Undergraduate Programme (FYUGP) under NEP-2020 with multiple entry and exits at the 1st, 2nd and 3rd years of under graduation with Certificate (on attaining 40 credits), Diploma (on attaining minimum 80 credits) and 3 Year Degree Course (on attaining minimum 120 credits) respectively. In the fourth year Student may opt for 4 Year UG Honors or 4 Year UG Honors with Research thus a total of 160 credits to his account. The subject combination adopted from the session comprised of Major Courses and Minor Courses from same discipline, Multidisciplinary courses from other disciplines, Ability Enhancement Courses -AEC (Modern Indian Languages, English Language, Communication Skill and Mathematical Ability), Skill Enhancement Courses from NSQF, Value Added Courses, Summer Internship and Research Projects/Dissertations. In order to integrate Humanities, Science, Technology and Mathematics, courses of Geography, Mathematics and Computer Application are being offered in all the three streams in the form of Multidisciplinary Courses. In addition, a student opting major subject in one stream shall compulsorily choose a multidisciplinary subject from some other stream. In order to develop a sense of community engagement and services besides environmental and value-based education for attaining the holistic approach of education, two courses are made compulsory to be taken by the students from the basket of Value-Added Courses (VAC). VAC basket is comprised of Understanding India, Environmental Science and Education, Digital Technology, Health and Wellness, Community Engagement, National Cadet Corps (NCC), National Service Scheme (NSS), Sports, Cultural and Yoga Education. Before the implementation of NEP 2020, the college offered Under Graduate Programme

	Choice Based Credit System in which some subjects like Maths, Geography, EVS, and languages were open to all the students irrespective of their streams.
2. Academic bank of credits (ABC):	In order to offer the students maximum freedom in choosing their courses, enable the students to drop out in any year and then get certificate/diploma on the basis of earned credits, provide opportunities to redeem the credits and rejoin the same or any other institute in the future and continue their education, the institution is registered on Academic Bank of Credits (ABC)-Ministry of Education, Government of India via the National Academic Depository (NAD) platform since 2022-23 academic year. The students can open their account in this virtual/digital storehouse and access the information of the credits earned by them throughout their learning journey. This will give multiple options for entering and leaving the college. Faculty of the college, being member of Board of Studies at University of Jammu, remains actively involved in designing of curriculum and other pedagogical aspects.
3. Skill development:	Skill Enhancement Courses of 2 Credits each from 1st to 3rd semesters is mandatory for a student's undergoing UG programme under NEP 2020. For ensuring Value-Based Education to inculcate positivity amongst the learners including development of humanistic, ethical, and universal values, scientific temper, civic values and life skills, two courses are made compulsory to be taken by the students during the UG programme in semester 1st and 2nd from the basket of Value-Added Courses (VAC). VAC basket is comprised of Understanding India, Environmental Science and Education, Digital Technology, Health and Wellness, Community Engagement, National Cadet Corps (NCC), National Service Scheme (NSS), Sports, Cultural and Yoga Education. From the session 2024-25, three skill programmes from NSQF Basket entitled "Programming with C (Basic)" (course-Junior Software Developer), "Internet Basics and HTML" (Course- Web Developer) and "Food Processing" (Course- Food and Agricultural Commodities) have been projected by the College for approval from the affiliating University. To strengthen the skill of the students the institution had signed an MoU with National Institute of Electronic and Information Technology (NIELIT) during the session 2020-21

	and facilitated training of the scores of students in “Basic Computers”.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In order to integrate the Indian knowledge system into the curriculum the college, at present, is running courses in Urdu and Hindi. Indian culture is also taught as part of the courses like Sociology, Political Science and Education. Various courses dealing with Indian knowledge system, culture and tradition taught in the college are: Society in India (USOTC-201), Indian Society Issues and Problems (SO-501), Tribal Society in India (USOTS-402), Understanding Crime in India (USOTS-502), Development of Education System in India (USOTS-601), Education in Modern India (ED-301), Indian Economy (UECTE-605), Citizenship and Right in India (UMSPST-105), Legislative Procedure in India (USEPST-104), Indian Government and Politics (UMJPST-201), Understanding Indian Government (UMIPST-202), State, Citizenship and Rights in India (UMJPST-205), Function of local Bodies in India- Role of Media in India (USEPST-204), Indian Political System (USPSTC-201), Introduction to Indian Political System (UPSTE-502), Functioning of Administrative Structure in India (UPSTS-503). One value added course entitled “Understanding India” has also been taught in the college. Indian ancient traditional Knowledge is imparted to students by organizing frequent field trips to local heritage sites and museums. College has well established ethnobotanical section in which local use of natural plant products are showcased. Students are often given assignments to prepare projects on the local medicinal use of plant products. Beside this, extracurricular activities like folk songs, traditional dances etc., are organized regularly. To understand Art, Culture and Heritage of India. College regularly organizes Yoga, meditation session, besides celebrating important Indian Festival like Lohri, Holi, Baisakhi and Diwali. As for as delivery of the curriculum is concerned the use of Indian languages/ local languages is already in practice. Being local, majority of the staff is well-versed in local languages and all the translations and interpretation of courses are delivered in classes through bilingual mode.</p>
5. Focus on Outcome based education (OBE):	Faculty of the college being part of BoS at University of Jammu remains actively involved in designing, reviewing and updation of curriculum. There is a set

	<p>procedure in place not to continue the existing syllabus without updating it at regular intervals. Programme outcomes (POs) and course outcomes (COs) are well defined and incorporated in the syllabus itself. Skill courses are integral part of the programme in order to enhance life skills of the learners. In order to achieve the set outcomes of the courses/programme various tools in addition to regular teaching and evaluation are employed by the institution which involves: students seminar, workshop, quiz competitions, field visits, projects, class tests, symposia, debates etc.</p>
6. Distance education/online education:	<p>The college has established the Browsing Centre, Language Lab. Smart Class Rooms to offer the learning of courses through online mode for the students on one hand and to record or deliver the online lecture on the other. The college is a regular subscriber of N-list to provide an opportunity to the students and staff for accessing the study materials. The faculty had used various online mode of teaching like Google Classroom, Wise App etc. in addition YouTube channels have been created by the faculty where recorded lectures are uploaded for open access. College also runs the study Centres of MANUU and IGNOU for imparting education through distance modes.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Various programmes under taken by ELC for generating awareness among voters includes: celebration of "National Voters Day-2022" with the theme of "making our voters empowered, vigilant, safe and informed" and for the purpose of electoral literacy among the masses. For "National Voters Day-2023" the theme was "Our Vote, Our Future,". Similarly National Voter Day 2024 was celebrated with the theme of "Nothing like voting, I vote for sure". Electoral Literacy club also organized awareness Campaign regarding the special summary revision on electoral Roll. Rallies on Systematic Voters Education and Electoral Participation</p>

	<p>(SVEEP) were also organized to raise awareness about the importance of voting and its impact on shaping our future. Similarly cultural programmes signature campaigns were also organized on the theme “My Vote, My Voice”. Various Door-to-Door awareness campaigns were also organized by ELC to disseminate the information of Chunav Pathshala for Women Voters under the aegis of SVEEP for increased participation of women. The door-to-door campaign also elaborated the process and facilities available for the specially able and senior citizen to exercise their franchise.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Many awareness drives, seminars and debate competition were organized by ELC of the college with main focus on democratic values and participation in electoral process. Annual observance of National Voters Day, SVEEP rallies, door-to-door awareness campaigns have remained the regular activities of the ELC over the years.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Many awareness drives, seminars and debate competition were organized by ELC of the college with main focus on democratic values and participation in electoral process. Annual observance of National Voters Day, SVEEP rallies, door-to-door awareness campaigns have remained the regular activities of the ELC over the years.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC in collaboration with election cell of the tehsil administration has organized many drives of enrolling the students above 18 years in the electoral roll. In addition to the door-to-door campaign, organization of National Voters Day and rallies under SVEEP, the ELC has also disseminated the message of getting enrolled through short video messages made by the students themselves.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1375	1310	1180	1203	1331
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 55

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	27	31	41

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
233.67	132.22	216.656	107.51	93.764
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Effective curriculum planning and delivery is ensured in the institution as mentioned below:

Planning:

- The curriculum is planned through the **BOS** meetings held at the regular intervals by the University of Jammu, in which every HoD of the department is the member.
- At the institutional level, the **academic calendar** is prepared well in advance before the beginning of each academic session highlighting the schedule of various curricular, co-curricular and extra-curricular activities. The academic calendar is displayed on the website.
- For effective curriculum delivery a **general time table** is prepared at the institutional level and within the overall contour of the general time table the **departmental time table** are prepared depicting the distribution of classes among the faculty.

