



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVT. DEGREE COLLEGE, KATHUA

GOVT. DEGREE COLLEGE

184101

www.gdckathua.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. Degree College Kathua, located between 32°23'10.8"N and 75°31'09.5"E, is spread over an environment friendly tree lined 24.375 acres in sub-urban Kathua township. Established in 1961 and affiliated to University of Jammu, it is one of the oldest and leading colleges of J&K. This is the largest co-educational institution enrolling more than 3700 students (male = 1967; female = 1750) annually and teaching more than 100 combinations of 30 subjects in 6 streams viz. Arts, Science, Commerce, BCA, BBA and Home Science. Growing from strength to strength, the college has upgraded its curricular aspects to develop professional and vocational competence of the students of the region by introducing Industrial Fish and Fisheries, Computer Applications, Biotechnology as vocational subjects. The College has been recognized by UGC under section 2(f) and 12(b) and got NAAC accreditation with CGPA of 3.03 on four point scale at "A" Grade in July, 2012.

The student-profile of the College is diverse, with most sections of the society well-represented. The teaching-learning process is enriched and made productive by rich experience of teachers and availability of up-to-date resources to students.

College promotes different awareness programmes, teaching, learning, evaluation, holding Seminars, orientation and refresher training for competence building among the staff, constitution of committees for the development institution, leadership among the students to put forth their constructive suggestion for the academic development. Our students have been boldly facing the challenges of life in winning laurels in various fields. The criterion-wise compendium shall be noteworthy for our institution.

Vision

To be the pre-eminent College for learning, research and innovation in the region, fostering intellect, creativity, leadership, righteous courage and values among the stakeholders.

Mission

To provide students with the fundamental knowledge, foundation for the life time of learning, inter-disciplinary problem solving skills, societal and business awareness, confidence required to excel in their chosen professions, and to be leaders in a global environment. To maintain a collegial, supportive, and diverse environment that encourage our students, faculty and staff to achieve the best of their abilities and share the responsibilities of citizenship and service in the community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is Accredited with 'A' Grade by NAAC in the year 2012.
- Multi-faculty Institution catering to the educational needs of UG students in the disciplines of Science,

Arts, Commerce, Business Administration, Computer Science, Home Science and PG students in Geography.

- Well qualified faculty with Ph.D./M/Phil. Degrees/NET/SET.
- Use of ICT enabled classrooms for teaching.
- Capacity to organise Local, State and National Level programmes viz. Seminars, Conferences, workshops, Symposia, debates, sports meets, camps, etc.
- Fully operational Students Grievance Cell to sort out the grievances of the students.
- Active participation in various sports activities.
- Well established NSS and NCC units (Armd for boys; Naval for boys and girls; infantry for girls).
- High pass percentage and Academic Excellence.
- College is offering higher education accessibility to students of Kathua and adjoining areas of Punjab and Himachal Pradesh.
- Good Hostel facilities for Boys and Girls.
- Free transport facility for students.
- Good and hygienic Canteen Facility within the College Campus.
- Toilets, Washrooms, Common Rooms for both boys and girls and facility for purified drinking water.
- Well maintained separate parks for both boys and girls.
- DDE and IGNOU Centres are providing educational access to the students of far-flung areas of the district Kathua and Punjab.
- A well-established College Library with a huge collection of Text books, Reference Books, Journals, Magazines, etc.
- Scholarships distributed to SC/ST/OBC/EBC and needy students to assist their education.
- Adequate laboratory infrastructure to run UG Science programmes.
- Adopting latest methodology for nurturing weaker students such as remedial classes.
- Functional Women Study Centre.

Institutional Weakness

- Inadequate infrastructure facilities to cater the growing number of students.
- About 30% faculty with inadequate knowledge of computers and internet and its utility in enhancing their teaching capabilities.
- Inadequate teaching faculty.
- Inadequate teacher student ratio.
- Lack of modernized teaching methods.
- Problems in introducing market oriented courses.
- No research mechanism for college faculty.
- No PG courses except in Geography.
- Dependence on University for academic activities.
- Planned faculty development, technical and support staff development and training are needed to be implemented.
- More smart classrooms need to be established along with modernization of existing laboratories.
- Lack of a centralized computing and instrumentation facility with sophisticated equipment relevant to growth of different specializations and centralized digital library facility.
- Lack of inadequate number of faculty quarters and a guest house.
- Lack of facilities for development of soft skills.

Institutional Opportunity

- Students and teachers exchange programme with other colleges.
- Strengthening of EDUSAT.
- Capacity to start new PG Courses in Botany, Zoology, IT, Education, Mathematics, Honours UG Courses in Education, English, Botany, Zoology, Biotechnology, Physics and Chemistry.
- Ability to launch market oriented evening courses for the people of Kathua district.
- Publishing a science journal "Journal of Biosphere" and planning to start a journal in the subjects of Education, Psychology, Economics, Biosciences.
- Committed to establish a Publishing House in the College.
- Organising Women Empowerment Programmes with the active support of Women Study Centre and planning to introduce variety of projects for the upliftment of women in the society.
- Further strengthening of Faculty Development Programme by introducing a more rigorous approach towards training the faculty members.
- Providing opportunities to faculty members to increase their qualification by permitting them to undertake M.Phil. /Ph.D. programmes under UGC.
- Student Opinion Survey and a cohesive Feed back mechanism about the functioning of the college and staff.
- Awareness campaigns to be launched to increase the enrolment in such courses in which the enrolment is decreasing.
- Strengthening of Research opportunities for the faculty in the college.
- Modernization of library through digitization and RFID.
- Construction of faculty quarters and guest house.

Institutional Challenge

- Midterm/session transfers of teachers and Heads.
- Decreasing enrolment in some subjects.
- Inability to bring about the all-round development of the students with limited resources.
- Limited infrastructure.
- Sudden growth of Higher education and no corresponding change in school education.
- Continuous need to revise the course content.
- If the college does not get proper infrastructure the good students will move to other reputed educational centres outside the state.
- Competitive ability may decline if students do not get proper facilities.
- Improving employability of graduates.
- Learning outcome of the students.
- Inability to cope up with advanced technology.
- Upcoming new good quality self-financing colleges with modern infrastructure.
- Need for enhancing the retirement age of fualified faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college follows the curriculum designed by University of Jammu and ensures its effective delivery through

a well-planned and documented process. Lectures are allotted to the topics in the syllabus and are so planned to ensure the timely completion of the syllabus. Evaluation of internal assessments is done strictly as per the norms set by the University. The senior most teacher/HOD of each subject is the member of BOS of University and regularly attends all such meeting held in the University for Curriculum Improvement. The college adopted Choice Based Credit System in 2016-17. The college offers 54 Skill Enhancement Courses, 5 Ability Enhancement Compulsory Courses and 16 Generic Elective courses, over and above nearly 100 combinations of 30 subjects in 6 streams viz. Arts, Science, Commerce, BCA, BBA and Home Science. Gender issues, environmental sustainability, human values and professional ethics are integral part of the curriculum in Social Sciences, Commerce, BBA and EVS. About 53.4% of the total students have undertaken field projects in different courses of BBA, BCA, UG and PG Geography. The college during every academic session constitutes various committees like Women Grievances Cell, Anti-Ragging Committee, and Discipline Committee etc. to ensure the safety and security of the students. Awareness programmes on Swachh Bharath, Blood Donation, Electoral awareness, Health Awareness, Tree Plantation etc. are regularly organised. Formal feedback is received from students, parents and alumni through questionnaire and alumni of the college are encouraged and requested to give suggestions for the development of the college.

Teaching-learning and Evaluation

Government Degree College, Kathua has student strength of over 3700, 67 permanent faculty members and 69 teachers on academic arrangement. There is no reservation for SC/ST/OBC/RBA students in admissions; however, an additional weightage of 5% of total marks is given to such students while preparing a general merit list. Students from outside the state are also given admission in the college. Many teachers use ICT enabled class rooms for effective teaching. A good number of teachers have a Ph.D. degree; however, none is registered as research guide because of lack of set rules in University of Jammu for registration of college teachers as research guides. One of the faculty members of Department of Chemistry has been conferred with Innovative Science Teacher Award by J&K Council for Science & Technology and a UGC Research Project. The college produces an academic result with an average pass percentage of 65-70% and University positions each year. The teachers make use of Interactive Lecture Methods, Project-based Learning, Computer assisted learning and Experimental learning. Students make use of e-learning resources like INFLIBNET available in the college. College organises National Conferences and Seminars as platform for scientific knowledge dispersal and exchange among the researchers, teachers and students. College has an efficient centralized internal examination and transparent evaluation system. Any sort of grievances regarding the conduct of examination or anything related with evaluation system is solved by the College Examination Committee. The institution adheres to academic calendar for class work and conduct of examinations.

Research, Innovations and Extension

The college consistently tries to develop research culture among students and the faculty. The college has a Research Committee for fostering excellence in research by formulating 'Research Policy' of the college for promotion of research. A major research project in chemistry sanctioned by UGC is in progress. The college regularly organizes conferences, seminars, workshops and guest lectures. One in-house research journal, with ISSN registration, is published by the college. College faculty has published about 237 research papers in the UGC notified journals in the field of Humanities and Sciences and about 70 books/book chapters have been published in different subject areas. Faculty members are also serving on the boards of national and international journals as editors and reviewers. Faculty of the college has received best research paper awards and other prestigious awards from various organizations. Students also participate in extension activities and

programmes organised under Swachh Bharat Abhiyan, AIDS awareness and gender issues. NSS and NCC students have also represented the college at National and International levels. Women Study Centre, NSS, NCC and Red Ribbon Club are actively engaged in extension activities and organisation of events like awareness lectures on issues related to gender discrimination, awareness rallies, symposia, lectures on AIDS awareness and preventive measures, drug awareness etc. Fisheries department of the college has collaborated with National Fish Seed Farm for its various academic and research related activities. The college is looking for collaborations with national and international institutions for students' training and other academic programs.

Infrastructure and Learning Resources

The college campus, located between 32°23'10.8"N and 75°31'09.5"E, is spread over an environment friendly 24.375 tree lined acres in sub-urban Kathua township. The college has 12 major buildings including 4 hostel buildings for resident students, P.G. Department of Geography, Arts Block, Computer Science Block, Physical Sciences Block, Chemical Sciences Block, Bio-Sciences Block, Home Science Block, and a Library building. The College building houses 30 spacious classrooms, including 3 smart-class rooms with a seating capacity of 100 each, 19 well-equipped labs., college canteen, an Auditorium which can accommodate 400 persons and medical facilities in very close proximity. It has outdoor courts for football, tennis, basketball, volley ball, cricket and kho-kho etc. The college library has a rich collection of about 50,383 books that is upgraded from time to time and updated with the latest curriculum. Library has separate reference section, reprography facility, a spacious reading room and access to e-learning, INFLIBNET, journals/magazines with internet connections which cater to the needs of students and staff. The laboratories of science departments are functional with the latest equipment. Ten ICT enabled classrooms, three smart classrooms, a Centralized Computer Laboratory with internet facility and Language Laboratory and CCTV surveillance are added features of the college infrastructure. Separate boys and girls hostels with mess facility, recreation room, waiting room for guests and spacious playgrounds are available to accommodate the students hailing from far off places. Two staff quarters and one Principal quarter are also available in the College campus.

