



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**GOVT.COLLEGE FOR WOMEN, PARADE GROUND**

GOVT. COLLEGE FOR WOMEN, PARADE GROUND, JAMMU  
180001

[www.gcwparade.in](http://www.gcwparade.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The farsighted vision of **Maharani Tara Devi** with regards to dissemination of education among the women of Jammu fructified in the establishment of **Maharani Mahila College** on 1st.June, 1944. On 25th, November,1953 the College was taken over by the Government of Jammu & Kashmir and renamed as **Government College for Women, Parade Ground, Jammu**. What started as a noble thought, a progressive outlook with limited outreach as initially only Arts courses were taught, has metamorphosed into an institution offering UG programmes in Arts, Science, Commerce, BCA and PG programmes in Music, Home Sciences, Zoology, English and Computer Applications(MCA). The College through sheer dint of hard work and focused approach has evolved into an institution conscious to the aspirations, needs, and challenges (academic and employment) of nearly 6000 students enrolled annually. Currently, 5871 students are pursuing education in 28 subjects across 53 programmes at various levels. A rich pool of faculty (96 permanent and 46 academic arrangement faculty) and creative leadership right through the inception till date have concertedly toiled to build the infrastructure (academic and physical) facilities with the aim to achieve academic excellence and cater to the varied needs of diverse student community of the College. The College over a period of more than seventy seven years of its establishment has built a reputation of being the best academic institution for women in Jammu & Kashmir state as is indicated by the facts, that it was re-accredited as '**A**' **Grade** by NAAC in 2011, granted **Autonomy** and **CPE** (College with Potential for Excellence) status by UGC in 2014 and 2016 respectively. The College has received grants for strengthening of Life Sciences and Biotechnology under Star College Scheme (No. BT/HRD/11/03/2013). Furthermore, the College has received funds under Community College Scheme in 2017.

### Vision

The College endeavours to evolve into a centre for learning destined to nurture students with scientific, literary and creative temperament, and cultivate sensibility about responsibilities, human values and skills for sustenance.

### Mission

- To institutionalize curriculum and teaching - learning methodologies which have internalized tradition, diversity and information communication based elements of quality education.
- To blend together an ambience of high quality infrastructure paving the way for purposeful research and desirable skill development.
- To inculcate values and sensitivities through sustained extra-curricular and outreach engagements.

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

### Institutional Strength

The College, over a period of 77 years of existence, has evolved into a vibrant institution, firmly anchored on

the following strengths:

1. **Reputation:** The College has created a household name for itself when it comes to the education of the daughters of Jammu and Kashmir. This reputation has been crafted by the vast alumnae who are holding rightful positions in the administrative, academic, political, and social spectrum in India and abroad.

2. **Location:** Being located in the heart of the Jammu city, the College is easily accessible and highly secure educational institution for girl students in the entire region.

3. **Physical Infrastructure:**

**a:** Well equipped laboratories, sufficient number of spacious class rooms, a good number of them have ICT facilities.

**b:** Hostel facility for the girl students who come from far-flung areas (Ladakh, Pir Panjal region, Chenab Valley, etc.) and wards of defence personnels.

**c:** A well maintained, fully automated library stocking nearly 67000 books on various subjects, journals, old manuscripts, and rare books etc.

**d:** Smart class rooms, facilities of EDUSAT (SIT), and telecasting of Swayamprabha channel.

**e:** 24x7 CCTV surveillance for the safety of the girl students in general and hostlers in particular.

**f:** Biometric attendance system for staff is in place.

**g:** Virtual laboratory, Mass Communication and Media Production centre and research laboratories add to the strength of this institution.

4. **Faculty:** The College draws its strength from highly qualified, trained, experienced and motivated faculty (full time and permanent) .

5. **Academic Flexibility:** The College provides ample choice to the students to choose courses of their interest as twenty eight disciplines offering seventy seven UG/PG programmes.

6. **Student Extension Activities:** Multiple NSS & NCC activities, adoption of villages for spreading awareness about various issues like girl child, health, hygiene, environment, Nation and Nationalism, gender equality, culture and tradition etc

7. **Employability of the Students/Career Counseling:**-Besides the usual skill courses the College offers:

a: Vocational Diploma courses under RUSA.

b: Diploma course in Fashion Designing and Tailoring under Community College Scheme of UGC.

c: Coaching classes for competitive exams like NET/SET/JUET/CUCET/KAS/IAS.

8. **Recognition by Assessing Institutions:**

- a: Conferred Autonomy by UGC in the year 2014
- b: Conferred “College with Potential for Excellence” by UGC in the year 2016
- c: Received grants under Star College Scheme.
- d. Received grants under Community College Scheme from UGC .
- e. Received grants from RUSA for Vocational Courses.

### **Institutional Weakness**

1. Limited space for horizontal expansion of the College.
2. Lack of a vibrant interface between the College and industry, mainly owing to inadequate industrial base in Jammu region leading to low placement rate.
3. Uncertainty about posting/transfers of the faculty.

### **Institutional Opportunity**

The College has travelled a long way from the date of its inception to the contemporary times and accordingly the priorities have changed at different milestones all through the course of the journey. Considering the evolutionary trajectory of the College, the following opportunities are perceived:

1. Introduction of more PG programmes
2. Introduction of courses aimed at cultivating employable skills which are in demand in the industry within and outside J & K.
3. Giving impetus to the research activities in the College by establishing integrated Research facilities (Hub and Spoke Model)
4. Development of e-content and introduction of MOOCs with the provision of portability of the credits earned.
5. Further strengthening of the library.
6. Use of ICT based tools in the teaching - learning pedagogy of the College.
7. Establishment of Incubation Centre .
8. Introduction of a suitable LMS in the College.
9. Implementation of NEP- 2020 framework.
10. Using innovative methods to enhance sports infrastructure within the available space.

### **Institutional Challenge**

1. To establish Govt. College for Women, Parade Ground, Jammu as a brand name in the field of education, research and entrepreneurial spirit at the National level.
2. To create state of the art infrastructure facilities in every conceivable aspect for the holistic development of the students.
3. To maximize opportunities for campus placement of the students.
4. Effective implementation of NEP-2020 and creating an enabling ecosystem to realise the benefits of this policy..

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The College is a multi-disciplinary and multi-faculty institution where students hailing from different traditions, languages, regions, academic disciplines, intermingle and bloom into confident, tolerant, enthusiastic, creative individuals yearning to contribute in the overall development at each hierarchical stage of societal architecture. Envisioned outcomes of various programmes and courses have a direct connect with the composition of the Board of studies of different subjects. The College has a distinction of including expert members in the board of studies from academic institutions situated outside Jammu and Kashmir so as to give the curriculum a balance of local, national, and global perspectives. Curricula of 27 academic disciplines offering 77 UG/PG programmes and a wide array of courses, complemented with a structured landscape of extra-curricular activities, provide sufficient openings for each student to cultivate her potential in academics and extra-academic pursuits. The College adopted the CBCS pattern of curriculum for all UG and PG programmes in the year 2016, and thereby extended the option of choosing courses from a wide range of generic and skill courses spread across 27 disciplines. After protracted deliberations in the Board of studies meetings, reviews in the academic council, approvals in the governing body and affiliation of the University of Jammu, new programmes and courses are offered to the students. All in all, 339 new courses have been introduced since academic session 2016-17 to keep pace with the changes in knowledge and technology requirements of the students. Regular feedback is collected from various stakeholders (students, teachers, parents and alumnae) regarding curriculum, extra-curricular activities, infrastructure and other related aspects. The feedback is analysed and actions are initiated accordingly. The feedback report is also made available on the College website.

Each department besides being actively engaged in organizing activities such as workshops, guest lectures, project work, field visits, skill related activities have direct bearing on developing employable skills in the youth are steadfastly involved in cultivating sense about gender sensitization, equality, equity, and inclusivity.

Various Value Added Certificate/Diploma courses such as Stenography (Secretarial Assistance), Art & Craft, Food Production, Bakery & Patessestries, Concepts of Computers only to name a few are offered to enhance employable and entrepreneurial skills of students.

Students are given project work to enhance their basic and practical knowledge and a discipline to infuse the temperament of research and creativity. The prime focus has always been to develop curricula which satisfy the

needs of the students in terms of broadening the knowledge quotient, familiarization with the Indian culture and social wisdom, imparting lifelong and employable skills, and nurturing the cognitive and non-cognitive faculties.

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

A Higher educational institution primarily focuses on devising the strategy for execution of its basic objectives i.e. Teaching-Learning and Evaluation. The College over a period of time has institutionalized a structured mechanism to cater to the requirements of the students with respect to teaching-learning and evaluation.

Admissions of UG and PG programmes are carried out strictly according to the merit in the qualifying examinations and all eligibility norms including reservation policy of Govt. of Jammu and Kashmir are adhered to in letter and spirit. The College has earmarked an intake capacity of 2500 and 139 seats for UG and PG programmes respectively. The students are informed through various means about the learning outcomes of the programmes and courses they have opted for. The learning levels of the students are assessed periodically and specific remedial initiatives are undertaken for the slow and advanced learners. Adequate physical infrastructure and teachers are available to facilitate efficient and effective use of ICT tools in the teaching exercises.

The College follows a balanced blend of teacher and student centric teaching-learning methodology. Besides, classroom teaching, various field exercises, surveys, projects and case studies add to the participatory, experiential, and problem solving methods of teaching. Teaching in the College is not restricted to mere delivery of curriculum based knowledge but fair level of mentoring of the students is carried out through a structured mentor- mentee scheme.

The College undertakes evaluation of the students by conducting internal assessment tests as detailed in the academic calendar, and latter takes end-semester external examination. Prompt evaluation of the answer scripts, compilation of awards and the declaration of the results allow the pass outs to timely apply for higher studies in other institutions. The examination reforms carried out by integration with IT facilities has made it possible to carry out the whole process in a significantly limited time. The college attempts both qualitative and quantitative approaches to assess the attainment of programme and course outcomes of the passouts. Besides other parameters, percentage of marks attained by a student is taken as a measure of attainment of the learning outcomes. Online Student satisfaction survey regarding teaching learning process is also one of the means of assessing the learning outcomes.

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

Research, being vital to, and as always envisioned by College, now has the gamut of activities based on HUB and SPOKE model. Life Sciences, Languages & Fine Arts, and Home Science being the Research Hubs and central facility, data generated therein created knowledge, facilitated its transfer, and ensured actionable outcomes of publication of books and research papers in national and international journals by the faculty of College. Dedicated space for research, advanced equipments, Wi-Fi facility, modernized and user friendly

library, and well-defined research policy, constitutes the research environment of College.

The innovation ecosystem fostered learning for students and teachers through workshops on IPR, MOOCs, Research Methodology, Start-ups, Skill development, FDPs, Industry-academia interactions, and Seminars etc. Multidisciplinary e-content had been developed by the faculty to facilitate online learning. During COVID -19, disruptions in learning could be prevented by effective utilization of these resources developed for students. G-Suite was adopted as College LMS, wherein Google Classroom was used for conducting classes, Cisco-Webex application was used for organizing webinars and other administrative/academic activities. A notable outcome of the Art and Craft Centre, integral to Incubation Cell of College, was the selection of nine students receiving Artisan Identity Cards post their enrollment with the Ministry of Textiles, Government of India. The entrepreneurship development initiatives of College also included workshops on mushroom cultivation, vermicomposting, aquarium fisheries, assembly of computer components etc. College has also signed MoUs and linkages with various organizations and colleges respectively, for the academic co-operation.

Towards extension activities, villages around Jammu namely Nadore and Bajalta have been adopted by P. G. Department of Home Science, and Chinore by the NSS and NCC units respectively. Their work encompassed multifarious activities, some of which jointly with NGOs directed primarily at health, hygiene, skill development, and financial independence of rural women. Red Ribbon Club of College collaborates with J&K State AIDS Prevention and Control Society in spreading AIDS/HIV awareness among youth. Apart from offering 'Shram Daan' to old age homes, orphanages and blind schools, NSS and NCC units of college have organized blood donation camps, door to door polio drop campaigns with Red Cross society of Jammu, and also conducted various drives under Swachha, and Swastha Bharat Abhiyaans. During pandemic, NSS and NCC units have distributed essentials to the destitutes, and one of the NCC cadets also received award for the same. As a part of Manodarpan initiative of GOI, Psychological Counselling Cell conducted webinars on Holistic Mental Health. The Coordinator of the cell received appreciation from the Director General of Police for her work for the inmates of District Jail, Jammu.

### **Infrastructure and Learning Resources**

The College over a period of seventy seven years has built up an infrastructure sufficiently suitable to fulfill requirements of about **6000** students pursuing U.G and P.G programmes annually. College houses **65 classrooms** with a cumulative area of **50078 Sq.ft.** A good number of these rooms are provided with IT equipments ranging from IFPD (Interactive Flat Panel Device) to projectors, digital and motor able screens and computers wherever required. There are **35 laboratories** with built up area of **16554 Sq.ft.**, fully equipped with materials, equipments, and facilities necessary for the students to work on their creative aptitude besides the usual curriculum related practical exercises. **Seminar Hall** is equipped with ICT facilities so as to facilitate offline and online conferencing. **Auditorium/Seminar hall** is equipped with modern facilities, like- sound proof walls, theater Screen, state of the art public address system etc.

Virtual Lab in the College enables students to have virtual access to the practical exercises using IIT Bombay's vlab. Campus also provides facilities like, e-content studio, edusat, Swayambhabha, Mass Communication &

Media Production Centre, and IT Cell/ browsing Centre. **Research Hub Centers** are setup to promote culture of research and innovation amongst students. Career Counseling and Placement Cell guides students about various career opportunities whereas, Psychological Counseling Cell takes care of the mental and emotional well being of students. The College offers extensive sports opportunities to the students by providing adequate facilities for indoor as well as outdoor games. Sports ground always remains occupied with students engrossed in training/practicing in the events of their choices.

As gateway to knowledge and culture, the College library adequately serves the needs and requirements of the teachers and students. Biogas Plant and Solar Panels installed in the campus are the alternate sources of energy for sustained development of society. Vermicomposting unit in the botanical garden has been installed. College also has internet access to Wifi-Jio-4G, FTTH and leaseline facility from BSNL. Institution also provides hired services of Cisco Webex and G-suite.

### **Student Support and Progression**

The College has been steadfastly grooming the women resource of the region as citizens capable of shouldering the responsibility of the society in all fields of operation. The College offers a cooperative ambience to the students who come from diverse backgrounds with regard to affluence, cultural lineages and habitation. Various Committees (CASH, Anti Ragging Committee, Discipline Committee etc) work in tandem to ensure carefree existence of the girl students. A Grievance Redressal Cell guarantees prompt redressal of genuine complaints, if any. Various dedicated help lines, an online grievance filing mechanism and an efficient Mentor-Mentee setup exists in the College to provide an effective hand-holding to the students. Financial assistance by way of scholarships, fee refund or concession is provided by the College to the underprivileged students to facilitate their unhindered acquisition of education.

Capacity building initiatives to hone communication skills, soft skills and life skills including coaching and guidance for various competitive exams are organized to facilitate adequate progression to higher education/ placement in the job sector. Students elect their council through the process of election by ballot. Various sports activities are organized to ensure physical fitness, discipline, resourcefulness, teamwork and stress tolerance ability in students. The students have participated in various sports events at national and international levels, and won medals (Gold, Silver or Bronze) and accolade for their performances and team spirits. The students have made a mark for themselves and for the institution in sports like Korfbal, Badminton, Kabbadi, Wushu, Karate, Wrestling, Grappling, Judo etc. Some students got a chance to act as team managers/ referee at National level in games like Korfbal and Karate. Students have also shown their prowess in Mountaineering and Climbing at the International level.

To foster a fruitful relationship between the alumnae and alma mater, the alumnae association of the college has been providing an interface for establishing a link between the alumnae, staff, and students since the day the association was constituted. The alumnae are currently working at various positions in the country and

contributing their mettle in their respective fields of engagements. Apart from making monetary contribution, the alumnae have been strongly associated with their alma mater and have always displayed a keen interest in offering a hand in development of the institution and the Paradians in and off the Campus.

