



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT. DEGREE COLLEGE TRAL

NEW CAMPUS BAJWANI TRAL

192123

www.gdctral.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College Tral (GDC Tral) is a co-educational institution located at Bajwani, Tral at a distance of about 2.5 km from the main town of Tral in district Pulwama of Jammu and Kashmir. The college is one of the premier co-educational institutions of South Kashmir affiliated with University of Kashmir, Srinagar. The college is spread over more than around 12 acres (96.4 kannals) of land, and is recognized by UGC Act of 1956 under Section 2(f) and 12(B). The calm location and the scenic beauty of GDC Tral renders the entire process of teaching-learning a desirable and pleasurable activity. The college is a rural one consisting of more than eighty villages. It started functioning at Higher Secondary School Tral from 1988 on make-shift arrangements with some Arts subjects. The college started functioning at the present campus from 2005 with some more subjects in Arts stream.

To empower youth with education and produce human resource, GDC Tral is serving society from last three decades. Initially, the college offered undergraduate courses in Arts subjects only. Later on, some more streams with new subjects were introduced. Commerce stream was introduced in 2009. During the year 2012, college offered admissions in Science streams, which was followed by introduction of Geography and Computer Applications in 2014 and Bio-Chemistry in 2017. From 2008, one IGNOU Study Centre and from 2015 one Study Centre for Distance Education are functioning in the college, where mostly the pass out graduate students seek admission in different postgraduate and B.Ed courses respectively. It is worth mentioning that GDC Tral is the only college in South Kashmir where Punjabi is taught as one of the subjects. Besides, GDC Tral was the first college in South Kashmir to start fully online admission procedure from 2013-14 session.

At present, the college consists of three double story and three single story buildings, in addition to three hutments and three lavatory blocks. Among the double story buildings, the main block of the college comprises of Humanities, the other main building houses the Faculty of Science and the third one functions as the Administrative block.

Vision

To strive for academic excellence aimed at nurturing the students to develop into productive and intellectual resource and to make the institution as a college with potential for excellence.

Mission

- To carve out and give fillip to innate flairs of the students.
- To boost confidence and communicative abilities of the students for competing at global level.
- To augment the collective unconscious for community, moral upliftment and philanthropic vision.
- To impart education based on experimentation and observation and to meet the challenges ahead in this world of globalization.
- To make society eco-friendly in order to preserve the pristine virginity of environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- GDC Tral offers academic programmes at the undergraduate levels in Arts, Science and Commerce with one IGNOU Study Centre for postgraduate courses and one Study Centre for Distance Education for the B.Ed courses.
- GDC Tral provides vibrant and conducive atmosphere for the all-round development of more than 55% female students. As one of the best practices, the college provides transport facility to female students.
- The college has highly qualified, experienced and dedicated faculty members.
- The college has well established NSS units that render social services to the society. The college as a whole was bestowed with the prestigious Indra Gandhi NSS award with medal and cash prize. The college created history to receive such kind of award for the first time in J&K state.
- The college is engaged in promoting research by organizing seminars, conferences and workshops. It provides the students opportunity to cultivate the quality of leadership and personality development.
- The college has one small library with a collection of about 16000 books and including some rare books and encyclopaedia and also provides e-books facility through INFLIBNET services.
- The college yearly offers financial assistance to economically down trodden and meritorious students *via* various welfare schemes and other scholarships.
- The college Physical Education Department, manages the physical activities and encourages students in various ways to participate in sports of their liking.
- The college Information Centre renders services to students like online admissions, online examination activities, SMS and official face book services etc. It also provides EDUSAT facility to students.
- The College Career Counselling Cell prepares students for various competitive courses. The college under the scheme of PMSSS benefits hundreds of students to seek admission in professional courses in and outside the state.
- The college brings out annually its institutional magazine, “DILNAG” comprising of unique sections such as Punjabi, Gojri, Persian, Arabic, Kashmiri, Urdu and English.
- College has a well-equipped computer laboratory housing more than twenty high speed computers and laptops.

Institutional Weakness

- GDC Tral is lacking vital infrastructural facilities particularly separate library block, separate classroom block for Commerce and Geography, auditorium, girls recreation hall, separate building for Physical Education and laboratory for Functional English.
- College lacks a well designed sports field including badminton and basket ball courts. There is no indoor stadium building.
- Although the college has all the first aid facilities available within the campus, we lack a fullfledged health centre.
- College lacks proper landscaping and a full fledged botanical garden.
- GDC Tral lacks a separate admission block. There are no separate chowkidar huts at the entrance of the college.
- The number of permanent faculty members needs to be increased at the expense of the faculty on academic arrangement.

Institutional Opportunity

- There are vast opportunities for the development of infrastructure for the college as the campus is spread over about 96 kannals of land. There is scope for development of parks, and the cultivation of medicinal plants.
- There are opportunities to introduce new market relevant courses and programmes because horticulture and apiculture sectors are in infancy stage as for as the employment avenues in the area are concerned.
- There are opportunities for strengthening the library, laboratories, and sports/ Physical Education Department.
- Beautification of college campus can be done by planting more and more wild evergreen trees and other plants.
- College has already submitted the DPR for library cum classroom block for which Higher Education Department of the state has initiated the process of its construction.
- There is opportunity for the introduction of some more courses in the college such as BCA and tourism related courses.

Institutional Challenge

- By the introduction of Choice Based Credit System (CBCS) and semester schemes in the college, the affiliating University does not follow the proper academic calander and examination schedules. This results in the wastage of time and unnecessary delay of the students in acquiring their degrees.
- Lack of infrastructure of the college is another challenge. We can not accommodate more and more students in Science and other market oriented courses. College can not attract the best meritorious students as they prefer to seek admission in city colleges or professional courses. Our college has to motivate students to persue academics in the institution besides limitations.
- The college has not been able to seek NAAC (National Accreditation and Assessment Council) accreditation from the past 30 years. The state funding has not been sufficient to accommodate the needs of the students in terms of infrastructure. Seminar hall, separate library block with separate reading rooms for boys and girls are the biggest challenges rather threat perspectives for the college. So, government funding is not adequate for the working of institutional excellence.
- College has not been able to utilize the large portion of land for the construction of buildings and landscaping or beautification. It is pertinent to mention here that college was shifted to the present campus only in 2005. Thus, the first 16 years were a waste in terms of the college development as it was working on make-shift arrangement. The newly established colleges got sufficient funds from state and have developed infrastructure than our college that was established in 1988.
- College has produced a huge number of graduates who were not in a position to get proper placement as most of the courses offered by the college are not industry oriented. This brought non-seriousness among the students at undergraduate levels because of non-availability of jobs for the currently available courses offered by the college.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is affiliated with the University of Kashmir, Srinagar. To ensure efficient and effective delivery of the curriculum within the framework provided by the University for accomplishing the vision of the college,

different committees are being framed. At the commencement of the academic year, the academic calendar is prepared by the concerned committee. Keeping in view the academic schedule of the University of Kashmir and the requirements at the departmental level into consideration, the action plans are formed. The time table is meticulously framed to ensure flexible academic atmosphere for the students. For achieving the academic flexibility, the college administration has time and again written to the Department of Higher Education for the introduction of new courses in the college. As such, some new courses have been introduced in the college in addition to adopting the Choice Based Credit System (CBCS) from the year 2016. The college has also carried out a Certificate Course on Computer Concepts (CCC) in 2016-17, for which forty seven candidates got registered and were imparted the required knowledge and training of 80 working hours. Each department of the college set their own vision and mission in tune with the institutional vision and through its consistent efforts, adopt novel methods to ensure quality improvement in teaching and learning. The teachers of this college put in their best efforts to ensure quality and enhance academic growth. For this purpose, formative evaluations (class tests), seminars, tutorials and other institutional activities are carried out. For the improvement of curriculum, feedback is taken from both students and the teachers. The feedback form for the students is kept available on the college website. Some worthy teachers of the college have also participated in the Board of Undergraduate Studies and academic Council of universities during the last five years for putting up their expertise in the curriculum design. As far as CBCS is concerned the institution exercises its full support in consultation with the heads of different departments and makes sure to provide maximum possible choice of courses to the students.