Student Support and Progression

The college has a well-coordinated student support system. Students are mentored in academics, sports and cultural activities. College has a functional Career Counselling and Guidance Cell, Financial Aid Committee. The college helps the SC/ST/OBC and minority students to apply and avail the various central and state scholarships and also provides financial aid from the college. During the financial year 2017-18 as many as 229 students got scholarship under different categories. Another area of credibility of this college is that though the majority of students come from the surrounding rural areas, it has been consistently maintaining good pass %age. The success rate has been above 70%, which is higher than the University average. A good number of students go for P.G. courses. Student grievance redressal cell, prevention of sexual harassment committee and anti-ragging committee provide a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Many of PG Geography students have been selected in the national level and state level examinations viz. NET/SET during last five years. About 60 per cent students enrolled themselves for higher degrees in the different PG colleges/universities within the country. Cultural and sports activities are conducted throughout the academic year for overall development of the students. The college lifted championship trophies in judo (men) and hockey (men) in the inter-collegiate tournament in 2017-18. The students are also encouraged to participate actively in co-curricular activities. The students also actively participate and contribute their articles in college magazine 'Ravi'.

Governance, Leadership and Management

The college envisions becoming the premier provider of learning, research and innovation in the region, fostering, intellect, creativity, leadership and character development. Being a government college, the overall authority is vested with State Government. The internal coordination and monitoring is done by the college Principal with the help of various committees. College has a formal Grievance Redressal cell for the staff and students. The grievances are sought to be redressed through meetings, discussions and negotiations. College research committee motivates the teachers to apply for research projects. The college has established IQAC for regular reviews of the quality standards of teaching. IQAC evaluates the academic quality and academic performance of staff, students, progression and infrastructure. The college leaves no stone unturned to enhance the professional development of its faculty. Regular seminars, guest lectures, workshops and conferences are organized by college to upgrade the knowledge of teachers. The teachers are encouraged to attend refresher courses, General Orientation Courses, Summer/Winter Trainings, workshops and seminars organized by UGC Human Resource Development Centre or other organizations. APRs are the tools through which the efficiency of the teachers is monitored. The APRs are submitted by the concerned teacher to the Principal and after analysing the performance of the faculty member, Principal send these APR to the higher education. Being a Government college, the budgetary provision and routine grants are provided by the government. Accounts of the college are audited as per the government norms by competent auditors deputed by Finance or A. G. Office.

Institutional Values and Best Practices

The college has organized 06 gender equity promotional programs. The college is getting all its electricity from conventional sources and 80% of the lighting power requirements is met through LED bulbs. The College is adopting cost effective methods for solid and liquid waste management. The use and entry of polythene in the college campus has been banned. Plantation drives are undertaken periodically for making the campus green and clean. For differentially abled persons, ramps have been constructed in all the building blocks to facilitate their movement into the classroom. Scribe is provided both in all the examinations as per the affiliating University guidelines in this regard. 19 initiatives to address location advantage and disadvantages and 39 initiatives to engage with and contribute to local community have been undertaken during the last five years. The Govt. Civil Service Rules (CSR) applies to all the employees of the college in matters of service and the affiliating University statute with regard to academics and examinations. The core values of the College are displayed on its website and the institute organizes many activities for sensitizing students about their constitutional obligations. The college strictly adheres to and functions as per guidelines of the statutory bodies such as the Higher Education Department of the State Govt. and the affiliating University. The two best practices of the college over the years have been its extension activities and its sports activities. The periodic and quality college publications are distinctive to its vision, priority and thrust.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. DEGREE COLLEGE, KATHUA
Address	GOVT. DEGREE COLLEGE
City	Kathua
State	Jammu And Kashmir
Pin	184101
Website	www.gdckathua.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Assa Ram Sharma	01922-234315	9419152050	01922-234315	gdckathua1961@gmail.com
IQAC / CIQA coordinator	Jasvinder Singh	01922-234315	7006846668	01922-234315	jasvinderphy@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	05-09-1961

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

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-04-1981	View Document
12B of UGC	01-04-1981	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GOVT. DEGREE COLLEGE	Semi-urban	24.4	14232

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA,Arts,	36	Intermediate	English	1000	716
UG	BSc,Science,	36	Intermediate	English	750	666
UG	BCom,Com merce,	36	Intermediate	English	100	100
UG	BBA,Admini stration,	36	Intermediate	English	40	39
UG	BCA,Compu ter Sciences,	36	Intermediate	English	40	40
UG	BSc,Home Science,Home Science	36	Intermediate	English	100	2
PG	MA,Pg Geography,	24	Graduation	English	30	28

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				13				75			
Recruited	0	0	0	0	7	6	0	13	30	23	0	53
Yet to Recruit	0				0				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				67
Recruited	35	7	0	42
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
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			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	2	4	0	13	8	0	27
M.Phil.	0	0	0	0	1	0	7	7	0	15
PG	0	0	0	5	1	0	10	8	0	24
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	5	4	0	9
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	13	31	0	44
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		Total
		0	0	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1949	1	0	0	1950
	Female	1712	2	0	0	1714
	Others	0	0	0	0	0
PG	Male	17	0	0	0	17
	Female	36	0	0	0	36
	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	176	196	224	260
	Female	121	144	143	212
	Others	0	0	0	0
ST	Male	59	71	61	89
	Female	16	17	32	41
	Others	0	0	0	0
OBC	Male	132	139	161	156
	Female	98	97	90	127
	Others	0	0	0	0
General	Male	1067	1227	1448	1288
	Female	896	1028	984	1362
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		2565	2919	3143	3535

Extended Profile

1 Program

1.1

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

Response: 171

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3717	3535	3143	2919	2565

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
421	389	810	358	307

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
810	704	654	645	602
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
66	53	42	43	47
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
88	90	89	89	89
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 30****4.2****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
18.4	144.63	47	19.93	111.34

4.3**Number of computers****Response: 41**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

At the commencement of the academic session/year, the academic calendar is prepared by the College in consultation with all the Head of the Departments. A teaching plan is prepared by every department as per the prescribed syllabus by the University taking into account the number of teaching hours that are available during the Semester. There is sufficient flexibility in the teaching plan to adapt to the exigencies that may arise during the course of teaching. As the College is affiliated to the University of Jammu, the curriculum is enriched wherever possible within the limitations of the university norms.

The Time-Table is prepared by the college Time-Table Committee which covers both the theory and practical components of different courses in all the programmes being taught in the college. The syllabus for each course is divided into Units and subunits by the affiliating University and also the number of lectures/hours needed for its delivery. The teaching plan prepared by each department and the number of lectures prescribed for each course in the syllabus is strictly adhered to. Internal assessment tests in theory, in each course, as prescribed by the University are conducted as per a centralized Date Sheet prepared by the College Examination Committee. The evaluation of the answer scripts is completed in a time bound manner and the results are displayed in the respective departments. The grievances of the students with respect to evaluation and scores are properly addressed to the satisfaction of the students. Students failing in the internal assessment tests are counselled and given a second chance for improvement. One internal practical test in each practical subject is conducted by the concerned teaching departments in each semester.

Through a series of interactive activities like group discussions, power point presentations, quizzes, debates, academic fests, the students are given practical insight into the curriculum that helps the students to develop their high order cognitive skills such as critical analysis, problem solving, evaluation and synthesis. The other initiatives undertaken by the college towards curriculum planning and development include: • CBCS curriculum as prescribed by UGC and adopted by the University of Jammu. • Providing internet facility to the students in the library. • Purchase of latest books in each course for the library both as per specific and general requirement of each course and changing syllabi every year. • Using ICT in the teaching learning process for all the science courses and some of the social-sciences courses. • Periodic tests are conducted in the effective delivery of the curriculum and assessment of the students. • All the laboratories are upgraded every year as per the requirement of the curriculum. • Industrial visits are organized to provide practical exposure to the students. • Organizing national level seminars, conferences and workshops for providing exposure to the faculty and students about the latest developments. • Skill Development courses are being offered to enhance the capabilities of the students.

- Feedback received from students is acknowledged for strengthening curriculum planning and development.

1.1.2**Number of certificate/diploma program introduced during the last five years****Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

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

File Description**Document**

Details of the certificate/Diploma programs

[View Document](#)**1.1.3****Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 213.15**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
24	24	19	20	20

File Description**Document**

Details of participation of teachers in various bodies

[View Document](#)**1.2 Academic Flexibility****1.2.1**

Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**Response:** 34.5

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

Response: 59

File Description**Document**

Details of the new courses introduced

[View Document](#)**1.2.2****Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 85.71

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

Response: 6

File Description**Document**

Name of the programs in which CBCS is implemented

[View Document](#)**1.2.3****Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years****Response:** 0

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

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

File Description**Document**

Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Govt. Degree College, Kathua is the largest co-educational institute in the state, with about 50% enrollment of the girl students. The college integrates cross-cutting issues relevant to gender, environmental sustainability, human values and professional ethics into the curriculum through teaching of related courses prescribed in the curriculum of the University and by organizing seminars, workshops related to these issues. The college engages the students in various community related and human value sensitizing activities through the programmes of N.S.S. and N.C.C. A seven days Winter Camp is organised by the N.S.S Units of the College in an adopted village to imbibe the feeling of social service in the students and familiarizing them with the prevailing issues and problems of rural areas. The awareness about environmental issues is imparted to the students in the classroom through compulsory and optional courses on Environmental Sciences and Bio-Sciences. The said subjects include the chapters such as; Scope & Nature of Environment Science, Natural Resources, Ecosystem, Biodiversity, EIA, Population Ecology, Community Ecology, Phytogeography, Forest types of India, Forest Management, Green Energy, Green Chemistry, Sustainable Development, Conservation of Natural Resources, Climate Change, Pollution, Social Issues etc.

The students are also engaged in value added programmes to make them aware of responsibilities and the professional ethics. The college has not received any serious case of ragging or harassment by any student for which a proactive anti-ragging committee and women grievances committee are in place.

The other courses prescribed in the teaching curriculum addressing the above issues are as under:

Human Value Courses:

- Principle of Management
- Human Resource Management
- Human Resource Management and Development
- Human Growth and Development
- Introduction to Society
- Physical Education /Sports
- Personality Development

Professional Ethics Courses:

- E-Commerce
- Business Ethics & Corporate Social Responsibility
- Organization Change and Development
- Organizational Behaviour
- Marketing Management

- Contemporary Management
- Business Environment
- Auditing
- Business Law
- Entrepreneurial Development

Gender: Women Study Centre- The college has a functional Women Study Centre for the last 10 yrs which is addressing to many issues related to women and is also imparting vocational training to the poor and needy women folk.

1.3.2

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

Response: 2

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

Response: 2

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

1.3.3

Percentage of students undertaking field projects / internships

Response: 53.4

1.3.3.1 Number of students undertaking field projects or internships

Response: 1985

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1

Structured feedback received from

1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus- Semester wise/ year-wise

Response: D. Any 1 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response: C. Feedback collected and analysed

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 0.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	12	11	17	10

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2

Average Enrollment percentage

(Average of last five years)

Response: 74.15

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

2017-18	2016-17	2015-16	2014-15	2013-14
1594	1650	1516	1410	1132

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

2017-18	2016-17	2015-16	2014-15	2013-14
2060	2060	2060	1820	1820

File Description	Document
Institutional data in prescribed format	View Document

2.1.3

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
421	389	810	358	307

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1

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

Response:

The learning levels of the students are assessed on the basis of their marks in 10+2 i.e. at the time of the commencement of the course. Students enrolled in various disciplines are also identified as slow and advanced learners during teaching on the basis of interactions with the students.