### **Governance, Leadership and Management**

The College is a Govt. institution, autonomous and affiliated to the University of Jammu. Department of Higher Education Govt. of Jammu and Kashmir is at the highest position in the hierarchical model of governance. Structure of programmes, design of courses, syllabi etc are thought out in the meetings of Board of Studies of each subject, reviewed by the Academic Council, approved by the Governing Body and subsequently implemented in the College by the Principal and the faculty in a participative and collaborative manner. The college has a well defined policy for development of academics, infrastructure, sports and other associated elements. The Principal with the active participation of IQAC, Heads of the departments, Controller of Examination, conveners of different committees, Librarian, hostel warden and section officer devise policies and mechanisms to run the college as per the provisions of academic calendar. The budget allocated by the government to the college is disbursed by the Principal to all the departments to purchase materials, equipments, books, sports equipments etc. through GeM. The college has successfully implemented e-governance in most areas of operation like administration, finance, student support and admissions. The College administration encourages and facilitates the students to participate in co-curricular and extracurricular activities at intra/ inter college, national and international levels. The teaching faculty is encouraged to pursue research activities, participate and organize seminars/webinars, workshops, conferences etc. Faculty members are deputed for refresher courses, orientation courses and other training programmes to facilitate career progression. Training programmes for non-teaching staff are also organized to impart them computer training and make them familiar with the latest techniques in computing data and information. Students, faculty, and ministerial staff are free to approach the administration through various cells and committees for registration and redressal of their grievances. IQAC of the College ensures that all quality parameters of education are being adhered to. Further, measures have been initiated to introduce technology mediated teaching learning pedagogies, devise curricula to fulfill the quest for extra knowledge, develop employable skills and make strategies for purposeful expansion of the institution. IQAC has earnestly attempted to broaden the spread of quality parameters which collectively account for education in real sense and measure. Initiatives to redesign curricula, accommodate the needs of the students through various activities, create IT based infrastructure and infuse sensitivity about tradition, moral values etc. have been systematically rolled out.

### **Institutional Values and Best Practices**

Knowledge driven societies always endeavour to create new approaches and practices to evolve into a congenial dispensation based on cooperative engagements and judicious dependence on nature and natural resources. Over the years the College has evolved into an institution steadfastly propagating the principles of equity, equality for all, and sensibility about requirements, conservation and the alternate sources of energy. Initiatives about gender sensitivity, quality consciousness, environment friendly behaviours and attainment of inclusive progression along different perceivable social and environmental dimensions have been adopted. Besides these initiatives some green practices like harnessing solar power through photovoltaic panels, reduction in the consumption of conventional energy, concept of use of LED bulbs, use of star rated equipment, effective disposal of degradable waste by vermi-composting technique, plantation drives to increase green cover of the campus and outside have become inalienable features of the functioning of the College. Encouraging students to participate in creative activities like water colour paintings, crayon painting/

sketch making, use of discarded glass and plastic bottles, broken crockery to create decorative items , concept of Plant Art, organizing exhibitions of the items created by students are some of the other specific practices aimed at making the students of diverse backgrounds to realise their talent and shun inhibitions which they may have clinched on to themselves due to some cultural backgrounds. These practices are thematically purpose oriented and suitable for emulation by other institutions as well. Distinctiveness of the institution is reflected by the efforts the College contributing in empowerment of the women of this region. This distinctiveness is specifically highlighted by the opportunities offered to the students to participate in extra-curricular activities like sports, NSS, NCC programmes.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Govt.College for Women, Parade Ground
Address	Govt. College for Women, Parade Ground, Jammu
City	JAMMU
State	Jammu And Kashmir
Pin	180001
Website	<a href="http://www.gcwparade.in">www.gcwparade.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.p.sarswat	0191-2544305	9419103074	-	principalgcwparade@gmail.com
IQAC / CIQA coordinator	Shayat Kumar	-	9419244015	-	iqacgcwparade2018@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1944

Date of grant of 'Autonomy' to the College by UGC		10-01-2014		
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Jammu And Kashmir	University of Jammu	<a href="#">View Document</a>		
Jammu And Kashmir	University of Jammu	No File Found		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	05-05-1988	<a href="#">View Document</a>		
12B of UGC	05-05-1988	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Govt. College for Women, Parade Ground, Jammu	Urban	4.62	24840.42

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Computer Science	36	Hr. Sec. Part II Passed	English	15	6
UG	BCA,Computer Science	36	Hr. Sec. Part II Passed	English	40	26
UG	BSc,Computer Science	36	Hr. Sec. Part II Passed	English	15	12
UG	BCom,Commerce	36	Hr. Sec. Part II Passed	English	240	226
UG	BCom,Commerce	36	Hr. Sec. Part II Passed	English	80	56
UG	BSc,Botany	36	Hr. Sec. Part II Passed	English	200	174
UG	BSc,Botany	36	Hr. Sec. Part II Passed	English	40	37
UG	BA,Home science	36	Hr. Sec. Part II Passed	English	20	20
UG	BA,Home science	36	Hr. Sec. Part II Passed	English	30	28
UG	BSc,Biotechnology	36	Hr. Sec. Part II Passed	English	15	11
UG	BSc,Biotechnology	36	Hr. Sec. Part II Passed	English	15	13
UG	BA,English	36	Hr. Sec. Part II Passed	English	20	20
UG	BSc,Physics	36	Hr. Sec. Part II Passed	English	40	16
UG	BSc,Physics	36	Hr. Sec. Part II Passed	English	80	47
UG	BSc,Physics	36	Hr. Sec. Part II Passed	English	20	10
UG	BA,Music	36	Hr. Sec. Part II Passed	English	10	10

UG	BA,Education	36	Hr. Sec. Part II Passed	English	40	39
UG	BA,Education	36	Hr. Sec. Part II Passed	English	20	19
UG	BA,Education	36	Hr. Sec. Part II Passed	English	25	21
UG	BA,Education	36	Hr. Sec. Part II Passed	English	30	27
UG	BA,Education	36	Hr. Sec. Part II Passed	English	40	39
UG	BA,Education	36	Hr. Sec. Part II Passed	English	45	43
UG	BA,Education	36	Hr. Sec. Part II Passed	English	50	48
UG	BA,Education	36	Hr. Sec. Part II Passed	English	20	17
UG	BA,Education	36	Hr. Sec. Part II Passed	English	25	25
UG	BA,Sociology	36	Hr. Sec. Part II Passed	English	50	47
UG	BA,Sociology	36	Hr. Sec. Part II Passed	English	25	22
UG	BA,Sociology	36	Hr. Sec. Part II Passed	English	10	10
UG	BA,Sociology	36	Hr. Sec. Part II Passed	English	20	19
UG	BA,Sociology	36	Hr. Sec. Part II Passed	English	50	47
UG	BA,History	36	Hr. Sec. Part II Passed	English	45	42
UG	BA,History	36	Hr. Sec. Part II Passed	English	40	36
UG	BA,History	36	Hr. Sec. Part II Passed	English	25	23
UG	BA,History	36	Hr. Sec. Part II Passed	English	10	6

UG	BA,Political Science	36	Hr. Sec. Part II Passed	English	20	20
UG	BA,Political Science	36	Hr. Sec. Part II Passed	English	40	35
UG	BA,Political Science	36	Hr. Sec. Part II Passed	English	20	18
UG	BA,Political Science	36	Hr. Sec. Part II Passed	English	20	18
UG	BA,Psychology	36	Hr. Sec. Part II Passed	English	20	18
UG	BA,Psychology	36	Hr. Sec. Part II Passed	English	40	36
UG	BA,Psychology	36	Hr. Sec. Part II Passed	English	40	37
UG	BA,Psychology	36	Hr. Sec. Part II Passed	English	20	17
UG	BA,Psychology	36	Hr. Sec. Part II Passed	English	25	22
UG	BSc,Geography	36	Hr. Sec. Part II Passed	English	40	35
UG	BA,Mathematics	36	Hr. Sec. Part II Passed	English	20	17
UG	BSc,Mathematics	36	Hr. Sec. Part II Passed	English	100	47
UG	BA,Mathematics	36	Hr. Sec. Part II Passed	English	10	9
UG	BA,Statistics	36	Hr. Sec. Part II Passed	English	25	23
PG	MCA,Computer Science	24	Graduate	English	30	5
PG	MSc,Zoology	24	Graduate	English	36	36
PG	MSc,Home science	24	Graduate	English	18	13
PG	MA,English	24	Graduate	English	50	41
PG	MA,Music	24	Graduate	English	13	13

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				30				66			
Recruited	1	0	0	1	11	19	0	30	12	54	0	66
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				52
Recruited	23	20	0	43
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				4
Recruited	2	0	0	2
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	10	0	10	27	0	52
M.Phil.	0	0	0	3	3	0	1	16	0	23
PG	0	0	0	4	6	0	1	11	0	22

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	11	12	0	23
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	8	12	0	20

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	5403	253	0	0	5656
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	215	0	0	0	215
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	34	0	0	0	34
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	308	279	307	246
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	166	238	281	309
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	104	91	130	150
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	1771	1602	1714	1302
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	135	0	50
	Others	0	0	0	0
Total		2349	2345	2432	2057

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Education	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Geography	<a href="#">View Document</a>
History	<a href="#">View Document</a>
Homescience	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Music	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Political Science	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Sociology	<a href="#">View Document</a>
Statistics	<a href="#">View Document</a>
Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>1. The College offers 48 multidisciplinary/multifaculty UG and five PG programmes. New programmes as per the guidelines of NEP-2020 are under the active consideration of the College IQAC and NEP-2020 implementation committee. 2. The College also intends to offer integrated B.Ed. programme from the ensuing academic year. 3. The College is aspiring for Multidisciplinary Education and Research University( MERU) 4. The College is sufficiently prepared to Implement NEP-2020 from the academic session 2022-23 5. Research laboratories under Research Hub &amp;Spoke scheme of the Govt. of Jammu and Kashmir have been established.</p>
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2. Academic bank of credits (ABC):	The College is registered with National Academic Depository(NAD). Inspection for extension of autonomous status has been conducted, formal letter of approval by UGC is pending for submission of SSR to NAAC by the College for accreditation Cycle III. Once the extension letter is issued, the College shall proceed with implementation of ABC.
3. Skill development:	<p>1. The College has planned and designed the syllabi of skill courses with the focus on employment potential available with the local industry. Further those skill courses have been so designed that the locally available raw material and resources are put to maximum use</p> <p>2. The College has already started practical based 'embedded skill courses'. Further that 16 credit embedded practical courses have been introduced. Each such course has four smaller courses (each of 4 credit) offered to the students from semester 3rd to 6th</p> <p>3. Syllabi of the existing skill courses have been reframed to incorporate 50% practical component in them</p> <p>4. New skill courses have been proposed, namely, Genetic Counselling, Income Tax Filing, Tally, Cisco Certified Network Associate, Fine Arts, and Technology Assisted English Teaching, Data entry Operator, Vocal and Instrumental Music. The design and framing of syllabi of such courses are under process.</p> <p>5. Setting up of an Innovation and Incubation Cell is under process.</p> <p>6. Arts and Crafts Centre has been refurbished to cater to the creative skills of the students.</p> <p>7. Mass Communication and Media Production centre has been set up in the college. Diploma and certificate courses shall be offered to the desirous students from session 2022-23.</p> <p>8. College Intends to start various B.Voc. programmes from the ensuing session.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Faculty for Sanskrit , Urdu, Dogra available in the College shall undertake courses in these languages. The rich literature available in these traditional disciplines shall be used to enrich the overall understanding of life in terms of spirituality and the relevance of all life forms for the collective survival of the biosphere. Creativity can be infused in students through the amalgamation of these traditional systems of knowledge and the modern literature.
5. Focus on Outcome based education (OBE):	The College is in the process of redesigning the syllabi keeping focus on the needs of the local

	<p>industry and the optimum utilization of the local resources. Syllabi of skills courses shall have thrust on imparting employable skills so that employment in the local industry is ensured. The learning outcomes of the programmes shall have to be in consonance with the local requirements and the College shall ensure to frame the syllabi accordingly.</p>
6. Distance education/online education:	<p>The College is contemplating the use of Hybrid mode of offering Programs to the students who hail from distant places.</p>

NAAC

## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
49	74	71	68	59
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 27

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6253	5928	5825	5887	6634
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1752	1632	1328	1378	1215
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
22569	19167	17590	20633	17461
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
160	0	1768	1725	2008

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
520	511	430	413	234
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
141	145	139	141	116
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2020-21	2019-20	2018-19	2017-18	2016-17
92	124	124	123	123
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3612	3324	3178	4664	5133
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
871	871	871	832	832
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 65****4.4****Total number of computers in the campus for academic purpose****Response: 269**

## 4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1211.32	267.28	136.18	124.68	87.56

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

Conferment of autonomy from academic session 2014-15 has opened up the opportunity for the design and development of the curricula of different programmes offered in the College. The prime focus has always been to develop the curricula which satisfies the needs of the students in terms of broadening the knowledge quotient, familiarization with the Indian culture and social wisdom, imparting lifelong and employable skills, and nurturing the cognitive and non-cognitive facets . The College is a multi-disciplinary and multi-faculty institution where students hailing from different traditions, languages, regions, academic disciplines, intermingle and bloom into confident, tolerant, enthusiastic, creative individuals yearning to contribute in the overall development at each hierarchical stage of societal architecture. Envisioned outcomes of various programmes and courses have a direct connect with the composition of the Board of Studies of different subjects. The College has a distinction of including expert members in the Board of Studies from academic institutions situated outside Jammu and Kashmir so as to give the curriculum a balance of local, national and global perspectives. Curricula of 27 academic disciplines offering 77 UG&PG( Cumulative during the last five years) programmes and a wide array of courses, augmented with a structured landscape of extra-curricular activities, provide sufficient openings for each student to cultivate her potential in academics and extra-academic pursuits. The College follows CBCS pattern for all UG and PG programmes thereby providing the option of a wide range of generic and skill courses spread across 27 disciplines.

All UG and PG programmes have been designed to accommodate the following general objectives ( POs):

- 1) Enhance academic intellect
- 2) Enhance understanding about global interdependence in the fields of trade , commerce, knowledge, health, security, peace and environment
- .3) Learn from the local and global historical facts, thereafter cultivate an aptitude of coexistence, tolerance and patience.
- 4) Develop communication skills, sensitivities to others feelings, and pride in local culture , languages and customs
- .5) Develop physical capabilities, emotional endurance, leadership qualities, ethical and moral values etc.

Envisaged programme specific objectives/outcomes are:-

- Assimilate knowledge about the disciplines which constitute the components of a specific

programme

- . Understand the relevance of the disciplines constituting a specific programme for the overall good of an individual and the society at large.
- Develop knowledge about the practical utility of the programme to generate avenues for employment, build creative temperament and logical thinking in the society.
- Develop employable skills through hands on training, surveys, field projects, field trips comparative studies and practical exercises associated with a particular programme.
- Understand the significance of interdisciplinary and inter-programme knowledge to acquire prowess in a specific field.

Courses are the basic units which collectively constitute the structure of a programme. Programme outcomes are in a way cultivated in students through a meticulously devised course structure. The syllabi of different courses of a discipline/ disciplines constituting a programme are framed in an organized manner with the eye on the overall outcomes. Each course imparts certain level of skill or ability which constitutes a small component of the envisaged learning outcomes of a programme.

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

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 96.1

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 77

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 74

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years****Response:** 29.06**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
172	169	158	101	42

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 65.32**1.2.1.1 How many new courses are introduced within the last five years****Response:** 339**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.****Response:** 519

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

**Response:** 100

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

Response: 49

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

**Response:**

The Indian constitution enshrines gender equity in its Preamble. It not only guarantees gender equity but also empowers state to adopt measures of positive discrimination in favour of women. The College is conversant with this basic essence of our constitution and values it the most in creating a just society. The curriculum of different programmes offered in the College includes components about gender sensitization (cultivation of sensibilities of behavior to treat Men, Women and Transgender as equals), inculcating values of equality, equity and inclusivity. Different chapters under various courses taught in the curriculum are aimed to build understanding about the status of women in our contemporary society and as drawn from the cultural legacy of Indian subcontinent. Curricula in Sociology (Understanding gender, Social construction of Gender, Gender Issues), Political Science (Introduction to Political theory, Major Ideologies, Feminism- meaning and issues, Indian Government and politics, Introduction to Indian Constitution), Economics (Flagship programmes in India ,Poverty alleviation programmes, Rural basic Services), Home science (Social construction of Gender, Demographic analysis, Women and Environment in India, Contribution of Women in Community development, Status of Women in India, Gender variation in Indian Society, Empowerment of women in India, Interventional programmes and identifying ways to address the same), Hindi (Novels- Shakuntalayan and Kaali Aandhi) and course contents in other subjects

like English, Sanskrit, Urdu etc emphasize adequately on gender issues.

The gender sensitisation and gender equity issues are discussed in detail in the classrooms as a component of the curricula of core courses, skill enhancement courses and generic courses.