Teaching-learning and Evaluation

The students are admitted to this college as per the norms of the affiliated university. The college has student community from diverse social groups. To make teaching more effective, the college infra-structure is being constantly improved to cater to the needs of students. The college provides transport facility to the female students which results in increase in their enrollment. The students from the economically weaker section are provided with the financial aid. To cater to the diverse needs of the students, various subject combinations including skill enhancement courses, discipline specific courses and generic electives are offered to the students according to their likings and competence. More than 40% of teachers of the institution are using ICT for effective teaching including smart board, LCD Projectors, animations, video lectures and EDUSAT laboratory. To ensure quality teaching, the teachers are being encouraged to improve their qualifications and to attend seminars, conferences, general orientation and refresher courses so that they could equip themselves with the latest trends and contours of knowledge. Among the faculty members, about 27 % of them are having Ph.D degrees. There is an optimal student-teacher ratio (33:1) to ensure student centric learning environment and personal attention to all the students. Mentors from the faculty are assigned to all the students of 1st semester classes for which their time table is separately notified in resonance with the class time table. The students of the different subjects are taken on field trips, subject tours and picnics. To assess the learning levels of the students, class tests and quiz competitions are conducted periodically. To make teaching-learning process more effective, feedback is collected from the students. The meetings of faculty members are periodically held by the principal to review the teaching-learning process, academic progress of the students, grievances if any, and the suitable remedial measures thereof. The academic excellence of the college is reflected by the good pass percentage of the students of outgoing class.

Research, Innovations and Extension

Knowledge generated by research is the basis of sustainable social development. That is why, over the years, research function of academia remains a prime source of knowledge and innovation at national, regional and

international levels. To make an early and direct impact, the Government Degree College (GDC) Tral promotes and motivates its faculty members for research activities, research paper presentations and publication of research work in journals of repute. The institute is committed to foster and nurture research temper, aptitude, attitude and acumen not only of the faculty, but to the students as well. GDC Tral noted the necessity to improve the employability of the students by providing them market related skills, apart from subject related knowledge. The management is making all possible efforts to transform its educational hub into a place where intellectuals are created. The institute promotes faculty engagement in authoring books, publications, newsletters, organizing seminars, conferences, workshops, consultancy and training. In a similar vein, majority of faculty members being M.Phil & Ph.D holders are encouraged to conduct inter-disciplinary research and get their work published in reputed publishing houses like Elsevier, Biomed Central, Scopus, Taylor & Francis, Web of Science (WOS), Blackwell Publishing Inc, Sage publications and UGC Approved journals.

GDC Tral is firm determined to take various initiatives such as induction programmes for students, learning outcome based curriculum framework, ICT enabled teaching learning, inculcation of values and ethics, alumni engagement etc. To promote Entrepreneurial skills among students, an Incubation and Entrepreneurial Centre (IEC) will be established in near future. The institution also strives for a smart and Swachh Campus, mentors the schools around our institution to activate the students/teachers therein for striving for academic excellence. The institute conducts number of extension programmes like blood donation, conduct of environmental awareness workshops, voter awareness campaign, reaching out to Divyangs, women health, safety and empowerment, Save the Girl child programmes, working with NGOs, etc. The institute is committed to organise educational programmes relevant to community and/or societal development.

Infrastructure and Learning Resources

GDC Tral was shifted to its new campus in the year 2005 and is spread over 12 acres of land. There is a separate Arts Block and a newly constructed Science Block. The Arts Block consists of twelve lecture halls and four other departments including Geography and Commerce. In addition to the 12 lecture halls there are two halls with ICT facility. In near future our endure will be to equip all the four science departments housed in the science block with the ICT facilities. During the last five years more focus was made on the development of infrastructure as a result of which about 57% budget allocation was spend on this front. There is a separate block for Computer Application having more than thirty computers, some of them are broad band connected but with a band width less than 5MBPS due to some technical reasons. There is a separate Administrative Block, a separate gymnasium centre and the library is housed in a big hall for the time being till a separate Library Block will be constructed. The DPR for the the new library block has already been approved by the department of higher education. Though the library is housed in a big hall, still there was an adequate allocation of the funds for the purchase of up to the date books during the last five years. This time the college library is having more than 16000 books. Besides, the college provides e-books learning to its students on yearly subscription fee charged by the concerned agency. The automation of these books will be made soon after the new library block will come up. For the students and the teachers there is a vast piece of land earmarked for parking their vehicles. Besides there are separate lavatories for boys, girls and the staff members.

Student Support and Progression

Govt. Degree College Tral has a proper mechanism in place which, besides career-counselling, provides different kinds of supports – economical, psychological and emotional to its students. While the committees

like an anti-ragging /redressal cell caters to the students' emotional and psychological problems, the well-built sports infrastructure caters to their physical well-being. Being a college established mainly for socially weak and backward sections of society, the institution provides financial aid to around 25% economically weaker students like AAY, BPL, physically handicapped, Orphans and broken families per year, and also help them in getting financial assistance from state government, central Government and other National agencies. Moreover, from the day one, the students are provided all the necessary information pertaining to their academic programs, facilities available, welfare measures, feedback system, job-oriented training, and placements, through the official website of the college and by distributing college magazines and Newsletter at the time of admission and arranging welcome/orientation programme for the freshers. We often invite agencies of international and national repute like UDAAN regarding career counselling sessions periodically. It is because of the untiring efforts of the college that our students have been shining and achieving new milestones both during and after the completion of their Graduation. Every year appreciable number of students from our college get admitted in reputed universities for PG courses and quite a decent number are qualifying the competitive exams in Banking Sector, KAS and the competitive exams held by JKSSRB, JKPSA etc. With the result our alumni are occupying high positions in different sectors of society—be that in medicine, education, defense, bank or civil services. Moreover, our college focuses and emphasizes on the fact that no student is left behind and ensures that all students are attended individually irrespective of their learning styles, family backgrounds, socio-cultural domains, educational exposure, and potential capabilities. That is why remedial classes and personal counselling is a regular feature of our college. To sum-up GDC Tral is of the students, by the students and for the students.

Governance, Leadership and Management

The institution always strives for the efficient governance, leadership and management at all levels. The leadership of the institution believes in participative management and strives to bring in excellence by structured organizational system with the involvement of all the faculty members and other staff members. The Institution has a well-defined organizational structure based on hierarchy which supports participative management for effective and efficient decision making. To make the functioning of the our institution efficient, hassle free and time bound, a comprehensive and wide e-governance network has been implemented in almost all areas of operation-Administration, Admission, Examination ,Teaching –Learning ,Planning and Development, Finance and Accounts etc. The admission of the students in this college is made online with e-transaction of the prescribed fee. For any clarification or the programme for both the student and the teachers SMS service, official face book and what sup groups are in place in the college.

College administration provides an adequate support to the faculty members for their professional development by attending conferences / workshops, seminars and refresher or orientation courses etc. Professional Development Programmes for teaching and non-teaching staff are also organised at institution level based on long term perspective planning of the institution. The institution being non- autonomous, its resource mobilisation is mainly limited to the admission fee of the students and the funds from the state government or in certain cases the funds from the university grants commission The college is open to regular internal and external audits.

The institute has a well established system of budgets wherein budgetary provisions in advance are always made for both revenue and capital expenditures. The college has an active Internal Quality Assurance Cell (IQAC) formed in the year 2013. It acts as a steering for the conduct of regular meetings to review and improve the quality of the overall functioning of the institute.

Institutional Values and Best Practices

A number of Best Practices worth mentioning are observed in our College. Some of which are as follows;

1. Working on Communal Harmony
2. Bus facility for Women Students on nominal charges
3. Student Welfare Fund for on the spot financial Support
4. Smoking free campus
5. Polythene free campus
6. Junk food free campus
7. Eco club
8. Cultural and Literary Club

In our college a good number of male and female students of Sikh minority are studying. One of the strengths of the college is that all the teachers are working actively to maintain peace and harmony in the college. It is because of the efforts of the college administration that in the long history of thirty years of college, communal disharmony has never been reported. Instead, during the festivals of Sikhs, Muslim NSS volunteers visit their shrines and during Muslim festivals, Sikh volunteers participate in serving the pilgrims.

Our college has two buses. The services of these buses is utilized to their optimum. Almost 95% of female students are transported from main town up to college campus and back on nominal charges. Parents and civil society has applauded this initiative and the students are also feeling safe and secure.

Our college has a legacy of helping poor and destitute students by generous faculty and ministerial staff. Every year scores of students are provided on the spot financial support during admissions and examinations out of student Welfare Fund. The fund is raised within the college by any designated staff member and is given to the students after proper verification.

The college has an eco-club. The students associated with the club are entrusted with the duty of taking care of trees in the campus. The slogan of the club is 'Share your Water Bottle with Trees: They also need it'.