Strategies adopted for slow learners

- Special attention is given by the teachers to the slow learners. They are motivated to raise their level by continuous interactions in the class and after the class is over they are asked to interact individually with the concerned teachers.
- Regular class tests are conducted to activate the slow learners to perform better.
- The institution organizes Orientation programmes/Induction programmes for new entrants, both at the college level and at the department level. The facilities in the college and the scope of the subjects being learnt are introduced in these sessions. Apart from this, sessions are also included to inculcate positive attitude and competitive spirit. This process helps as a base for monitoring

the future progress of the students.

- Remedial Classes are conducted with an aim to improve the academic performance of the slow learners, absentees and students who participate in sports and other activities. This practice helps the struggling learners to improve subject knowledge and helps them catch up into their peers.
- Group Study System is also encouraged with the help of the advanced learners.
- Academic and personal counselling are given to the slow learners by the tutor, mentor and the counselling cell.
- Provision of simple and standard lecture notes/course materials.

Strategies for the advanced learners

- Special attention by the teachers is provided to the toppers of various classes so that they may secure positions at University level. They are encouraged to go through books and internet sites to acquire more knowledge.
- Coaching is also given in Skill Development Programme like Communicative English, Aptitude and Placement.
- Advanced learners are encouraged to enroll in MOOC Courses – Swayam.
- Provision of additional learning and reference material.
- Advanced Learners are provided with orientation regarding various competitive exams through Counseling cell of the college.
- Students are encouraged to participate and present papers in various Seminars/ Conferences/ Workshops/ Inter-Collegiate Competitions organized by other colleges. Students representing the college in various inter-collegiate meets are provided with the benefit of retest.
- Participation by the students in the in-house competitions such as Debate, Group Discussion, Problem Solving – Decision Making Exercises and Quiz Programmes are also encouraged.
- Talented students are motivated to participate in extra-curricular activities, exhibitions and cultural competitions.
- Students excelling in examinations and securing positions at University level are honoured in college Annual Day Cum Prize Distribution function.

2.2.2

Student - Full time teacher ratio

Response: 56.32

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

Response: 0.03

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The faculty members of this institution have adopted teaching–learning methods which include Lecture Method, Interactive Method, Project-based Learning, Computer-assisted Learning, Experiential Learning etc. The details of these methods are as under:

Ø Lecture method:

- This is a conventional method of teaching and is commonly adopted by all the teachers. This method facilitates the teacher to interpret, explain and revise the content of a text only for better understanding of the subject by the learners.
- To make the learning more interactive students are motivated to participate in discussion and questions and answers sessions pre and post lecture delivery.
- The teaching is ICT enabled in class rooms with LCD projectors, Language Lab and Smart Class rooms. The guest lectures of experts in various fields are arranged to develop the core knowledge of the students in their subjects.
- Regular practical sessions, Use of LCD projectors for seminars and workshops, Productive use of educational videos, Accessibility of non-print material for students of Computer studies.
- Communication skill training is provided to students during Language lab sessions. Software is effectively used to train students to acquire proficiency in listening, speaking, reading and writing.
- Educational videos and web reference support the teaching-learning process.

Ø Case Study Analysis and Discussion: This is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. Students of BBA, Commerce and Economics are generally involved in case studies.

Ø Group Learning Method: This is a method which can be helpful to the slow learners to develop problem solving, interpersonal, presentational and communication skills to confirm quality in learning with Peer Group. Under group learning, heterogeneous group of students comprising Fast, Average and Slow learners are divided into groups of 5 to 10 members. Group Discussion, Group Projects or

Assignments are conducted by the BBA department under group learning method.

Ø **Project – based learning:** In certain courses related to Computer Studies, Commerce and Bioscience project based Learning is adopted. The teachers guide the students in the process of preparation of projects. The students of PG course in Geography are generally involved in project work.

Ø **Experiential learning:** Teaching through experience is becoming more effective and this institution is fully involving students in experiential learning. Industrial visits by Department of Chemistry, Environment Sciences, BBA and Commerce are providing practical knowledge to the students and it is a regular feature of these departments to organize such visits. Department of Geography, Industrial Fish and Fisheries, Zoology, Botany and Geology organize Field study tours. Other than these tours and visits, the faculty members foster learning environment by engaging in Teaching through demonstration, visual aids, Organizing exhibitions, Presenting papers, Projects, Analysing case studies and Participating and conducting quiz on theory topics. The Student seminars are organized wherein the papers are presented by students on contemporary topics to enrich their learning experience. Exhibitions are organized by Department of Home Science to make the students gain practical knowledge of preparing various articles of daily use to be displayed in the exhibition

2.3.2

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

Response: 56.06

2.3.2.1 Number of teachers using ICT

Response: 37

File Description

Document

List of teachers (using ICT for teaching)

[View Document](#)

2.3.3

Ratio of students to mentor for academic and stress related issues

Response: 56.32

2.3.3.1 Number of mentors

Response: 66

2.3.4

Innovation and creativity in teaching-learning

Response:

College is doing whole hearted effort in making student friendly Teaching – Learning environment so that the students may be able to attain better education and compete with the other parts of the world. We have some of the following innovations to transform the learning

Environment:

Digital library: Students are encouraged to use E-Books and E-Resources .Students are provided with an access with NPTEL, INFLIBNET, www.digitallibrary.edu.pk and Shodhganga references. College library has an access to many international journals & publications through these informative centres. Students are also motivated to use internet, You Tube and other such tools.They are also encouraged to formulate groups in WhatsApp or in Social Media to share new ideas and clear their doubts.

Subjective seminars: Seminars and workshops related with some special subject themes are organized by different departments of the college. Additional seminars on the subjective topics, mini projects related to the syllabi are organized for providing more detailed subject knowledge. The students are also made to prepare their own presentations for their participation in these seminars. They themselves explore more on their subjects by go through internet and studying books.

Power Point Presentations: Faculty made Power point presentations including the videos of

the lectures on technical topics as per the syllabi is presented to the students so that the teaching learning process may become more student oriented and use of technology makes it more interesting and absorbing for the students.

.Outcome base learning: The institution ensures achievement of learning outcomes through:

- Feedback will be taken by the faculty members at the end of the course on courseoutcomes and the Assessment Committee analyse whether the correspondingoutcomes are achieved through the course outcomes.
- The exit students will also give the feedback of the Program Outcomes when they are leaving the institution.
- Continuous evaluation in both theory and lab subjects.
- Every student's outcome is identified through the Course Outcomes and mappedwith Program Outcomes and Program Specific Outcome.

Seminars and Guest Lectures: Seminars and Guest lectures by eminent persons are usually organized for providing more detail and applied knowledge in a subject.

Industrial Visits:Industrial visits are mostly organized by department of Chemistry, Environment Sciences and Geography. The skill enhancement courses have necessitated the importance of these visits as the practical knowledge can be directly provided to the students through these industrial visits.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 56.44

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

2.4.2

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

Response: 42.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
26	21	19	19	21

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

2.4.3

Teaching experience per full time teacher in number of years

Response: 8.62

2.4.3.1 Total experience of full-time teachers

Response: 569

2.4.4

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

Response: 1.99

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

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

File Description	Document
Institutional data in prescribed format	View Document

2.4.5

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

Response: 0

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

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

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

- **Centralized Continuous Internal Evaluation System:** Assessment of performance is an integral part of teaching and learning process. The college adopts the method of conducting internal assessment tests both in Theory and Practical.

- **Orientation on Evaluation Process:** Students are made aware of the evaluation process through the following initiatives:-

- The induction programmes is held at the beginning of the semester by conducting interaction meet with the students.
- Teaching Plan contains evaluation procedures.
- Academic Calendar prepared at the commencement of the academic session.
- Display of the performance of the students in the internal assessment tests on the Departmental Notice Boards.
- **Result Analysis & Review Meeting:** Result Analysis is done by the class teachers after every exam session. The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members. The Principal conducts Review Meetings department wise to give necessary feedback for the improvement of students' performance.
- **Progress Report:** The institution is keen on monitoring the performance of the students. There is total transparency in the evaluation system as the evaluated answer sheets are provided to the students to go through the pattern of evaluation adopted by the teachers and if there is any discrepancy in the scores/marks obtained by the concerned student he/she is free to get the modification incorporated through the concerned evaluator. In case the students are not attending their classes regularly then the teachers inform their parents and also send the answer sheets to them to see the performance of their ward and take remedial measures if needed. Whenever necessary, the tutor shall recommend the visit of the parent to the college for a discussion about the student.
- **Remedial Classes** are conducted for slow learners, absentees and the students who participate in Sports, NCC, NSS and Cultural activities. This makes struggling learners to update their subject knowledge and also to catch up with theirpeers.
- **External examinations** are conducted through University of Jammu at the end of every semester for all the theory and practical papers. Students should satisfy the eligibility criteria of **75% attendance** in each semester to appear for University Examination. The students who have failed in some subjects are permitted to write their papers in both the semester examinations.
- **Representation in the Board of Studies:** All the heads of the teaching departments are appointed by the University as the member of Board of Studies. At every meeting they suggest evaluation reforms and discuss any discrepancy in the evaluation system.
- **Supplementary Examinations** are held for the students who have appeared andfailed in any one of the semester theory papers relating to completion of his/her degree.
- **Reappearing/Recounting/Revaluation:** The students are informed of the Reappearing/Recounting/Revaluation scheme available to them. Revaluation is permitted for students who apply for it within the stipulated time on payment of prescribed fee.

2.5.2

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

- Internal assessment system of the college is quite transparent as after the conduct of internal assessment tests students are informed about their scores/marks obtained in different subjects.
- They are also intimidated about their score in home assignments. They are provided evaluated answer sheets and assignment sheets to go through in detail regarding any discrepancy and if there is any, then the same can be modified through the concerned teacher.
- There is a centralized date sheet of the college to conduct such internal assessment tests.
- The rules and regulations of the University of Jammu with which the college is associated are followed in letter and spirit.
- There are internal assessment teams deputed by University of Jammu to check the internal assessment record maintained by the teachers of the college.
- The internal assessment system of the college is so transparent that every student has an idea about the standard internal evaluation process of the theory & practical subjects.
- Slow learners are permitted to improvise their marks by retest both in theory and practical.
- Heads of the departments are fully empowered to suggest the re-assess of the students in case of poor performance. All such modifications in the scores will be displayed in the department notice boards for student reference.
- The college prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments.
- The College organizes orientation programs for the students to make them aware about the rules and regulations of the affiliating university, examinations & evaluation.
- Head of the departments communicate about the labs & subjects of the semester to the students during the start of the semester. More orientation is provided by the college faculty during taking of their classes and first two to three lectures are just for the introduction of the syllabi and assessment schemes and evaluation methods adopted by the institution.
- College website link is also used for displaying latest information regarding any sort of changes or modifications introduced by the college or at University level.

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

- Examinations are conducted in a fair and square manner.
- The internal examinations i.e. assessment tests are conducted mid-term and prepare the student for the main examination to be conducted by University of Jammu.
- The marks scored by the students during internal assessment tests are displayed on the notice board and the evaluated answer sheets are shown to them so that any sort of discrepancy can be meted out and also the students may get familiar with the evaluation system.
- Examination related grievances are handled by the examination committee of the college. Any discrepancy at University level is also addressed by the college examination committee and

forwarded to University Controller of Examinations for necessary action through college Principal.

- The students are properly guided to approach the concerned examination committee in case of any grievance.
- Their problem of re-evaluation/ rechecking can be addressed by the University Cell established in the college by providing them application form and telling all the details of fee to be submitted.
- Mid exam answer scripts are distributed to the students as regard to total checking and for clarifications if any. The marks awarded for the mid exams which constitute the internal assessment component are displayed on the department notice boards.
- The examination section of the college is responsible for preparing examination centres, assigning examination duties and printing of examination related material for smooth conduct of examinations.
- For the Skill Enhancement course examination question papers are also prepared by the examination committee as the examination has to be conducted at the college level and not at University level.
- Students get all the information regarding the date sheet and centre of examination from the college notice board and college Website.