**Environment and Sustainability:** The issues of environmental awareness and sustainable development have been thoroughly addressed through curricula of different disciplines.. Study of Environment sciences as a subject in Semester 1st. and 2nd.of all UG programmes is compulsory for the students of all the streams. It is aimed at imparting in-depth knowledge about various earth processes, biosphere and its sustenance, various types of pollution, global warming and legal aspects of various environmental issues. Skill and generic courses concerning environment and sustainability are offered as embedded courses in UG programmes. The curricula of various other disciplines like Sociology (Introduction on Environment, Global Environmental Issues, Redressal of Environmental Issues, Environmental Movements in India), Political Science (Environment: Issues of Concern), Economics (Sustainable Development), Home Science ( Environment-Development Linkage and Environmental Challenges, Environment Issues and Health, Livelihood Perspectives and Strategies for Livelihood Sustainability), Botany ( Ecology, Ecosystems, Phytogeography, Global warming, conservation of Nature and Natural resources etc) Zoology (Environment deterioration and Health Hazards, Ecology and Environmental Biology etc), Biotechnology (Environmental Biotechnology) offer environment related knowledge

#### **Human Values :**

College believes that adherence to human values in the right spirit offer the only reliable and sustainable guarantee to the peace and tranquility in the society and the world at large. With this basic premise the curricula of subjects like Sociology ( Culture, Norms, Values, Social Control), Political Science (Fundamental Rights and Fundamental Duties) have been frame and implemented.

<b>File Description</b>	<b>Document</b>
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**

**Response: 8**

#### **1.3.2.1 How many new value-added courses are added within the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	3	3

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 1.09

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
67	0	0	150	120

File Description	Document
List of students enrolled	<a href="#">View Document</a>

### 1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

**Response:** 36.06

#### 1.3.4.1 Number of students undertaking field projects / internships / student projects

**Response:** 2255

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

**Response:** B. Any 3 of the above

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

**1.4.2 The feedback system of the Institution comprises of the following :****Response:** A. Feedback collected, analysed and action taken and report made available on website

<b>File Description</b>	<b>Document</b>
URL for stakeholder feedback report	<a href="#">View Document</a>

NVAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 88.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
2349	2345	2406	2057	2384

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2639	2639	2639	2529	2529

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 85.45

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
578	743	718	794	813

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The College represents a microcosm of the student community belonging to different linguistic, cultural, geographical, economical, social, educational, and climatic backgrounds of entire Jammu and Kashmir. It is thus natural to have students with different levels of learning abilities, varied inhibitions, and higher levels of hesitancy to uniformity. Being seized with this understanding, the College has rolled out a robust plan to identify those students who tend to lag in imbibing the various facets of education being offered through different academic programmes, and thereafter various initiatives are put in place to address their concerns. Furthermore, an enabling/ complementary environment is provided to the students with higher inquisitiveness and zest for advanced knowledge.

#### Methodology adopted to identify Slow and Advanced learners:-

1. Initially, the performance in the previous qualifying examination extends a reasonably fair idea about knowledge background, learning abilities and cognitive intellect of different students. This initial assessment is further strengthened and validated during engagements with the students in classrooms, practical sessions, and face to face interactions.
2. Percentages of attendance of students during the first month of theory classes and laboratory work provide more credence to this preliminary assessment.
3. Finally, periodic question-answer interactions during classroom teaching and practical exercises confirm the initial assessment which is further validated on the basis of the performance in unit tests, classroom observations and the students themselves approaching teachers for clarifications of one or the other sort. Based on these observations teachers identify slow and advanced learners.

#### Initiatives for slow learners

1. Additional classes and individual interactive sessions are conducted. Certain basic concepts are taught by resorting to different vernacular languages. Gist of the various focal points with regards a topic is provided in written form.
2. Motivating and congenial teaching-learning ambience is created by addressing the various irritants which may have stuck to them by virtue of their background.
3. Personal attention is extended to such students during the various practical exercises.
4. Mentors of such students are informed to understand their inhibitions and plan counselling sessions to instill a sense of confidence and participative approach in them
5. Lessons are planned with the strategy to proceed from simple to complex, focus on basic concepts with a pointed approach for clarification of doubts.
6. Such students are advised to work in peer groups.

#### Initiatives for advanced learners

1. Such students are encouraged to go for extra reading pertaining to syllabi and beyond. Books on creative and critical thinking are recommended.

- 2.Encouraged to participate in extra-curricular activities to develop leadership qualities, management skills, prowess in communication and other personality based traits.
- 3.Such students are nominated to various committees of the College to give them an exposure to handle certain management related activities.
- 4.Encouraged to participate in various seminars, conferences, workshops, inter-collegiate competitions organized by other colleges, and in-house competitions such as debates, group discussion, problem-solving activities, quiz programmes etc.
5. Students who achieve distinctions in academics, sports, cultural activities etc are suitably honoured by the College. Such students become inspiration for others to follow suit .

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

### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 44:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

The College is alive to the fact that student-centric teaching-learning approaches are desired to be followed to make learning a meaningful, thought provoking and outcome oriented exercise. Teaching-learning pursuits should be guided by fresh thoughts emanating from uninhibited minds, fine experiences of energetic youth and real time necessities of stakeholders rather than being controlled by dogmatic or somewhat redundant approaches of a teacher. The College perceives the role of a teacher as facilitator, a modulator or an apt technician capable of galvanizing the sharp, energetic and thoughtful minds of students, thereby creating an ambience of learning by participation, sharing of experiences and pooling of wisdom to come up with offbeat solutions for personal or societal concerns of varied nature and dimensions.

The following student-centric teaching-learning approaches are followed:

- 1.**Experiential learning:** Learning by doing, observing, analyzing and finally imbibing creates a profound difference in the level of true understanding of a specific concept as compared to just listening, reading and cramming. Besides the usual lecture based teaching, experiential learning constitutes an important component of the overall teaching-learning methodology followed in the College. In practical based disciplines students learn through meticulously designed practical

courses where they get opportunity to explore the subject beyond the confines of the syllabi. Field trips, visits to industrial units, visit to fishery farms, poultry farms, mulberry farms, aquariums, biodiversity hotspots, climatically and geologically fragile regions, archaeological museums, historically important places, financial institutions etc. For hands-on training, students are provided opportunities to visit various working sites like industrial units, traditional fabric weaving centers, artisan workshops, traditional earthen ware potter sites etc., Furthermore, project work methodologies field surveys, etc to generate holistic creative thinking and understanding of the societal functionalities.

2. **Participatory learning:** Participative learning is achieved through activities like – classroom discussions, group discussions, debates, quizzes, seminars, workshops etc. Other initiatives where students actively participate individually or collectively are undertaken to generate leadership qualities and team spirit. Such initiatives include activities associated with NSS, NCC, Sports, Music, Red Cross and Cultural camps. NSS volunteers and NCC Cadets have adopted certain villages to have an understanding of village life, their cultural practices and traditions, and extend some help in enhancing the quality of life of the inhabitants there.. Students are also encouraged to visit slum areas, organize Health Camps for excluded sections of society and extend community help at the time of any unpleasant happening.
3. **Problem solving and learning:** The College rolls out various problem-solving learning methodologies– like case studies, group discussions, debates, organizing intra and inter-collegiate workshops, and seminars by the students on the topics like critical thinking and reasoning to solve problems in the real-life situations. Including students as members of college library committee, grievance redressal mechanism, sports and students welfare committees, examination committee, elected presidium, class representatives provide them opportunities to develop capabilities to come up with solutions for issues pertaining to functioning of the institution.

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

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

Teaching-learning methodologies have undergone a paradigm shift during the last decade. It no longer continues as a teacher centric process but has become mostly student centric in which the teacher acts as a facilitator, guide and modulator. Education and knowledge/information although complement each other yet their scope is different, while the former caters to holistic development, the latter accounts for specific abilities. Imparting education in its right spirit and scope demands a perpetual review in the teaching methodologies and implementation of new technologies and tools rather than relying wholly on the traditional/conventional ways and means.

ICT based tools, technologies and resources have revolutionized the whole process of teaching-learning, and the College has astutely blended the traditional methodologies with these techniques and gadgets to enhance the overall quality of teaching-learning process. This fusion of use of tradition and technology has made teaching-learning a quality based, accessible, affordable and trans-campus pursuit. Online classes, webinars, web-meetings etc. have made teaching-learning process more interactive and holistic. It has also become an important alternative to offline mode of teaching especially during Covid-19 Pandemic.

ICT Tools like–Projectors, Smart Boards, Flat Panel Interactive Screens, Digital Teaching Devices, Laptops, Digitizers, Tablets etc are frequently used by teachers of this college. Besides Power Point Presentation, G-Suite, WiseApp for flipped classroom Learning, and Cisco Webex Conference Tool the College has setup a Language Laboratory and a Virtual Lab. to facilitate the teachers in purposeful and efficient use of ICT in teaching. Teachers also use various ICT resources like–NPTEL, Online e-resources, NLIST, Video Lectures, etc. Further ,course related e-content prepared by different teachers is accessed through college classrooms, Swayamprabha through DTH, MOOCs through Swayam, Edusat recorded lectures, Magic Box etc.

The College has entered into a tie-up with G-suite for providing access to its LMS facilities to all the teachers and students. On nominal charges the College has managed certain extra facilities from G-suite (LMS) so as to provide hassle free access to a maximum of 250 students per class without any time limitation. Cisco WebEx conferencing platform has been hired by the college for the conduct of various webinars and online lectures by experts to 1000 participants at a time. The college has used this facility to monitor online examinations of PG programmes during Covid-19 Pandemic. e-Content Studio equipped with – Interactive Flat Panel Device (IFP D), digital podium, high resolution PTZ camera etc is functional on the first floor of Old Hostel Block.

The College has joined SWAYAM-MOOCs Platform since 12th Dec, 2019. The total number of local chapter (LC) provided to the College is 3460 and the LC is coordinated by IIT-Kanpur. In the Session 2019-20, a total of 202 students were registered in various Courses and 11 students received the graded certificate whereas in 2021, a total of 306 students were registered. These ICT enabled Online Courses have enhanced the quality of online learning and opened up an opportunity for our students to go for extra courses which definitely shall stand in good stead in their future pursuits.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 44:1

### 2.3.3.1 Number of mentors

Response: 141

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

**Response:**

The efficiency of any educational institution is gauged primarily on two counts, one that how efficiently a schedule of activities for the whole academic year has been conceived and framed? ,and second the methodology used to execute the envisaged plan. The College organises pre-admission interaction sessions amongst the members of various committees (culture , sports , examination, academic affairs, timetable etc), HoDs of different departments and IQAC to frame the academic calendar. Opinions extended by stakeholders (parents, alumnae other faculty) are also factored in while preparing the academic calendar. The academic calendar thus prepared presents an actionable blue print of the expanse of the activities to be performed with regard to completion of curricular ( teaching-learning and evaluation) and extra-curricular ( sports events, extension activities, celebrations of days of national and international significance, celebrations of traditions associated with culture, faith, and belief ) components of different programmes . The academic calendar is made available on the College website, published in the college admission brochures, shared with the teachers and students just to keep them informed about the time schedule for completion of all academic and extra-academic exercises envisaged in the curriculum of a particular programme. Academic calendar instills a sense of discipline in the faculty as well as the students to finish all assignments in a time bound and efficient manner. Scope for initiatives like additional classes, individual counselling , group discussions etc aimed at improving learning levels of slow learners and expose the fast learners to a wider academic ecosystem is accounted for in the academic calendar

The academic calendar is adhered to at departmental level for execution of academic components, and through various committees to undertake the extra academic activities. Different committees prepare proper schedules to undertake extracurricular activities envisioned in the academic calendar. However, different departments devise their own scheme for completion of the syllabi of theory and practical, project works, field trips, special lectures by experts, extra initiatives for slow learners etc. Departments prepare a well structured plan to accommodate all academic activities within the time period as provided in the academic calendar. Teachers prepare their own work plans to complete the academic work and extra-academic assignments right in time as provided in the academic calendar. Teachers in consultation with the concerned HoDs frame a proper teaching plan highlighting:

- 1.No. of lectures/ days required for completion of syllabi of the courses.
- 2.Allotment of the project work/ case studies/ surveys to the students.

3. Completion of the practical exercises along with the checking of practical record notebooks of all the students.
4. Allotment of assignments and their proper evaluation.
5. Conduct of internal assessment tests.

All such assignments are completed within the time period allotted for the purpose, the teaching plan accounts for that as well.

In the meantime, the examination section issues the date sheets for conduct of internal and external examinations. The academic calendar also provides the time period for examinations to be conducted, evaluations to be done and the results prepared and declared. Teaching faculty also keeps provisions for evaluation of answer scripts, preparation of internal assessment record and its timely submission to the examination section.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 118.25

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

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 49.06

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
74	75	71	71	46

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 3.77

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

Response: 531

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

**Response:** 42.4

#### 2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	66	43	39	40

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.11

**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	29	21	23

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution****Response:**

The curricula designed for various courses offered under a UG or PG programme are primarily founded on CBCS structure, and developed on the LOCF model. The choice based credit system (CBCS) enables students to exercise a wide range of options in choosing credits of their own choice while LOCF model mainly focuses on learning outcomes of the courses already chosen. As such the changed nature of curriculum has set in the basis for corresponding reforms in examination procedures/processes including Continuous Internal Assessment (CIA) . The College has put in place a comprehensive IT integrated system of examination in which the evaluation of a student commences from the moment she enters the portals of a classroom.

The broad contours of the procedures of this system are:-

- 1.Performance of a student in each course is evaluated at two stages, continuous internal assessment and the end- semester external examination.
2. The students are evaluated through continuous internal assessment procedure for 20% of the total marks earmarked for a theory and 50% for a practical course.
- 3.Five marks for attendance are earmarked separately for both theory and practical courses out of 20% and 50% marks respectively.
- 4.Percentages of attendance of students in theory and practical are compiled separately at the end of a semester. Marks are allotted proportionate to the percentage of attendance as per the following scale:- 75-80% , 80.1-85%, 85.1 to 90% , 90.1% and above the marks allotted are 2,3,4,5 respectively.
- 5.At the completion of 40% of the syllabi in theory courses the students write internal assessment test.
- 6.Assessment in practical courses is more nuanced, wherein the performance and maintenance of records is assessed on daily basis. The assessment is done at three scale level i.e. ?, ?, ? the corresponding numerical weightage for ?, ?, ? is 3, 2, 1 respectively. At the end of a semester students are allotted marks proportionate to their daily performance (on ?, ?, ? scale) from a

maximum of 12.

7. Internal assessment test comprising of a maximum of 8 marks is conducted for each practical course at the end of the semester.
8. End-semester external examination comprising of 80% of the total marks earmarked for a theory course is conducted at the end of each semester. The question papers are set by a panel of paper setters approved in the meetings of the Board of Studies of each subject. The question paper comprises of a blend of very short answer, short answer and long answer type question.
9. External examination of all practical courses is conducted by the external examiners appointed by the Principal from the panel approved by the Board of Studies. External and Internal examiners collectively evaluate the performance of each student out of a maximum of 25 marks.
10. Controller of examination along with a team of faculty and support staff manages the whole examination process which includes issuance of examination notifications, getting the papers printed, generating the datasheets, framing the date sheets, generating roll No.s, setting of examination centres, conduct of examinations ( offline and online as well), collection of answer scripts, allotting codes, evaluating the answer scripts, final compilation of the data and declaration of the results. All through these processes a complete secrecy is maintained and safety of the data is ensured.

With the intervention of Information Technology at almost all stages of the examination the process has become efficient and swift. Furthermore, the accessibility, management and compilation of data in a time bound manner, together with maintenance of secrecy through the use of IT has turned a new leaf in managing the whole spectrum of processes associated with examination, evaluation and declaration of results. Integration of human intellect/effort and IT has been efficiently carried out in managing the examinations on the following counts.

1. Generation of registration returns
2. Swift dissemination of information about date of submission of examination forms, examination dates, proper date sheets, other relevant examination related information etc by using various IT platforms including the College website.
3. Generation of examinees data sheets with subject combinations and there after compilation of date sheets.
4. Generation of Roll No.s and their availability on the College website with the downloading facility available to the concerned students only.
5. Generation of data sheet about the No. of examination centres, examinees per centre along with the subject combination and other relevant details of all the students allotted to a centre.
6. Computerized codes are generated for allotting codes to the answer scripts of the examinees.
7. IT based secrecy checks are put to prevent any data misappropriation.
8. Internal assessment data procured from different departments is posted digitally in the data sheets of relevant students.
9. Disruption perpetrated by Covid-19 Pandemic has completely shifted the whole examination conduct process from offline mode to IT facilitated online one. Monitoring of the online examinations has also been integrated with IT by using the facilities of Cisco WebEx platform.
10. On screen evaluation has also been carried out making full use of the information technology.
11. Compilation of data and declaration of results are done swiftly, meticulously, and with least errors due to the use of IT facilities.
12. Results are declared by online mode, made available on website and students can also download marks sheets.
13. Queries and grievances are received through e-mails and the information about the resolution is

also communicated through IT based platforms. The off line mode for these and other aspects is still operational.