The College Cultural and Literary Club provides a platform to chisel the torrents of the talent of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT. DEGREE COLLEGE TRAL
Address	New Campus Bajwani Tral
City	SRINAGAR
State	Jammu And Kashmir
Pin	192123
Website	www.gdctral.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bashir Ahmad Shah	01933-251277	9419534394	-	gdctral@rediffmail.com
IQAC / CIQA coordinator	Ishaq Ahmad Wani	01933-251278	8082168310	-	ishaqawani@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-03-1988

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

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	19-12-2005	View Document
12B of UGC	19-12-2005	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	New Campus Bajwani Tral	Rural	12.02	48643.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BA,Arts	36	HSE PART II	English	900	448
UG	BSc,Science	36	HSE PART II	English	300	103
UG	BCom,Commerce	36	HSE PART II	English	300	42

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				5				35			
Recruited	1	0	0	1	5	0	0	5	17	5	0	22
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	11	4	0	15
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	7	1	0	9
M.Phil.	0	0	0	1	0	0	3	2	0	6
PG	0	0	0	3	0	0	7	2	0	12

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	0	0	0	0	0	0	6	2	0	8
PG	0	0	0	0	0	0	5	0	0	5

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	752	0	0	0	752
	Female	863	0	0	0	863
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	2	1	1	
	Female	0	2	0	1	
	Others	0	0	0	0	
ST	Male	2	5	5	7	
	Female	1	1	2	0	
	Others	0	0	0	0	
OBC	Male	73	50	15	24	
	Female	30	43	10	9	
	Others	0	0	0	0	
General	Male	184	231	233	278	
	Female	229	223	242	278	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		519	557	508	598	

Extended Profile

1 Program

1.1

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

Response: 221

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1615	1343	1156	1183	1258

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
495	495	495	495	495

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
240	178	161	231	151
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	40	39	39	39
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
40	40	39	39	39
File Description		Document		
Institutional Data in Prescribed Format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 14****4.2****Number of computers**

Response: 28

4.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
198.822912	150.73329	262.55406	21.20952	42.40494

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Govt. Degree College, Tral is affiliated college with the University of Kashmir, Srinagar. Therefore, it adopts the curriculum provided by the University of Kashmir. For efficient implementation/delivery of the curriculum at the commencement of each academic year, different committees are framed in the staff council under the headship of principal. Also, the Academic Calendar is prepared by the IQAC as per the academic schedule of the University of Kashmir and as per the action plans formed by the different departments of the college. Each department of the college sets its own vision and mission in tune with the institutional vision and through its consistent efforts adopt novel methods to ensure quality improvement in teaching and learning. The principal convenes the meetings of HODs once in a month to discuss various issues related to academic affairs to ensure effective curriculum delivery etc., which results in the improvement of the overall academic environment of the campus. For the formative evaluations (class tests) are carried out by the departments at their departmental level. The purpose of formative evaluation is to receive feedback from the students to enable the teacher either to pass on next instructional unit or go for the remedial classes. Recently some of the science students had shortage of attendance as such the principal of the college issued notice to the concerned departments for their remedial classes. The principal of the college always strives for the intellectual and physical development of students. For this purpose, a number of co-curricular activities are organized like intra-college cricket tournaments, road race, mini co-curricular activities for girls etc.

File Description

Document

Link for Additional Information

[View Document](#)

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

Response: 1

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

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

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 12.69

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

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

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

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 10.86

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

Response: 24

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 3

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 0.7

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	47	0	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Curriculum is the best instrument wherein multiple disciplinary approaches can be integrated and clubbed together to achieve the desirable goals envisaged in vision and mission of the college.

The cross –cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics etc., are emphatically given room when it comes to applying them positively into the curriculum. The institution is of the firm belief that in preservation and maintaining healthy environment for all is a guarantee for healthier future and sustainability of future generation. Although, the curriculum is designed

by the University of Kashmir with whom the college is affiliated which has already taken care of such issues. Environmental Studies is taught as one of the core subjects in 1st and 2nd Semesters as two credit course for all the faculties viz. Arts, Commerce and Science. Moral education is not taught as a separate subject but for all the courses, in compulsory subjects like English, human values and professional ethics are imparted directly and indirectly. In addition, all the language courses and Department of Commerce are addressing different perspectives of human values and professional ethics.

Moreover, there are various committees which take care of the needs, issues, grievances and complaints of the female student. We are proud to reiterate that the college has active Women Development Cell and Anti Sexual Harassment Committee to look into the incidents/matters of sexual harassment of women students in the college. Owing to imparting moral education and discipline in and outside the classrooms, there are no such cases reported by any student against any member of the college. In addition, the cell organizes interactive sessions with women students at regular intervals to identify any sort of issues without any fear. The women cell is capable of dealing the cases very confidently with its team. Anti-Ragging Committee: As per the guidelines of UGC, Higher Education Department, Honourable Supreme Court and the University of Kashmir, an Anti- Ragging Committee has been constituted to handle the issues pertaining to ragging. The names of the committee members along with their mobile numbers are displayed at different places in the institution. Any student can lodge a complaint without disclosing his/her identity in case of any in convenient incident. Human Rights: The college conducts various programmes on Human Rights to provide awareness among students.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.45

1.3.3.1 Number of students undertaking field projects or internships

Response: 201

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Response: C. Any 2 of the above</p>	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.01

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

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

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 37.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
637	519	557	508	598

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

2017-18	2016-17	2015-16	2014-15	2013-14
1500	1500	1500	1500	1500

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 16.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
135	106	103	33	42

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

Response:

The college has a very holistic and inclusive approach regarding post admission student oriented activities. The institution assesses the learning levels of the students after admission and organises special programs for advanced learners and slow learners. The college organises a sort of fresher's cum induction counselling for its new comers every year in the very beginning of academic session. The counselling session opens with the address of the head of institution followed by the senior faculty members who are in-charge of various committees related to curricular and extra-curricular activities, orientation session by librarian about library facilities and resources etc.

The Institution strives to ensure that it is able to assist both slow learners as well as learning needs of the advanced learners. To help advanced learners they are advised to take part in various programmes and seminars organised at college or university level. College organises various presentations, workshops, guest lectures, quiz competitions, inter- institution competitions etc. Those students who are desirous of pursuing their studies in foreign universities are counselled regarding selection of the universities and colleges.

Adequate support is provided to slow learners to overcome academic difficulties by organizing Extra Classes during each semester, offering remedial classes in which extra time is given to students who learn slowly in class by scheduling separate sessions, giving practice assignments, providing extra reading material to improve basic understanding of subject, engaging in social activities/class activities/institution activities to develop social skills.

The college has a well developed computer lab with EDUSAT facilities in which the students are able to interact the resource persons of the concerned subjects. The college is one of the leading institutions in the entire area far providing assistance to specially abled and economically challenging students.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 624:17

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.12

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

The teacher learning process revolves round the need, interest and capabilities of the students. The learning process is made more students centric by involving them in seminars, presentations, assignments preparation, class tests, quiz programmes, group discussions, poster presentations, cultural activities, painting and essay writing competitions. The different departments of the institution make use of different teaching and learning techniques such as Power point presentations, charts, maps, models and subject specific documentaries in order to make teaching and learning process more student friendly. In addition to these, the institution conducts subject tours, field trips on routine basis to develop the interest of students in their respective subjects and make student participation more practical. Besides, students are also fostered to volunteer in the programmes and conferences conducted within the institution in order to enhance and explore their capabilities. In addition to these, tutorial and proctorial classes are held in small groups to solve the academic related problems of the students. Teachers address the individual questions of the students so as to clarify the doubts and prepare them for the examinations. Students are encouraged to prepare such questions at home and to motivate them to attend such classes.

In case of science streams, there is a well devised curriculum wherein all the three types of learning i.e experimental learning, participative learning and problem solving methodologies are involved. In the lab courses, students continuously learn by experiences by performing experiments themselves, solving problems and coming up with the queries to the teachers during the routine lab activities.

The participative learning provides students with the opportunity to gain knowledge, skill and professional values. Students also gain a deeper understanding of the meaning of civic responsibilities and

to prepare them for serving the community. Students are motivated to participate in sports competitions to exhibit talent in various games at local and national levels to foster the spirit of togetherness and leadership.