2.5.4

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

Response:

- prepares in advance a calendar regarding the various examinations and assessment tests to be conducted throughout the academic session.
- A calendar keeping in view the detail of all the working days is prepared. Total number of Lectures to be delivered during the session and time of completion of the syllabi is taken into consideration for preparing examination schedule.
- The calendar outlines the semester class work schedule, internal examination schedule and external examination schedule.
- The faculty members of the concerned department gather the lists of courses for the coming semester.
- The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise.
- The faculty members prepare the lesson plan before the commencement of semester, indicating the topics to be covered lecture wise including the evaluation process for each subject and it is duly reviewed by one of the senior faculty in the department and approved by the head of the department. It is then, made available to the students.
- Time table in-charge of each department prepares the timetable as per the guidelines of respective statutory bodies for the number of credit hours for each subject prior to the commencement of the semester.
- Time-table is displayed in the respective department notice boards and college website.
- In addition to the tests, assignments, mini-projects and quizzes are also the part of Continuous Internal Evaluation.
- The evaluated answer books are returned to the students and an opportunity is given to the

students to discuss the evaluation with the teacher. The teacher rectifies any error on the spot, if any.

- Finally the Internal Assessment record is posted on the Internal Assessment Registers for verification by University Internal Assessment Record Checking Committee.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

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

The Program Outcomes are published at:

i. Departmental files:

ii. College Website: www.gdckathua.com

iii <http://www.gdckathua.com/academics/prgoutcome/programoutcome.pdf>

Programme and Course outcomes:

B.Sc. Medical and Non-Medical

1. Science students are able to acquire knowledge of different innovations in scientific world.
2. They are able to develop scientific temper and thus can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace.
3. They are the option of going for higher studies and then do some research for the welfare of mankind or he may opt to go for facing competitive examinations.
4. After higher studies they can join as a scientist, or he may go to serve in education sector as an Assistant Professor in a college or a University.
5. They can join as a researcher in institutes of high name and fame.
6. They can compete in so many competitive examination after passing his Graduation or Post Graduation Course.

Bachelor of Arts (B.A.)

Student seeking admission for B.A. programme are expected to imbue with following quality which help them in their future life to achieve the expected goals.

- a. Realization of human values.
- b. Sense of social service.
- c. Responsible and dutiful citizen.
- d. Critical temper
- e. Creative ability

BCA:

- BCA degree programme help the students to gain the knowledge and skills necessary for success in the rapidly evolving and dynamic field of computing.
- It equips the students to meet the requirement of corporate world and Industry standard.
- It engages the students in professional development and to pursue post graduate education in the fields of Information Technology and Computer Applications.
- Apply technical and professional skills to excel in business.
- Communicate effectively in both verbal and written form.
-

Commerce

The commerce education which is supposed to create time, place and person utilities for individual and social ends must prove its relevance by developing efficient persons which in turn calls for drastic improvement in the quality of commerce education in India. **Career options for commerce** students include Chartered Accountants, Financial Analyst, Company Secretary, Human Resource Manager, Loans Executives, Economist, Auditor, Banking Executives, CWA etc and this is just the tip of the iceberg.

BBA

The Department offers an undergraduate programme in Business Administration (BBA) which is specifically designed to enhance career opportunities and to develop well rounded managers and business leaders to effectively tackle a dynamic environment.

English

1. Students are able to learn different skills in English language.
2. They are able to develop knowledge and wisdom through various courses which have been introduced in curricula.
3. Sense of Genre
4. Critical Approaches:
5. Oral communication skills:

6. Valuing literature, language, and imagination

File Description	Document
Link for Additional Information	View Document

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

The attainment of the course outcomes is evaluated by conducting assessment tests and University Examinations. The assessment tests are conducted by the institution by preparing a general date sheet of all the subjects and utilizing the services of all the faculty members for proper and fool proof conduct of the assessment test. The answer sheets are evaluated and the marks are displayed on the notice board so that the weak students may improve by appearing again in one more test which is conducted by the class teachers for left out and weak students. Thus college provides opportunity to all the students for improving their performance and better attainment of course outcome. The practical work in the labs can be tested by conducting practical tests. The theory examination conducted by University covers 80% marks and 20% is for internal assessment which is evaluated by college through various assessment tests and assignments. In practical 50% marks are for internal assessment and 50% for external examination conducted through University.

Semester End University Examination

At the end of each semester university conducts examinations and the results of the same shall tell about the level of attainment in the said course. The standard of measuring the attainment is usually high as the question papers are set by the university faculty on the basis of syllabi of the said course.

Assignment

Assignments are given at the end of each chapter. The assignments are provided to students, such that students will refer the text books and good reference books to find out the answers and understand the expected objective of the given problem. It is the responsibility of the concerned subject teacher to ensure that most students are able to work out the assignments honestly. The questions asked in assignments are mostly aligned with Course Outcome of the respective Subject. Accordingly performance of the student can be increased by giving more such assignments if the performance is poor in the first one. One more measuring rod is by giving class test and improving the performance by conducting more such tests.

2.6.3**Average pass percentage of Students**

Response: 69.47

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

Response: 587

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

Response: 845

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.62

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 10.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	10.22	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2

Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

3.1.3

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

Response: 0.06

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

Response: 1

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

Response: 84

3.2 Innovation Ecosystem

3.2.1

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

Response:

The institution intends not only to develop theoretical knowledge in the class rooms but aims at inculcating research and innovation among faculty and the students. The college has adopted practical approach in the recent years to keep the students on par with the latest in their respective fields of study.

- Some of the class rooms are equipped with Over Head Projectors and LCD projectors to facilitate the students.
- The teachers are provided with umpteen opportunities to submit innovative research papers, publish them as chapters, books and in journals with ISBN and ISSN respectively. The college also publishes a journal named 'Biosphere' annually which provides an opportunity to the faculty members to publish their research and innovation. The college often deutes its faculty members to attend National and International Conferences with the objective of updating their knowledge in the field of research and innovation
- The various departments generate a co-curricular stimuli by means of workshops and seminars. Dignitaries from the Jammu University, GNDU Amritsar etc. are invited to chair the sessions in the workshops and seminars. These lectures spark off the creativity of the student to sharpen their innovativeness. Also field trips are organised by different departments to give the opportunity to have practical experience of various topics related to their curriculum.
- The library is a storehouse of Books and students are often encouraged to consult books from the library and acquire knowledge.
- Separate labs are set up for the students in Botany, Zoology, Chemistry, Physics, Computer Science, Home Science, Biotechnology, Psychology, Geology, Geography, Fisheries and Language departments to make the students acquainted with the latest in the field and improvise on them.
- Commerce and BBA students are encouraged every year to visit industries, establish rapport with them at various levels, collect and process data and submit it as project reports.
- The computer science students choose an area of interest of their own preference and do a mini project as co-curricular activity to expose them to the latest developments in the software and hardware industry. Environmental Sciences conducts field trips of their students to various industries, various ecosystems including aquatic and forest ecosystems.
- Students who are interested in creative writing are encouraged by the language teachers to write for journals, E-magazines and newsletters at the language clubs.
- Political science and journalism students are motivated to take effective part in enhancing their knowledge in current affairs by the concerned department faculties and are motivated to read and participate in various quiz or debates and poll surveys.
- The open land in the college has been converted into greenery by the environment conscious students. Teaching innovations are brought to the notice of the principal who in turn takes it to the management to discuss the developments needed to execute the innovative practice in inculcating fresh knowledge to the students. Some of the faculty members have got their projects sanctioned from UGC and established a dedicated laboratory for the research purpose.

3.2.2

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

Response: 0

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

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

File Description**Document**

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1**The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response: No****File Description****Document**

Institutional data in prescribed format

[View Document](#)**3.3.2****The institution provides incentives to teachers who receive state, national and international recognition/awards****Response: No****3.3.3****Number of Ph.D.s awarded per teacher during the last five years****Response: 0**

3.3.3.1 How many Ph.Ds awarded within last five years

3.3.3.2 Number of teachers recognized as guides during the last five years

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

3.3.4

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

Response: 3.23

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	28	40	28	42

File Description

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

Document

[View Document](#)

3.3.5

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

Response: 1.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
27	14	11	11	10

File Description

List books and chapters in edited volumes / books published

Document

[View Document](#)

3.4 Extension Activities**3.4.1**

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

Response:

College provides platform to the students to address various social issues in the vicinity of college and neighboring villages within the restrictions of college and local community norms which in turn leads to holistic development of students. Through these activities, students interact with local community and hence are practically sensitized to social evils and acts of injustice prevalent in our society. With the help of extension activities students thoroughly understand problems being faced by rural people, medical and education facilities available to them and make a comparison of urban & rural life, familiarize with framing & implementation of government policies and their impact on human life. Students are encouraged to participate in community development programmes which help to develop their overall personality. Under Swachh Bharat Summer Internship Programme, this year six groups of students of our college have adopted four villages around Kathua town namely Nihalpur, Chak Desa, Govindsar and Hardoo Muthi. NSS volunteers adopt a village every year as a routine matter; organize various cultural programmes, nukkad natak, cleanliness drive, plantation drive, awareness rallies regarding health & hygiene, against dowry & female foeticides, drug addiction etc. NCC cadets attend various prestigious camps in and out of state and even get opportunity to visit foreign country through Youth Exchange Programme. Main camps include Republic Day Camp Delhi, Thal Sainik Camp, Nau Sainik Camp, National Integration camp, Special National Integration Camp, Basic Leadership Camp, Advance Leadership Camp, Officer Training Academy Camp etc. In camps Cadets learn to live healthy & hygienic, self dependent, disciplined & punctual life style and get ample opportunities to participate in literary, cultural and sports' events; exchange the cultural heritage and participate in some awareness programmes during camps. NCC cadets also participate in extension activities such as raising of funds on flag day, raising of funds for victims of natural disasters, plantation drives in and around college premises, cleanliness drives in old age home, villages, college premises and statues of martyrs in park, awareness rallies against social evils & to prevent disease epidemics etc. Students associated with Red Ribbon Club and Centre for Women Studies' and others also participate in cleanliness drives, plantation drives, awareness rallies, awareness lectures for students and community lectures. Students learn the traditions & culture of our area and state. Such kind of activities help to inculcate sense of equality, loyalty, patriotism, respect for everyone among the students in addition to moral values, self confidence, leadership skills, devotion and hard work. Participation of students in such kinds of extension activities make a real sense of education so that in addition to the personality development of students, they learn to serve the community and hence country.

The exposure of students to the rural life was the dream of Father of Nation Mahatma Gandhi. According to him, India lives in villages and exposure of students to village life will acquaint them with villages and will mentally prepare them to serve in the heart of country.