14. The transfer of data for compilation of results is undertaken through the digital mode only.

15. Data pertaining to examination is stored digitally.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### **Response:**

The College follows 'Learning Outcome Based Curriculum Framework (LOCF)' to design the curricula for all UG and PG programmes. This approach of curriculum design and planning is primarily based on the premise that any Course or Programme of study should have explicit and well-defined achievable goals with regard to knowledge, skills and real-world applications. The Graduate Attributes and Qualification Descriptors envisaged for a specific programme become the touchstones of quality for both students and teachers.

Board of Studies of each subject which include expert members from different strata of social and academic life together with the HoD and faculty of respective departments make a thorough review of the curriculum prescribed for programme(s) & course(s), and pointedly analyse the learning outcomes. Thereafter, revise the contents by way of deletion, incorporation, substitution or retention of topics/chapters and sometimes make design modification with the focus on realising the learning outcomes to the satisfaction of all stakeholders. The learning outcomes of programmes, programme specific outcomes and course outcomes are framed(details stated in additional information) in such meetings and stated markedly in the prescribed syllabi for different programmes. These curricular revisions are placed before the Academic council and Governing body of the College for approval.

The College visualises two categories of students for each academic year, one that intends to seek admission after passing the entry level qualifying examination and second that actually gets admitted after due process.

Details of different programmes and courses along with the anticipated outcomes are communicated to the first category of students through following means:-

1. e-prospectus, syllabi and specific programme related information is made available on the College website.
2. Hard copies of the prospectus and programme specific informations are available in the campus on payment.
3. Through counselling cell which comprises of teachers and senior students. This cell is available in the campus at the time of admissions and provides information about all related issues through information helpline of the college.
4. Through word of mouth by alumnae, senior students and teachers.

Besides the above enumerated means the second category of students are made aware about programmes and course outcomes including other details (academic calendar, code of conduct, anti ragging stance, examination scheme etc) through the following approaches:-

1. All departments display the programmes offered including the programme/course outcomes on their respective notice boards. Further, the details of skill courses offered are also displayed.
2. This information is also displayed on various notice boards located at different places in the entire campus
3. College organises welcome/ orientation meet for the students, wherein the Principal, HoDs of different departments senior faculty and student representatives organise interactive sessions to acquaint the new entrants about various aspects of college education including all relevant information about the programmes chosen by different students.
4. HoDs of all departments hold briefing sessions with the faculty, provide the latest copy of the syllabi including the documented outcomes, copy of academic calendar. Further, the faculty is advised to share this information with the students during the theory classes.
5. Mentors also play an important role in acquainting students about these and other relevant facets.

(FURTHER INFORMATION IS ATTACHED IN ADDITIONAL INFORMATION)

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

**Response:**

The basic premise of any UG or PG programme offered by the institution is to cultivate certain traits which can get reflected in the form of outcomes once a student completes the programme which she had opted for. The College has devised a subtle mechanism to assess the attainment of outcomes during and after a specific programme is in progress or gets culminated. The measures adopted for assessing the outcomes have been grouped as quantitative and qualitative ones.

#### Quantitative measures

- 1.Periodic assessment of the percentage of attendance of a student in different theory and practical classes is taken as an indirect measure to quantify the attainment of the learning outcomes.
2. Performance in Internal assessment tests is considered as a more reliable measure for such an exercise. It has been observed that the percentage attendance and performance in the internal assessment tests when taken together provide a fair idea of the level of understanding of the discipline under assessment – hence the attainment of learning outcomes.
- 3.Percentage drop outs (enrolled but did not appear in the terminal examination) in the 6th semester is again taken as a measure to assess the attainment of learning outcomes.
4. In-depth analysis of result levels of outgoing students extends a much nuanced understanding of the attainment of the learning outcomes. This measure is applied at following variables
  1. Percentage of pass outs in a discipline
  2. Percentages of pass outs in all subjects.
  3. No. of students who passed with 3rd,2nd,1st,divisions and distinctions.
  - 4.Relative percentages of various divisions and distinctions of the total passouts in a session.
  - 5.Disciplines which recorded highest and lowest passout percentages( subjects of different programmes in a stream are to be considered collectively)
- 5.Percentage of outgoing students who got admissions in the various PG programmes, Management programmes, or any other degree of higher learning.
- 6.Percentage of students who were placed in various jobs in Govt. or private sector.

Beyond this Students' feedback survey conducted at the end of each session helps in assessing the attainment of programme outcomes and course outcomes on the basis of the perceptions of the students themselves. The number of students opting for a particular programme at undergraduate level reflects about the reputation the subject or stream has generated outside the campus and the significance of the subject in the present situation. Various aspects like availability of course material, job prospects, etc., provide correct assessment of programme outcomes, programme specific outcomes and course outcomes.

#### Qualitative Measures

- 1.Reputation of the college reflected in terms of the number of students enrolled each year.
- 2.General behaviour of the students in and outside the College if in an unsatisfactory variance against the normal numbers is indicative of some flawed system of teaching-learning methodology put in place.
3. Peace and harmony among the diverse student sections in the College.

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

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 91.11

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

Response: 1752

#### 2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1923

<b>File Description</b>	<b>Document</b>
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The human intellect is always engrossed in exploring the unknown and thereby accumulating knowledge and experience irrespective of the purpose. Purposeful research is a conscious endeavour to further human societal welfare. Colleges and other research-based institutions are obligated to engage their human resource in well thought out research plans aimed to enhance the prosperity of the society, conserve true and natural resources and understand the true essence of men, material and life around. The College has created a perfect ambience for interdisciplinary research where all fields (science, social sciences, humanities or commerce) get appropriate facilities and attention to work in tandem for the overall good of the society. Research policy of the College lays out every minute detail about the thrust areas, the procedures and associated ethics besides other relevant guidelines. This College has the distinction of housing three research hubs (Biosciences - Music, Fine arts and Languages - Home science and Human development) granted under the 'Hub and Spoke model' policy for promotion of research, government of J&K. Research laboratories under 'Biosciences Hub' are equipped with some of the most modern equipments available around to take up work of appropriate proportions. These laboratories provide a centralised facility for both Hub and Spoke colleges to conduct research as per their requirements. Besides this centralised facility each department has at least one lab specifically designed to conduct research. The faculty is encouraged to use these facilities to take up research, and students of PG programmes carry out research activities or project works in these laboratories. The college facilitates the faculty to undertake advance research-based workshops/ seminars to keep them abreast with the latest techniques and knowledge of hard and software in their areas of interest. The College also provides appropriate support in terms of technology, ICT equipment, Wi-Fi, books, e-books, Journals and e-journals. To promote the research, research committee has been constituted which helps the other faculty members to carry out their research. Gargi library is a repository of both ancient and modern books including journals and manuscripts. Diverse literature, a well-furnished reading room, quiet ambience, high speed internet facility and ICT equipment available in the Gargi provide a conducive setting for serious research. The institution enriches the facilities in all research laboratories in terms of procurement of materials (chemicals, glass ware, and other consumables) equipments, power backups (generators, invertors) and other necessary items as and when the need arises. Usually a suitable amount is earmarked in each financial year to cater for the enrichment and augmentation of the already existing facilities. Furthermore, whenever a need is felt for any specific updating in the facilities the college provides the required support (provisions in the Research policy provide for such supports). Separate grants are earmarked in each financial year for updating, maintenance and enrichment of library which paves the way for unhindered research in the fields of languages and humanities.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 0

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

#### Document

List of project and grant details

[View Document](#)

#### 3.2.2 Percentage of teachers having research projects during the last five years

Response: 0

##### 3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

#### Document

Names of teachers having research projects

[View Document](#)

#### 3.2.3 Percentage of teachers recognised as research guides

Response: 0

##### 3.2.3.1 Number of teachers recognized as research guides

#### File Description

#### Document

Upload copies of the letter of the university recognizing faculty as research guides

[View Document](#)

#### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response: 0****3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.2.4.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	27	27	27

File Description	Document
List of research projects and funding details	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.****Response:**

The operational domain for all higher education institutions range from dissemination of information/knowledge by way of offering various academic programmes to creation of knowledge and transfer of the same through the use of methodologies followed in intellectual arena and society in general. Besides offering a plethora of academic programmes this College banks on research Hub centers, incubation facility, community engagements, e-content development facility etc for generation of knowledge.

Research pursuits undertaken at departmental levels got fillip by the implementation of Hub & Spoke scheme for promotion of research. The research hubs of Life Sciences, Languages & Fine Arts, and Home Science offer as a central integrated facility to not only the faculty and students of this college but also to those associated with spoke colleges. Data generated in the research hubs enable creation of knowledge and thereafter its transfer to the students, and other sections of the society by way of published books and research papers in journal of national and international repute. Multidimensional curricular activities involving various surveys, project works, interdisciplinary problem solving initiatives carried out by students and faculty of different disciplines contribute significantly in creation of knowledge. Various project reports, survey analysis, interdisciplinary brain storming discussions cumulatively generate

voluminous actionable and transferable knowledge. Incubation centers like language laboratory, art and craft facility, on field experiments conducted on plants provide a sufficiently reliable framework for observations, accumulation and verification of data which subsequently leads to creation of Knowledge. Campus water testing conducted in the department of Biotechnology has led to the understanding about the quality of untreated water available around, thereby generated transferable / actionable knowledge which formed the basis for identification of certain water sources as unsafe for drinking purposes. Students hailing from far off areas, volunteers associated with NSS, NCC create a vibrant interface between the College and the community outside. This group has been pivotal in transfer of knowledge / information regarding the SOPs during Covid-19 pandemic. Further, that the knowledge about various myths associated with vaccination and usual vaccine hesitancy were addressed by this group during certain community interactions /orientation programmes organized at different times. Knowledge generated or acquired by our students about various environment issues is transferred by them to the community of which they form a part. e-content facility available in the College has significantly contributed in the generation of knowledge. The content generated has been uploaded in the e-content studio thereby knowledge is made available to faculty and the students in user friendly form.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

**Response:** 49

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	10	10	14	3

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

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** B. 3 of the above

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

### 3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

**Response:** 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

3.4.2.2 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	<a href="#">View Document</a>

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

**Response:** 0.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	4	19	23	21

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

### 3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

**Response:** 0.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	13	14	21	29

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

### 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:**

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

### 3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

**Response:**

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 0

#### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
List of consultants and revenue generated by them	<a href="#">View Document</a>

**3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).****Response:** 0**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description****Document**

List of facilities and staff available for undertaking consultancy

[View Document](#)**3.6 Extension Activities****3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years****Response:**

The sphere of engagement of higher education is far wider than mere dissemination of curriculum based knowledge rather it includes in its ambit the measure to familiarize the students about ethics, moral values, social issues and the efforts to put across the women their rights , responsibilities and need for seeking emancipation from the old dogmas confronting the society. The various extensions activities undertaken at different levels in the College attempted to draw home this holistic aspect of higher education.

Through various extension activities the students of the P.G. Department of Home Science have built awareness among women of village Nadore on female education, health and hygiene, social ills, cause and prevention of Dengue and Chickengunya, environmental issues, health and hygiene, and also conducted intervention programme on ' First Aid' by organizing Nukkad Nataks, Folk songs, Puppetry etc. at a Panchayat Ghar . Surveys were also conducted using PLA methods. Smooth flow of information was ensured through communication kit that included charts, flip charts, leaflets etc. Students and faculty members joined hands with NGO, ASHI ( Association for Social Health in India) to expand the reach and enhance the quality of extension activities to village Nadore. Women of the adopted villages were trained on ways to seek financial assistance from and avail the benefits of J & K Bank's Self Employment Schemes ( JKSES) , Mahila Udhayam Nidhi, SBI's Stri Shakti package, PNB's Samridhi Yojna, Schemes for financing crèches, and J& K Women Development Corporation respectively. Students also joined ASHI periodically to train the orphan girls on basic skills at ' Neha Ghar' - an orphanage. Visits to various NGOs like Prajapati Brahma Kumaris Ishwariya Vishwa Vidhyalaya enabled P.G. students of Home Science understand their modus operandi.

Red Ribbon Club of College collaborates with J & K State AIDS Prevention and Control Society for AIDS

awareness among women and during the pandemic times, it also conducted webinars on blood donation. Students of College also actively participated in 'Red Cross Mela' organized by the Red Cross Society of Jammu for activities like blood donation and health awareness programmes.

During pandemic, as part of Manodarpan initiative of GOI, Psychological and Counselling Cell reached out to faculty and students of other colleges through webinars on Holistic Mental Health. Coordinator, Psychological Counselling Cell received appreciation from the Director General of Police for having successfully conducted a 2 week Cognitive Behavioral Therapy for Insomnia ( CBT- I) project for the inmates of District Jail, Jammu.

NCC and NSS wings of College have adopted village Chinore and carried out cleanliness drive towards Swachha Bharat Abhiyaan therein cadets and volunteers from these two units were engaged in extensive cleanliness drives at Sabji Mandi and other areas in the neighborhood. Also featured prominently in their activities were visits to old age homes, orphanages and distribution of essentials therein. NCC cadets also contributed to successful conduct of Pulse Polio campaign. During pandemic, these two units have distributed masks, sanitizers, clothes, and food to destitute children and community service of a cadet was acknowledged and awarded thereafter. NSS volunteers were also involved in Nukkad Nataks.

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

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

**Response:** 28

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	1	7	7	2

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:** 131**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
41	21	30	26	13

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years****Response:** 19.56**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2216	842	1093	1061	755

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.7 Collaboration**

**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 5.8**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	5	7	5

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 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:** 8**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	1	2	1

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The College over a period of more than seventy seven years of its continued engagement in the field of education has built up an infrastructure sufficiently suitable to fulfill the requirements of about 6000 students pursuing UG or PG programmes annually. The campus of the college houses 65 classrooms with sufficient and suitable seating infrastructure, including facilities like fans and provisions for installation of IT equipments. These classrooms are spacious well ventilated and cumulatively have the buildup area of 50078 Sq.ft . A good number of these rooms are provided with IT equipments ranging from IFPD ( Interactive Flat Panel Device) to projectors, digital and motorized screens and computers wherever required. 35 laboratories with the cumulative area of 16554 Sq.ft are fully equipped with equipments, materials and facilities desired for the students to work on their creative aptitudes besides the usual curriculum related practical exercises.

**Seminar halls:-**(two in number) are equipped with ICT facilities so as to facilitate offline and online conferencing.

**Virtual Lab:-** Fully air conditioned with thirty computers and high speed internet facility enabling students to have virtual access to the facilities available in IIT Bombay's virtual lab. **Mass Communication & Media Production centre** is also provided with facilities for recording and editing.

**e-Content Studio** with IFPD, Electronic Lectern, and high resolution PTZ camera has been setup.

**EDUSAT** facility (Satellite Interactive Terminals) enables students to have access to resource persons outside the College. Swayambrabha facility is also available.

**IT Cell/ Browsing Centre** with fifteen computers and high speed internet facility.

**Community Radio centre** housed in department of Home science

**Arts & Craft Incubation centre** designed to develop and hone creative skills of the students **Research Hub Centers** - Life Sciences, Music - Fine Arts and Languages, and Home Science and Human Development( Designed as Hub-Spoke models)

**Career Counseling and Placement Cell:-** Cater to the requirements of students about various career opportunities.

**Psychological Counseling Cell (Manodarpan):-** Takes care about the mental and emotional well being of students.

**Gargi (Central Library):-** Adequate books, reference books, e-books, computers, access to internet reading room etc.

**Zoological Museum:-** Displays a rich collection of animal specimens indicative of local biodiversity.

**Botanical Garden:-** A rich collection of diverse plant species is maintained in it. Vermicomposting unit has been setup in the garden to prepare compost and culture earthworms

**Biogas Plant:-** Setup in the College hostel to generate energy from the kitchen waste and to acquaint the students about the concepts of Green Energy and Waste to Wealth .