Delivery:

- The curriculum is delivered through traditional and modern methods of teaching learning using ICT based tools.
- At the very beginning of the semesters, learning level of students is assessed and based upon their performances, special attention is paid to the slow learners by engaging remedial classes and similarly the advanced learners are guided for further improvement.
- The class tests performance is kept as the basis for guiding the students for improvement.
- Projects, practical knowledge, seminars, workshops, conferences and presentations are often employed for effective learning.

Assessment:

- Students are assessed at very first level based upon their performance at the 12th standard.
- Every subject teacher also conducts learning level tests at the beginning and identifies the slow and advanced learner.
- Regular class tests are also the frequent mode of assessment of the learners.
- The curriculum is so designed as to have the internal and external assessments/examinations. The internal assessments are being conducted through a centralized mechanism for smooth conduct of examinations. The external examination is conducted by the University of Jammu. Both internal and external examinations include the performance part and the viva-voce.
- The students are also evaluated through their performance in quizzes, debates, seminars etc.

- The internal awards are also verified by the inspection committee duly constituted by the affiliating university.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 4

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 9.41

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
172	50	0	137	243

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Enrichment through curriculum

Courses offered in the college integrate issues related to gender, environment and sustainability, human values and professional ethics.

Environmental and sustainability issues are integrated into courses of Environmental Studies, Zoology, Botany, and Geography.

Political science, English, and education are courses that teach human values. Professional ethics are integrated into English, and Education courses.

Gender Sensitization:

In B. A Semester 3rd, a skill-based course of Sociology titled 'Gender Sensitization' was introduced to make students aware of the problems and issues related to gender inequality, as well as remedial measures. Furthermore, a number of topics on themes such as Feminism and women are also taught in various subjects. Gender sensitization and gender issues are directly addressed in the syllabi of Political Science subjects.

Human values and Ethics:

Sociology, Education, Political Science, and Arabic cover themes dealing with human values and ethics such as Indian Social Institutions, Indian Culture, Family, Human Rights, Gender, and Environment. Furthermore, the college makes efforts to integrate ethical and human values through extracurricular activities. Programmes run by the N. S. S., N.C.C., RRC, SVEEP, and Political Science departments help students develop human values. National holidays such as Independence Day and Republic Day are used to instill patriotic and moral values.

Environmental Consciousness:

To promote environmental awareness among students, the college has made Environmental Science a compulsory module course in B.A/B.Sc semesters 1 and 2. The primary goal of the course is to educate students about the environmental damage being done, the growing challenge of climate change, and the ways and means to reverse this. In addition, for students in semesters 3rd, 4th, and 5th, there are skill-based courses such as 'Solid waste management, Environmental Impact Assessment, Environmental Pollution and Control etc.

Enrichment through various co-curricular activities:

The college conducts a variety of co-curricular activities to raise awareness about gender sensitization, human values, ethics, and environmental consciousness. To promote gender equality and social equality among our students, our college hosts a number of symposiums and debate competitions on the subject. Every year, the college's Women Development Cell celebrates International Women's Day by organizing seminars/symposiums/poster making competitions on topics such as Problems of Women in the Twenty-First Century, Beti Bachho Beti Padhao, Save the Girl Child, Female Infanticide, and so on.

Promotion of Environmental Responsibility:

Through the Green Club, Eco Club and NSS, the college strives to instil environmental responsibility among students. Every year, N.S.S. units participate in a variety of activities in the surrounding area and in the adopted villages. N.S.S. organises a variety of environmental programmes such as tree planting, village cleanliness, river cleaning, plastic free drive, extension lectures, poster competitions, and so on. To raise awareness about nature, biodiversity, environment, and sustainability, various activities such as quiz and poster competitions and invited talks are organized. Every year, the college organizes World Arbor Day, World Forest Day, World Environment Day, N.S.S. Day, and other events. The college has actively participated in the Government of India's Swachh Bharat Summer Internship (SBSI) Abhiyan and Swachhta Pakhwada Programme

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 47.64

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 655

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
495	465	560	512	767

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
495	465	560	512	767

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 100

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

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

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 45.83

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Diverse types of *experiential learning, participative learning and problem-solving methodologies* are adopted by the college as an approach to student centric teaching. They include:

- Teachers encourage students to practice a variety of skills through field visits, subject tours, project works, and special panel discussions.
- Poster making competitions, Slogan Writing Competitions and involvement in rallies highlighting the issues of national importance is a common feature of the institution.
- Subject wise quizzes and general quizzes, debates and symposiums are also employed as method of learning.
- Hands on training are imparted by involving students in various drives like maintenance of botanical garden, cleanliness drives etc.
- Problem based learning is ensured by involving students in projects and student seminars.
- Field visits are organized for students to learn about the subject in a more interactive and immersive way.
- Classroom discussions, group discussions and debates on various contemporary issues from and beyond the curriculum are organized to facilitate an interactive approach to learning and encourage maximum participation.
- Group presentations and project work are also assigned to encourage teamwork and collaborative learning.
- Social outreach programs are often organized such as: visiting government schools, and promoting social values in backward areas and exposing students to real life situations.
- Teachers make classes as interactive as possible and encourage innovative and novel thinking. Interpretation debates, homework assignments and projects are some of the means that departments use to increase students participation.
- Involving students in field work during elections, involving students in public awareness programs like COVID-19 and other epidemics or pandemics and similar work done by other departments provides learners a real-life exposure.
- Guest lectures are arranged and competitions are organized to engage students in activities that help them showcase and hone their talents.
- Activities like participation in NSS and NCC have been introduced to encourage student participation and learning. Cooperative learning develops leadership, communication and team building skills.
- Student representation in the administration include incorporation of students in different activities like Discipline Committee, Internal Grievance Committee, Picnic Committee, IQAC etc.

Use of ICT Tools

- Maximum classrooms have been converted to smart class rooms and teachers using different tools teach by employing various audio-visuals teaching aids.
- Online teaching tools such as Google Classrooms, Wise Apps etc. have also been used for reaching maximum numbers of students and delivery of study material.
- Various teachers have also created their personal YouTube Channels in which various recorded lectures are uploaded for free access to the students.
- Language lab and Browsing Centre have also been established for the students in the college.
- Micro imaging system is in place in the bio-science laboratories for effective explanation of

micro-slides.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	27	31	41

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 80.89

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	23	26	28

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal Examination

The Institution has adopted centralized **internal assessment** mechanism explained below:

- Centralized date-sheet for Internal assessment and practicals is notified on the college notice boards and also conveyed to the students by the teachers in their respective classes and through WhatsApp groups, at least one week in advance so as to give a wide spread information and to avoid clashes.
- Proper examination centers are created and staff is engaged for conducting the examination to maintain the sanctity of examination.
- To ensure the required secrecy the question papers are prepared by concerned teacher well in time and are submitted to the examination committee for printing and supplying to the staff on examination duty before the commencement of examination.
- After evaluation, the awards are displayed on notice board/whatsapp groups inviting any query. Answer scripts are also shown to the students for their satisfaction.
- The students who could not appear in the test due to some valid reasons like NCC activities, sports activities and other unavoidable circumstances, or those who could not perform well are given chance to reappear and improve their score.
- The results of the internal assessment prepared by the college is checked and verified by internal assessment committee of the college and then inspected by the inspection team constituted by the University of Jammu.

External Examination.

The external examination is solely conducted by the University of Jammu starting from setting up of question papers to declaration of results except that the staff of the college is appointed for the conduct of the same within the

- college. In order to ensure the utmost sanctity and transparency during the examinations Flying Squads (comprising of staff from outside the college) are constituted by the university.

Grievance Redressal System

- As per the University guidelines, college has adopted effective and distinctive ways to address examination related grievances in a transparent, time-bound, and efficient manner. The college has constituted examination committee as well as grievances redressal cell for the solution of problems faced by the students regarding the examination.
- Date is fixed for students to contact the concerned teacher to check the evaluated answer sheets and settle the issues if any.
- For students' satisfaction, the college has introduced the practice of showing the evaluated answer scripts to the students and get them signed.
- If students' grievances are not addressed satisfactorily at the level of their class/subject teacher, they are given opportunity to approach their mentors.
- Intervention by the Head of Institution can be sought in extraordinary cases.

As regards external examination, any type of errors like marksheet reflecting student as absent, result withheld/late on due to typographical mistakes or any other reason, the examination committee takes up the issue with the university authority for necessary correction in favor of the student.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

- Well defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are stated in the syllabi and displayed on the college website.
- In order to aware the students about Programme Outcomes, a general orientation programme is organized at the start of every academic session.
- The Course Outcomes are dealt by every subject teacher in their respective classes. To acquaint the students of the relevance of the course content in their pursuit of knowledge, teachers deliberate on Course Outcomes in detail during the classroom teaching.
- Interactions with seniors and alumni of the college is a regular feature which enables the students to get better understanding about the objectives and scope of the academic courses they are going through.
- Career Counselling Cell of the college organizes various programmes dealing with career opportunities in various fields available for the learners after completion of their courses.