3.4.2**Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years****Response:** 0

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

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

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

3.4.3

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

Response: 106

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

2017-18	2016-17	2015-16	2014-15	2013-14
34	21	14	18	19

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

3.4.4

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

Response: 0

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

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

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

3.5 Collaboration

3.5.1

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

Response: 0

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

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

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

3.5.2

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college was established in the year 1961. In the last six decades, the number of students enrolled every year has increased manifold and presently enrollment stands at 3717. Many (64) new courses were added with the combinations provided by the Jammu University. To cater to the ever increasing student strength the college has always taken proactive steps to provide various facilities to develop the infrastructure in the campus in terms of classrooms, laboratories and for sports, extra and co-curricular activities. Efforts are taken to meet with the student requirement and increase the academic strength of the students. Separate class rooms and lab facilities are put in place for making the teaching learning process effective. The curriculum designed as per the norms of the university aims at a student centric learning approach that aims at the holistic development of the students. The students are provided with ample opportunities to bring out their skills through various co-curricular and extracurricular activities. The students are encouraged to use the available facilities optimally. All the departments are given separate computers with internet facilities to have access to the contemporary data in their respective subjects. The computer lab is well equipped with 41 computers to accommodate at least one full strength class. Adequate lab attendants and sports trainers are appointed to ensure the effective utilization of the infrastructure. The students are encouraged to use the lab beyond their class hours to gain knowledge. The college is well equipped to conduct competitive exams like SET, JUET and other such exams conducted by SSRB. The examination area is under CCTV surveillance and adequate facilities are provided to make the participants of the competitive exams to feel at ease. The college at present has the following facilities. 30 Class Rooms including 03 Smart Class Rooms and 11 Class Rooms with multimedia Projectors, 21 Laboratories, 02 Libraries. Total no of books = 50383, 41 computers (for students), 10 Internet connections (wifi and landline) BSNL with bandwidth of 8MBPS, wifi campus and hostels, 2 LCD monitors, 5 Overhead Projectors, 35 White/Green Boards. The college continuously strives to upgrade the facilities to raise its standards to cater to the needs of the students.

4.1.2

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

Response:

The college has following facilities for indoor and outdoor games and sports.

The indoor games facilities include one court of 5000 sq, feet for the following:

1. Shuttle badminton with full lighting.
2. Table tennis court.
3. Caroms and chess boards.
- 4.

Weightlifting Arena. 5. Wrestling Arena. 6. Judo Arena. 7. Power Lifting Arena. 8. Boxing Arena. 9. Kabaddi court. 10 Taekwondo Arena.

The following are the facilities for outdoor games:

1. A basket ball court of 700 sq. mtr. with concrete flooring. 2. Tennis Court 3. Courts for playing Kho-Kho(600 sq. mtr.) 4. Open ground for playing Cricket, football, hockey and athletic track (400m). 5. Handball Ground (300 sq. mtr.). 6. Volley Ball Court (900sq. mtr.) .

There is a multipurpose auditorium with a capacity of about 500, which is also used for conducting tournaments and Yoga classes.

Utilizing all these facilities, the college has been conducting the various tournaments for encouraging sports talent among the students. The College has the distinction of conducting three intercollegiate tournaments of Volleyball (men), Kabaddi(women) in 2013-14, Kabaddi(men) in 2017-18. The College encourages the students to participate in the special coaching classes during vacation. The multipurpose hall can also be used to conduct various cultural activities.

4.1.3

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

Response: 46.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

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

4.1.4

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

Response: 92.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
16.56	141.75	43.93	17.39	104.3

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

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The college has a well-equipped library with all the prescribed, recommended and reference books as per the university norms. The library has sufficient books to satisfy the academic needs of the students. The total number of books available in the library is 50383. To kindle the interest among the students with regards to current affairs and general knowledge, the library has subscribed for 5 magazines and 30 newspapers. The Library is not automated using Integrated Library Management System (ILMS) although it is fully wifi with internet facility for students. Efforts are being made to atomize the library at the earliest as the data entry of books is in progress.

4.2.2

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

Response:

The college has a well-equipped library with all the prescribed, recommended and reference books as per the university norms. The library has sufficient books to satisfy the academic needs of the students. The total number of books available in the library is 50383. To kindle the interest among the students with regards to current affairs and general knowledge, the library has subscribed for 5 magazines and 30 newspapers. Apart from the above resources, the library also has a stock of the reports of the innovative projects work of the students of the degree college. There are around 2000 reports pertaining to the field visit stocked in the college library for the sake of students and to motivate others.

4.2.3

Does the institution have the following:

1. e-journals

2.e-ShodhSindhu**3.Shodhganga Membership****4.e-books****5.Databases****Response:** E. None of the above**File Description****Document**

Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc

[View Document](#)**4.2.4****Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)****Response:** 2.86**4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
2.75	3.69	2.69	2.68	2.50

File Description**Document**

Details of annual expenditure for purchase of books and journals during the last five years

[View Document](#)**4.2.5****Availability of remote access to e-resources of the library****Response:** No**4.2.6****Percentage per day usage of library by teachers and students****Response:** 0

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has adequate IT facilities for strengthening the teaching and learning process. Therefore our campus is upgraded with all the necessary IT facilities. The computer lab is equipped with 41 computers with required software and antivirus. The computer lab is powered by UPS to ensure uninterrupted usage of computers. 14 LCD projector classes are available to provide effective teaching for the students. 18 Departments are provided with individual systems. Faculty members are using power point presentations, videos etc in the class rooms to enhance learning. Scanners, printers, Xerox facility is available and faculty members can use this facility for official purpose. The college campus is WI-FI enabled. Faculty members can access Wi-Fi anywhere in the campus to gain additional information, carry out research activities, and download information related to the curriculum and also to enhance their knowledge about their subject. The college campus is under CCTV surveillance to ensure transparency as well as safety to all its members. The computer labs have WLAN facility. In order to provide high quality speed of network, the college has ten BSNL broad band connections with 8 Mbps speed. Students are encouraged to use IT infrastructure in the best possible way to their learning.

4.3.2

Student - Computer ratio

Response: 90.66

4.3.3

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

Response: 5-20 MBPS

4.3.4

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

Response: No

File Description

Document

Facilities for e-content development such as Media Centre, Recording facility,LCS

[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 91.81

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

2017-18	2016-17	2015-16	2014-15	2013-14
15.6	140.79	44.06	17.1	108.44

File Description

Document

Details about assigned budget and expenditure on physical facilities and academic facilities

[View Document](#)

4.4.2

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

Response:

Response:

To monitor the quality of the policies and procedures, the college follows various systems and procedures for the effective functioning of the college. Some of them are listed below.

Academic: Policies are framed and deployed right from the admission till the students leave the college. The admission policies adhere to the norms prescribed by the Jammu University with regards to the selection. The students need to fill in the application form at the college. The student will be counseled with regards to the subject of his choice. Applications will be scrutinized and admissions will be done after scrutinizing them by strictly adhering to the university norms. Once admission is accepted by the college, the same will be uploaded online to the university web portal.

Infrastructure: The student as well as the teaching community is free to use all the facilities available within the campus. The sports facilities can be used by the students with the permission of Physical Director during their free periods or after the college hours.

The library follows certain protocols in the usage of books. At the beginning of the first year, each

student will be issued a library cards after collecting their details. New books will be issued to the students only after the previously borrowed books are returned in good condition. At the end of every semester, all the students must return the books to the library. Likewise the teachers are allowed to take any number of books after entering in the teachers register. They also must return the books after they finish reading. Whoever is leaving the institution be it a student or a faculty must get a no due certificate from the librarian.

The lab facilities are open to all the students for academic purpose. The students are divided into groups so that the apparatus/equipment can be given equally for the students' use. The students must maintain a lab manual and record the experiments and programs they do within the lab. They also must maintain a record book throughout the year which shall be taken into account at the time of practical examination. The apparatus/equipment is upgraded and replenished every year to provide the students with the state of the art experience.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 11.17

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

2017-18	2016-17	2015-16	2014-15	2013-14
194	341	484	266	423

File Description

Document

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

[View Document](#)

5.1.2

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

Response: 0.61

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
35	75	0	0	0

5.1.3

Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3.Soft skill development**4.Remedial coaching****5.Language lab****6.Bridge courses****7.Yoga and meditation****8.Personal Counselling****Response:** E. 3 or less of the above**File Description****Document**

Details of capability enhancement and development schemes

[View Document](#)**5.1.4****Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years****Response:** 5.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
280	210	148	135	102

File Description**Document**

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

[View Document](#)**5.1.5****Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 3.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
124	121	88	94	106

File Description**Document**

Details of the students benefitted by VET

[View Document](#)**5.1.6**

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

Response: Yes**File Description****Document**

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1**

Average percentage of placement of outgoing students during the last five years

Response: 0

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

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

File Description**Document**

Details of student placement during the last five years

[View Document](#)**5.2.2**

Percentage of student progression to higher education (previous graduating batch)**Response:** 0

5.2.2.1 Number of outgoing students progressing to higher education

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

5.2.3

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

Response: 14.68

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	0	2	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	21	18	22	18

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

5.3 Student Participation and Activities**5.3.1**

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

Response: 0

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

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

File Description**Document**

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

[View Document](#)

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

Participation of students is an integral part in all the activities of the college. Though not mandatory, the College administration constitutes a student's council in order to imbibe democratic values and encourage participative management. The council comprises two types of class representatives; first, CRs are elected from each section through a secret ballot and second, CRs are selected for each representative section on the basis of merit of the immediate preceding class. Each section is represented by two CRs. A chief CR is elected by all the elected and selected CRs through secret ballot. Although the elections for the student council have been regularly held till 2015, but due to some discipline related issues these elections have been deferred since 2015-16.

5.3.3**Average number of sports and cultural activities/ competitions organised at the institution level per year****Response: 19.4**

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	21	18	20	18

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The college has an alumni association which was constituted in 2012 and is not registered as yet. The alumni committee members are contributing little as far as monetary or financial aid is concerned but their guidance and advices are taken and incorporated whenever and wherever required. In addition to this ex-students take active part along with the advisory committee in shaping the future of the students. The alumni involve themselves not only in academic growth of the students but also on the infrastructure development, and providing exposure to the students through various activities pertaining to cultural fests, NSS and NCC. Many of our august alumni are holding positions of Vice-Chancellor, Principals, politicians, journalists, teachers, developers, accountants, entrepreneurs etc.

5.4.2

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

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

Response: 0

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

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

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Head of the Institution ensures maximum involvement of the faculty by making them members of various committees that work towards implementation of various policies and programmes of the college. The responsibilities are communicated to the staff by holding meetings and circulating the notices as required from time to time.

In order to review the activities the Principal holds meetings of various committees, Head of the Departments and students in which the shortcomings and the achievements are reviewed.

The Principal ensures the co-ordination, efficiency, harmony and discipline among the staff, students and administration of the college by decentralizing the powers to the convener of different committees. Further most of the meetings are chaired by the Principal and the proposed agenda is circulated beforehand and minutes of the meeting are finally approved by the Principal.

The administration encourages and supports the involvement of the staff in the functioning of the college by appreciating the targets achieved and policies implemented by them. While constituting different committees interest, aptitude and potential of the teachers is kept in view. All the faculty members are involved in various committees for active participation to ensure effective implementation of programmes undertaken.

Each committee comprises of convener and members. The various committees hold meetings to discuss, decide and implement healthy practices and to help the institution grow with respect to all aspects. The IQAC of the college holds meetings regularly to monitor, implement and facilitate healthy practices in the Institution for quality enhancement. The Purchase Committee makes recommendations after thorough scrutiny and facilitates the purchase of equipments and other required items for the smooth functioning of the college. The Development Committee recommends renovation, repair and construction as per the requirement for qualitative, infrastructure and academic growth of the Institution. The Debates Committee organizes debates, seminars and workshop involving maximum number of students. Various other committees like Cultural Committee, Sports Committee remain busy and active throughout the year guiding and preparing students for different competitions and holding intra and inter college contests. The Examination Committee performs the task of conducting internal/external examinations of the University smoothly and also conducting state and national level examinations.