**Solar Panels;** The college has installed solar panels on the roof tops of three main buildings with the aim to harness solar energy and to pass on the knowledge of the necessity of alternate sources of energy for sustained development of society and nation

**Internet facility:-** Wi-Fi Jio-fiber , 4G, Bsnl-FTTH, LAN on lease line. College provides hired services of Cisco WebEx and G suite.

This diverse infrastructure created in the college has transformed the teaching- learning process into a motivating, creative, technology driven, vibrant and outcome oriented exercise.

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

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

##### Response:

Sports and other extra-curricular activities are integral to the holistic development of human resource. The College offers a whole host of options to the students to excel in the sports arena by providing adequate facilities for indoor as well as outdoor games. Sufficient space and equipments for indoor games like Table Tennis, Carom, Chess, Wrestling, Judo etc are made available to the students. The college has a spacious Indoor sports Hall and a Judo hall where all indoor games are routinely practised. These halls and TT room remain abuzz with students participating in different sports events right through the day. The College has an outdoor sports ground which is spread over an area of 48600 Sq.ft. All through the existence of this College, the ground has nurtured countless number of budding sports women of this region across different outdoor games (Cricket, Football, Hockey, Handball, volleyball etc.) . Currently the ground is being relayed to develop it as a multi-utility day night sports facility where games like football, cricket, hockey, handball, basketball, badminton, volleyball etc. could be played round the clock. Besides other modern facilities flood lights are proposed to be erected to make this ground available 24x7 for sports, cultural activities, celebrations about events of local and national importance. Since the college witnesses a footfall of more than 5500 students on daily basis the Sports ground always remains occupied with hundreds of budding players all engrossed in training/ practising in the events of their choices. The College has a multi-story sports block where from various events are coordinated by a team of dedicated and trained resource persons .This block houses various facilities for indoor sports, store for sports equipments,

office of the PTI and other support staff, and a fitness centre provided with Treadmills (electronic and manual), Home gym (multipurpose) with equipments like Allegro, Twister Base vibrator etc.

The College routinely organizes cultural events to celebrate various occasions of national and regional significance. Such events include the College foundation Day, Republic Day, Independence Day, and a whole host of local as well as national cultural festivals. NCC cadets NSS volunteers and student cultural groups perform a large number of events during these occasions of cultural heritage. Music department with active cooperation of various committees (Cultural committee, NSS committee, Social activity committee etc) conceive, prepare, and execute the events befitting to a specific occasion. Traditional dance and music, drama, skits, mime and poetry recitation remain the main items of these occasions. Music department of the college has all traditional as well as the contemporary facilities and equipments like Sitar, Harmonium, Tabla, Tanpura, Dholak, Synthesiser, Octopad to name a few. The venue of these celebrations mostly remains the College auditorium which is fully air conditioned fitted with most modern facilities, sound proof walls, motorized screen, state of art address system and seating capacity for 200 souls. The Auditorium facilities are sometimes provided to the local groups for organizing events like Gandhi Jayanti, symposia on constitution day, yoga related talks etc.

The college has a yoga centre in the sports block where yog kriyas are regularly performed by the students and faculty under the supervision of a qualified trainer.

File Description	Document
Geotagged pictures	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 58.46

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

Response: 38

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 26.52

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five

years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
691.87	58.23	15.23	34.82	12.75

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

As gateway to knowledge and culture, library plays a fundamental role in building an apt society. The resources and services it offers creates opportunities for learning, support literacy and education, and helps to shape new ideas and perspectives that are central to a creative and innovative society. Central library supports the students and teachers to fulfill information requirements for pursuing various academic programmes and research.

The campus is decorated with a computerized **Central Library** which is a three storied building housing books of Science and Commerce streams on ground floor, those of Humanities, Languages, Music and Computer Sciences on first floor, and a reading room with adequate facilities on second floor. With a build area of 11721 Sq.ft, the library is fully equipped with adequate furniture, computers, learning resources as per the requirements of faculty & student. It has access to Digital Database like, NDLI and N-list. **NLIST** accounts are active for the students and faculty and **NDLI** is freely accessible.

The library is partially automated with Library Management Software (LMS) **Koha** version **18.05.04.000** operational since **2019**. Database of approximately **46000** resources has been created and the process is still continuing. Integration of **RFID, KIOSK with Koha** is likely to get operational very soon. It is also equipped with **Bar-Coded** (RFID) Chip enabled Card for all the users, **RFID Gates, KIOSK Equipments, and RFID Reader Plates** shall be made functional shortly. The entry of all the users' will be documented by a scanner at the library entrance.

Library Block has access to Wifi- Fibre (**BSNL FTTH**) and facilitates registered users; students and faculty to view various online e-resources within the library premises through **Web- OPAC**.

The library has access to e- news papers, e-magazines, e-journals and e-books on various platforms such as, NDLI & N-list. There is a vast collection of general books in the reference section. Apart from Central

Library, some department libraries also provide resources for immediate reference and easy access at the departmental levels.

File Description	Document
Paste Link for additional information	<a href="#">View Document</a>

#### 4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

**Response:** A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 9.26

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
7.14	19.97	4.32	11.70	3.19

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 1.8

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 115

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

##### **Response:**

The College during the last five years has undergone complete transformation in terms of IT facilities and physical infrastructure. New building blocks, library building with a spacious reading room, research labs, and virtual laboratory, relayed playground, e-content developing facilities etc have come up. All existing buildings and the new ones constructed have been made IT equipped. Currently IT based net work comprising of inter-net connections, computer systems LAN facilities etc are operational most part of the campus.

The College has an operational IT Cell which strictly operates under the guidelines reflected in the IT policy. This cell is entrusted to control and supervise the operation of IT facilities available in the College. Internet facilities operational in the college include a Lease line, Wi-Fi network and Reliance jio- 4G Wireless which provides data to the staff and administrative section of the College. A vibrant website (www.gcwparade.in) where real time data about admissions, examinations, various circulars and other relevant information for the students, teachers, and other stakeholders is operationa.

IT infrastructure facilities are available and functional in about a good number of of Classrooms, and Laboratories, Conference Halls, Auditorium including Multimedia and Mass Communication Laboratory, Virtual Lab. and. Research laboratories. The whole campus is under CC TV surveillance. Biometric system is in place. Library is having separate internet facility to provide prompt access to numerous e-journals, e books, e- magazines and e- news papers. The college has subscription to INFLIBNET, E-list and NDLI. The ICT facilities in department of Electronics, Research laboratories and Biotechnology department have been recently updated with the facilities of lease line for net connectivity.

The College earlier had an elementary Seminar Hall with projector facility only but now it has been renovated and updated to a Smart Seminar Hall with the latest equipments namely. Two new labs have been created in the Sharda Block for the conduct of practical work for MCA students as well as the students enrolled in vocational courses. These laboratories have been equipped with high specification computer systems purchased for certain high precision computation. Functional English laboratory has been upgraded, and 30 computer systems with latest software is installed there.

The examination section has high speed internet facilities and relevant software to provide easy computation of data. . The College reviews the availability of IT facilities in different departments on periodic basis. There is a stated policy to develop IT facilities in the whole campus and make it fully Wi-fi

enabled.

A constant up-gradation and updation of various ICT infrastructural facilities are done annually for the smooth functioning ICT enabled facilities. The technical committee has coordinated with licensed authorized vendors of IT firms for annual maintenance of the computer systems and other IT equipments. Smart classrooms/ labs have made teaching and learning interesting effective and outcome oriented. Malware softwares have been installed in almost all computer systems

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.3.2 Student - Computer ratio (Data for the latest completed academic year)

**Response:** 23:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 20 MBPS - 35 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

**Response:** 73.48

#### 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)

2020-21	2019-20	2018-19	2017-18	2016-17
519.44	209.05	120.94	89.86	74.81

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The College over the years has created a vast infrastructure to accommodate the requirements of students who pursue education in large number of programmes offered by 27 departments annually. Physical infrastructure supplemented with adequate facilities in terms of teaching-learning tools, laboratory equipments, books and journals, comfortable seating arrangements, basic amenities, faculty and support staff create an enabling environment for purposeful learning. The College values the role of sports and cultural activities in the all-round development of personality. As such adequate sports infrastructure for indoor and outdoor games has been put in place. There is a well defined procedure for the maximum utilization and maintenance of the infrastructure. The College makes full efforts to put the infrastructure to maximum use, make incremental improvements and adhere to the norms for maintenance. The broad guidelines of the policy for augmentation and maintenance of the infrastructure are as under

**Laboratories:** All laboratories are annually enriched with materials and equipments as per the needs of the students and the course requirements. Each laboratory is scientifically maintained by a trained Lab. Assistant, supported by Lab. Bearers under the supervision of the faculty and Head of the concerned Department. Proper stock and consumption registers are maintained, the stocks are periodically checked and the annual requirements are worked out. Stock verification is carried out periodically by a committee of faculty constituted for the purpose to identify unserviceable equipment /materials.

**Library:** Library is the touchstone of the quality of education being imparted in an institution. It is here that future leaders, bureaucrats, teachers, entrepreneurs etc are nurtured to manage the society in the times to come. As such properly functioning and maintained library is the index of the quality of education

being extended in an institution. A team of trained library staff comprising of librarian, library assistants and library bearers manage the daily functions and maintenance of the library. Library committee comprising of faculty members is constituted by the Principal to help the staff to run it efficiently. Purchase of books, subscriptions to journals, e-journals are made on the recommendations of the Heads of various departments. Library staff takes care in proper maintenance, meticulous stacking and efficient dispensing of the books. The books are periodically fumigated and air dried to prevent them from termites and getting soiled. Library functions on an open access system for the faculty and students. Issuance registers are maintained on daily basis and library staff ensures that books issued are returned within fifteen days.

Sports activities are aimed to improve physical fitness, mental toughness and instill leadership qualities in students. The college has a robust infrastructure for indoor and outdoor games. All Sports activities are coordinated by a qualified Physical Training Instructor (PTI), assisted by a team of support staff. Further, a sports committee comprising of faculty and student representatives is constituted to suggest improvements in the overall sports scenario of the college. The committee also recommends the purchase of new sports equipments and measures to be initiated to maintain earlier ones and develop new sports facilities for the overall growth and diversification of games in the College. Students with potential for excellence in sports are felicitated and supported financially to the extent permissible under rules.

**Gymnasium:-** A wide range of Gym equipment is put to use. The facilities in the gymnasium are upgraded and augmented through the purchase of new and contemporary equipments. Sports department under the advisory role of sports committee and the Principal makes purchases after observing all codal formalities. Proper maintenance of the equipment is the responsibility of the staff in the physical education department.

Maintenance of IT equipments and their periodic up gradation is recommended by IT technical committee of the College. A thorough review of the furniture and accessories available in the classrooms is conducted at the end of each academic session. Replacements / repairs of desks, benches, and face lifting of class rooms is carried out periodically. Plumber and Electrician appointed by the College maintain uninterrupted water and electricity supply respectively. Hostel warden, matron and other support staff take care of the hostelers. Medical dispensary is operated by Medical Assistant. Other items like, Xerox machines, water purifier and drinking water cooler, fridges etc. are serviced /repaired on regular basis. In general,, all required efforts are put to maintain the physical infrastructure and optimize its utilization for the benefit of the students and other stakeholders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## 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 last five years

Response: 10.58

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
262	454	816	846	841

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.53

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
153	0	13	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 15.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
1805	307	355	835	1554

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances**

**4. Timely redressal of the grievances through appropriate committees****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 0.47**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
19	1	13	3	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

**5.2.2 Percentage of student progression to higher education (previous graduating batch).****Response:** 10.22**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 179

<b>File Description</b>	<b>Document</b>
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 127

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
8	35	27	34	23

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

GCW Parade Ground, Jammu has always believed in active involvement of the prime stakeholders of higher education i.e., the students in various academic and administrative decisions. This serves the purpose of inculcating the qualities of leadership and responsibility among the students as well as to rationalize the accountability of the College administration. In order to achieve this, the College has a well organized and democratically elected Student Council that is elected every year through election process in the class rooms for all semesters. The Class Representatives thus elected then elect the Presidium of the college. The Presidium comprises of President, Vice-President, etc. They act as a representative body of the institution. The election process is facilitated by the Student Welfare Committee under the supervision of Dean, Students Welfare and Principal of the College.

The college has set up a demarcated office for the Presidium in order to allow the presidium members to work freely and effectively. The Student Council has the responsibility of coordinating the extra-curricular activities, cultural and academic events in the institution throughout the year. The President of the College has the responsibility of co-ordinating the activities and affairs of student council as well as students' body. The Student Council also identifies the grievances encountered by the students in the institution vis-à-vis grievances related to examination, infra-structure, ragging, sexual harassment etc. and conveys the same to the concerned for timely resolution.

The College Student Council plays a supportive role in the following:

- Representation in IQAC.
- Representation in BoS.
- Compiling College Newsletter and Magazine.
- Reporting developmental issues to the concerned.

- Active vigilance regarding ragging related issues.
- Maintaining Discipline on the campus.
- Facilitating Sports, Academic, Co-curricular and Cultural activities.
- Supporting Campus Beautification.
- Successful completion of Tours and Picnics.

The college relies on the Student council to a greater extent in bringing the problems being faced by the students to the fore and finding solutions accordingly. Synchronization between the student council and the college administration has always been a hallmark of this institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 9.4

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	3	8	9

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

To foster the relationship between the alumnae and alma mater, the alumnae association of the College has been providing an interface for establishing a link between the alumnae, staff, and students of the institution. The alumnae of GCW Parade Ground, Jammu are currently working at various positions all over the country and proving their mettle in their respective fields. Apart from making monetary contribution, our alumnae have been strongly associated with their alma mater and have displayed a keen interest in giving a hand in the development of the institution and the paradises in and off campus.

**Financial contribution:** The generous alumnae of the campus have contributed munificently to add to the bounty of the alumnae account so that the same can be utilised for benefitting the College and its inmates.

**Academic Contribution:** Our alumnae have been paragons, worthy of imitation, for current students. From Dr. Ved Kumari Ghai (an alumna of 1951 and a Padam Shree Awardee) to Sonali Dogra (an alumna of 2019 and winner of the 'Voice of Punjab- season 6'), GCW, Parade Ground can boast of a colourful bouquet of worthy alumnae who are not only role models for the students but many are well placed to offer practical support to the students as they start their careers.

Our alumnae are the exemplary mentors for the students of GCWP as they have been offering voluntary and selfless services to demonstrate their support and loyalty towards their alma mater.

Many of them have made priceless and precious contributions towards:

1. **Holistic growth:** Alumnae of GCWP have been instrumental in holding workshops/ training sessions on environmental issues, beauty and wellness, yoga, meditation, culture and health, thus ensuring holistic growth of our students.

2. **Self Sufficiency/ Entrepreneurship:**

Various young entrepreneurs too found a way to pay back to their alma mater by way of holding workshops and inspiring the impressionable minds to be job providers instead of job seekers. From calligraphy to aquarium industry, there have been a multitude of spheres where the alumnae stimulated our students to be self reliant.

3. **Breaking the stereotypes:** From inspiring the young women of the College to be avid bikers to training them in self defence, a devout alumnae has taken to train the aspiring youngsters for armed forces, taking care of the physical academics and nutrition of the financially crippled, free of cost.

4. **Counsels in BoS and Academic Council:** The experience and acumen of the learned alumnae has been of service to the institution by way of their contribution as members of Academic Council and Boards of Studies.

5. **Employment purveyor:** Role of our alumnae as job providers needs special mention as well.

6. **Book donation:** Many shelves in our College and Departmental libraries are adorned by books donated by our worthy alumnae

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.4.2 Alumni financial contribution during the last five years (in INR).

**Response:** D. 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

NVAAC

## 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 college follows a classic hierarchical model of governance in which all functional units are in complete harmony with one another to realize the goals envisioned in the mission statement which is to provide an enabling environment for students to evolve into citizens brimming with scientific, literary and creative temperament along with sensibility about responsibilities, human values and skills for sustenance. Being Government & Autonomous, the College is privileged to follow a governance model which provides scope for redesigning the structure of programmes, revision of curriculum, reforms in examination, and institutionalization of teaching-learning methodologies based on tradition, diversity and contemporary IT landscape. Board of Studies of different subjects, Academic council, Governing body, Finance committee and Ethical committee constitute a robust and diverse governing framework of the College. Plans for achieving the goals as set in the Vision statement are framed, timeline together with modalities for execution and measures for assessment of the achievements are framed in meetings of these governing committees. Beyond this the College is governed by the department of Higher Education Govt. of Jammu and Kashmir for sanctions of infrastructure projects, all financial requirements, transfer and postings of faculty, sanction of new posts, salary grants and other associated propositions.

Under the guidance of the Principal, the College think tank which includes various committees/bodies and IQAC formulate a strategic plan of two years. The plan focuses on progression in academics, infrastructure development, sports and cultural drives, research and societal outreach programmes that the college anticipates to achieve in two years time period. A review of this plan is carried out at the end of each academic year to assess the progress achieved and entertain suggestions for efficient and effective execution of the earmarked initiatives. The initiatives left uncovered due to one or the other reason are included in the next strategic plan of two years in addition to the fresh ones.

The faculty plays a crucial role in decision making through their representation in the Governing body, Academic Council, Board of Studies, IQAC, Advisory Committee, Ethical Committee etc. Furthermore, the faculty extend their abilities in governing the affairs of the College by being members / conveners of different committees like admission, purchase, development, discipline, scholarship, student welfare only to name a few.. These committees help the institution to execute the strategic plan and manage the daily governance affairs of the college. All components of the College ecosystem work in tandem with responsibility and purpose to realize the strategic and long term perspectives.

The faculty painstakingly manages societal outreach and extension programmes focused at significances associated with culture, tradition, nation and nationalism in contemporary society. NSS volunteers, NCC cadets and representative body of the students together with other groups of students proactively organize various national celebrations and celebrate culture and tradition related activities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

The basic objective of offering autonomy to an institution is to provide an opening for decentralization and participative management of the overall affairs of the organization. In line with this spirit, each stakeholder (students, faculty, administrative staff, principal and the society) has been assigned some additional role for effective, harmonious and transparent functioning of the institution.

The college is a vibrant entity where whole host of activities (academic, developmental, extension based etc.) are always happening around. All activities performed in the college be it admissions, framing of timetable, developmental issues, examination and evaluation matters are managed satisfactorily due to the collective participation of the staff.

Purchase of essential materials, equipments, books including large number of consumables, and items required for maintenance of infrastructure for the institution is always an exercise which requires adherence to a good number of procedures. The College has developed a mechanism to ensure the purchase of requisite items from the funds earmarked under various heads, follow the codal formalities which should stand the audit scrutiny and accomplish all purchases in a time bound and transparent manner. The basic objectives of this mechanism are to improve transparency of decision making in procurement of goods, equipments and services, and reduce malpractices and delays in completion of all purchases. The whole process of purchases has been decentralized. All departments have been taken into the loop of effecting purchases at their own ends after approvals of the principal. Technical knowledge about the use of GeM (Government-e-Market) portal and the procedures followed for e- tendering has been provided to one faculty from each department. These members have been made the secondary users of the GeM portal operated primarily by the Principal. Earlier the standard practice for all purchases was centralized and all the departments of the institution used to give requisitions to central purchase committee. That process was slow owing to the large scale of purchasing/services, and in many cases the funds allotted to various departments for development never got utilized fully. The department wise GeM accounts have completely overhauled the earlier purchase policy, transformed it into a more accountability based, transparent, efficient and swift process. Where utilization of funds occur timely and the development of the institution does not suffer in any way.. This decentralized and participative practice adopted by the institution has reduced the burden on central purchase committee, ensured quick decisions, better control, efficient supervision, and prompt communication with the suppliers. Overall this participative mechanism has done a lot of good to the process of purchases made for the College.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The progression of any educational institution remains hinged to the identification of weaknesses and strengths of the core area like infrastructure, curriculum, technology inputs at various levels and the strategic planning for achieving the desired results. On the basis of the inputs from students, faculty, alumnae and parents the College makes a comprehensive review of its strengths, shortcomings, challenges and demands of the stakeholders, thereafter identifies the areas which deserve immediate attention or long term planning for redressal/ development. With this ground work in place the college frames strategic developmental plan of two years, and undertakes activities (curricular and extracurricular) and developmental works accordingly. A review of the plan is done annually to assess the extent of progress made and devise strategies to accomplish the left over work in the remaining time.

The college has planned to put in place ICT based infrastructure to maximize the use of technology in the teaching-learning pursuits. The institution has successfully augmented the ICT infrastructure over the last five years resulting into efficient and effective teaching-learning atmosphere. The ICT facilities stood the college in good stead during the times of Covid-19 pandemic as the online classes were possible only due to the fact that such infrastructure was already in place. Furthermore, the institution undertook concerted efforts to strengthen the ICT infrastructure facilities by setting up IT Cell, WIFI/LAN facility, Smart classrooms, Smart laboratories, Intercoms, Virtual Laboratories, etc. Installation of new Flat panel smart interactive devices, computers, G-Suite LMS, internet connections in laboratories and at various locations in the college has facilitated uninterrupted teaching – learning exercise particularly in Covid-19 times. The College has an automated and fully computerized central library which houses a rich collection of reference and text books for the students of UG and PG programmes including the faculty. The library also provides remote access to the students primarily due to the fact that the ICT facilities have been already suitably upgraded. A number of workshops have been organized by the College to impart training to faculty and students to use ICT based equipments for interactions like online classes, webinars, virtual practical exercises and online examinations. Development of robust ICT based infrastructure has helped the institution to shift to online mode of teaching, examination and evaluation in a very short span of time. The online purchases at the GeM portal and e-tendering have been possible because of the availability of internet along with other ICT facilities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

#### Response:

Government College for Women is governed by the department of Higher Education Government of J&K. Director colleges coordinates the colleges with the administration (Government) on issues of academics, financial and infrastructural requirements. The College is autonomous, and affiliated to University of Jammu, Jammu for award of degrees. Governing body manages the institution by way of giving accent to various academic, developmental, and perspective plans aimed for the progression of the College. The governing body includes nominees from UGC, affiliating University besides the chairman, and principal as the Ex-officio member secretary. The governing body functions as per the rules prescribed by UGC for autonomous colleges

The Academic Council of the college is both advisory and approving body for suggesting and recommending issues pertaining to academic affairs. It meets every year to formulate and make regulations regarding revisions in curriculum, admissions, examinations, extracurricular activities, sports, scholarships, fellowships, prizes, medals etc. It includes HODs of all disciplines besides a few senior faculty, experts from industry, management, education, and nominees from affiliating university. The Principal of the college acts as chairperson of the council. The finance committee of the institution acts as an advisory body to the governing body to consider budget estimates relating to the grant received/receivable from UGC, income from fees, etc. Board of Studies of each discipline includes subject experts from the institution situated outside J&K, members nominated by the affiliating University, members from industry and subject experts from other institutions of J&K. The Principal is the overall administrative head of the institution and all organs of the institution work under his supervision. IQAC, ensures that all quality parameters of education are being adhered and suggest measures for improvement of academics including methodology of teaching facilitated by IT . Principal of the institution in consultation with senior faculty, frames many committees of teachers, ministerial staff, representatives of the students, representatives of the alumnae and other stake holders to supervise the functioning of the routine affairs of the college and propose long term developmental / academic initiatives for the overall growth as envisioned in the vision of the institution. The heads of different departments and faculty play pivotal role in the participative management of the institution. The heads of the departments in consultation with the concerned faculty are empowered to make adjustments for teaching plans, convene departmental meetings to review the progress about class work, evaluation and submission of internal assessments, plan intra departmental debates and seminars, remedial measures for weaker students and introduce innovation. Controller of examination is empowered to conduct all examinations of UG and PG courses. Ministerial section is headed by SO (Section Officer) and all the non-teaching staff work under the guidance of Section officer.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

**Response:**

Govt. employees always enjoy a host number of welfare schemes which instill a sense of safety and security for them and their families even if they are posted in hostile environs. The college being a government establishment extends all those welfare avenues that are available to other employees. The following welfare measures are made available by the college to its staff for progression in career.

#### 1. Leave for Teaching/Non-teaching:

Vacations (summer and Winter). Casual, Maternity, Child Care and Medical Leave are offered to the employees as per rules. Paternity leave for employees. Earned leaves in lieu of detention for certain assignments during vacation period.

#### 2. Health

Medical insurance, accidental insurance and state life insurance schemes are offered .Financial support from college teachers' fund on the recommendations of College Teachers Association (CTA) .

**3. Increments:****(a) Teaching**

Annual and special increment. One periodic increment for all, 3 increments for Ph.D and 2 for M.Phil degrees attained during the period of service.

**(b) Non-Teaching**

Periodic and special increments at the time of employment and promotions.

**4. Duty Leave**

Duty leaves for attending various training and short term courses like orientation, refresher, workshops, seminars, symposia, delivering lectures in colleges and other institutions, faculty improvement programmes (FIP) of UGC etc. for teaching staff.

5. The college also organizes training courses for non teaching staff.

6. College Grievance Redressal Cell / Staff Welfare Committee/ Staff Secretary

7. College reserves one seat each in all its P.G Programmes for the wards of permanent employees of government colleges of UT of J&K

8. Employment t on compassionate grounds for the dependents of an employee who dies in harness.

9. Benefits of leave travel scheme of the Govt. of Jammu and Kashmir.

10. Transport allowance including the children education allowances.

11. Travelling allowance and Dearness allowance (TA and DA) at the time of transfer or deputation under rules.

12. Special leave as joining time (under rules) available on transfer

13. Benefit of Gratuity, commutation of pension at the time of retirement and regular monthly pension after superannuation. Provision of family pension after the death of a retired employee.

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

**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:** 0.28

**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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	6	8	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 35.76

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
58	63	23	39	58

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Financial Audit is an annual activity which the college undergoes regularly at the end of each financial year. There are two kinds of financial audits conducted annually, one by the Finance Department of Govt. of J&K UT and the other by the Account General (AG) of Govt. of India. The auditors visited the college and verified all financial transactions. The queries raised by these auditors are properly answered through written communications. The queries are dropped in case suitable explanations are presented. Financial matters are routed through cashier and accountant. The College has an empanelled Chartered Accountant, and all the account related matters are processed through him. If any discrepancy is found, a query is raised for the particular person or department. This query is settled through the accountant of the college.

#### External Financial Audit

##### 1. Accountant General (Audit) J&K, Jammu

Audit Inspection Report on Accounts of the College w.e.f 05/2016 to 03/2019

##### 2. Accountant General (Audit) J&K, Jammu

Audit Inspection Report on Accounts of the College w.e.f 04/2019 to 01/2021

##### 3. Reconciliation Statement (2018-19)

#### Internal Financial Audit

##### 1. Directorate General of Audit & Inspections, Finance Department, Govt. of J&K

Period of Snap Audit (4/2019 to 3/2020)

2. Directorate General of Audit & Inspections, Finance Department, Govt. of J&K

Period of Snap Audit (2017-2018)

3. Directorate General of Audit & Inspections, Finance Department, Govt. of J&K

Period of Audit (2016-2017)

4. Reply to Audit Paras

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

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

**Response:** 8.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.86	3.55	2.068	1.53

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

A significant factor in the growth of an institution is the availability of funds for development of infrastructure and academic expansion. The College is a government financed institution where all procedures for procurement and utilization of funds are executed according to the prescribed financial code. The college receives most of the funds from Govt. of Jammu and Kashmir, and also national institutions like UGC, DST, DBT, MHRD Govt. of India etc. are also approached for sanction of finances under various schemes and projects. The college follows a policy of approaching all concerned institutions with suitable projects for sanction of funds under different schemes floated by them. During the last five

years the college has mobilized finances from UGC under CPE (College with Potential for Excellence) and Community College schemes. DBT has provided funds under the star College Scheme for the development of facilities in Science laboratories. Funds under RUSA (Rashtriya Uchchatar, Shiksha Abhiyan) scheme of Department of Higher Education, Ministry of Human Resource Development, of Govt. of India have been received. Department of Higher Education, Govt. of Jammu and Kashmir are approached with proper DPRs for various developmental projects conceived by the college development committee in consultation with the Principal for sanction of grants.

Apart from the above referred sources the College banks on the following resources for finances.

1. Fee of students: Admission fee, Pool fund, student aid fund, building maintenance fund, games/sports fund, reading room fund, furniture fund, stationery fund, magazine fund, identity card fund, etc. Laboratory fund is collected from those students who work in Laboratories for completion of various laboratory courses. Fee collected from students is deposited in bank under various account numbers.
2. Fee collected from PG students admitted in different programmes under Payment seats category.
2. Interest accruing in banks on various account balances.
3. Contributions from non-government agencies and philanthropists.
4. Donations from alumnae.
5. Funds generated through use of the College Auditorium and Canteen.

### **Procedures for utilization of Funds**

Allocation of funds at the college level is made on the basis of the requirement submitted. Number of students enrolled in a particular discipline, augmentation of class rooms with ICT facilities and project for enhancing the academic ambience etc. While utilizing the funds allocated under various heads, all procedures prescribed in the financial code are adhered to. The Finance Committee mandated under the autonomous status of the College provides expert suggestions while framing the budget for a financial year. The College has qualified accountant and other support staff to follow the proper procedure for fund utilization. Participation of faculty through various committees ensures timely utilization of the allocated funds. Regular audits of the accounts are carried out by the Chartered Accountant and proper utilization certificates are issued to the college accordingly.

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

## 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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

### Response:

Quality of education includes in its ambit the real-time requisition of knowledge, balance between tradition and technology to achieve holistic development across a society. Thus quality of education in itself is dynamic in nature. IQAC of the College all along its existence has initiated measures to keep the institution aligned to the changes in the technology mediated teaching learning pedagogies, introduce curriculum designs to fulfill the quest for knowledge, develop employable skills and make strategies for purposeful expansion of the institution. IQAC has earnestly attempted to broaden the spread of quality parameters which collectively account for education in real sense and measure. Initiatives to redesign and redevelop the curriculum, accommodate the needs of the students, create IT based infrastructure and infuse sensitivity about tradition etc have been systematically rolled out. The multitude of initiatives have caste a positive shift in the motivation for teaching- learning, reassertion in our traditions and the realization in our students that they are next to none.

Besides the routine quality maintenance measures like, submission of AQARs, organizing workshops, initialing linkages/ MoUs with other institutions, organizing parent teacher meets, collecting feedbacks from stakeholders, organizing board of studies meetings of different subjects, organizing Academic Council, Finance committee and Governing body meetings etc. the IQAC has been instrumental in introducing certain specific structural changes in the curricula and teaching-learning pursuits.

#### 1. Change in the structure of curricula of Skill courses.

The curricula of embedded skill courses offered in different UG programmes have been redesigned to include practical component besides the theory. Under this design a skill course has two credits earmarked for practical part and two for theory. The practical component which includes field based practical work, market surveys, case study, laboratory work, study of business models etc. has been designed to provide employable skills to the students. Furthermore, another initiative to shift from the present scheme of allowing a student to choose four discrete skill courses of four credits each in four semesters ( IIIrd to VIth) to selection of a single module of 4 courses accounting for 16 credits. The college has started this 16 credit skill course module in Commerce (Digital marketing and e-commerce), Zoology (Aquarium Fish Keeping) and Biotechnology (Bio-informatics). This initiative has been introduced to enhance and hone particular skill set in the students who opt for such modules. The IQAC has explored the feasibility of starting new PG programmes to diversify the academic expanse of the college. Three new PG programmes (M.Sc. Zoology, M.A English and MCA have been introduced after getting approvals from Academic

Council , Governing body and University of Jammu(affiliating University)

**2. ICT based teaching - learning Initiative:** The second most cherished initiative of IQAC has been to motivate the faculty to shift from traditional class room teaching to ICT based one. The College has created ICT facilities in most of the class rooms. IQAC has made efforts to impart training to the faculty to use the IT based IFPD (Interactive Flat Panel Devices) installed in classrooms and laboratories.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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 and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Information and technology undergo upgradation by every passing minute, this influx of knowledge sets the tone for change in the demands, requirements and aspirations of students. IQAC cannot afford to remain oblivious to such changes happening around; as such efforts are always put in to review and recalibrate the curriculum and teaching- learning methodology to suit the requirements of the stakeholders at that particular point in time. Inputs about curriculum and the pedagogy modifications are extended by the students, parents, faculty and other stakeholders through a structured feedback received at various stages of an academic session Based on the observations and analysis of the feedbacks a comprehensive review is carried out, and thereafter appropriate changes are incorporated for implementation.

**1. ICT based teaching-learning methodology is one reform introduced.**

Gradual but focused procurement and installation of ICT related equipment in the class rooms and laboratories has successfully augmented the teaching-learning process with technology based methodology. Blending of the traditional and ICT based methodologies have made teaching-learning a purposeful, motivating, multifaceted, and outcome oriented process. ICT has extended the reach of a class room beyond its walls. Since adequate ICT based infrastructure was already in place the institution did not experience much of a difficulty in organizing online lectures during Covid-19 Pandemic. Online classes were handled with perceptible ease in the College owing to the reason that the institution had already geared up to ICT based teaching. Currently ppt/s, videos, flipped classes and other online measures are used as teaching tools besides the routine techniques. Teachers and administration remain in constant touch with the students, parents and other stakeholders through various digital platforms. Any information of interest is conveyed to the students through online platforms The IQAC has proactively organized

training programmes for teachers and students for effective and efficient use of digital platforms like the IT based IFPD (Interactive Flat Panel Device), G-Suite, WISE-APP, Cisco WebEx, e-content design and development, etc.

**2. Reforms for attaining additional Credits:** The IQAC thought it appropriate to suggest some reforms that shall enhance the knowledge domains of the students beyond the courses chosen by them to pursue PG or UG programmes. IQAC suggested the MOOCs as one of the appropriate options and ability enhancement courses the second.

- **MOOCs:** Students have been advised to register for MOOCs offered by NPTEL to enhance their knowledge quotient about varied disciplines. The students were informed about the mechanism for registration. Faculty has also been encouraged to develop e-content for various MOOCs. The teachers and students have been trained in handling MOOCs through various webinars, workshops etc. 564 students have registered for these courses and many have cleared them as well . The College IQAC has recommended posting of these courses in the marks certificate of final semester of students as additional credits (separate component other than the usual courses)
- **Ability Enhancement Courses:** The IQAC has recommended the introduction of 4 ability enhancement courses each of two credits for the students of all B.Sc. programmes in semesters 3rd to 6th. The design of these courses is to enhance the ability of students with regard to writing of research papers, understand research methodology besides communication skills.

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

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The College understands the responsibility of grooming students with the ideals of equity for all sections of society including the gender based dimorphism. It strongly believes that the basic doctrine of Indian Constitution is to build a just society based on the concept of equality for all . Holistic growth of our students and through them building a harmonious society can be achieved only when curricular and co-curricular expanse of an institution addresses the structural nuances and significances of each organ of the societal ecosystem. The students of a women College remain more or less insulated from the benefits, sensitivities and influences of getting nurtured in an ambience where people of different gender orientations collectively acquire knowledge and share experiences of togetherness. As such the onus of inculcating concepts of gender equity and sensitivity in the students has become more intense and imperative.

The curriculum offered attempts to cover different domains of Gender equity and gender sensitization aspects including values of equality, equity and inclusivity. **Curricula in Sociology** (Understanding gender, Social construction of Gender, Gender Issues), **Political Science** (Introduction to Political theory, Major Ideologies, Feminism- meaning and issues, Indian Government and politics, Introduction to Indian Constitution), **Economics** (Flagship programmes in India ,Poverty alleviation programmes, Rural basic Services), **Home science** (Social construction of Gender, Demographic analysis, Women and Environment in India, Contribution of Women in Community development, Status of Women in India, Gender variation in Indian Society, Empowerment of women in India, Intervention programmes and identifying ways to address the same) **Punjabi** ( Nari Sahit, Nari Vedna, Naar, Masoom Cheekh, Kukh Di Cheekh, Betian, Chetan Nari, Maa), **Hindi** (Novels- Shakuntalayan and Kaali Aandhi) and Course contents in other subjects like, **English, Sanskrit, Urdu** etc emphasize adequately on gender issues.

Centre for Womens Studies, NSS, NCC and departments like Political Science, Psychology, and Home Science generate awareness through programmes like Interactions, guest lectures, seminars, symposia, discussions on varied types of employment opportunities, field based activities etc about the fact that capabilities are never subservient to gender differentiations. Students are also sensitized about social issues like Gender-based violence, Crisis intervention, Women Health and Hygiene, Women Rights & and constitutional guarantees, women commissions and family security by organizing various programmes.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

### 7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

#### **Solid Waste Management**

The College experience an average foot fall of nearly 7000 students, staff and visitors on a daily basis as such it is natural to experience the generation of large quantities of waste. Generation of waste is one amongst the many indices for evaluating the measure of performance of an institution. However, scientific and efficient management of the waste reveals about the efficiency of functioning of an institution. A comprehensive mechanism has been put in place by the College to manage the solid waste.

#### **Mechanism put in practice:-**

- 1.**Collection of solid waste:-**The services of 11 sweepers are used to collect solid waste from the different parts of the campus, departments and hostel. The waste collected is segregated into degradable and non-degradable materials. Dust bins of different colors have been placed at various places so that students and staff are able to put degradable and non degradable waste materials into the specified ones.
- 2.**Segregation of the collected solid waste:-**Waste material collected is segregated into 'organic waste' (like kitchen waste, fruit peels, tender and green vegetable residues, paper waste etc.) and 'inorganic waste' which includes plastic material, bottles (glass and plastic) iron scrap etc .

**3. Proper disposal of the segregated waste:-**The Municipal committee of Jammu lifts the inorganic waste material from the College on daily basis. The organic waste is used to make compost in vermicomposting unit installed in the botanical Garden. Some kitchen waste is fed into the biogas plant installed in the College hostel. The College has placed bins in the different departments to generate vermicompost from waste paper, fruit peels, and tender vegetable residues etc .Further that the College has installed decomposition bins at different places to produce compost from the organic materials.

**Sanitary napkin Incinerator-**Sanitary napkin Incinerator machines are installed in all the toilets.

**Liquid Waste Management:-**The college drainage system which is connected to the Jammu city sewerage system carries away the whole liquid waste. Specifically liquid waste is generated at the following places in the campus

- 1.Laboratories
- 2.Canteen
- 3.Wash rooms

Liquid waste generated in the laboratories of chemistry, botany, biotechnology and zoology is discharged in the drainage system after autoclaving, diluting with water, acidic liquids are treated with bases and vice versa. Canteen liquid waste and that generated in home science department is directly discharged into the drainage systems without any further treatment.

#### **Hazardous chemicals and radioactive waste management:-**

The following measures are followed to manage the use of hazardous chemicals used during the experiments in the laboratories

- 1.Minimum use of solvents
- 2.Reuse of the solvents (by distillation wherever possible)
- 3.Neutralization of corrosive materials/acids/bases

The waste is neutralized and the pH is brought to the neutral value, so that the waste can be disposed off.

Students are advised to use hoods, goggles underneath facial shields to prevent them from the ill effects of hazardous fumes.

Chemical having radioactive isotopes are not used in the College

#### **E- Waste Management:**

E-waste is collected in e-waste bins and suitably disposed while observing all safeguards.

**Biomedical waste disposal-**Biomedical waste generated in the dispensary mainly comprises of bandages,

syringes; pharmaceutical waste etc. It is collected in specific dust bins. The material is then packed in black bags labeled as medical waste and disposed as per approved protocol.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

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

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit

- 3.Environment audit
- 4.Clean and green campus recognitions / awards
- 5.Beyond the campus environmental promotion activities

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

#### 7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

**Response:**

The vision of the College is founded on the concept of inclusivity and oneness. The college creates opportunities and allows women of diverse backgrounds to mingle so as to learn from one another's culture, language, region, economic background etc, thereby infuse a spirit of oneness and integration, and cultivate a holistic approach towards life ahead.

Our institution is committed to nurture students with the spirit of affection towards all languages, religions, regions and malice towards none. The language courses in Urdu ,Dogri, Punjabi, besides Hindi and English are reflective of the fact that the College has formulated the structure of programmes keeping into consideration the linguistic aspirations of the various regions of Jammu and Kashmir. This approach of

inclusivity is also reflected in the admission for UG and PG programmes including those of hostel offered year after year. The student diversity and complete harmony has been maintained right from inception till date.

Students and staff of the College take pride in promoting an environment of cultural, spiritual and social harmony by jointly celebrating the festivities and programmes conducted in the college on occasions of Diwali, Holi, Maha Shiv Ratri, Gurunanak Jayanti, Gurupurnima, Buddha Purnima Mahavir Jayanti, Eid and Christmas. Regional festivals like Lohri, Mela Baghi Bahu, Mela patt Jhiri Mela register the participation of all students without any inhibition whatsoever. This helps in cultivating a feeling of togetherness and equity.

The cultural events performed on occasions of national or regional significance like independence day, Republic day, constitution day, Integration day etc include items reflecting the composite culture of Jammu and Kashmir. Besides dogri songs or dance items the organizers make it a point to include some Ladakhi songs (depicting their cultural, linguistic and spiritual richness) and dance steps. Similarly a significant part of the festivity focuses on depiction of Shaivite and Sufi culture of Kashmir.

The college has prescribed single uniform for all students of UG and PG enrolled for various programmes. Certain provisions for deviations have been allowed to the students who are married and continue with their programmes. Uniform dress culture sends a sense of equality among all sections of socioeconomic divide of the society. The college organizes lectures on equity and equality for all sections beyond the differentiation on the basis of language or region or religion but on the issues on sexual diversity, diversity of race, and other biological diversities. The College has been able to drive home the point to the students that biologically all humans belong to a single species, and each one has same set of requirements, aspirations, biological needs and emotional feelings.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

#### **Response:**

The area of influence of education shall never be only to make the budding citizens capable of reading, writing and managing the affairs for sustenance but inculcate in them a sense of responsibility towards society, concern for environment, sensibility and sensitivity for posterity. The curricular and extracurricular expanse of the college has put in place various activities and academic contents which shall stand in good stead in cultivating traits in the students to become educated citizens in the real sense of it.

The curricula of various disciplines like sociology, education, environmental sciences, biotechnology,

botany, psychology to name a few have been designed to serve the dual purpose of providing knowledge for cognitive development of the students and inculcating sensibility about ethics, moral values, fellow feeling and sensitivity towards the problems of others.

The extra-curricular activities open up the students to a wider field of experiences thus help them to observe and understand the whole spectrum of societal structure and associated issues. The College through extracurricular activities attempts to offer real time life experiences to the students so as to make them educated in real sense The College organizes trips to old age homes and orphanages to sensitize the students about the plight of the neglected people of our society and motivate them to show compassion towards them and similar sections of people . Blood donation exercises organized by the College in collaboration with appropriate authorities cultivate a spirit of fellow feeling, a sense of accomplishment and some strange fulfillment in the students.

NSS activities like cleanliness drives, adoption of nearby villages, participation in awareness campaigns about traffic safety, awareness drives about health and hygiene, plantation drives, awareness initiatives about Covid-19 Pandemic, motivating villagers to shun hesitancy for vaccination. All these and many more activities bring about a holistic change in the thought processes of the students thereafter they see the world in a realistic and with a positive outlook.

Field trips organized by departments of Botany and Environmental sciences provide opportunities to the students to observe life in their natural habitats and the understanding dawns on them that a delicate balance for existence exists amongst the different life forms. The students get to know that life ecosystems if allowed to proceed at its own pace has plenty for all to survive but any perceptible disturbance shall lead to catastrophe.

Educational tours to historical places are organized by the College to acquaint the students about the political journey of our nation, and thereby develop a sense of seeing history not as a story of our past rulers but try to understand our past and see the future as the consequence of the present.

Extension lectures about events of national significance are organized to make students understand the sacrifices of great people of our nation in the past to create an atmosphere of safety, security and dignity for the present day generation. The knowledge gained through these activities together with the curriculum confers the education of values, ethics and responsibilities to our students.

File Description	Document
<ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students in to responsible citizens</li> </ul>	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

**1. The Code of Conduct is displayed on the website**

- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

#### **7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

Educational institutions are primarily responsible to cultivate sensibility about equality, equity, tolerance, harmony, Nation and Nationalism besides the usual curriculum based teaching pursuits. Curricula in a subtle way do contain knowledge content about such behavioral sensitivities but celebrating events and festivals have always been a part of the academic calendar only to infuse the spirit of togetherness and uniformity. The College academic calendar has provided ample options for celebrating and commemorating events associated with culture, history and legacy of the Nation.

Independence Day on 15th August and Republic Day on 26th January every year bring back the memories of the sacrifices our fellow citizens have undergone in earning freedom for the Nation. This day is always celebrated with a sense of fulfillment and resolve that the freedom of Nation is sacrosanct to every citizen. The day also reminds that political freedom complimented with economic sovereignty sets the stage for independent decision- the real spirit of independence. Flag hoisting performed in the College campus sets in a sense of pride in every student and the teacher thus nurtures the spirit of Nationalism.

Teachers' day is celebrated to commemorate the birthday of Sarvapalli Radhakrishnan on 5th September every year. Students celebrate the day by paying tributes to the great teacher Radhakrishnan ji, and resolve to follow the teachings of their teachers to build a character based on ethics, values, compassion and sacrifice.

Hindi Divas, NSS day is celebrated on 14th and 24th September respectively. Seminars and debates are organized to highlight the importance and underlying spirit about these celebrations. These events once again rejuvenate the feeling of service to mankind being the best fulfilment one can aspire for. 2nd. October is celebrated to mark the birth day of Mahatma Gandhi Ji and Sh. Lal Bahadur Shastri Ji. The celebrations are organized to understand the values and ideals these leaders stood for. The students and teachers organize discussions debates, seminars on the contributions of these leaders in the pre and post independence period of the Nation. United Nation Day is observed on 24th of October, the students highlight its role in maintaining world order. This aspect is highlighted through debates and discussions.

Kargil Vijay Diwas, Army Flag day, National Martyrs Day etc are observed by highlighting the role of army in maintain the security of the Nation. Students pay tribute to the sacrifices of the brave hearts who laid down their lives in defending the borders along Kargil front. The students sing songs in the praise of the patriotic spirit of the soldiers who are always ready to give supreme sacrifices to defend the nation in war and in peace as well.

Students of the college also celebrate the birth anniversary of great national thinker and philosopher Swami Vivekananda Ji

International days like 'Environment day, water day', 'Forest day', 'Earth Day', 'World Ozone Day', etc are observed by spreading messages about the significance of environment, forests and maintenance of the ozone layer in the stratosphere of the atmosphere. World Cancer Day, Doctors day, world mental health day etc are observed by students to have an understanding about the management of the health parameters to lead a happy and healthy life..

FURTHER INFORMATION IS PROVIDED IN THE DOCUMENT ATTACHED AS ANY OTHER RELEVANT INFORMATION

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Title of the practice: Eco friendly initiative in the College**

**Objectives of the practice:**

- **Management and production of clean energy.**
- **Efforts for achieving Carbon neutrality.**
- **Plantation pursuits.**
- **Hazardous waste management.**
- **E-waste management.**

**The Context:** - Almost all systems operating in the society are energy dependant and the conventional sources are depleting day in and day out. Presently fuel energy (petroleum, atomic, electric) has almost

reached to its threshold levels of production whereas the rate of consumption is just picking up. Associated with the production of this energy is the issue of emanating residues which cause environment degradation thus leading to a much bigger problem. The solution to this vexed situation is the initiation of measures which are environment friendly e.g. production and use of clean and green energy- the solar energy. And work to reduce the emission of carbon as a consequence of human activities, increase plant cover in the campus and outside.

### **The Practice:-**

**Clean energy-** The College over a period of time is striving to conserve energy on one hand and harvest solar energy on the other so that dependence on the conventional energy is restricted to a bare minimum or surplus energy is produced through non conventional methods. Students and teachers are made aware of the importance of energy conservation and its benefits. College makes maximum use of natural lighting in order to avoid day time use of electricity. Florescent bulbs have been fully replaced with LED bulbs & tubes. Electric devices are used judiciously. There are standing instructions to the staff and students to unplug electrical devices when not in use. .Electric wirings of the buildings and service line are periodically checked and damages if any are repaired or the wiring is completely replaced. Star rating equipments are installed to cut down the energy consumptions. Solar panel has been installed on the roof tops of three main buildings of the college. These solar panels cumulatively generate solar power to the tune of **800 KWH (units)** as against the total power consumption of **66000 units/year**. The campus is also fitted with solar lights for illumination during nights. The College has achieved a perceptible reduction in the consumption of energy because of these measures on top of it significant quantity of solar power is generated by the solar panel systems put in place.

**Biogas plant-** The College has installed a biogas plant in the hostel which has a capacity of FTGB-200-01 (ISO CERTIFIED). This gas is used as a source of fuel in the hostel kitchen. The organic waste generated in the hostel as the leftover of the kitchen waste, the vegetable refuse and fruit peels are fed into the biogas plant along with some cow dung. The gas plant takes care in the disposal of organic waste and generates energy to cut down the energy consumption of the College.

**Efforts for achieving carbon neutrality:-**The idea is to strike a balance between the emission of carbon and its removal from the atmosphere within the campus. Following measures have been in place to achieve this goal

- Burning of wood, leaves, plastic, paper etc are strictly prohibited.
- Petroleum fuel dependant appliances like generators, burners etc are serviced regularly, so that the efficiency of combustion of fuel is enhanced and very limited residual carbon is emitted out.
- Vehicles beyond a specified number are not allowed in the campus at a given time
- There is standing instruction from the administration to adhere to the concept of pooling of cars.

**Plantation pursuits:** - The College Botanical garden maintains a rich collection of plants. Most of the plants raised in the garden are medicinal herbs however some tree species are also available. The College has land constraint as such a large number of plants have been grown in pots. Further, that a small vertical garden has also been raised in the botanical garden. All these measures have been initiated to increase the green cover of the Campus. The concept of Navgrah Vatika has also been worked out by raising plants in pots and arranging them in a pattern depicting nine planets. The College has adopted some adjacent

villages to undertake plantation at these places. Thus manage to carry out plantation even though sufficient land required for the purpose is not available within the campus. The College believes in the essence of the concept of growing more and more plants irrespective of the location

**Vermi-composting unit :-** A Vermi-composting unit has been set up in the Botanical garden to produce compost from the organic matter like leaves, paper, tender peels of fruits etc. This composting unit on one side accounts for the disposal of the organic waste generated in the College and on the other helps in production of compost which is used as organic-fertilizer for the plants grown in the campus. In addition to this vermi-composting unit the College has installed vermi-composting bins in various departments to produce compost from the waste paper generated in the offices or departments during the daily routine work.

**Compost Units:-** At different locations in the campus organic waste composting bins have been installed. These bins bring about the decomposition of organic matter which cannot be fed into the vermi-composting units because of lignified tissues. Such hard and thick leafy material and thick fruit peels are made to decompose in the composting bins to produce organic manure which is then used as organic-fertilizer.

**Plastic:** Use of single use plastic is banned in the campus, this has made the campus more or less free from polythene bags, plastic bottles etc.

**E-waste management:** Discarded electronic products ranging from computers, pen drives, CDs, electronic appliances and peripherals of these devices which are not in use and cannot be repaired are cumulatively known as e- waste. This waste is scientifically collected in e-waste bins and disposed off as per the standard protocol.

All these measures put in place within the have made the campus ecologically sustainable, where a rich flora and fauna coexisting in a harmonious dispensation, and propagate as per their potential without causing any undue stress or damage to one another.

#### **Evidence of success:**

- Energy consumption to run the institution including a large number of appliances has reduced significantly because of the use of LED bulbs and star rated equipments.
- The solar panels installed generates sufficient power to run the affairs of the college, however the power generated is fed into the grid and the College does not have a direct access to this energy. But a workable agreement is in place with the PDD to pass on the benefit to the College.
- Existing green patches and other initiatives undertaken to increase the green cover of the campus have helped in enhancing the ecological balance of the campus.
- Vermicompost and Manure produced through vermin-composting and simple composting have been used as organic-fertilizer in the plants grown in the campus. The worms (Earth worms) responsible for composting are allowed to multiply in one of the compartments of the composting unit. These worms are then provided to others as inoculums to start vermin-composting units at their own respective places.
- The college is plastic free due to ban on single use plastic

### **Problem Encountered and resources required:**

- There is a dearth of open land as the College is located in the heart of the city, thus scope of green landscaping is limited.
- Resources for terrace gardening are not available to the extent required.
- Maintenance of the plants is an issue as monkeys in the College damage green saplings at will.
- College is centrally located in the midst of a busy city as such the particulate matter in air is higher than the permissible level, and honking of the vehicles outside increase the noise pollution to unacceptable decibel levels.

### **Notes (optional):**

Eco-friendly initiatives undertaken by the College can easily be emulated by others for the following reasons:-

- The reduction in the consumption of energy.
- Solar power generation.
- Production of Vermi-compost and manure.
- Production of bio-gas.
- Participation in plantation drives to increase the green cover in and outside the Campus.

### **Best Practice No.2**

#### **Title of the Practice: Open Art Club.**

#### **Objectives of the Practice:**

- Provide an opportunity to the students to identify their creative talent
- Recognize ethnic and traditional arts.
- Use waste material for creative work
- Use plant parts for creative work.

**The Context:** The College represents a microcosm of the population of J&K and Ladakh. This region is a repository of rich Dogra, Buddhist and Kashmiri culture. Students coming from remote corners of the Union Territories of Jammu & Kashmir including Ladakh belong to different cultural backgrounds, diverse ethnic groups and economically discrete sections. Most of these regions are still underexplored in terms of cultural richness, food habits, diversity of flora and fauna, festivals, places of historical importance, tourism potential, religious places, sources of economy etc. Students of these regions are themselves the messengers of the regional heritages, epitomes of raw talents, unmindful of their inherent strengths and weaknesses, unaware of the opportunities available, clueless about the career ahead etc. This mosaic group of girls brimming with talent and untapped energy deserves some creative space without any interference, any inhibitory notion, any unnecessary competition and peer pressure. A space that provides opportunity to a girl to talk to herself, work with tools and articles to give vent to the nascent talent lying hidden

somewhere within.

**Practice:-** Being mindful of the fact, that a rich pool of talent and raw skill sets remain hidden in most of the enrolled students the College has put in place a multitude of facilities for conventional activities like games, cultural events etc. Besides these activities of conventional nature, non conventional activities centres established in the College stand to bring to the fore certain creative skills which remain embedded under the layers of tradition, inhibition, cultural dogmas and low levels of confidence within the girls. **Open Art Club** is one such centre that facilitates the girls to rip open the cover of inhibition and shyness thereby allows them to recognize their own capabilities and hidden talents. The club provides a working space to the girls to fiddle with materials of art like paints, brushes, broken bottles; discarded plastic materials plant parts (seeds, Leaves, Flowers, Spines etc) to identify their creative talent. These and many other materials including the work space are provided by the College. The students are informed through class representative and notices displayed on notice boards about such a facility available in the College. Large number of students show interest and make use of this facility thereby give exposure to their creative talents by creating out of the box creations from simple materials like seeds, leaves, flowers, old bottles, cloth etc. The college identifies the talented students who have demonstrated their prowess in some specific traits, and thereafter enrolls them for diploma or certificate courses in **Art and crafts**.

**Uniqueness: -** This practice is unique in itself for the fact that the College attempts to provide the required initial kindling impetus to the students of varied denominations to understand themselves in terms of the creative talent. The College enrolment number goes up to 6000 students in a year, and it is normal to expect, that a large number of students shall be blessed with certain special talents but due to inhibitions or lack of initial motivation these specific traits remain untapped. With limited efforts this practice helps the students to realise their creative abilities by themselves.

**Limitations:-**The main constrain is the difficulty to break the traditional inhibitions which seem to have entrenched in the psyche of the girls. These inhibitions detach the students from any other activity beyond the routine ones.

**Evidences of Success:-** Over the years a large number of students have taken part in activities like, decorating plastic and glass bottles of different sizes and shapes with coloured ribbons and paints of different colours. Landscape paintings, greeting cards from plant specimens, cloth bags have been made. Needle and thread work has been used to decorate curtains, handkerchiefs, cloth bags, pillow covers and face masks. Paintings of flowers and many creative designs have been drawn on plastic trays to give them decorative look. Further, exhibitions of these art works have been organized during celebrations associated with various local festivals. Owing to the interest generated in the students during the activities carried out in this *Open Art Club* and the splendid items of art carved out from simple raw materials, the College administration thought it appropriate to sign a MoU with Budha Art Gallery, Jammu to provide training to some students under the banner of Art and Crafts centre of the College.

**Problems Encountered and Resources required:-**

- Availability of sufficient space.
- Deficiency of a trained Art teacher who can chisel the raw talent of the students and raise it to the next level. The skill thus imparted can make the students employable in any art related establishment.
- Students get very little time to work on these and many other hidden talents in them.
- College administration / Higher Education Department could pass on instructions to the education

institutions to earmark time for such activities as a mandatory requirement.

- Proper budgetary provisions are required to be earmarked for such activities.
- Sufficient materials are required to be made available to the students for practice.

#### Notes:-

- Considering that the curriculum design of UG Programmes leaves very little scope for generating employable skills in the students, this practice with a little more focus and resources (availability of a trained resource person and working material) can fill the gap to some extent.
- Women educational institutions should invariably start this practice because besides creating options for employability it shall help in raising the confidence level of girls.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

#### Response:

1st. June 1944 is a red letter day in the annals of the history of higher education of women of Jammu and Kashmir as the first women college of Jammu region under the name “Maharani Mahila College” was established on this date. The College represents a vibrant repository of the historical twists and turns of

the state of Jammu and Kashmir and the progression of the women of the region. The College through more than seventy seven years of service to the society has quietly brought about a significant transformation in the outlook of women with regards to their participation in various developmental pursuits of the region. The vision of empowerment of women conceptualized at the time of inception of the College has fructified in to a reality now, as they are presently participating shoulder to shoulder with their men counterparts in all areas of engagement in the society. The vision and mission statement of the college outlines the empowerment of women through sustained curricular engagements and multitude of extracurricular activities. Besides protracted curricular landscape the extracurricular pursuits (sports, NSS and NCC) have been and continue to remain distinctive thrust areas for achieving the converted goal of women empowerment. The College is of firm belief that the real empowerment of women shall be attained only when they are physically strong, mentally tough, educationally competent, politically active, temperamentally assertive and economically self-reliant. The endeavour is to cultivate all these attributes through active participation in sports, NSS, NCC, Yoga etc.

Sports have always been the medium to inculcate skills of leadership, team spirit, competitiveness, resilience and emotional grit. The institution has internalized a robust sports culture prompting the students to remain enthusiastic to participate in different events at intra/ intercollege, intra/interuniversity ,national or international levels. The whole host of trophies adorning the college is a testimony to the fact that students have participated with complete dedication, discipline grit and purpose in various sports events at multiple level. In the last five years participation of the students in International and National Sport events marked remarkable achievement for the college. In the year 2020-2021 in International arena the students received Brown Belt in individual event of Karate in Japan and Gold Medal in individual event of Grappling in Bhutan. In the same year students won National level Karate, Grappling, Climbing and Judo Championships. At the State level students bagged positions in Karate, Cycling and Wrestling and won 1st position in Inter University Volleyball Championship. In the year 2019-2020 student of the college won International level Judo championship. Students bagged positions in National level Judo, Grappling, Wrestling, Korfball, Karate Championships and Rural National Games. Students won under State and District level Grappling, Muaythai, Basket ball, Badminton Championships. In the year 2018-2019 student of the College brought laurels by winning International level Grappling Championship and at National level students bagged positions in Karate, Basketball Championship. Students brought laurels to the college in several State, Inter University and District level sports like Grappling, Handball and Karate Championship. In the year 2017-2018 students of the college won International level Talent Search Sports and Climbing Championship. In the National, State and District level in the same year students bagged positions in Korfball, Rural games and Handball Championship. In the year 2016-2017 students bagged positions in International long cycling events and in the National and State level students won Koresh, Korfball and Lawn dodge Championships.

NSS unit of the college strives to inculcate a sense of responsibility and sensitivity in students towards the society by organizing various activities. The NSS volunteers get to imbibe the experiences of the celebrations and unpleasant happenings in the society by participating in such activities. Villages have been adopted by the NSS volunteers to have first hand information about the management of various aspects of life in rural dispensation. Blood donation camps, environment awareness campaigns, visits to orphanage centers, visits to the homes of destitute, road safety campaigns etc are organized to develop a sense of compassion and fellow feeling in students thereby grooming them into citizens confident of themselves and ready to help others in the times of need. In the last five years NSS volunteers tirelessly participated in various activities and observed significant days of the year to spread social message. Their contribution in Sadak Suraksha , JeevanRaksha, World Forest day, World Population Day, awareness program on Breast Cancer, Plantation Drive in the community, Constitution Day, Gandhi Jayanti, National

Girl Child Day, Health and Awareness programmes, participation in Civil Defense Camp, 15 days Swachh Bharat Abhiyan, awareness drive on Conservation of Water Bodies at Gharana Wetland and Cleanliness drive,celebration of Republic day, International Women's day, World Environment day, Independence day, awareness on deforestation effect, World Water day, World Environment day, World Population day made the institution proud.

NCC units of the College also work with the goal to infuse a sense of discipline and Nationalism in the students. NCC cadets and other students make special efforts to commemorate events of national and international importance, birth anniversaries of great persons of the yesteryears, undergo fitness training camps, participate in parades organized during the celebrations held on national days, organize mock drills to remain ready to extend help in case of some natural or accidental tragedy. They contributed immensely in celebrating significant days to spread social awareness on Republic Day, World Environment day, International Yoga day, International day of Drug abuse, World Doctors day, World population day, Kargil Vijay diwas, Plantation day, Independence Day, Ozone day, Army Flag day and many more. Apart from these NCC cadets have shown remarkable achievements and made the institution proud by receiving prestigious awards like best cadet of J&K Directorate, creativity and talent hunt programs, Sports championships, National integration camp state of J&K, best march in Republic day and Independence day celebrations etc.

These extracurricular activities and many more instill a sense of self confidence which leads to a state of empowerment.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Govt. College for Women is a household name in entire Jammu and Kashmir including Ladakh as the idea of empowerment of women of this region started from here within the boundaries of the campus. Each woman directly or indirectly sees this campus as the harbinger of her share of knowledge, information, prosperity and the ability to think, decide and act independently. Right from 1944, the College has made all efforts to diversify its academic and extra academic expanse to fulfill the changing requirements, demands and expectations of each generation of student community. The College has in its repository many pioneering accomplishments and recognitions conferred by relevant official organizations. It has the distinction of being the first govt. institution in Jammu to offer commerce stream for girls. It is the first autonomous Govt. College of Jammu and Kashmir. Establishment of a virtual laboratory, e-content development facility, mass communication and multimedia courses with recording facilities, facilities for Bachelor of vocational programme, research centre in biosciences are some of the offbeat initiatives aimed at imparting employable skills and knowledge to girls. The College is actively pursuing the implementation of NEP -2020, wherein various programmes which have a local connect with regard to politico social structure, socioeconomic status and potential, knowledge about natural untapped economic landscape like tourism, medicinal flora, farm sector, mineral deposits etc are being considered. The college represents a confluence of varied ideas, cultures, languages, faiths, and customs as women from remotest parts of ladakh, Jammu and Kashmir seek admissions in different UG programmes under 28 disciplines. These girls with their specific traditional backgrounds mingle with each other within the campus, celebrate one another's festivals, Learn from such experiences and thus come out as tolerant, confident, accommodative and knowledgeable citizens yearning to perform their duties in the society under various capacities. The college follows a comprehensive IT policy wherein the plans for installation of IT based infrastructure in every classroom and laboratory has been envisaged, about 50% of the same has already been achieved as of now. The process of making the campus fully Wi-Fi facilitated is near completion. The College also has a policy of storing the data about students in the Google cloud. The process of setting of Academic bank of Credits is at an advanced stage of establishment.

### Concluding Remarks :

By sheer dint of hard work, progressive vision and the longing to make women empowerment the engine for social change, the College has successfully established its brand name in every household when it comes to the education of the girls of the whole region. The College has covered a long way in designing programmes and activities which fulfil the creative aptitudes, skill orientations, knowledge requirements, linguistic and cultural aspirations, physical and emotional well being and patriotic passion of the students. The College has maintained its developmental trajectory at an even keel in the earlier stages but during the last a few years the speed has increased exponentially as new building blocks are coming up laboratories have been augmented with the state of art equipments, library is fully automated to a large extent, Sports facilities have been given a new look, auditorium has been studded with all contemporary facilities, virtual laboratory, campus with LAN and WI-FI is now a reality. Programme and course structures have been redesigned to realise the envisaged outcomes. The embedded skill courses have been designed with the emphasis on imparting employable skills, in this pursuit certain modules of skill courses have been designed to cater to the needs of the students, industry and society as a continuum. Establishment of research hubs and the complementing infrastructure has given a boost to the research activities of faculty and students. Project works have been instrumental in inculcating the

research temperament in students. The College has amply demonstrated its grit, participative managerial skills including the decisive outlook of the Principal by concluding all assignments about teaching –learning and evaluation within the stipulated time period during the disruptions caused by Covid-19 Pandemic. The ability to remodel the teaching strategies from offline to online, restructure the examination and evaluation procedures, redesign the rules and regulations for completion of academic sessions and declaration of results during the Pandemic period sufficiently brings to the fore the availability of suitable ICT based infrastructure and the dynamism in the faculty to keep the system functioning against all odds.

NAAC