- Internal Assessments, Class Tests, External Examinations, seminars, Quizzes, Debates, Projects, etc are the adopted means to evaluate the outcomes of the courses.
- Institution conducts as well as encourages faculty to attend Workshops, Seminars, Refresher Courses, BoS meets, and interactive sessions with the experts from relevant fields to make keep the faculty updated about the achievements and challenges in their respective courses.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The College evaluate the attainment of **Program Outcomes (POs)** and **Course Outcomes (COs)** through a diverse range of tools involving **direct and indirect methods**, Feedback system, along with various special activities to foster a holistic learning environment.

Direct Measures

- Internal assessments and university examinations are direct tools for evaluating outcomes of the programmes and courses.
- Each course of four credits is assessed from a total of **100** marks comprising **40%** marks of internal assessments (**Mid Semester Assessment**) and **60%** marks of university examinations (**End Semester Assessment**).
- The 40% of Internal assessment is further divided into 15 marks of Theory examination and 25 marks of Practical (Science) / Tutorials (Arts).
- Practical/Tutorials are evaluated by continuous assessment/daily performance of 10 marks and 15 marks of presentation (Arts) /tests and viva voce (Science).
- Value Added Courses of 2 credits are evaluated from a total 50 marks including 10 marks of **Mid Semester Assessment** and 40 marks of **End Semester Assessment**.
- Skill Enhancement Courses of 2 credits are evaluated from 50 marks comprising of 25 Marks of Mid Semester Assessment and 25 Marks of End Semester Assessment
- Multidisciplinary courses of 3 credits are evaluated from 75 marks with a breakup of 15 marks in Mid Term Assessment and 60 marks in End Term Assessment.

Indirect Measures

- Student employability and progression towards higher education are the key indicators of the effectiveness of program and course outcomes.
- The college's placement cell regularly organizes placement drives, workshops, and seminars to enhance students' soft skills and secure job opportunities.

Feedback

- **Feedback from students, teachers, and alumni** is used to assess the attainment levels of learners in various courses.

Special Activities

- Events organized by IQAC/NCC/NSS/Red Ribbon Club/Sports Department/Cultural Club/Eco Club/G20 Club serve as platforms to assess students' managerial and leadership skills.
- Students excelling in extracurricular activities are recognized and celebrated during special events.
- To fulfil the objectives of program and course outcomes, teachers instil values like discipline, cooperation, empathy, time management, and responsibility, which are assessed during various institutional events.

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 62.31**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
161	186	323	211	106

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
474	297	340	293	180

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.57

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

In accordance with the guideline of MHRD'S innovation cell Government of India, Institution Innovation Council was setup in the college to create an ecosystem for innovation and fostering a culture of continuous learning and improvement and transfer of knowledge. The institution also has also setup an incubation center for the transfer of knowledge and innovative ideas for the faculty members and students.

Vision of IIC

To promote creativity, critical thinking, idea generation and entrepreneurial capabilities among the students and staff to transform their innovative ideas into potential startups for the growth of society.

Mission of IIC

1. To facilitate a viable ecosystem in the campus for problem solving, innovations, and start-ups.
2. The students are encouraged and motivated to think and dream beyond syllabi.
3. To identify and develop a proposal on a topic relevant to local and or national level.
4. To build a model that can be verified and standardized for a working model on start-ups.
5. To establish the culture of innovation in the institute.
6. To create an ecosystem for multidisciplinary interactions, research & innovations.
7. To create awareness and facilitate intellectual property rights

Promotion of Innovation & Entrepreneurship activities through Clubs etc.

The college has different clubs/committees such as Science Club, Eco Club, Literacy Activities Club, College Green Club, NSS, NCC, RRC, Sports Club, Electoral Literacy Club, Yuva Tourism Club, that coordinates with the IIC SEC cell organize activities in the college and also outside the college based on the themes identified by the IIC-SEC cell.

Outcomes:

1. Active participation and involvement of students, faculties and staff.
2. Awareness generation among students, faculties and staff on recent developments and approaches for innovation, entrepreneurship and intellectual property and their importance in wealth creation at individual and national levels.
3. Nurturing leadership potential of student innovators, and entrepreneurs by providing them coordination role to achieve the program objective.
4. Program will set foundation for institute's participation in Innovation and Entrepreneurship initiatives such as Institution Innovation Council (IIC), Atal Ranking of Institutions on Innovation Achievements (ARIIA), National Innovation and Startup Policy (NISIP) and National Innovation Contestant related programs at Ministry of Education's Innovation Cell (MIC) and All India Council for Technical Education (AICTE).

Activities under IIC

- Organized an extension lecture on ***career avenues in higher education on dated 30-01-2023.***
- In Collaboration with District Employment and Counseling center Poonch organized an awareness programme in the college with the theme of **“The Job avenues for unemployed youth” on dated 03-03-2023.**
- District Employment office Poonch in Collaboration with GDC Mendhar organized a **“Job fair”** in Poonch on **18-05-2023.**
- In collaboration with District employment office Poonch organized a **“Placement drive”** in GDC Poonch on **dated 20-07-2023** with the participating companies like Banks, Maruti Suzuki, Tata Moters, Hyundai Moters, PNB Metlife, Vishal Mega Mart, LIC India, Hotels, Mirror info Tech, Schools, Cable Networks.

In collaboration with Department of Science and Technology organize intra collegiate exhibition on Science Model/Innovation/Patents/Startup.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 32

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	02	0	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.2

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	3	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.87

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	07	04	07

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities**3.4.1**

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the last five years, the college has embarked on a dedicated journey of involving students in extension activities within the local neighborhood community. This two-pronged approach aims at sensitizing students to pertinent social issues while fostering their comprehensive growth.

Spearheaded by esteemed organizations like **NSS, NCC, Red Ribbon Club, Red Cross Unit, Sports Department, and other departments**, these initiatives have left a considerable impact on the community, effectively addressing its unique social requirements.

Community Dedication: The college's commitment to community service is evident in the breadth of outreach efforts undertaken. The college has adopted villages and conducted cleanliness drives, organized medical camp, NSS camps, Puneet Sagar Abhiyan, National survey of youth and covid-19 awareness. These endeavors have not only transformed the community's aesthetic but also nurtured in students a profound sense of responsibility towards hygiene and health maintenance.

Road Safety Advocacy: An essential facet of the college's extension activities has been its road safety awareness programs. The NSS and NCC units of the college in collaboration with J&K Police organized road safety weeks, road safety drive and awareness campaigns to educate pedestrians and drivers about traffic rules and safe practices thus establishing a safer local neighborhood.

Combatting Drug Abuse: The college's proactive stance on social issues is further underscored by its dedication to addressing drug abuse. Through well-orchestrated awareness campaigns and informative seminars, the community has been educated about the severe consequences of drug abuse. Notably, the students were engaged in Poster making competition on Nasha Mukht Bharat, medical camp at village chhajla, awareness on drug abuse, skit on anti-drug campaign, organized in collaboration with administration and police and army.

Health and Wellness Promotion: Health awareness programs have played an instrumental role in elevating the overall well-being of the local community. Through workshops on diverse health topics, students have encouraged residents to adopt healthier lifestyles and embrace preventive measures, resulting in quantifiable enhancements in community health. The college has organized blood donation drives, celebrated world Aids Day etc.

National Engagement: the students of the college enthusiastically involved in national initiative, such as track running in remembrance of Jallianwala Bagh Masecase, rallies on UT foundation day, trianga rally, Har Ghar Trianga, rally on SVEEP, cycle rally, Swatch Bharat Abhiyaan awareness on electoral literacy, anti-corruption, Vigilance awareness, voters' day and plantation drive.

Broadened Horizons: The transformative impact of these extension activities isn't confined to the local community alone. Through immersive field visits and engagement with other communities in need, students have gained invaluable insights into a myriad of social challenges, broadening their horizons and nurturing a deep sense of empathy and compassion.

Fostering Responsibility: Beyond their roles in addressing social issues, the college has endeavored to cultivate a profound sense of responsibility and commitment in its students. Visits to orphanages, old age homes, and active participation in awareness programs related to organ donation have collectively served to develop a strong moral compass within students, fostering a genuine desire to make meaningful contributions to society.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Over the years, the college's extension activities have garnered significant recognition and accolades from various **Government and Government-recognized bodies**. These awards and recognitions serve as a testament to the exceptional efforts and contributions made by the college students and faculty in addressing social needs and promoting holistic development within the community.

Community Engagement and National Building: The college's commitment to community engagement received certificates of appreciation from Indian Army, District Panchayat Election Officer, PRIs, Tehsil Administration, Central Bureau of Communication for celebration of Amar Shahidi Diwas, services rendered in DDC Election, Mendhar festival-2022, Swachata Drive, awareness programme on Electoral literacy, organizing CBT programmes of PRIs, role of NCC in organizing various awareness campaigns and National building programmes, role of NSS in organizing Nasha Mukht drives, dissemination information about various flagship schemes of Govt., Multi-media exhibition etc.

Sports Excellence: The students have received numerous awards and accolades for their outstanding performances in inter collegiate cross country, inter university Cricket(M), Kabaddi, Voleeyball; Inter collegiate Athletic Meet; Winner prize for Volley ball (W) of Rs 15000, and runner up prize for Kho Kho (W) of Rs 10000 in Tehsil level sport competition for girls under Sadbhavana for the year 2021-22; 2nd position in Kabbadi Women and 1st position in 100Mtr Run in various intercollegiate tournaments and sports competitions.

Teaching Excellence: Mr. Rizwan Ahmed Khan, Dr. Jameel Ahmed have got best teacher/faculty awards acknowledging their passion for teaching and positive influence on students' lives.

Guidance and Mentorship: The college's association with Indian Army and NGOs led two faculty members receiving the appreciation award, highlighting their invaluable guidance and mentorship to NSS cadets.

Academic Excellence: The teachers were also recognized by various institutes of higher learning, NGO with certificate of appreciation, young scientist award and Sir Syed Gold medal highlighting their academic achievements and excellence.

Health Awareness: The college has got financial award of Rs 1 Lakh, for conducting Nursing cadre in collaboration with Indian Army, District Green Champion Certificate from Ministry of Education for elevating the Swachhta Action Plan, adopting best practices in the area of sanitation, Hygiene, Waste, Water, Energy and greenery management. The NSS units got appreciation for contribution in the Covid-19 awareness, distribution of free medicines, organizing Swachhta Abhiyaan, special medical

camps, anti-drug campaign etc. from member DDC, Indian Army and other institution.

Faculty Acknowledgments: Faculty members have also been recognized for their contributions to society and academia by institute of higher learning, NGO, Indian Army, JK Armed Police, JK social Welfare Department, Ministry of Youth Affairs and sports.

Cultural Excellence: Beyond sports and adventure, the students have showcased their talents in cultural events and competitions, receiving accolades for their creative contributions from university.

Achievements of NCC: Over the years NCC units of the college has significantly contributed in the overall development of the students. From 2018-2023 65 B certificate and 41 C certificate have been awarded to the students of this college.

File Description	Document
Upload Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 13

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	05	03	02	01

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College has sufficient teaching and learning resources, including classrooms, laboratories, a library, seminar halls, equipment and computers, etc.

- For conducting theory classes, there are 8 completely furnished, well-ventilated lecture rooms.
- The majority of classrooms are equipped with IFPDs, projectors, smart boards, digital lecterns, and internet access.
- Institute has well equipped 05 laboratories to carry out the practical work. These laboratories are also provided with Wi-fi facility, digital lecterns and interactive smart panel displays (IFPD). Some of the major equipment include Micro-Imaging System, Laminar Air Flow, Deep Freezer, Stereo-Zoom with Camera, spectrophotometer, digital weighing balance, centrifuge machine, digital Ph meter, digital temperature controller, refrigerated centrifuge with LCD, Hot air oven etc.
- Additionally, the college features a well-stocked computer lab that students use for lab-based classes.
- There are two seminar rooms available, each with quality audio visual equipment.
- Additionally, the institution has a MOOC centre, a digital language lab, browsing center.
- Sufficient number of desktops, laptops, printers, photocopiers are also available.
- The institution has sufficient space for indoor as well as outdoor sports activities. The outdoor sports facilities include: two playgrounds having various fields like basketball, badminton, volleyball, cricket practice pitches, football, hockey, kabaddi and kho-kho. Indoor sports facilities include table tennis, Yoga Mats, Chess, Carrom Board etc.
- For cultural activities basic equipment like harmonium, tabla, guitar etc. are available.

File Description

Document

Upload Additional information

[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 41.82

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
172.66	64.68	74.88	10.72	4.85

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

- Library is automated using KohaNew- VMare Player Software having version 3.14.00.000.
- Library is enriched with 11667 books including reference books, text books, magazines and journals benefiting students for preparing in different competitive examinations.
- All the books of the Lending section and Reference section are catalogued in the software. The entire collection is bar coded and duly labeled as per library standards. All the circulation transactions viz issue, return, fine etc. is being carried out on the KohaNew- VMare Player
- e-resources are provided by a continuous subscription to N-LIST which is a college component of e-ShodhSindhu consortium with access to 6000+ journals 199500+ ebooks under N-list and 600000 ebooks through NDL.
- e-resources are also made available under the library catalog of college website by providing links to “open access e-books, open access e-journals, thesis and dissertations”.
- In order to access the online resources a Browsing Centre equipped with the latest configured all-in- one desktops with high-speed internet connectivity is made available to users. A high-end server to have user control is also installed.
- Library maintains a visitor register to record the footfall of users coming to the library.

- The college spent an amount of Rs. **32.05**/- lac. for the purchase of books and journals during last five years.
- Percentage per day usage of library by teachers and students for the session 2022-23 is **2.91**.
- Separate reading rooms for girls and boys are also made available.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

One of the institution's quality policies calls for regular upgrades to the infrastructure and technology. The institution provides IT enabled teaching-learning environment in the campus. The college offers 07 smart classrooms, five smart labs, four lecture halls that are digitally equipped, a language lab, a MOOC center and browsing center. The college also has a functional computer lab with all-in-one computers and internet access. In order to support ICT, 09 new Interactive Flat Panel Displays (IFPSD) with built-in OPS were put in various labs. A digital lectern, multimedia projectors, and audio-visual capabilities have been added to two classes. Most of the computers upgraded by installing SSDs. Over the last five years following IT facilities have been updated:

S No.	Name of the items	Date of purchase	Quantity
1.	Acer core i3 desktop	1.	1.
1.	Acer intel core i5 desktop	1.	1.
1.	HP intel core i3 desktop	1.	1.
1.	Lenovo core i3 desktop	1.	1.
1.	Lenovo v330 desktop	1.	1.
1.	HP intel i3 desktop	1.	1.
1.	HP intel core i3 Laptop	1.	1.
1.	HP i5 desktop	16-03-21	1.
1.	Dell 1000 all in one desktop	1.	1.
10	Acer 1000 desktop All in one	1.	1.
1.	All in one PC (Browsing center)	1.	1.
1.	Server	1.	1.

1.	Acer 1000 desktop	1.	1.
14	HP intel core i5 desktop	1.	1.
1.	Electronic lectern	1.	1.
1.	Spectra window 10 micro-PC	1.	1.
1.	Hp intel core i5 laptop	1.	1.
1.	Samsung LCD interactive panel	1.	1.
19	Micro Pc pro marked window 10	1.	1.
1.	All in one Pc i5	1.	1.
21	All in one Pc i7	03-11-23	1.
1.	Maono wired cardioid microphone	1.	1.
1.	Sony 10 MP video handheld camcorders or video cameras	1.	1.
1.	Interactive panel and accessories	1.	1.
1.	Nikon 24 MP video DSLR APS format	1.	1.
1.	Interactive penal and accessories	1.	1.
1.	Kyocera multifunction machines	1.	1.
1.	Samsung LCD infrared optical interactive panel	1.	1.
1.	LG LCD infrared optical interactive panel	1.	1.
1.	SSDs installed computers	1.	1.

Additionally, the college's internet facilities has been improved with bandwidth of more than 100 Mbps at various locations like Browsing center, language lab, computer lab, chemistry, library, account section, office and IQAC.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 26.44

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 52

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 0.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.982	0.154	0.297	1.020	3.157

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 50.96

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
625	760	415	584	877

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 20.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
715	110	302	100	100

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: C. 2 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 73.56

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
119	132	158	153	164

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
161	186	323	211	106

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 5.36

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	2	5

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 11

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
26	10	04	09	06

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The dawn of a new era has graced our esteemed institution as the **Alumni Association receives its official registration on 06-12-2022.**

Over the years, our alumni have consistently demonstrated their profound commitment to our cherished college, spearheading a remarkable array of initiatives including formal gatherings, plantation drives, seminars, workshops etc.

Today, as we look at our alumni's notable accomplishments, we find that they have not only soared to prominent positions in society but have also significantly contributed to the overall development of the college.

The progression of our Alumni (https://gdcmendhar.ac.in/files/Alumni_2024.pdf) shows that they have excelled in every field, leaving an indelible mark of excellence and dedication.

The association's objectives are a testament to their commitment to education and community:

Preserving ethics and value system: on 8th June 2019 the alumni association felicitated the retired principal of the college for his extra ordinary and exemplary work for this institution and getting the college NAAC accredited in the first cycle.

Alumni concern towards academics, infrastructure, Alumni contribution and NAAC: In a significant move the alumni association in its meeting held on 26-10-2022 has decided to contribute for academics and infrastructure of the college and getting the alumni association registered.

Guidance and Employment Opportunities: On 5th of February 2024 Alumni organized one day brainstorming session on career opportunities after graduation to current students, helping them explore better employment opportunities and training courses to shape their future careers.

The association has generously donated funds to assist under privileged and meritorious students, enabling them to pursue their dreams.

Enhancing Learning Experiences: Lectures, Seminars and Webinars organized by alumni have enriched the academic environment for current students.

Annual Alumni Meets: The yearly alumni meet serve as a platform for alumni to reconnect, reminisce, and strengthen their ties with the institution.

Career Counseling: Alumni offer valuable career counseling sessions, guiding students towards informed decisions about their future paths.

In conclusion, our college's Alumni Association is a shining example of the enduring bond between alumni and their Alma Matter. Their unwavering dedication to education, community, and the betterment of the institution is a source of inspiration for us all. As they continue to create lasting connections and empower the college's future, their legacy will remain an integral part of our institution's story.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision Statement. To develop competent human resource through quality education and a knowledge-based society ensuring socioeconomic justice and equality.

Mission Statement:

- To prepare the youth for the task ahead in life.
- To inculcate moral and ethical values, humanism and spirit of tolerance among the students.
- To prepare students for national and international competitions.
- Our mission is to educate students especially from the local and rural areas, so that they become enlightened individuals, improving the living standards of their families and society. We will provide individual attention, a level of quality of education and take care of character-building.

To achieve goals laid down in vision and mission statements, this institution works in the following manner.

Governance

- At governance level, all the units of the institution viz., administration, teaching and non-teaching faculties, committees, students are encouraged to work together independently as well as in coordination within the broader contour of the vision.
- In order to achieve developmental hallmarks, the institution forecasts its future requirements in its **institutional developmental plan** with short-term and long-term goals (<https://gdcmendhar.ac.in/files/IQAC-IDP-2018.pdf>) in terms of expansion and changing scenario and plans its steps in phased manner so that small things done every year may lead to the achievement of a big goal and fixed target in future.
- The IDP is periodically reviewed for its achievement and left over tasks so as to accomplish the same (https://gdcmendhar.ac.in/files/IQAC_2018-23-IDP.pdf)

NEP (2020) Implementation:

- The college is all set to align with the changing face of education in the context of the nation's goals and accordingly NEP 2020 has been implemented from the session 2022-23.
- Additional land of 10 Kanals has been acquired to cater the growing demand under NEP.
- Construction of six lecture halls and separate library block has already been started for meeting the future challenges like introduction of additional courses.

- DPR's for science block and administrative block with multi-purpose hall have also been submitted for approval.

Decentralization and Participative Management:

- In order to ensure participative and decentralized working atmosphere, involvement of all stakeholders is ensured in decision making.
- The principal of the college constitutes various committees (https://gdcmendhar.ac.in/files/Committees_23-24.pdf) involving heads of departments, students, alumni and members from civil society at the beginning of every academic year and assigns them different responsibilities for smooth functioning of the teaching learning process as well as the extra-curricular activities. The committees are given enough freedom of making decisions related to the concerned matters. Staff meetings are organized from time to time and decisions are taken with consensus.
- The committees propose and decide the action plan before getting approval from higher authorities.
- After approval, the action plan is duly monitored by the committees and satisfactory report is ensured before the payments.

Overall, an atmosphere has been created which will ensure:

- Involvement of all stakeholders i.e. teachers, students and society.
- Taking feedback from stockholders and thereby generation of new ideas.
- Creation of sense of responsibilities among different stakeholders.
- Development of leadership qualities among the staff and students.
- All its activities are in alignment with the path for which higher education system is striving at national and international level.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Administrative Setup:

- The college functions under the control of Department of Higher Education, J&K UT headed by Principal Secretary/ Commissioner Secretary to Govt and complies with rules and regulation

setforth by the department.

- Within the college, all the teaching and non-teaching staff of different departments, offices and other wings are directly controlled by the principal.
- The curriculum design and its implementation is decided in BoS at University of Jammu in which all the HoDs of different departments are members.

Appointment, Service Rules and Procedures:

- All the gazetted staff (Principal and APs) are appointed by the Public Service Commission, J&K strictly as per the guidelines laid down by the UGC from time to time.
- The non-teaching staff of the college is appointed by the Service Selection Board, J&K as per rules and regulations.
- The Civil Service Rules of J&K are fully applicable to all the employees regarding their code of conduct, claims and obligations.
- The career advancement of the teaching faculty is governed by the UGC Regulations.
- The full-time faculty on Academic Arrangement is appointed during every session by the Management at the divisional level by the Nodal Principal based minimum eligibility and as per the work load of the college.
- In order to full fill the essential requirement, the need-based workers are engaged from time to time by the college administration.
- In order to ensure the conducive working atmosphere of the college for the holistic development of stakeholders, the college has also framed the Code of Conduct for all stakeholders(<https://gdcmendhar.ac.in/rulesregulations.html>).

Perspective Plan and Policies:

- The college works through a well-prepared perspective plan/IDP (https://gdcmendhar.ac.in/files/IQAC_2018-23-IDP.pdf), representing the short-term and long-term goals of the institution in terms of curriculum, co-curriculum, extra-curriculum and infrastructure development within the overall framework of National Education Policies.
- The working of the institution is inclusive, decentralized and participatory, as reflected in constitution of different committees involving all the stakeholders.
- The initiatives are taken by the committees depending upon the requirement of the college or any genuine demand put forth by the students/staff. The recommended proposals are tit over to the chair by the committee concerned for approval and executed as such.
- In order to ensure the proper utilization of the resources, the codal formalities are taken care of and the same is subjected to internal and external audits.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal System

The performance of the employees is monitored through following methods:

- Monthly performance of the Employees is graded by the head of the institution through online Performance Monitoring System (<https://epm.jk.gov.in/>)
- Annual performance of the employees is monitored through APRs which are claimed by the staff members through online (Gazetted: JK Sparrow (<https://jaksparrow.jk.gov.in/>) and offline mode (non- Gazetted). The teaching staff claim their performance in: teaching methods adopted, Innovative practices carried out, regularity and punctuality, extracurricular participation and Research Contributions. The APRs so claimed are verified and given remarks by the principal and then submitted to higher authority for the further assessment.
- The feedback about the staff members (THREE Tier Feedback System <https://dhe.nic.net.in/>) and their conduct is also taken from students and alumni.
- The Self-appraisal form includes aspects such as: Teaching methods adopted, Innovative practices carried out, Regularity and punctuality, Extracurricular participation, Suggestions for improvement in self-competency and Research Contributions.
- The outstanding performance of the faculty is duly recognized by the administration by giving appreciation letters, medals and awards.

Welfare Measures:

In our College, Staff Welfare Schemes are provided according to guidelines issued by JKUT Government.

- Regular salary increments Retirement Plans
- State Life Insurance Policy for State Government employees as per JK State Insurance Fund Rules
- Janta Group Insurance; Accidental Insurance Policy Transport/ Travelling Allowance
- Children Education Allowance
- Different types of Leaves such as Earned Leave, Half Pay Leave, Maternity Leave, Paternity leave, Child care leave etc
- Duty Leave facility to attend Orientation Program, Refresher Course, Short-Term Course, Seminars, Conferences and Professional/Administrative Training Programs.
- The institution regularly organizes training programmes, workshops and brain storming sessions for the employes of the college to enrich their proficiency

In addition to the welfare schemes provided by the Government, the Institution has also initiated several welfare measures which are as follows:

- Uniforms provided to Drivers and Chowkidars. Grooming Centre
- Medical Facility
- Sports Facilities and Yoga facilities

Career Development/Progression

- Time bound Career advancement as per UGC guidelines for teaching staff and as per J&K CSR for non-teaching staff.
- The cases for career advancement along with the APRs and documentary proofs are submitted to the higher authorities for issuing's of placement order.
- The faculty is encouraged to participate in FDPs and Research works by providing the duty leaves and scholarships.
- After the completion of two years of service, Probation Clearance Document is issued by JKHED on the basis of satisfactory report of APR appraised by the principal, reviewed by Director Colleges and accepted by the higher authorities.

File Description	Document
Upload Additional information	View Document

6.3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description**Document**

Institutional data in the prescribed format

[View Document](#)**6.3.3**

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 18.49

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
32	06	08	06	02

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	27	27

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Strategies for mobilization and optimal utilization of resources and funds:

The Institute maintains and follows a well-planned financial and resource mobilization process. Every year the Institute prepares the budget estimates and revised estimates which are submitted to the Department of Higher Education, JKUT for further allocation/approval.

Mobilization of Funds:

Being a Government College, the major share of funds is received from the Government of J&K under various Heads of accounts to meet different expenditures.

CAPEX Account: This account pertains to meet expenses of development works, creation of new assets covered under Major Head of Accounts “4202”. This fund is allocated for construction projects and purchase of equipment’s for the establishment of new infrastructure.

Revenue Account: This account pertains to meet the expenses like administrative expenses and maintenance of existing assets covered under Major Head “2202” and “2071”.

Local Fund: This source of fund/income is generated from the student fee at the time of admission as per the guidelines of JK Higher Education Department and the University of Jammu.

Funds are also received from agencies like DST for organizing seminars, conferences and workshops.

Utilization of Funds:

- The Account Section monitors the optimum utilization of funds for various recurring and non-recurring expenses.
- Payment of salaries and allowances to the faculty are regulated by the provisions of “Jammu and Kashmir Government Degree Colleges (Adoption of UGC Revised Pay Levels) Rules – 2018.” Payment of salaries and allowances to the non-teaching staff are regulated by provisions of “J&K Civil Services (Revised) Pay Rules -2018.”
- Funds utilized for purchases and works are regulated by ‘J&K Financial Code’ issued by the Finance Department of the Government. All procurements are done by Purchase committee as per the provisions of GFR-2017. The Head of the Institute and the Purchase committee members along with the Accounts Section ensure that the expenditure lies within the allocated budget and as per the financial cannons/rules issued by the JKUT Government from time to time.
- Construction related works are carried out through government approved agencies like PWD (R&B) and JKPC. Funds received for specific projects are transferred to the executing agency through the BEAM Portal.
- **Local Fund** is utilized as per the provisions of J&K Utilization of Local Fund Guidelines.

FINANCIAL AUDITS:

- The financial statements and books of accounts of the college are maintained with the highest professional accounting standards that are subjected to independent third-party audits, for an objective and independent audit opinion to see whether the statements have been presented fairly and in accordance with the accounting standards.
- For auditing there is a two-tier system i.e., **internal** and **external** audits to ensure the compliance with set procedures and guidelines.
- The internal audit is conducted by internal audit committee of the college that examines the financial management protocols and maintenance of prescribed books of accounts providing advisories for improvement in the system.
- The Comptroller and Auditor General of India conduct the mandatory external statutory audit of the financial statements and accounts quarterly as well as annually to verify the financial statements as per the prescribed accounting standards. The procedural improvements suggested by these audits are carried out, if need be, by getting them passed by the Governing Body and appropriate replies regarding the remedial measures taken are furnished to the respective auditors

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

QUALITY ASSURANCE STRATEGIES AND PROCESSES OF IQAC

- Appreciate faculty and students after incremental improvement by awarding them with certificates of merit and appreciation.
- For ensuring due representations in decision-making process class representatives, student's body and staff body is elected besides their representations in committees.
- In order to encourage the academic culture student's honor board is maintained displaying the toppers list
- College regularly participates in AISHE and NIRF

QUALITY IN TEACHING LEARNING PROCESS ENSURED BY IQAC

- Seminars, workshops and conferences are organized and Staff is encouraged to participate in FDPs in order to update their leaning skills
- Staff in encouraged to participate in BoS so as to reframe the syllabi as per the need of hour
- Automation of library has been ensured so as to provide online learning resources
- Quality learning resources have been ensured in the library by a well strategized mechanism of purchase of book.
- Installation of Modern ICT tools in the class rooms and their conversion in to smart class rooms for improving teaching learning process
- Experiential learning is encouraged by organizing field trips, projects, problem-based learning, Quizzes, student's seminar etc.

STRUCTURE METHODOLOGY AND OPERATION

- College has adopted its own code of conduct for teachers, students, and non-teaching staff for ensuring quality work.
- Structured feedback mechanism is in place for assessing the methodology and operation of institution.
- The institutional developmental plans are adopted and the plan is reviewed periodically for achievements and short falls.

LEARNING OUTCOMES

- The students are evaluated for their learning level by conducting learning level test.
- The learning outcomes are assessed through evaluation of students in class test, mid semester & end semester examination, quizzes, debates, seminar, symposia, sports activities and cultural activities.
- The alumni and students feedback are taken in to consideration for assessing the course and programme outcomes.

INCREMENTAL IMPROVEMENT FOR THE LAST FIVE YEARS

- 1st cycle NAAC accreditation.
- Timely submission of AQAR.

- 38 research publication.
- 72 chapters in books and book publications.
- 13 Award for community engagement from Indian Army, PRIs, Tehsil Administration, District Administration, Ministry of Information and Broadcasting
- 14 student’s awards in sport from University of Jammu, Ministry of Youth Affairs and Sports, Indian Army.
- 12 awards for guidance and mentorship and Academic excellence to the faculty
- 06 awards in the field of Health and wellness.
- 04 awards for cultural activities
- 51 students have got B Certificate and 57 have got C Certificate since 2018.
- Browsing center, language lab, two class rooms, one reading room has been established.
- NEP 2020 implemented.
- Department of EVS, Political science, physical education established by aluminum partitioning
- Ethnobotanical section, herbal garden, botanical garden, nursery has been set up.
- Girl’s hostel constructed.
- Outdoor sport facilities like, cricket practice pitch, volleyball court, basketball court, indoor sports facilities have been established.
- Research project titled “**synthesis of biologically important heterocycles from aziridines**” amounting to **Rs 18,30000/=** funded by **DST-SERB**.
- 07 students with Excellent merits (A+ Grade)
- One patent filed by Dr. Shakeel “A Multivariate approach for the Biometric Comparison of Analytical Methods in Clinical Chemistry 14 notable alumni progression (4 AP, 3 SI, 1 Lt Col, 1 lecture, 3 Ph.D scholar In IITs and 2 in Iran in Persian)

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institution is committed to promote gender equity in the campus and society.

- **At the administration level** a women development cell, anti-sexual harassment committee, grievance redressal cell has been established to specially focus on the gender equity issue. For ensuring gender equity gender wise Class Representative are elected which they elect Head boy and Head girl. The head boy and head girl are given representation in various committees of the college. Fully functional Senior wing of NCC is in place.
- The recommendation made by Women Development cell in its meeting dated 20-10-2021 including installation of complaint box, poster and notices defining the act of sexual harassment and contact detail of women anti-harassment committee have duly been implemented.
- **The annual gender sensitization plan** has been implemented by the institution by organizing following programmes:
 1. on 08-03-2021 a Seminar on "Technology for gender equity".
 2. on 10-03-2021 seminar on "Importance of women in the society"
 3. on 20-04-2021 a seminar on "Cyber bullying against women".
 4. on 08-03-2022 a symposium poster making competition under the theme "Gender equality today for a sustainable tomorrow"
 5. on 08-03-2022 a "Webinar on women day.
 6. on 10-12-2022 a seminar on "Dignity, freedom and justice for all"
 7. on 24-01-2024 seminar on "Girls child day"
 8. on 26-03-2024 women day was celebrated with the theme "Empowering women: a step towards equality"
 9. on 03-07-2024 plantation drive with the theme "Ek ped maa ka naam"
- **Following facilities are in place for ensuring gender equity.**

1. Separate reading place for girls in library.

2. Girls common room.

3. Separate Toilet for girls with incinerator.

4. College bus for girls.

5. Separate play field for girls.

6. Girl's hostel.

- **Addressing gender issue in curriculum**

Following courses address gender issues:

1. Subject: Political science, semester 4th. National commission for women mandates and role, gender in politics welfare to empowerment, gender sexual harassment and domestic violence.
2. Subject: Political science, semester 6th. Politics of marginal groups, women, Dalits and tribes.
3. Subject: Political science, semester 5th. Women and administration.
4. Subject : English, semester 6th. Women's writing.
5. Subject: Sociology, Semester 3rd. Gender sensitization

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The College is dedicated to fostering an inclusive environment in the campus and sensitized about constitutional obligation in the following manner:

1. The institution frames various committees during every academic session for ensuring exclusive enlightenment in the campus. This includes College Discipline Committee, College Cultural Committee, College Grievance Redressal Committee, College Scholarship Committee, College Anti-ragging Committee, College Literary Committee, College Financial Aid Committee, Women Development/ Women Anti-Harassment Committee, Anti-sexual Harassment Committee/ Internal Complaint Committee, Psychological Cell, Career Counseling Cell, Committee for maintaining SOP in the building.
2. The institution has adopted its own model code of conduct within the broader contour of national policy to be observed by its stakeholder <https://gdcmendhar.ac.in/rulesregulations.html>
3. For sensitizing the stakeholder about constitutional obligation, the important information has been displayed in the campus in the form of flex banners.
4. Various programmes are organized in the college to sensitize students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens. This include pledge on fundamental duties, seminar on human rights, celebration of national voters day, generating awareness about electoral literacy through poster making and organizing SVEEP

rallies, quiz on Indian freedom struggle, seminar on Know your fundamental duties and contribute in incredible India, campaign generating awareness on electoral roll, activities on drug abuse, uses and abuses of social media, awareness on road safety, vigilance awareness, corruption free India for develop nation, celebration of national voters day, awareness programme on national digital policy, debate competition on peace and security and development in UT of J&K, celebration of world AIDS Day, rallies on Nasha Mukh Bharat Abhiyaan, Tiranga rally on Independence day, cyber jagrookta, cyber security, cybercrime, celebration world environment day, plantation drives, organizing Shikshit parv, Nukkad natak to promote Har Ghar tiranga campaign, celebration of constitution day, celebration of human right day, seminar on India the mother of democracy etc.

5. Through a range of institutional efforts and initiatives, the college promotes tolerance, harmony, and understanding among its students and employees, regardless of cultural, regional, linguistic, communal, or socioeconomic background by organizing various programmes like: all India Mushaira, poster making competition on the occasion of International day of non-violence, participation in cultural events “Sangam” at university level, cultural skit on unity in diversity, sports activities under “my college my pride” etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

Best Practice-1

Title of the Practice: Digitalization

Aims and Objectives

- To be a part of the national mission to digital India.
- To impart technology-based education to the students.
- To enhance the digital infrastructure of the campus to promote online learning.
- To shift to a paperless campus.
- To augment the existing e-governance practices on the campus.
- To improve the digital literacy and digital skills of the students.
- To digitalize the administrative and academic activities of the college.
- To enhance the usage of ICT in teaching, learning, and evaluation processes.

The Context

Digitalization is an integral part of the present-day education system as it helps to keep pace with the competitive world. The young learner's attraction towards gadgets like Android phones, laptops, desktops, and I-pads is exploited by the college to impart knowledge. Technology has made the administrative activities on the campus simple and fast.

The institution considers the digital India programme a landmark initiative of the central government as it transforms India into a knowledge-based economy and a digitally empowered society.

The present teaching environment expects teachers to employ a variety of technology-based tools and engage in online discussions to bring-in competency-based education. It helps in the creative use of technology. The exploration made possible by the digital world helps the students gain better exposure in their field. It provides them a number of opportunities to get a better understanding of their lessons from different online platforms. Shifting to the digital environment is very essential in order to become more efficient, effective, and competent in the scenario of pandemic e.g. COVID-19 etc.

The Practice

- Activity based teaching and learning.
- Use of the Wise app and Google Classroom as a platform to conduct seminars, activities, and to share learning resources.
- Establishment of browsing centre, language lab, computer lab, MOOC center for student's access.
- Awareness of students for joining the online courses.
- Installation of interactive flat panel board in classes.
- Automation of library.
- College uses various online portals for e-governance in administration, finance and account, students' admission and support, and examination such as:
 - JK Employee Verification System.
 - JKHRM
 - Employee profile and inventory management, online admission through SAMARTH e-govt suite.
 - JK Attendance portal.
 - Employee performance through JK Sparrow and JKEPM.
 - Centralized Personal Information System.
 - Public Finance Management System.
 - Online purchase through GEM.
 - Budget Estimation Allocation Monitoring System.
 - Three tier Feedback System.
 - Scholarship through National Scholarship Portal.
 - Registration, examination, awards, results through JUCC portal.
 - Online grievance redressal through college website.

Evidence of success

- All our students are digital literates and good at using technology in a purposeful manner.
- A number of students have successfully completed online courses during COVID-19.

- The teachers have created a virtual classroom facility for the students. Students can access study materials, Power Point presentations, video lectures, etc. through different apps as well as through the college website.
- Webinars were conducted through video.
- Teachers are capable enough to change a classroom into a vibrant platform where every student can be motivated to participate and learn with the help of technology.
- The online submission of assignments, particularly during the COVID-19 pandemic, was definitely a big success.
- Reduced usage of paper.

Issues encountered and resources needed

- Meeting infrastructural needs was a challenge as it requires a huge investment to make all the classrooms ICT enabled.
- Students and some teachers from non-technical backgrounds took time to adopt the technology.
- Poor internet connectivity due to security reason at Govt. level.

Best Practice-2

Title of the practice: Outreach initiatives

Aims and objectives

- To catalyze new initiatives of community engagement to help the local community.
- To contribute to the socio-economic development of the rural community.
- To understand the problems of societies and communities and find solutions.
- To recite local knowledge and wisdom.
- To help needy people during natural disasters, pandemic etc.
- To bring in a holistic development.
- To use valuable youth energy to benefit society.
- To raise societal awareness.

The contexts

College always keeps social transformation and social justice well above individual prosperity and fulfill through continuous community engagement and fostering the social responsibility and obligation among the students and teachers.

Progress and development of local community is a priority in education sector so that the knowledge gained can be used for benefit of general masses. Inculcating social responsibility among the students helps them to realise their potential and turn it to their own benefit and to the benefit of the society in which they live. It helps them to maintain a balance among themselves, society, and the environment.

The practice

- A number of clubs have been created to cater to the interests of the students.
- Some villages have been adopted, and the students contributed to the development of the village and its people.

- The college has organising blood donation camps.
- The college has organised various cleanliness drives, Puneet Sagar Abhiyan and camps under the swatch Bharat Mission in the campus as well as in the adopted villages.
- The college participated in road safety week in association with ARTO.
- The college has conducted various activities such as rallies against the usage of plastic, tree plantation drives, waste collection campaigns and medical camps.
- COVID-19 awareness programmes were organised on the campus as well as in the adopted villages. Masks and sanitizers were distributed.
- The students of the college have actively participated in AIDS awareness programs.
- The college provided shelter to hundreds of people during the COVID-19 pandemic.
- Basic Nursing Courses were organized in collaboration with Indian Army.

Evidence of success

- Students actively volunteer for swatch Bharat Abhiyaan, Unnat Bharat Abhiyaan, swatchta hi Seva, and the Red Cross, blood donations and nearly all students leave campus to serve the community.
- Students in collaboration with an NGOs and Govt. rendered first-hand assistance to the poor and needy people of the area during the COVID-19 pandemic.
- The college is plastic free now.

Problems encountered and resources required

- Enough funds are required for the development of infrastructure meant for the sustainable, ecofriendly campus.
- Adequate faculty are required to shoulder the responsibilities to make the institution an exemplary one.

File Description	Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Distinctiveness in Location. The college, located in the foothills of Pir Panjal Region, is the only co-educational institution of higher learning in the entire tehsil of Mendhar. It is pertinent to mention here that Tehsil Mendhar is a remote, border and far-off area of district-Poonch of Jammu and Kashmir spreading over an area of about 425 sq kms with a population of about 1,12,723 according to the census of 2011. The location of the college is endowed with natural beauty, serenity and tranquility . It has 19

feeding Higher Secondary Schools and all are established in the rural areas. On an average 1500 to 1800 students are passing out from the feeding schools every year. For those who wish to pursue Bachelor of Arts and Bachelor of Science, this institution is the only institution nearest to their habitation, offering the opportunity to excel in the pursuit of knowledge, values, social responsibility and help them to achieve the excellence in their chosen fields of study in order to face the future challenges.

Institution is also running Prime Minister Scholarship Scheme (PMSS) thereby providing opportunities to those who are willing to pursue their studies outside the state as well. The college started its academic calendar in the year 2005 to bring about a radical change in the society.

Distinctiveness in Stakeholders. The college has almost 80% students from the reserved categories which is an important and distinctive feature of this institution. Statistical data of the last five years speaks of the average percentage contribution of the reserved categories in the student enrolment is: 31% of the students belong to Schedule Tribe (ST), 4.1% students belong to Other Backward Categories (OBC), 13% students belong to Actual Line of Control/International Border (ALC/IB), 6% of the students belong to Reserved Backward Area (RBA) and 29.5% students belong to Pahari Speaking Category (PSP). The college reinforces and consolidates efforts to make the mission of equal education to students of reserve categories a reality. Maximum students are getting benefits of Scholarship Schemes. Those who do not fall under reserved categories are getting benefits of minority scholarship schemes. It is believed that the wealth of a nation lies in the quality of education provided to students and this institution contributes in the same spirit to achieve excellence as evident from the pass percentage of students which has witnessed an exponential increase from semester-I (entry level) to final semester (exit level). The college has made all efforts to engage the teaching faculty in remedial teaching. The system of remedial teaching was initiated in the campus keeping in view the rural background of students and the approaches undertaken during remedial teaching proved successful in catering to the needs of the slow learners. Special mentor-mentee groups are in place which help a lot in mentoring the students to get handle of stress and associated problems and prepare themselves for competitive examinations and overall personality development.

File Description	Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

SCS Govt. Degree college, Mendhar is a prominent educational institution known for its commitment to academic excellence and its contributions to the development of the region. Some additional information on various aspects of the college highlighting key initiatives, achievements, and features are:

- The College actively participates in the Prime Minister students Scholarship Scheme, which aims to provide financial support to deserving students pursuing higher education. The college facilitates the application process for eligible students, ensuring that they can access the benefits of this important government initiative.
- College hosts two study centers of the Indira Gandhi National Open University (IGNOU). These centers offer a wide range of courses, making higher education more accessible to a diverse student population.
- The college has received an 'B' grade with CGPA of 2.24 from the National Assessment and Accreditation Council (NAAC) in the first cycle of NAAC accreditation. This recognition reflects the college's commitment to maintaining high standards of education and infrastructure even in its infancy stage (Est. 2005).
- The college has run many programmes in collaboration with Indian Army. the most important is the regular organizing of "Basic Nursing Course" for the students and society which is of a paramount importance in hilly and boarder area of this region.
- The college has adopted "institutionalization of Awards" for the out standing performance of the students besides creating 24x7 helpdesk for the stakeholders, as its best practices from the session 2024-25 onwards.

In summary, this college stands as a beacon of educational excellence with its involvement in government schemes, commitment to quality education, and its role in shaping the future of students in diverse fields. It continues to adapt and innovate in accordance with evolving educational policies and standards to provide a holistic learning environment.

Concluding Remarks :

The college's commitment to academic excellence, student empowerment, research innovation, and sustainable practices shines as a beacon of holistic education. By fostering a nurturing environment and embracing inclusivity, the institution is poised to continue its impactful journey of empowering women and contributing to society's progress.

- **Empowering Students** : In the academic session 2022-23 College offered NEP 2020 in different streams including Arts, Humanities, Social and Behavioural Science and Sciences. The college's curriculum uniquely integrates environmental studies, gender sensitization, and ethics, while emphasizing soft skills and sustainability.
- **Feedback** from stakeholders is actively gathered and used for continuous improvement.
- **High Enrollment**: With consistently increasing enrollment rates, the college supports students in academics and personal development.
- **Innovative Teaching and Academic Excellence**: The institution fosters critical thinking through experiential teaching methods and offers ICT-enabled classrooms. A fully automated library and

outcome-based education further enhance the learning experience.

- **Faculty Quality and Exam Efficiency:** With 100% full-time teachers and more than 80% holding advanced qualifications, academic standards are maintained. A robust and transparent centralized internal examination system is in place.
- **Research and Community Engagement:** The college has become a hub for research and innovation, organizing numerous seminars and workshops. Extension activities, culture and sports have earned 47 awards.
- **Collaborations and Modern Infrastructure:** Through 13 MoUs, the college enhances academic and research interactions. Infrastructure development with includes state-of-the-art facilities, emphasizing sustainability and modern technology.
- **Comprehensive Student Support:** The college provides mentorship, financial assistance, and capacity development programs. Scholarships benefit 51% of students, and career counseling, and opportunities for higher education are readily available.
- **Effective Governance and Financial Management:** A well-structured governance system involves students in decision-making and transition to e-governance. The college's strategic plan covers various aspects, and staff welfare measures create a conducive work environment.
- **Promoting Gender Equity and Sustainability:** The college actively promotes gender equity, sustainability, and inclusivity through initiatives like fully functional women development cell, water conservation, and a disable-friendly environment.
- **Best Practices:** The college prioritizes "Digitalisation and outreach initiatives" in line with national policy.
- **Institutional Distinctiveness:** The institution is distinct in its location (Boarder and hilly area) and stakeholders (maxmium reserve categories students).

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 6 Answer After DVV Verification :4</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>272</td> <td>50</td> <td>0</td> <td>137</td> <td>243</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>172</td> <td>50</td> <td>0</td> <td>137</td> <td>243</td> </tr> </tbody> </table> <p>Remark : Values have been updated as per the supporting document provided by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	272	50	0	137	243	2022-23	2021-22	2020-21	2019-20	2018-19	172	50	0	137	243
2022-23	2021-22	2020-21	2019-20	2018-19																	
272	50	0	137	243																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
172	50	0	137	243																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 786 Answer after DVV Verification: 655</p> <p>Remark : Value has been updated as one student involved in multiple field works/internship in the same academic session will be count as one as per NAAC SOP; HEI needs to provide project report, Internship completion certificate / project work completion certificate from the organization where internship / project was completed of the following students: 1) ZOHIB KHAN, A report on impact of developmental projects on environment using Environmental Impact Assesment (EIA) method 2)ZOHIB KHAN, A report on impact of human activities (Indoor/outdoor) 3)ZOHIB KHAN, Project report on Tourist Guide at Chotte Shah Shrine 4)UMAR ISHAQ, A report on impact of developmental projects on environment using Environmental Impact Assesment (EIA) method 5)UMAR ISHAQ, Project report on Tourist Guide at Chotte Shah Shrine 6)Waqar Ahmed, Project report on Tourist Guide at Chotte Shah Shrine 7)Waqar Ahmed, A report on impact of developmental projects on environment using Environmental Impact Assesment (EIA) method 8)Waqar Ahmed, A</p>																				

report on impact of human activities (Indoor/outdoor) 9)Waqar Ahmed, A report on impact of human activities (Indoor/outdoor) 10)Waqar Ahmed, A report on impact of human activities (Indoor/outdoor) 11)MOHD IBRAHIM KHAN, A report on impact of developmental projects on environment using Environmental Impact Assessment (EIA) method

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
393	420	470	456	692

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	13	03	0	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	02	0	03

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	03	07	16	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	3	3

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

3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	08	07	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	12	07	04	07

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community 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 etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	16	08	04	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
02	05	03	02	01

3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 13 Answer After DVV Verification :10</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 674 1046 804"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>180.39</td> <td>67.14</td> <td>171.53</td> <td>38.25</td> <td>11.57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 887 1046 1016"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>172.66</td> <td>64.68</td> <td>74.88</td> <td>10.72</td> <td>4.85</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	180.39	67.14	171.53	38.25	11.57	2022-23	2021-22	2020-21	2019-20	2018-19	172.66	64.68	74.88	10.72	4.85
2022-23	2021-22	2020-21	2019-20	2018-19																	
180.39	67.14	171.53	38.25	11.57																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
172.66	64.68	74.88	10.72	4.85																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 74 Answer after DVV Verification: 52</p> <p>Remark : DVV has taken the figures for the number of computers from the stock register.</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1697 1046 1827"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53.28</td> <td>56.31</td> <td>36.99</td> <td>54.27</td> <td>82.15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1910 1046 2040"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.982</td> <td>0.154</td> <td>0.297</td> <td>1.020</td> <td>3.157</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	53.28	56.31	36.99	54.27	82.15	2022-23	2021-22	2020-21	2019-20	2018-19	0.982	0.154	0.297	1.020	3.157
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2022-23	2021-22	2020-21	2019-20	2018-19																	
0.982	0.154	0.297	1.020	3.157																	

5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																																								
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																																								
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1189 1046 1323"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>138</td> <td>146</td> <td>171</td> <td>202</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1402 1046 1536"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>119</td> <td>132</td> <td>158</td> <td>153</td> <td>164</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1615 1046 1749"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>508</td> <td>300</td> <td>240</td> <td>310</td> <td>207</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1827 1046 1962"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>161</td> <td>186</td> <td>323</td> <td>211</td> <td>106</td> </tr> </tbody> </table> <p>Remark : Values have been updated</p>	2022-23	2021-22	2020-21	2019-20	2018-19	116	138	146	171	202	2022-23	2021-22	2020-21	2019-20	2018-19	119	132	158	153	164	2022-23	2021-22	2020-21	2019-20	2018-19	508	300	240	310	207	2022-23	2021-22	2020-21	2019-20	2018-19	161	186	323	211	106
2022-23	2021-22	2020-21	2019-20	2018-19																																					
116	138	146	171	202																																					
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161	186	323	211	106																																					

5.2.2	<p>Percentage of students qualifying in state/national/ international level examinations during the last five years</p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>09</td> <td>05</td> <td>06</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> <td>0</td> <td>2</td> <td>5</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	18	09	05	06	12	2022-23	2021-22	2020-21	2019-20	2018-19	7	0	0	2	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	09	05	06	12																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	0	0	2	5																	
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1137 1046 1272"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>09</td> <td>11</td> <td>04</td> <td>05</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1352 1046 1487"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	09	11	04	05	05	2022-23	2021-22	2020-21	2019-20	2018-19	4	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
09	11	04	05	05																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	0	0	0	0																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1765 1046 1899"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>14</td> <td>05</td> <td>11</td> <td>14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1980 1046 2092"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	33	14	05	11	14	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
33	14	05	11	14																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

26	10	04	09	06
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6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	08	09	07	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32	06	08	06	02

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	09	09	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	27	27	27	27

6.5.2 **Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Values have been updated as per the supporting document provided by the HEI.

7.1.3 **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 80 Answer after DVV Verification : 55</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>28</td> <td>27</td> <td>31</td> <td>41</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>28</td> <td>27</td> <td>31</td> <td>41</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	30	28	27	31	41	2022-23	2021-22	2020-21	2019-20	2018-19	30	28	27	31	41
2022-23	2021-22	2020-21	2019-20	2018-19																	
30	28	27	31	41																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
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