6.1.2

The institution practices decentralization and participative management

Response:

Decentralization is having a significant impact on policy, planning and management of elementary education. To promote quality of education to all sections of people in academic, social, political and aiming to develop a responsible management. At the same time, decentralization is seen as a means of improving the efficiency of education system and the quality of educational services. At various levels the college grooms the leadership. Principal, Vice Principal, IQAC Members, teaching staff, non-teaching staff, supporting staff, student's union, student representatives, Stakeholders, Alumni and various committees jointly empowered to propose, design, formulate and execute their plans within the frame work of governance. The Academic, Administrative, NCC, NSS, IQAC all are working together for the smooth running and over all functioning of the college.

The institution has a practice of participative management. The college provides the better opportunity to all the faculty members for participating in the decision making process. Principal is the administrative and academic Head, followed by vice Principal and departmental heads. The principal conducts regular meetings of all the head of departments to discuss curricular and co-curricular activities of the institution.

One of the most important managerial concepts the college has implemented is that the college administration is managed by appointing teachers as conveners and members of various committees. This has created a sense of involvement and responsibility among all the staff members resulting in efficient administration of the college. Committees have staff from various departments. All functions involve many staff members working in various committees and providing their individual creativity and skills.

The College has conducted Seminar at State and National Level. The departments decided the subjects of the seminar in their departmental meetings. This is communicated to the college principal and authorities. This is included and sends to the concerned organizations like SERB for financial assistance and finally granted the financial assistance to these seminars conducted by the college. This is also an example of participative arrangement.

With the commencement of each academic year the concentration is given on the regular lectures conducted by the staff, timely completion of the syllabus, guidance for better performance in the examination and providing best possible teaching learning environment. This is attained by regular meetings of department, of the staff member conducted by the principal from time to time. The staff receives motivation and support for all the activities.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The perspective institution plan is prepared after receiving feedback from different Committees, H.O.Ds and students and the proposed plan is submitted to the Higher Education Department for approval.

One such initiative taken up by the IQAC in 2013-14 was installing the customized desks in all the classrooms as the old wooden desks were uncomfortable and in a dilapidated state. A detailed proposal was prepared and submitted to the Department of Higher Education for approval and sanction of grant for purchase of these desks. The Government provided funds in installments for the purchase and installation of these new classroom desks and by the end of 2016-17 academic session all the classrooms have been provided with customized desks at a cost of Rs. 75 lacs.

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

6.2.2

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

Response:

Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism Response: Institute's vision is to encourage students to create a Better Future and to attain this vision the mission of the institute is well uttered. The college also have formulated their vision and mission in accordance with the University of Jammu. Being a Government College, Govt. of Jammu and Kashmir is responsible for policy making as per the guideline of UGC. The decision making procedure is made at appropriate level in the organizational hierarchy. Various committees such as IQAC, NAAC, Development, Cultural, Anti-ragging, Sexual Harassment, Discipline etc. as per the University/Govt. guidelines are also included in the organizational structure of the institution. IQAC comprising of senior faculty members and administrative staff are involved in the planning and implementation, academic audit and evaluation. An optimum level of decentralization through the different departments and participative decision making processes are in practice.

Various committees are constituted in the college for the smooth and efficient management of the institution. This also give the opportunity to the faculty to grow and develop in the extracurricular activities/fields and administrative skills. The committees are constituted by the Principal for one academic year or until new committees are constituted.

Being a Govt. College the institution strictly follow the service rules according to the Govt. of J&K and UGC. The institution runs for 6 hrs. The teaching and non-teaching faculty have the benefits of gratuity, EPF, GIS, Casual, Earned, Medical, Maternity, Paternity, Child Care and Compensatory leaves. Recruitment is done according to the norms of the State Govt. and UGC through Public Service Commission. Promotional policy is followed strictly as per the UGC norms.

Grievances redressal committee members meet to discuss and resolve the grievances, if any, received in written form any student or staff member. The committee maintains the minutes of the meeting and submit the copy of the same to the head of the institution. The committee conveys the discussion to the aggrieved student/staff in writing.

6.2.3

Implementation of e-governance in areas of operation

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

Response: E. Any 1 of the above

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

6.2.4

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

Response:

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions. Different college Committee ensure the growth and overall development of the institution and aims at giving desired shape to the institution to meet the standards in the field of academic excellence. Review of all progress is periodically taken with the outcomes from all the convenors of different committees and make sure about implementation of the decisions made. IQAC ensure quality education through soft skill, ICT based teaching-learning, aptitude training etc. Regular meetings are convened by the IQAC to discuss various issues related to the academics, developmental and administrative of the institute. Suitable decisions are taken and resolution is passed for the improvement and implementations of various academic performances and provision of student/staff welfare schemes. The college IQAC decisions successfully implemented in the last five years are: (i) installation of desks in all the classrooms, (2) inception of three smart classrooms, (3) conduction of 6 national seminars, (4) initiation of the process of starting P.G. Botany, (5) implementation of scholarship programs in the college, (6) remedial teaching, (7) prize distribution ceremony for the academic achievers and winners of co-curricular activities such as sports, NSS and NCC, debates, symposia etc. (8) decision for the NAAC reaccreditation and submission of IIQA and Self Study Report.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institute is always striving to motivate and empower the faculty to create sense of direction and positive awareness in all spheres of teaching-learning process. The college constantly encourage teaching staff to attend various programmes like national/international conferences, publications and workshops. The college tries to create a sense of belongingness amongst faculty members by involving them in various committees. All the staff related welfare schemes include Janta Group Insurance Scheme, GP Fund, Gratuity, medi-claim, casual leave, paternity leave, maternity leave, medical leaves etc. The welfare measures initiative for teaching and non- teaching staff of Government Degree College, Kathua are as UGC guidelines and instructions as well as circulars approved by Department of Higher Education, Government of Jammu and Kashmir. In addition to this the institute organizes short term training programmes for teaching and non-teaching staff from time to time.

6.3.2

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

Response: 0

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

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

File Description

Document

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

[View Document](#)

6.3.3

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

Response: 0

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

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

File Description**Document**

Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff

[View Document](#)

6.3.4

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

Response: 0

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

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

File Description**Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)

6.3.5

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

Response:

The Institute strictly follows all the basic recruitment and promotional policies as stipulated by UGC and Department of Higher Education, Government of Jammu and Kashmir. Each and every faculty member

completes the self-appraisal procedure every year in the format prescribed by Department of Higher Education, Government of Jammu and Kashmir. Self-appraisal is done on the basis of the following points:

*Teaching learning process evaluation Specific duties / tasks assigned by Principal.

*Major contribution for the benefit of student/ staff / Institute.

*Awards/ Rewards obtained by the faculty and staff. Contribution towards extracurricular and co-curricular activities.

* Execution of exam duties assigned by University of Jammu.

* Research contribution of staff in terms of research projects, publications and guidance provided to students for involvement in research.

* Some of the faculty members have been promoted as per the outcome of the performance in various committees.

* The APR are provided to all teaching and non-teaching staff on the basis of their performances in various committees, work and conduct, punctuality, teaching -learning methods, extra - curricular activities in institution by Head of the institution, every year in the format prescribed by Department of Higher Education, Government of Jammu and Kashmir.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

Yes. A regular internal audit is done by the Principal and the college accountant whereas the external audit is done annually by auditors appointed by Accountant General, Jammu and Kashmir, and Finance Department of The state Government. The auditors point out the deficiencies, if any, in the financial management also suggests corrective measures to be under taken in future. The suggestions are complied with in letter and spirit and explanation is provided for the lapses, if any, pointed out by the audit team. The institute also takes the help of Chartered Accountant for verifying expenditure of seminars, conferences UGC funds etc.

6.4.2

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

Response: 0

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

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

File Description**Document**

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

[View Document](#)**6.4.3****Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

As the college is Govt. Institution, it is completely dependent on the Govt. grants for its financial needs and as such all the funds/grants are sanctioned by the Govt. and received by the college. These funds are spent on the designated work strictly as per Govt. guidelines after following all the Codal formalities. The college collects only the admission and examination fees as fixed by Govt./affiliating university under different heads. For such heads as are under the competence of the college, the expenditure is made by the college after observing the codal formalities as prescribed by the finance department.

6.5 Internal Quality Assurance System**6.5.1****Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes****Response:**

The Internal Quality Assurance Cell (IQAC) of the institute has been trying to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and best practices.

Following are the major contributions of IQAC:

Development of 3 Smart Classrooms and Installation of LCD projectors in the 11 class rooms.

Construction of 3 pre fabricated class rooms with customized desks.

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Before commencement of the term, academic calendar is prepared and IQAC ensure that the activities are conducted as per schedule. IQAC monitors class wise, faculty wise and subject wise instruction delivery.

IQAC monitors the feedback system and takes appropriate corrective actions. In addition to this, Annual Performance Indicator Performa of the faculty member is evaluated by the IQAC of the institute. Based upon these evaluations, remedial measures are taken to improve the quality of teaching and learning.

6.5.3

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

Response: 0

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

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

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4

Quality assurance initiatives of the institution include:

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

3.Participation in NIRF**4.ISO Certification****5.NBA or any other quality audit****Response:** D. Any 1 of the above

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

6.5.5**Incremental improvements made during the preceding five years (*in case of first cycle*)****Post accreditation quality initiatives (*second and subsequent cycles*)****Response:**

1. Transformation of three traditional classrooms into smart classrooms.
2. Installation of LCD projectors in 11 class rooms and making them ICT enabled class rooms.
3. Construction of three pre fabricated class rooms with state of the art customized desks.
4. Sanctioning of P.G. programme in Botany by the Govt.
5. Sanction for starting of new courses such as Green House Technology, Military Science, Clinical Biochemistry, Public Administration, Physical Education, Library Science, and Statistics.
6. Introduction of 54 skill development courses, 5 ability enhancement courses and 12 generic courses at U.G. level.
7. Increase in the sanctioned capacity and enrollment during the last five years.
8. Leveling of the College ground.
9. Construction of new administrative block.
10. Installation of customized desks in all the class rooms by replacing the old traditional wooden desks.
11. Purchase of more than 5000 new books for the college library costing Rs. 14.11 lacs in the last five years.
12. Adoption of semester system from academic session 2014-15 and CBCS from the session 2016-17.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 0

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

1. Safety and Security

2. Counselling

3. Common Room

Response:

As the College is one of the largest co-educational institutions of the state, it organizes regular programmes for gender sensitization. The College is continuously encouraging girl student to seek admission and as a result of this policy the strength of the female students has risen to 50% of the total enrollment. No discrimination between genders is made at the time admission or thereafter for participation in curricular and co-curricular activities. The girls participate in all the sports events as do the boys. Similarly the participation of female students in extension activities such NSS and NCC is overwhelming. There is a separate girls NCC unit in the college. The College has Women Study Centre, Women grievances cell and a cell for the prevention of Sexual harassment of women at workplace which are headed by senior female faculty of the college. Women Grievances cell deals the cases (if any) very confidentially and takes the appropriate action and remedial measures. The college has a separate 120

seater girls hostel with round the clock security and is looked after by female warden and assistant warden which looks after the issues pertaining to women in particular. The women study centre of the college also conducts different activities to encourage women to fight against any kind of injustice resulting from gender bias. It can be stated with great pleasure that in the institution the incidents of sexual harassment of women students are nil due to the proactive approach of the college administration regarding this issue. The discipline committee of the college takes special care about the security of female students and ensures a free and secure academic environment is provided to them. There is a separate common room facility with attached washrooms for girl students in addition to an exclusive girl's park with seating arrangement and a washroom block for their convenience. The college main gate, students parking, main path and corridors of all the blocks are monitored through CCTV surveillance. A functional dispensary is available in the college with a full time medical assistant which offers medical care for minor issues and first aid. Female faculty counselors always remain available to counsel the girl students in seeking solutions in personal and academic issues.

7.1.3

Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 150000

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

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 80

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

Response: 16

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 20

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

7.1.5

Waste Management steps including:

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

Response:

Solid Waste Management in the college campus is mainly focused on control of generation, storage, collection, transport or transfer or processing and disposal of solid wastes in a way that best addresses the public health, conservation, economics, aesthetic and environmental considerations. Solid waste in the institution is mainly comprised of biodegradable wastes and the non biodegradable wastes. In order to deal with the solid waste generated inside the college campus and hostels, separate dustbins of different colours are installed at various places in college and hostel premises for segregation of biodegradable and non biodegradable wastes at the source of generation. For the management of organic waste pit composting has been practiced near the college canteen and in the girls and the boys hostels premises. The recyclable wastes are collected and sent for recycling. A blanket ban on the use of all types of polythene in the college campus has also been imposed and an eco task force of students is also working for the maintenance of clean campus. The kitchen waste of the hostels is also vermicomposted by the process of vermitechnology by using the locally available earthworms. Electrical and electronic waste from different departments is collected and disposed off to the concerned as per the standing norms.

7.1.6

Rain water harvesting structures and utilization in the campus

Response:

As the college building was constructed in 1960s when the concept of using buildings for rain water harvesting was not popular. The entire construction was raised without any provision for the rain water collection and storage. The college has not made any special provision for water harvesting and there is no such scheme of the State Govt. for colleges or other educational institutions in Jammu and Kashmir. However, as the campus area is flat with a little gradient, the rainwater generally remains collected on the grassy ground and open spaces with thick vegetation cover and the major part of this percolates down into the soil adding to the water table in a natural manner and generally a very little water flows out.

7.1.7**Green Practices**

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

Response:

No transport is allowed inside the college campus. The parking for the staff and students is near the main college entrance and nobody is allowed take the two wheelers/four wheelers beyond this point. The internal roads/paths of the college and hostel campuses are meant only for pedestrians.

The college and hostel campuses have been declared as no polythene zones and the use of plastics is being discouraged. The use and entry of polythene in the college and hostel campuses is strictly prohibited. Hoardings and banners for awareness of students and staff have been displayed at vantage points. Campaigns against use of plastics and polythene are organized in the college from time to time. In the hostels, boarder committee has been constituted for sensitizing others against use of polythene and the damage these cause to the safe environment.

The college and hostels spread over a campus of about 25 acres. There are more than 1000 trees in the college and equal number of hedges and other ornamental plants besides lush green grounds and lawns. The college in collaboration with the social forestry department of the J&K Govt. organizes plantation drives periodically. More than 500 saplings of differet plant species have been planted in the college and hostel campuses.

7.1.8**Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 0.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
.05	.12	.25	.15	.40

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

7.1.9**Differently abled (Divyangjan) Friendliness Resources available in the institution:**

- 1.Physical facilities**
- 2.Provision for lift**
- 3.Ramp / Rails**
- 4.Braille Software/facilities**
- 5.Rest Rooms**
- 6.Scribes for examination**
- 7.Special skill development for differently abled students**
- 8.Any other similar facility (Specify)**

Response: D. At least 2 of the above

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

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

Response: 3

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

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five

years (Not addressed elsewhere)

Response: 0

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

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

7.1.12

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

Response: No

7.1.13

Display of core values in the institution and on its website

Response: No

File Description

Document

Provide URL of website that displays core values [View Document](#)

7.1.14

The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: No

File Description

Document

Details of activities organized to increase consciousness about national identities and symbols

[View Document](#)

7.1.15

The institution offers a course on Human Values and professional ethics

Response: No

7.1.16

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 6

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

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

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

7.1.18

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

Response:

Yes, Institution organizes national festivals and birth & death anniversaries of the great Indian personalities. Some of these important celebrations are:

- Independence Day.
- Republic Day.
- Gandhi Jayanti is celebrated on 2nd October every year as *Swachhata Divas* and or by organizing

debate and symposium.

- Birth anniversary of Dr. S. Radhakrishnan as a 'Teacher's day'.
- International Yoga day on 21st June.
- Swami Vivekanand Jayanti.
- Sardar Vallabhbhai Patel's birthday as National Unity day.
- Deepawali is celebrated by organizing an exhibition cum sale mela by the department of Home Science.
- Ambedkar Jayanti / Birth Anniversary of Dr. Bhimrao Ambedkar.

7.1.19

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

Response:

Transparency in academic and administrative functions

The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions. Effective leadership by setting values and participative decision making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to coordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision.

Transparency in financial functions

The institution receives grants from the Government which are utilized for the specific purpose these are sanctioned for by observing all the codal formalities as laid by the Finance Department/State Govt. from time to time. The college has a purchase committee which looks after all the purchases/expenditures made by the college out of Govt. grant or local college funds. All the payments to the vendors/work agencies are transferred to their Bank Accounts. E-tendering and purchase through DGS&D/GEM are also being made many purchases.

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice

NSS as major extension activity of the college.

2. Objectives

- i. understand the community in which they work
- ii. understand themselves in relation to their community
- iii. identify the needs and problems of the community and involve them in problem-solving
- iv. develop among themselves a sense of social and civic responsibility
- v. utilize their knowledge in finding practical solutions to individual and community problems
- vi. develop competence required for group-living and sharing of responsibilities
- vii. gain skills in mobilising community participation
- viii. acquire leadership qualities and democratic attitudes
- ix. develop capacity to meet emergencies and natural disasters and
- x. practice national integration and social harmony

3. The context

Community service is no doubt a noble task which has great attraction for energetic youth at the college level but it is not without practical difficulties which adversely affect community service. The first biggest problem faced by the NSS volunteers is the paucity of funds to organise camps in villages and attract village folk, peasants and farmers.

Motivating village peasants and farmers to participate in the camp too is an uphill task as they are generally unwilling to forego their day's work in the fields. Lack of funds for buying cleaning equipment like gloves, spades, broomsticks, disposable masks etc. also affects the performance of the volunteer while carrying out cleanliness drives.

4. The Practice

The NSS Units of Govt. Degree College Kathua have been working tirelessly and rendering exemplary social service in the villages and localities in the vicinity of this Prestigious Institution of higher learning under the able guidance of NSS Programme Officers Prof. Rajesh Chalotra, Prof. Shikha and Prof. Manmohan Singh. Keeping the Motto "Not Me But You" in mind, the volunteers of this college have been actively involved in organizing various programmes within and outside the college campus. Besides carrying out the regular cleanliness activities in the campus, the NSS units have also adopted many villages within a distance of five kilometres. Special NSS camps were organised in the adopted villages namely Changran, Chack Sajjan, Nihalpur, Chachk Ramchand and many awareness programmes on health, sanitation, environment, training programmes, health camps, blood donation camps, school visits, surveys were undertaken during these camps with special focus on motivation with regard to various

Central Govt. schemes such as Pradhan Mantri Jan Dhan Yojana, Pradhan Mantri Sukanya Samridhi Yojana, Swacch Bharat Abhiyan, Digital India, Skill India, Beti Bachao, Beti Padao Yojana, Ayushman Bharat, Make in India and many more launched by Hon'ble Prime Minister Narendra Modi.

During these camps resource persons from different departments such as Social Welfare Department, Health Department, Planning Department, Forest Department, Fire and Disaster management Department, Agriculture Department, Animal Husbandry, ICDS, Banking, Police Department etc were invited to deliver comprehensive informative lectures to village community. The volunteers also conducted massive cleanliness drives, rallies, Nukkad Nataks, socio- economic surveys and interacted with the village people.

Apart from this, the NSS units worked round the year and engaged themselves in a host of other activities such as Swacchta Pakhwara Fortnight campaign (August 1-15), NSS Day Celebrations, International Day of Peace and Non- Violence, National Unity Day, Vigilance Awareness Week, National Integration and Communal Harmony Week, Voter's Day etc. These also included seminars, symposia, debates, poster making competitions etc on the key issues. The volunteers also carried out massive rallies to spread awareness among people regarding social and environmental issues such as Drug Abuse, corruption, importance of cleanliness etc.

5. Evidences of Success

The NSS volunteers of Govt. Degree College Kathua had the distinction of being selected for participation in National Camps and Republic Day Parade at the national capital, New Delhi. NSS volunteer Swati Sharma was selected for the Republic Day Parade in January 2017. Abhimanyu Singh, another active volunteer of this college was selected for participation in the National Integration Camp at Shimla where as Keshav Sharma participated in the National Youth Festival at Noida.

6. Problems Encountered and Resources Required

1. Although visiting villages and working with the local community is joyful for the urban students but it is not without practical difficulties which may affect the desired community service.
2. Paucity of funds to organise camps in villages and attract village folk, peasants and farmers.
3. Attractive arrangements need to be made which include decorating school premises, making proper seating arrangement, arranging PA system, serving light refreshment to the participating villagers.
4. Motivating village peasants and farmers to participate in the camp too is an uphill task as they are generally unwilling to forego their day's work in the fields. Lack of funds for buying cleaning equipment like gloves, spades, broomsticks, disposable masks etc. also affects the performance of the volunteer while carrying out cleanliness drives.
5. The University calendar of examinations is not fixed and as result the camping schedule of NCC is adversely affected due to clash of NSS Camps and Examination dates.

7. Conclusion

Despite above mentioned difficulties, the NSS volunteers of GDC, Kathua had been largely successful in

rendering yeoman's service to the community there by upholding the lofty tradition as laid down by the founding fathers of the NSS.

1. Title of the Practice

NCC as major co-curricular activity of the college.

2. Objectives

The NCC strives to be and is one of the greatest cohesive Forces of the nation, bringing together the youth hailing from different parts of the country and molding them into United, Secular and Disciplined Citizens of the nation.

The NCC aims at developing Discipline , Character , Brotherhood, the Spirit of adventure and ideals of selfless service amongst the young citizens. It also aims to enlighten Leadership qualities among the Youth who will serve the Nation regard less of which career they choose. It also motivates the Young to choose a career in Armed forces.

3. The Context

With the implementation of the semester system in under graduate programmes by the University of Jammu from the academic session 2014-15, there is a clash of some important NCC camps and activities with the schedule of Semester end examinations and internal assessment examinations of the college which is discouraging cadets from attending such camps that fall during these academic activities. In light of this, the NCC camp schedules need to be slotted keeping in view the schedule of semester end examination.

4. The Practice

In regard to the above mentioned aims and rationale of NCC, Govt Degree College , Kathua, has the privilege of having three Army units belonging Armed, Naval and Infantry Wings with a vacancy of 120, 50 and 60 cadets, respectively. The Armed wing enrolls only boys, naval wing both boys and girls while infantry wing enrolls only girls. Every year immediately after the admission process in the college for all the classes is over and there by the Cadets are also Enrolled for the new session. The schedule of NCC activities begins with its maiden activity by marking their presence in the Local Independence Day parade on 15th of August every year by presenting an Impressive March Past at District Headquarter.

There after starts the systematic schedule with a motto of providing proper Training and exposure to the NCC Cadets by deputing them to different Camps such as " Thal Sainik Camp". " Special National Integration Camps", " National Integration Camp", "Trekking Camps", "Regular Army Attachment Camp", Training Capsules at Officers Training Academy (OTA)", "Indian Military Academy Camp (IMA)", "Basic Leadership Camp", "Advanced Leadership Camp", "Rock Climbing Camp" , "Combined Annual Training Camps", "Annual Training Camps", Republic Day Camp at New Delhi" and above all the NCC's Most Prestigious Camp named as "Youth Exchange Programme" in

which the college NCC cadets have visited different countries. On an average of 100 to 120 NCC Cadets of the college are deputed to attend the above mentioned Camps , throughout the year.

The NCC Cadets of the college, are not only excelling in the above mentioned camps by winning various Medals, Trophies and Merit Positions and bringing laurels to the institution, but they carry out various Campaigns, Drives and Rallies naming a few such as “Awareness Campaigns regarding the ill Effects of Eating Tobacco, Consuming Liquor, Early Child Marriage etc” , “ Cleanliness Drives inside as well as outside the Campus” , “Plantation Drive”, “Mass Awareness Rallies” etc as a routine matter.

The NCC Cadets of the college also raise funds through voluntary donations for social causes, Natural Calamities and for the Armed Forces and War Widows on the eve of the Armed Forces Flag Day on 7th of December every year. The Cadets also visit The Old Age Home regularly to spend some time with the inmates and entertain them by presenting Cultural Items. In addition to this the NCC Cadets also participate actively in the “Traffic Week Celebration” being organized by the Motor Vehicle Department , every year with the rationale of making the Motorists aware about the Traffic rules and encourage them to follow the instructions and rules made by the Motor Vehicle Department to enjoy their safe driving.

5. Evidence of Success

Two NCC Cadets namely Sachin Chaudhary and Sahil Balotra of 1 J&K Armd Sqn got Commission in Regular Indian army through NCC Direct Entry Scheme and Sachin Chaudhary topped the All India Level Merit List prepared by Ministry Of Defense.

Shivani Verma, of Girls NCC wing won gold medal in senior shooting championship held from 10th to 25th December, 2016 at Pune, Maharashtra. Five NCC Cadets of this college have been selected for Youth Exchange Programme and have visited Bhutan, (Rohit Sharma in 2012) Vietnam (Guneet Singh in 2014), Kazakhstan (Sachin Chaudhary and Shobit Vaid in 2016), and recently Russia (Manu Dev Singh in 2018)

Forty Cadets (1 J&K Armd Sqn, Naval Wing and 2 J&K Girls Bn) of the college have participated in the Republic Day Camp at New Delhi during the past five years (2014- Fifteen Cadets, 2015- Seven Cadets , 2016-Eight Cadets, 2017 – Nine Cadets)

Twenty Cadets were selected for Basic Leadership Camp at Nagrota Jammu in the year 2014 (Ten Cadets) and in 2017 (Ten Cadets)

Eleven Cadets were selected for Advance Leadership Camp at New Delhi in the year 2014 (07 Cadets) and in 2015 (Four Cadets)

During the last five years Fifty Cadets have attended National Integration Camps held at Jaiselmer, Indore, Jammu and Surat.

Twenty cadets have participated in the National Level Trekking Camp held at Shivaji Trek in 2014 (Five Cadets), Up Trekk in 2015 (Five Cadets) and Uttrakhand Trekk in 2017 (Ten cadets)

29 Cadets of 1 J&K Armd Sqn have attended Regular Army Attachment Camp in different units of

Regular army in J&K State during the previous five years, (2014 – Ten Cadets, 2015- Nine Cadets, 2017 – Ten Cadets).

In 2015 ten Cadets participated in SNIC at Srinagar and in 2017 Five cadets attended SNIC held at Leh. In the year 2017, 4 cadets participated in the Rock Climbing Camp at Srinagar, UP. In the Year 2015 seventeen cadets participated in DG NCC National Games. In the Year 2015 and 2016 , fifty cadets each participated in the international Yoga Day Camp.

SSB Training Capsule OTA Kampte

In the year 2014 – two Cadets, 2015- One Cadet and 2016 Two Cadets participated in the SSB Training Capsule at OTA Kampte

6. Problems encountered and Resources required

- (i) With the implementation of the semester system from 2014, there is a clash of some NCC camps with the Semester end examinations which is discouraging cadets from attending these camps.
- (ii) The NCC camp schedules need to be slotted keeping in view the schedule of semester end examination.
- (iii) Due to shortage of NCC instructors at the Bn Hqs, college is mainly dependent upon the senior cadets for drill training and preparing for events like local Republic Day and Independence Day parades.
- (iv) According to University statute, the maximum number of duties availed by a student during a semester is 15 whereas more than a month is required for cadets who are selected for pre RD and RD Camps for RD parade at new Delhi.
- (v) A separate office and changing room is required for NCC, which has not become possible for the last many years as the college is already facing the shortage of space.

7.3 Institutional Distinctiveness

7.3.1

Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

In consonance with its vision- to be the pre-eminent college for learning, research and innovation in the region, fostering intellect, creativity, leadership, righteous courage and values among its stake holders, the college has the rare distinction of publishing an in-house referred Science Journal 'Biosphere' with ISSN registration, besides publishing annual college magazine and newsletter 'R?VI'. The Journal of Biosphere has become a highly valued research publication not only in the state of Jammu and Kashmir but also among the researchers of many North-Indian states. The Journal covers the research papers

pertaining to all the basic sciences viz., Life Sciences, Physical Sciences, Chemistry, Earth Sciences, Environmental Sciences, Computer Sciences and Mathematics. Till date 7 issues of the Journal of Biosphere have been published since its first issue that came out in 2012.

A science magazine 'R?VI' was published by the College's Science Club in the year 2016 for providing opportunity to the students and faculty to write articles based on Science and pursues scientific research as a hobby.

Internal Quality Assurance Cell (IQAC) of the college publishes an annual Newsletter 'R?VI' which showcases all the major co-curricular and extra-curricular activities of the college. The newsletter serves to reinforce and allow increased awareness and integration among all the stake holders.

The college brings out college magazine 'R?VI' annually which is acting as a platform for students to write and express their ideas and develop their writing skills and talent.

5. CONCLUSION

Additional Information :

In 1961, Govt. Degree College Kathua started with an enrolment of 41 students in Arts and Science Stream. Growing from strength to strength, the institution progressed and later Commerce, Home Science and BCA streams were started in 1982, 1997 and 2002 respectively.

In addition to the University sub-office, the college has two Distance Education Study Centers functioning under the aegis of Indira Gandhi Open University (IGNOU) New Delhi and Director of Distance Education, University of Jammu for those students who cannot seek regular admission.

The college administration always strives hard to take note of problems and future challenges and takes appropriate action for the resolution of the same. With the will and determination to expand the infrastructure of the college to cater to the ever increasing influx of students and expansion of curricula, the college has sent proposals for the construction of new block with 8 classrooms, construction of a new block for PG Botany and construction of 3 washroom blocks for boys and girls.

IQAC supports different awareness programmes, teaching, learning, evaluation, holding Seminars, orientation and refresher training for competence building among the staff, constitution of different committees for the development of the institution, leadership activities among the students to put forth their constructive suggestions for the academic development. Thus our students have been boldly facing the challenges of life and winning laurels in various fields.

Concluding Remarks :

Govt. Degree College Kathua is pursuing the projected goal of the institution and strictly follows the Vision and Mission for achieving excellence not just in academics but in other co-curricular and extracurricular activities also. Adjunct with a highly learned and qualified teaching faculty, the college is working with a sense of dedication and vision to impart holistic education to its students. With the availability of ICT enabled classrooms, the teaching-learning process has become more result oriented and interesting. The students are well disciplined and owing to the efforts put by the college in providing quality and value based education to their wards, the parents too have immense appreciation for the college. Keeping alive the legacy of work culture in the college, most departments are performing exceptionally well in terms of academics. Despite various hurdles in carrying out research in the college, some of the teachers are putting extra efforts in pursuing research in college and some even have been successful in getting major projects funded by the UGC. Day is not far when the college besides being a college of academic excellence will become a college with excellence in research. Being one of the oldest and largest co-educational institutes of the state, the college has great potential which needs to be developed in line with global challenges. In spite of all the odds, challenges and turbulence in the state, the college has maintained its secular character and the vision of providing equal opportunity to all.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>19</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>19</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	24	24	19	20	20	2017-18	2016-17	2015-16	2014-15	2013-14	24	24	19	20	20
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	24	19	20	20																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	24	19	20	20																	
1.4.1	<p>Structured feedback received from</p> <p>1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus- Semester wise/ year-wise</p> <p>Answer before DVV Verification : B.Any 3 of the above</p> <p>Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : Feedback form collected from students do not have any question relevant to the syllabus , hence editing the option based on the proof.</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors</p> <p>Answer before DVV Verification : 120</p> <p>Answer after DVV Verification: 66</p> <p>Remark : The numbers has been edited as per the proof and clarification.</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>2</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2017-18	2016-17	2015-16	2014-15	2013-14	5	2	2	1	1										
2017-18	2016-17	2015-16	2014-15	2013-14																	
5	2	2	1	1																	

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

Remark : The Seminars /conferences conducted on different academic areas apart from IPR and industry cannot be accepted under this metric.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
25	29	40	29	43

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	28	40	28	42

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2060	1291	1046	2373	1605

Answer After DVV Verification :

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

Remark : List of NSS volunteers cannot be accepted under this metric.

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

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

Answer After DVV Verification: E. None of the above

Remark : The proof provided is not sufficient to support the claim.

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 389

Answer after DVV Verification: 0

Remark : Project allotment cannot be accepted under this metric.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18.4	144.6	47	19.93	111.34

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15.6	140.79	44.06	17.1	108.44

Remark : The expenditure incurred on maintenance of physical and academic support facilities cannot be as same as the total expenditure, hence reducing the amount based on other expenditures.

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

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	75	50	20	204

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
35	75	0	0	0

Remark : As per the proof provided the number has been edited.

5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 92 Answer after DVV Verification: 0</p> <p>Remark : The required proofs are not provided , hence reduced.</p>
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5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>28</td> <td>26</td> <td>22</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>21</td> <td>18</td> <td>20</td> <td>18</td> </tr> </tbody> </table> <p>Remark : As per the list provided.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	30	28	26	22	19	2017-18	2016-17	2015-16	2014-15	2013-14	20	21	18	20	18
2017-18	2016-17	2015-16	2014-15	2013-14																	
30	28	26	22	19																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	21	18	20	18																	

6.3.4	<p>Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years</p> <p>6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>28</td> <td>15</td> <td>11</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	19	28	15	11	10	2017-18	2016-17	2015-16	2014-15	2013-14					
2017-18	2016-17	2015-16	2014-15	2013-14																	
19	28	15	11	10																	
2017-18	2016-17	2015-16	2014-15	2013-14																	

0	0	0	0	0
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Remark : Since there are no proofs provided, hence reduced.

6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements 2. Academic Administrative Audit (AAA) and initiation of follow up action 3. Participation in NIRF 4. ISO Certification 5. NBA or any other quality audit <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per the proof.</p>
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7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Since there are no attachments provided to support the claim, the number has been reduced.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	2	0	0	2	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	2	0	0	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

5	3	4	4	3
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Answer After DVV Verification :

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

Remark : As per the proof.

7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>7</td> <td>6</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the proof the number has been reduced.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	12	7	6	7	7	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
12	7	6	7	7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : Since there are no proofs provided, the number has been edited.</p>																				
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : The provided link does not display the core values of the institution.</p>																				
7.1.14	<p>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																				

Remark : Same proofs cannot be accepted. And report and photographs are also not provided.

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations