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

Response: 62.5

2.3.2.1 Number of teachers using ICT

Response: 25

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 323:2

2.3.3.1 Number of mentors

Response: 10

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Keeping pace with the fast evolving technocrat world and competing with the latest technology feats, our college is slowly and slowly doing away with old and traditional way of teaching. In this direction use of smart class room and audio visual aids have become a daily routine in our college. Language and literature teachers using CD and video clippings and other aids to improve the various language skills like listening, reading etc. Power point presentations are delivered by majority of the faculty members about varied topics. In addition to the use of effective use of college library, internet facility and e-resources are being used by the teaching faculty to acquaint students with the latest developments in various fields. Students of language and literature are motivated and guided to express themselves creatively and critically. In this regard, college annual magazine *Dilnaag* acts as a platform to chisel their creative talent. Science and commerce students are given ample time and guidance to work in the labs to gain perfection. In addition,

field trips, industrial and corporate tours are also conducted to have a first hand experience. Use of social networking sites is also encouraged and recommended to get access to the universities of par excellence. Various clubs like literary and cultural Club, Eco-club etc. have been formulated wherein periodic meetings take place between teachers and students. Group discussions, on the spot quiz programmes and mock interviews are also arranged to equip the students to face various competitive examinations. Students with computer sciences are motivated and encouraged to develop new software programmes .Majority of the faculty members are adopting innovative teaching learning methods and doing their utmost to imbibe the spirit of creativity and originality among the students to make them capable of getting adjusted in the current job market.

2.4 Teacher Profile and Quality

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

Response: 109.64

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

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

Response: 19.82

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	8	7	7	6

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.59

2.4.3.1 Total experience of full-time teachers

Response: 378

File Description	Document
Any additional information	View Document

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

Response: 2.54

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

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

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

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

Response: 0

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

Evaluation and educational reforms means the changes by which our educational system particularly from the examination point of view will improve, which will directly or indirectly improve the quality and standard of education and evaluation system in our institutions. Now the question arises why the need for Continuous Evaluation and Assessment? This can be better explained by taking into consideration, the changing patterns of society day by day. So we also felt this need in Continuous Evaluation and Assessment. It can be achieved by means of different ways and procedures i.e. by means of adopting different skills, techniques and methods which will combat the future challenges to the present knowledge based society. We can assess the students on the basis of mental ability, analytical power, problem solving ability, critical thinking etc.

Infact assessment of performance is an integral part of teaching learning process. Our college adopts Continuous process of Internal Evaluation System to assess different abilities of students on regular and continuous basis throughout the year. Students are made aware of the evaluation process by conducting orientation and counseling programmes at the beginning of the semester examinations through different Medias of the college. The college has taken efforts from time to time to improve the performance of students by keeping in view the present changes in the society. Our college has made some significant reforms/ changes for Continuous Internal Evaluation, which are as follows:

1. Remedial classes are being arranged for needy and interested students.
2. Unit tests are being held in vacant classes prior to the semester examinations.
3. The institution conducts quiz programmes, group discussions, seminars, guest lectures on continuous and regular basis.
4. Absenteeism is highly discouraged and students are made to attend their classes regularly.

File Description	Document
Link for Additional Information	View Document

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

Considering the significance of Internal Assessment, our college devised its own strategies and plans for internal assessment and evaluation system, which includes class tests, practical examinations, viva voce, presentations etc. in our college internal assessment is done for all subjects and courses whether practical oriented or without practical as per the norms laid down by the University of Kashmir from time to time. In Continuous Internal Assessment teacher who teaches the subject sets examination papers, evaluates the answer sheets for students, declares the result in class and gives feedback to his students under top secrecy of the coordinator examination of the college. Our college conducts internal assessment throughout semesters as per university guidelines. The rules and regulations for evaluation process are laid down by affiliating University and are communicated to students and faculty through syllabus copies in the beginning of academic session. Various initiatives taken by our college internal examination committee for transparent evaluation system are as under:

1. Institution notifies evaluation process and related documentation on the notice board as well on the college website.
2. The internal assessment evaluation process is communicated to students by the respective faculty.
3. Students are given general instructions regarding the evaluation methods of University answer scripts. The periodic instructions issued by the University are promptly communicated to the students.
4. The teachers are entrusted with the duty of providing awareness among the students regarding this.
5. Staff meetings are conducted periodically to review the evaluation process.
6. Two internal examiners are appointed for each subject to evaluate final marks scripts.
7. At the end of the semester principal verifies the internal marks for all the students.

File Description	Document
Link for Additional Information	View Document

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

Response:

For the effective implementation of reforms advised by University, the college has an exclusive examination cell headed by a professor who acts as coordinator and is appointed every year after general meeting is conducted under the leadership of principal, for overseeing the conduct of all the internal and external examinations. We have a well established examination system which is under the control of university of Kashmir, our college being non-autonomous comes under Kashmir university and our examination is in line with that. Our examination cell is always at the forefront when it comes to welfare of students, interactive sessions are organised at regular basis to acquaint students of the changes in examination pattern and explore new things.

The domain of examination cell of the college is all about conduct of smooth and fair exams, proper and conducive atmosphere for the students, redressal of student grievances etc. Grievances of the students are redressed in consonance of the regulations of the university. There are many provisions at work by the affiliating university to address grievances of the students like, provision of Xerox copies of answer scripts, re-evaluation of answer scripts, provision of RTI, carbonless copy of OMR sheets etc.

Various reforms have been undertaken over the last few years which have shown very positive impact on examination. The reforms include: Introduction of Choice based credit system, shift from annual system to semester system, OMR based answer books which saves time and energy, Regular examination schedule and supplementary examinations, Automation, compilation and declaration of results .

File Description	Document
Link for Additional Information	View Document

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

The university of Kashmir publishes common minimum standards in respect of academic calendar at the beginning of each session . in the same way, the college has also its own academic calendar and the college publishes common programme to the students at the beginning of each session and adheres to it in a time bound manner. Academic activities are given priority and all other activities are performed without disturbing the classes. Academic calendar is the backbone of various teaching learning plans prepared before starting of every semester. Our college provides an academic calendar that specifies the date of commencement and end of the classes for each semester , term end examination schedules and other curricular and co-curricular activities. In our college every department keeps an eye on the quality of teaching learning by daily monitoring of the concerned HODs and respective coordinators. Continuous counselling through departmental meetings, students feedback on teaching learning activities are taking place in the college.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes**2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students****Response:**

The institution clearly states the programme outcomes, programme specific outcomes & course outcomes for each programme/Course offered through collaborative effort of individual departments and then displayed on college website. At the commencement of each academic year, orientation cum counselling sessions are being held by concerned Admission Committee and respective departments to familiarize the naive students and teachers pertaining learning outcomes. Besides, departmental meeting under the supervision of concerned HOD's are being instituted concerning the expected learning outcomes to enable the teachers to frame their teaching strategies in conformity with expected learning outcomes. The newly appointed teachers are being acquainted about programme outcomes by senior most faculty.

File Description	Document
Link for Additional Information	View Document

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

The institution substantiates the achievement of learning outcomes across the courses/programmes offered as central to pedagogical and assessment processes. The teaching learning strategies are geared to facilitate the achievement of program outcomes, program specific outcomes and course outcomes. The institution strives to create a learning environment which is essentially student centre.

The institutional efforts to evaluate the attainment of learning outcomes encompasses the following:

1. Continuous evaluation system through unit end assignments, presentations, quizzes, tutorials, seminars demonstration such as (Lab work, field work).
2. Conducting preparatory examinations prior to semester end exams conducted by Kashmir University to monitor the strengths and weakness of student. To provide ongoing feedback to both to and students.
3. The semester and examination & evaluation system is regulated by Kashmir University norms and procedures.
4. Arranging counselling sessions for poor performers.

2.6.3 Average pass percentage of Students

Response: 50.42

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

Response: 240

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

Response: 476

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.26

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

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

Response: 212

3.2 Innovation Ecosystem

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

Response:

The institution possesses an environment which gives an opportunity to both teachers and the students to manifest their outmost possible perfection. In addition to curricular aspects, alternative learning opportunities are available for creation and transfer of knowledge. The institution invites experts having innovative ideas and specialization in different fields of study to share their knowledge with the staff and the students. Students having an interest and aptitude for creative writing are encouraged by teachers to write for journals, magazines and online web portals. They are also encouraged to participate in intra and

inter-college competitions like painting, naat, quiz competitions etc. Seminars, conference and workshops are also organised in the institution to foster ignited minds for innovative teaching and learning. Efforts are being made to develop research attitude among teachers to engage themselves in research publication. They are also encouraged to write book chapters, book reviews, new paper articles etc., and to attend seminars and conferences in and outside the states so that they may keep themselves updated with the recent trends in the field of research. For creation and transfer of knowledge, the college is having a tradition for holding meetings in a multi-purpose hall after Friday prayers to discuss innovative ideas that will open mental horizons of the participants. Brain storming sessions are also conducted once in month in which all staff members from different departments put forth their ideas for generating innovative teaching learning strategies to facilitate students for better learning outcomes.

File Description	Document
Any additional information	View Document

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

Response: 0

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

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

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

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

Response: 0.46

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	19	23	16	18

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

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

Response: 2.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
24	19	23	16	18

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

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

Response:

There are 200 students in our institution who are associated with NSS. Among them there are 100 female students. The slogan of the NSS *Not Me But You* is purely implemented in letter and spirit. It is customary

and matter of precedence in terms of sensitizing students to social issues and holistic development in dealing the situations prevalent in the society. As social beings, the students of our college had conducted many programmes for the betterment of our society. The programmes include restoration of water bodies by way of cleaning silt and filth, sensitising people regarding preservation of water resources and their importance in sustaining life, awareness about deadly diseases, setting up of camps at different shrines and serving people and inviting students from different schools to participate in different competitions to reach out the entire populace for sensitizing them about social issues.

A volunteer of NSS usually spends 90 hours for the service to the society. The students of the college under the leadership of the principal and NSS program officers conducted socio-economic and health awareness status of Panner village during December 2014.

Our college extended hand for sending different subject experts to the nearby Govt. Boys Higher Secondary School for training and instruction purposes.

During natural calamities, the volunteers of our college escorted by the staff also visit the affected places and help other organisations in distribution of relief and other things.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

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

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

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

Response: 26

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

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	4	4	2

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

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

Response: 39.38

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

2017-18	2016-17	2015-16	2014-15	2013-14
610	465	860	400	205

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

GDC Tral desires for all students to engage them in a balanced and exemplary targeted teaching-learning programmes that develop literacy, numeracy, life-skills, creativity and critical thinking. To make teaching more effective and intensive, tutorials are arranged. These tutorials also serve as a feed-back for the teacher, enable him to evaluate the student's analytical ability and progress and promote staff student interaction.

The college is having a vast land of 12 acres, in which presently there are separate Arts, Science and computer application blocks in addition to the big administrative block, a canteen, physical education block and separate lavatories for both boys and girls. Each of the science departments have two well designed laboratories. The laboratories are well equipped with the equipments/apparatus as per the curriculum designed by the affiliating university, the university of Kashmir. For the computer application there is a separate single-storey building comprising of a laboratory well equipped with 20 high-tech computers 12 laptops, 4 laser-jet printers, 6 all-in-one high-tech colour office jet printers a staff room and a modernized washroom. The college computer lab is connected with outside world by means of internet. Besides this, the college has high speed Broad-band internet facility. Our College has a well-equipped EDUSAT lab which facilitates students to attend various lectures by means of video conferencing delivered from remote locations. Through this facility, students can also interact with resource persons and enter into discussions with them.

IGNOU study centre (Code:1269) has been established in the college in the year 2008. Hundreds of learners enrolled in the centre pursue different PG/UG/Diploma/certificate courses. The college has a separate building for library organised into different sections stream-wise. Library was renovated and additions were made to increase the number of books to more than 16000. Besides, the college has a book-bank facilitating the students to prepare for different competitive examinations. The initiative for automation of college library is under process. INFLIBNET facility, provided by UGC is also available for the students to access more than 55000 e-books online. The college is first in the valley to introduce this type of facility for the students.

The college brings out annually its institutional magazine 'DILNAG' comprising of 6 sections i.e, English, Urdu, Punjabi, Kashmiri and Persian. The magazine carries diverse array of articles contributed by students and the staff.

File Description	Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga

centre etc., and cultural activities**Response:**

Physical Education and Sports is an integral part of our curriculum designed to promote the optimum development of an individual. The institution has a separate department of physical education with a mission to facilitate the development of balanced human beings who have the wisdom to create a life of passion, purpose and peace. To achieve this mission, the college provides excellent infrastructure to experience a healthy academic atmosphere, highly qualified and talented faculty to impart practical and theoretical knowledge effectively. Throughout the year, unique programs and tournaments are organized to explore the potential, to foster interest in Physical Education, exercise, games and sports and to develop knowledge, skills and competencies necessary for imparting Physical Education.

Our College provides multiple sports facilities to keep our students engaged and physically fit. Moreover, these activities instil knowledge and understanding of rules, concepts and strategies in a wide variety of games and sports. Frequent intra-level competitions are arranged in the college to encourage the mass participation of students. Our college provides adequate facilities/ courts for multiple sports as:

We have a very well maintained cricket ground with natural turf pitch and a lush green outfield having straight boundaries of about 65mts and square boundaries of about 55mts. We have separate badminton courts for male and female students in our college. Being one of the most popular sports in college, a large number of students play volley ball on daily basis as we have a well maintained volley ball court in our campus.

We have a fully furnished gymnasium possessing all the makings of a professional gym having Treadmills, Joggers, Multi-gym etc. Students are encouraged to use gym in order to ensure a better health and physical fitness.

In addition to these facilities, our college provides an opportunity for the students to have an access to other activities like Carom, Chess and tug of war as well. College ensures active participation of the students in many college and university level sports meets. Our students have won **Gold, Silver and Bronze** medals in track and field events in the inter-college athletic meet held at University of Kashmir. We plan to start special coaching programmes for elite sports persons of our college in the campus to attain the topmost position in sports arena among all the institution in our state. Still our college has ample land available, we are sighting to have many more facilities/courts like Football, Basketball and an Indoor hall.

Research Equipments: Test and Measurement, Physiological and Psychological questionnaires are available for the students and faculty.

File Description	Document
Link for Additional Information	View Document

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

Response: 14.29**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 2

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

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 57.04**4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
164.52	123.6	213.28	1.85	12.94

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

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

There is definitely the requirement of new library block in GDC Tral since the time when the college has been shifted to its new campus in 2005. Many proposals were sent to the administrative department for the construction of a library block and very recently its DPR has been sanctioned by the department for the release of funds. Since this time the college library is housed in a ground floor hall in a very congested manner and therefore, no attempt was made on its automation. But we are optimistic that once the new library will come up, the process of automation will be started.

File Description	Document
Link for Additional Information	View Document

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

Response:

In order to inculcate the habit of writing among the students in general and the teachers in particular, the local authors are encouraged for publishing their knowledge or art by purchasing few of their books. These books are then kept in the library for the general information of the students.

S.No	Name of Book	Name of Author	Name of Publisher	No. of copies
1	Gyan Chetna	Harmohinder Singh	Ali Publisher Srinagar	2
2	Tell the old lady wait and other poems	Fayaz Ahmad Bhat	-do-	4
3	Kitab Ranma saali awal	Dr. Wahid Ahmad Shiekh	-do-	5
4	Youth in conflict challenges and prospects	Bilal Ahmad Bhat	-do-	3
5	Pre history of Kashmir	Mohd Ashraf Wani	-do-	3
6	Ladakh kai quosi qazah	Hamid	-do-	3

4.2.3 Does the institution have the following:

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

Response: D. Any 1 of the above

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

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

Response: 2.04

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.40263	2.199980	2.70	1.48543	2.40

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

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.48

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

Response: 41

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

A giant leap towards e-governance was initiated by University of Kashmir to ensure hassle free student support through online mode to its constituent colleges in the form of “**IT Centre**” for providing IT related services with the vision to uplift the computerization for more efficiency and transparency in the system. The centre is currently providing these services in various dimensions to make the campus fully digital. The main objective of adding digital chip to this higher educational institution is to access educational content through IT platform. “Digital campus is the need of the hour. Some of our office chambers in college campus already have wifi facilities provided by BSNL through its broadband facility. The I.T centre provides information to students regarding various dimensions related to academic activities like Examination, Admission, preparation and submission of e-awards. The College also owns its official website <http://www.gdctral.ac.in/> which provides multiple services on its platform like profile of college, its teaching & non-teaching staff which includes profile of Administrator, Faculty/Departments, Non Teaching Staff and Local Fund Employees. The Website also provides details of different NSS Units. In addition, the Website provides information regarding enrollment of students of different semesters. Student Services is the core centre of IT related facilities which involves Mid Term Results, Kashmir University Results, Student's Academic Details, Date Sheets ,Syllabus etc. The Website provides online admission for students of all semesters through its IT services. The College runs a Live Flash Notice Board on its website which continuously provides information & downloading links to users regarding Scholarship

Forms, College Financial Aid forms, Registration Forms, Exam fee Slips, Subject Combinations with fee structure, Admission notices & online Admission forms, Online Application form, Tender Notices, Auction Notices, Time Table of all semesters, University Results, Mid Term Results & Re-Evaluation Results, Admit Cards, Date sheets & Attendance Sheets of fresh as well as backlog candidates, Syllabi of all Semesters, Student Academic details & Online I-Card generation . There is a well governed online feedback mechanism for students & staff. The Website runs a quick links option on its home page which guides a user regarding Tender Notices, GroupWise Class Roll No's, Subject wise Class Roll No's, Downloads, College Tarana, Class Roll No's , Subject Combinations with fee structure, Contact Us. The College through its IT Platform provides SMS based services to students & staff for timely updates regarding multiple aspects. SMS based services include both dynamic and static services. IT Centre as well as Official website of College gets regularly updated regarding publication of fresh notices in every aspect & when needed and most often on daily basis.

4.3.2:- 1615: 46

Number of Computers in Working Condition: - 34

Total Number of Students:- 1615

Student Computer ratio: - 48:1

4.3.3:- >=50 MBPS

4.3.2 Student - Computer ratio

Response: 1615:28

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

Response: <5 MBPS

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 39.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
32.900282	24.93331	46.57406	17.87409	27.06494

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

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

Response:

For utilizing physical, academic and support facilities, GDC Tral practises a policy of decentralization of authority for best utilization of its available resources. The following initiatives are taken to implement this policy.

1. The college has different committees which are made to look after the construction of buildings, maintenance of gardens, plantation and beautification etc, physical infrastructure, Internet facility, cycle stand, canteen, parking zone, sports maintenance, expansion and for library facilities etc.
2. The purchase of new computers/laptops and all associated accessories or the purchase of laboratory equipments is done by floating open tenders in daily newspapers for items strictly as per the list furnished by the respective heads of various departments. The items selected therein should be I.S.I marked and strictly as per the guidelines laid down by the Divisional level purchase committee constituted by higher education department of Govt. of J&K. The whole process is supervised by college purchase committee and the respective departments. Similarly the purchase of new books for the college library is also done by floating open tenders strictly for the list of books as recommended by heads of various departments. The process is supervised by college library committee in coordination with the college purchase committee.

Physical facilities

The physical and academic facilities including Laboratories, Classrooms, Computers, College transport, sports fields and gym etc. are made available to the students of the college. The non-salary grants are allocated for the maintenance of the laboratories and the classrooms with other allied facilities which form the part of the teaching-learning activities. The maintenance and the cleaning of the classrooms and the laboratories is done with the efforts of the local fund employees of the college

Academic and Support Facilities

The academic support facilities like library, inflibnet, sports and the other platforms supporting overall development of the students like NSS or Competitive examination cell etc. is open not only to the college students but also to all the stakeholder in the surrounding with prior permission of the authority.

Excess to library is free to all the enrolled students & staff. A provision of the budget for the library maintenance is made by the state government & UGC.

The college is intending to equip the newly constructed science block with all the ICT- enabled facilities such as smart class ,LMS etc. and the zoology department with a suitable museum.

For the emergency of power back-up the college has purchased three phase 65-KVA diesel generator.

TRANSPORT FACILITY

The college has two buses one is a 32-seater and another one is a 42-seater both are used for ferrying the girl students from general bus stand to college and back. In addition to this these buses are utilized for carrying students to subject tours, picnics & sports for inter-college matches. The maintenance of the buses and the salary component of the drivers(engaged on need basis) is managed from the nominal fee charged from the girl students .

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 1.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	0	57	10	0

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

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

Response: 8.22

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

2017-18	2016-17	2015-16	2014-15	2013-14
216	0	109	116	107

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

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

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 3.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	217	0	0

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

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

Response: 0.58

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

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

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 20.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	94	100	0

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

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 19.17

5.2.2.1 Number of outgoing students progressing to higher education

Response: 46

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 9.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
5	1	1	3	7

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	44	28	23	41

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

5.3 Student Participation and Activities

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

Response: 1

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

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

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

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

Response:

In view of Political disturbances and other related concerns in the Valley, the student activism in Institutions of higher learning including colleges is banned. But this official ban does not mean Academic and Administrative activities in our college are aloof and remote from student community. With the objective of inculcating the qualities of leadership, organization and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. Students are active members of various committees of the college like College Canteen, NSS, and Sports etc.

Our institution encourages students to be active participants of college annual magazine through which opportunities are provided to the students to express their literary skill. The budding students are encouraged to write essays, short stories, poems, articles etc, and all support is extended in this regard. The editorial board of the College Magazine has students as active and integral member

The Class Representative (CR) system is fundamental to student representation as leaders. It allows one male and one female student to represent each class of approximately 80 students in the college. Regular monthly meetings are held to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. CR meetings play a major role to assess teaching, learning and support services provided to the students by the Institution. College Discipline committee monitors the functioning and effectiveness of the CR system.

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

Response: 1

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

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

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

5.4 Alumni Engagement

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

Response:

The Alumni Association plays a vital role in shaping the future of a college by voicing and representing the opinions and suggestions of its members, and contributing to building an engaged and supportive alumni community whose support and expertise goes a long way in making the college a real hub of learning at par with the best colleges of the state. Its influence and activities are pivotal in the development of both the alumni community and that of the institution itself.

The Alumni association of Govt.Degree College Tral, though unregistered till date, is expected to get registered very soon, as its members are working on it and few meets, in this connection, have so far taken place. The Alumni Association, in close collaboration with the College Development Committee, organises a wide range of events – some social, some knowledge sharing, some celebratory. It is also committed to supporting alumni in their careers, and links closely with the college's Career counselling cell to support mentoring and other job related opportunities. The Alumni Association of the College will organise various events annually and has devised a calendar of events to streamline its efficacy in making it a real and potent platform for its members. The association has, in the past, held some meets in which a few people turned up, but the number of visiting alumni and family guests are expected to grow as the Association decided to meet annually as per its Calendar. The Association recently had a meeting on 5th June, 2017 in which a good number of alumni participated and promised their support for the development of both the college and the Association. The meet was soon followed by a tea party thrown by the worthy Principal of the college, who while speaking on the occasion, endorsed and appreciated the efforts of the Association made towards the progress and development of the institution. It was decided unanimously in this meeting that the Association will frame a Calendar that will decide the future course of its action and functioning. This Calendar includes the following events:

The Alumni Association : It aims at facilitating talks by prominent alumni on the hot or topical issues connected with the College's own internal affairs.

Awards

The Alumni Association Student Awards will be meant to acknowledge achievements, outside of academia, at an event that offers alumni the chance of celebrating and felicitating outstanding achievements by current students to the institution and surrounding community, as well as recognizing extraordinary achievements by students who have overcome personal difficulties.

Alumni Association Medal

The Alumni Association Medal will be awarded to recognise those who have made outstanding contribution to the college.

Since Alumni are considered important stakeholders in the future development of the College, their views and opinions are highly valued and frequently sought by the Association.

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

Response: <1 Lakh

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

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

Response: 3

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

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

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The governance of the college is reflective of effective leadership and is in tune with the vision and mission of the University of Kashmir. The Vision and Mission statement defines the college's distinctive characteristics in terms of addressing the needs of students specifically those from rural and poor background and generally to society as a whole it seeks to serve by:

Vision

To strive for academic excellence aimed at nurturing the students to develop into productive and intellectual resource and to make the institution a 'College with Potential for Excellence'.

Mission:

- To carve out and give fillip to innate flairs of the students.
- To boost confidence and nourish communicative abilities of the students for competing at global level.
- To augment the collective unconscious for moral and civic upliftment and philanthropic vision.
- To impart education based on experimentation and observation and to meet the challenges ahead in this world of globalization.
- To make society eco-friendly in order to preserve the pristine virginity of environment.

The Institution was established way back in 1988 with the grace of being one among the very few colleges of the area and the state itself. The institution caters to the educational needs of students of its catchment area which constitute mostly the poor, scheduled castes, girl students and students from other underprivileged sections. Developing the overall personality of the students to be an excellent professionals, inculcating human values to be a good human being and having regard for heritage and culture are the basic objectives of the college.

The institution has a democratic system of functioning having Principal as Head of the institution and other faculty members as active members of various committees/ cells/groups etc. Some of the important committees of the institution are IQAC, UGC committee, Examination committee, Academic committee, Advisory committee, Purchase committee, Sports committee and Financial Aid committee. The faculty and staff members are involved by the college leadership in developing and implementing the management system at various levels. The faculty members are nominated in various academic bodies and committees of Institution for decision making and managing various resources of the college. Feedback and inputs are taken regularly from faculty and staff through meetings of the faculty and brain storming sessions for continuous improvements in the system under the supervision of IQAC.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution has a well laid out mechanism based on participative and decentralized management for ensuring orderly and smooth functioning. The institution has been successful in promoting quality work culture by adopting a democratic system wherein different committees of faculty members are constituted at the commencement of every academic session. Such committees are empowered and entrusted with the authority to take decisions which in their good opinion are fruitful for the overall growth and development of the college. In some committees, in addition to the permanent and contractual faculty members some non-teaching employees are also given due representation. Pertinent to mention here, that the institution is working in close collaboration with the students also. They are also groomed and facilitated to organize many events of their own interest. In this regard special mention can be made of a successful cricket tournament organized by Sports Department of the college but managed by students at their own in 2017 and this tournament was one among the very special sports activities of this institution as far as its conduct and participation is concerned.

Our institution in its true sense practices delegation and decentralization of authority but at the same time it is ensured that not only authority is delegated but with it accountability is duly created. With decentralization, the aim of participative management and smooth coordination is amicably achieved. To cite a case, a special mention can be made of annual Urs Shahi-Hamdan, on which our college administration in association with NSS units depute a team of volunteers consisting of Students and Teaching & Non-Teaching staff to Khankah Faiz Pannah Tral, who with all enthusiasm serve the devotees with food and beverages throughout the night. Here, not only the college administration provides financial and logistics support but the whole plan gets executed with the active participation of teaching & non-teaching staff and not to forget the students who actually implement the same plan on ground.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

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

Response:

Established in 1988, under a makeshift arrangement and shifted to main (present) campus in 2005, our college is following a comprehensive and successful perspective plan of its own. The institution has a perspective Strategic Plan and deployment document available taking into consideration the set Objectives and Broad Based Goals aligned with the Vision and Mission of the institution. The college has a

perspective plan for its development, which includes perspective planning for teaching and learning, research and development, community engagement, human resource planning and development and internationalization

The main focus of our college is to impart quality education to its students from all sections of the society, to conduct innovative and empirical research on various aspects of the society, to provide policy inputs to the government and help in the economic and social development of the state and to supply skilled human resource to various organizations at national / state level.

The popularity of our college has increased exponentially during the last few years. This can be easily seen from the positive upward trend in the enrolment of students in our college. Revisions in the syllabus, introduction of CBCS, improvement in the availability of relevant books, dedicated and sincere efforts of the faculty and above all discipline and hard work of our college and students have boosted the image of the college in the society and state. Despite some limitations, it will be our endeavour to further improve our performance particularly in the area of curricular and co-curricular activities so that the visibility of our college both at the state and the national level enhances substantially in line with the perspective plan of our college.

Goals:

To achieve the stated mission, the college has formulated the following Goals:

To explore, experiment, adopt and follow best practices in teaching and facilitate an environment for self-learning and develop life-long learning ability.

To encourage faculty to implement methodologies of active learning, Project Based Learning and Flipped Classroom.

To encourage faculty for the creation and use of digital content.

To encourage students for self-learning, active learning and project based learning.

To achieve academic excellence through hard work, critical thinking and effective decision-making.

To enable the students to acquire knowledge, enrich skills and develop right attitudes and ideologies through a carefully integrated curriculum that will lead to satisfaction and productivity in their chosen careers.

Innovations in education leading to restructuring of courses, new methods of teaching and learning and integral development of personality. Studies in established and new disciplines and Inter-disciplinary studies.

National integration, secularism, international understanding and ethics.

Strategic Plan ensures that the set targets are achieved through accountability process comprising of review, evaluation, reporting and, where necessary, re-planning. The Strategic Plan is long term generally for a period of 10 years which is revisited every year to check past progress and future strategies. The long term & short term (annual) plan is developed by the Institutional Quality Assurance Cells (IQACs)

established at Institutional Level.

File Description	Document
Any additional information	View Document

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

Response:

Degree College Tral comes under the administrative control of Higher Education Department, Government of Jammu and Kashmir and is affiliated to University of Kashmir. The Principal of the College is head of the institute and holds absolute authority as far as decisions concerning various operations of academic nature pertaining to the college are concerned. In addition to the College Advisory Council consisting of all Heads of Departments as the members; different committees entrusted with different portfolios like admission, examination, college financial aid, sports etc; at the commencement of every academic session are framed by the staff council and are headed by their respective conveners. These committees after thorough deliberations recommend their final resolutions to the principal of the College who after in due consultation with the Advisory Council gives final nod keeping in view the overall welfare and larger interests of students. The college being non-autonomous has no role in recruitment and promotional policies of the faculty and other non-gazetted staff and the same comes within the domain of Higher Education Department. As far as redressal mechanism in the college is concerned, the institution has a well established Grievance Redressal Cell which is empowered to address all the grievances concerning students, faculty and other employees of the college. Every grievance is directed to the Grievance Redressal Cell, the members of which discuss the nitty-gritty of the issue with the concerned committee and try to resolve the grievance based on principles of justice, equity and fairness. For example, if a student has grievance related to admission in the college, the student is advised to place the same in writing to the Grievance Redressal Cell that in turn discusses the issue with College Admission Committee and finally comes up with a solution that is in the greater interest of the student.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All 5 of the above

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

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

Response:

The college has an effective, efficient and decentralized administrative structure. The same is evident through various committees that are constituted at the beginning of every academic session. Different committees headed by their respective conveners meet on time to time basis in order to review their overall functioning and performance. As and when any matter of academic and administrative nature merits attention and serious thought, the concerned committee without wasting any time holds thorough deliberations and forwards the resolutions adopted in the form of Minutes of Meeting to the Principal for final approval.

To prove the effectiveness of different committees through minutes of meeting and implementation of resolutions thereof, special mention can be made of one such meeting which was convened under the stewardship of the Ex.Principal Prof. Mushtaq Ali Mir with College Landscape Committee and Faculty members of Department of Botany and Environmental Science wherein it was decided that in order to make the campus green and give it an ornamental look, more and more plants like Cedar, Kail, Pine and Cuprous etc. will be planted in collaboration with Social Forestry Department. A proposal about the initiative was forwarded to Department of Social Forestry and a massive plantation drive in phase manner is being carried out from 2017.

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

6.3 Faculty Empowerment Strategies

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

Response:

As a strategy to empower the teaching and non-teaching staff of the institution, the College to its fullest capability tries to maximize their overall welfare out of limited resources that are at its disposal. Although every welfare Scheme by the State Government offering monetary or non-monetary benefit to its employees is by default applicable to both teaching and non-teaching staff of the college, but additionally

the college administration at its own level with an objective to promote a sense of belongingness and thereby to increase their overall productivity in terms of quality and quantity of work, gives due consideration to the overall welfare of its employees.

Thereby the institution has undertaken following welfare measures for its employees:

1. Proper facility to park the personal vehicles of teaching and non-teaching staff.
2. A tea club is being run by the Teaching Staff of the college out of their own personal monetary contributions but the College administration at the same time considering the Welfare of teaching faculty has deputed one local fund employee for their service.
3. As a measure to contribute to the overall welfare of teaching fraternity of the Kashmir province, the teachers of the college have been contributing to the Teachers Welfare Fund managed by University of Kashmir to which the college is affiliated, which automatically gets deducted to the tune 7% (Approx.) out of the Evaluation and conduct of examination bills submitted by the teachers of College to the University of Kashmir.
4. On Festivals, the College administration grants Festival Advances out of local fund in favour of teaching and non-teaching community mainly contractual and local fund employees.
5. Keeping in view the career progression and collective welfare of teaching faculty, the Institution has a well established mechanism to provide equal opportunity to every faculty member for undergoing Orientation Courses, Refresher Courses, Seminars and Conferences within and outside the State.

File Description	Document
Any additional information	View Document

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

Response: 2.75

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

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

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

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 0.8

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

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

File Description**Document**

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

[View Document](#)**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years****Response:** 22.52

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	7	8	7	4

File Description**Document**

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

[View Document](#)**6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff****Response:**

Our college has a well structured performance appraisal system for both teaching and non-teaching staff. The continuous evaluation of performance enables the staff to know their potential weaknesses and thus helps them to work for constant improvements. In the same way, through this performance evaluation mechanism, the staff also gets apprised about their inherent strengths and therefore channelize them in

more effective and efficient ways.

The institution continuously keeps on receiving the feedback about the teacher's overall performance from the students on a duly drafted feedback form available on college website which is submitted to the IQAC for evaluation and immediate follow up action. For the purpose of career advancement, every faculty member at the culmination of academic year is supposed to file his/her Annual Performance Report (APR) to the Higher Education Department which is prepared at institutional level by the Principal on the recommendations of IQAC.

As far as non-teaching staff of the college is concerned, the appraisal system is more or less same as applicable to the teaching staff except the student involvement in their case is very meager and more weightage pertaining to their appraisal is given to the feedback of teaching staff. Accordingly the feedback is submitted to IQAC for evaluation that in turn forwards the recommendations to Principal who finally mentions the same in their Annual Performance Reports (APRs) for the onward submission to Higher Education Department for further necessary action.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

In order to maintain the financial discipline, the college has constituted Accounts and Audit Committee entrusted with the job of conducting Internal Audits. The committee in consultation with Accounts personnel at the commencement of every financial year prepares the expected budget proposals for the institution which is forwarded to the Higher Education Department for necessary action. At the same time, the committee ensures the efficient utilization of revenue generated through admission fee from students and grants received from other agencies. At the end of financial year, the committee minutely checks the accuracy and authenticity of different heads of accounts by comparing them with documentary evidences available in terms of vouchers and other receipts. Discrepancy if any found in these books of accounts is immediately communicated to the Principal for necessary reconciliation. Pertinent to mention here, the Accounts and Audit Committee oversees other committees particularly Purchase Committee and ensures that necessary codal formalities are duly observed while going for procurement of any item for the institution.

Being a Government institution, the external audit is also carried out by the Directorate of Audit & Inspections, J&K Finance Department and Accountant General Office (AG Office). Special Audit teams constituted by these departments carry out on the spot verification with the purpose to check authenticity, reliability, feasibility and accuracy of these books. Consequently, discrepancy or mismatch of any sort that transpires during this process is communicated to the Principal for justifications and elucidations.

File Description	Document
Any additional information	View Document

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

Response: 16.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	14.70106	0	0	1.5

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

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

Response:

For the mobilization of funds, the college in every financial year submits the budget estimate to the administrative department for its approval. This budget estimate includes both salary and other expenditures needed for the maintenance of physical infrastructure, procurement of books, materials and supplies for the laboratories etc. In special cases for the augmentation of physical infrastructure DPRs are also submitted to the concerned quarters for its approval. For the funds released by the government under the heads of purchase of books or on the materials and supplies, its allocation is made in the general meeting of College Advisory Committee/ Purchase Committee as per the requirement of different departments. The institution endeavors to ensure optimum and efficient utilization of funds whether generated internally in terms of admission fee from the students or received by way of grants from the State Government and other government agencies like UGC. The admission fee received from the students is used for their overall benefit and general development of the college and for ensuring proper utilization; it is allocated under different heads/funds like Sports, Library, Laboratory, Transport, Financial Aid etc. At the same time, different committees entrusted with the job of overseeing their respective portfolios make sure that all funds allocated for the purpose are used in the best possible manner. Moreover, while using the funds, every committee in order to ensure transparency and accountability has to abide by the set procedural guidelines ranging from formulation of Proposal to Submission of Report.

6.5 Internal Quality Assurance System

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

Response:

The internal Quality Assurance Cell of the institution was established in 2013 and submitted its LOI on 17-04-2014 wide Track Id JKCOGN20899 but could not qualify IEQA due to inadequate permanent faculty and inadequate infrastructure. Presently the college is having adequate permanent faculty members with tangible improvements in infrastructure like separate administrative block, separate arts block, science block, computer centre, multipurpose hall, canteen etc. The IQAC regularly comes up with appropriate structure and processes to plan, guide and monitor Quality Assurance (QA) and Quality Enhancement (QE) activities of the institution. The IQAC strives to channelize and systematize the efforts and measures of institution towards academic excellence and for meeting out diverse needs of students. Some of the initiatives and efforts undertaken by the committee (IQAC) for overall development of the institution are summarized below:

- The committee is continuously committed to improve the infrastructure, enhance faculty competencies and motivate students for self learning.
- The IQAC has an important role in the takeover and development of newly constructed Science Block.
- To stimulate the academic environment for promotion of quality teaching and learning, faculty members are recommended by IQAC for FDPs, Orientation courses, Refresher Courses, seminars and conferences.
- The IQAC organises alumni meet at appropriate intervals periodically to receive necessary feedback for the overall development of the Institution.
- Recommendations from IQAC are always given due consideration in almost all important decisions of the college.
- Submission of SSR for NAAC accreditation 2018-19 is a humble attempt of IQAC.

File Description	Document
Link for Additional Information	View Document

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

Response:

One of the prime objectives of IQAC is to review the teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals. For this purpose, sturdy steps are been taken by the committee with the consent of head of the institution, some of them are as:

- At periodic intervals, an inspection team of officials of college inspects the class work of college to ensure presence of teachers and students at appropriate time with appropriate methods, techniques

and strategies to encourage accountability, innovation and self-evaluation.

- The IQAC is receiving and analysing the feedback from students (feedback form is available on the college website), teachers and alumni to improve teaching learning process and gives necessary suggestions/recommendations for institutional developmental.
- On the recommendations of IQAC, PPTs (power point presentations) are used periodically by teachers in multipurpose room of the college to augment the learning techniques in line with modern trends and thus enhances learning outcomes of students.

File Description	Document
Link for Additional Information	View Document

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

Response: 1.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	1	1

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

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Response: E. None of the above

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

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

Response:

For first cycle:-

- Construction and takeover of Science Block.
- Macadamization of interior roads of the college.
- Development of Volleyball Court.
- Renovation of Arts Block.
- Establishment of Rest room for girls.
- Construction of college canteen.
- Plantation of Cedrus, Pinus and Cupressus trees on yearly basis.
- Introduction of new courses (Computer application, bio-chemistry, Geography)
- Fulfilment of various vacant teaching posts.
- Introduction of certificate course in computer Applications (CCC).

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 1

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

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

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

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

1. Safety and Security
2. Counselling
3. Common Room

Response:

Our college has an active Anti ragging and Sexual Harassment Committees which take care of the issues pertaining to gender sensitivity. The male students are regularly counselled by the teachers to abstain from such activities which can otherwise hurt the sentiments of female students or cause their physical injury. To safeguard the female students and ensure their safety and security, bus service, constant surveillance, display of important instructions and institutional code of conduct are given enough importance. It is because of such initiatives that the enrolment of girls is increasing every year and parents are highly satisfied with the overall mechanism of the college administration which is an indicator of their trust and confidence with the institution.

Religious scholars and legal experts are also invited to sensitise the students regarding mutual respect and display of acceptable behaviour in co-education institutions like ours. Students are also made aware about the legal implications and repercussions which can otherwise erupt because of delinquency and law breaking.

In addition, separate lavatory blocks, parks and Girls' Common Room are earmarked where entry of males is strictly prohibited to ensure privacy.

The cell phone numbers of the members of anti-ragging committee and Sexual harassment Committee are displayed at various places to deal with the situations in case of emergencies.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 18000

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 90

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

Response: 3600

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4000

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

7.1.5 Waste Management steps including:

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

Response:

In our day to day life, we consume/use a lot of things which eventually lead to the production of wastes in different forms. These wastes affect the quality of environment directly or indirectly. In order to preserve the pristine environment of College campus, Waste Management (Solid, Liquid, e- wastes) is thus of utmost importance. With the help of seminars and debates, students are made aware about the essentiality and importance of scientific ways of Waste management. To ensure the proper disposal of wastes, College administration has placed dustbins at convenient locations and students are advised to dispose wastes such as polythene bags, plastics etc into them. In coordination with Municipal Committee Tral, these dustbins are periodically emptied and wastes are disposed/dumped at proper dumping/treatment sites designated by concerned authorities. Separate dustbins have been installed for the disposal of metallic wastes. These metallic wastes are then sent to recasting centres wherein they are recycled and reused in variety of ways. In addition to this some of the waste materials, which do not produce any harmful gases and hence do not pose any potential threat to College environment, are combusted inside the College campus and the end product so obtained in the form of ash is used as organic fertilizer in the botanical garden.

e-Wastes comprise of electronic scrap components such as CPUs, discarded electronic gadgets, tube lights etc. Chemically these wastes contain potentially harmful materials such as Lead, Cadmium, and Beryllium etc. Since it is very harmful to mishandle such wastes, these are stored at some designated places. Later on, these wastes are then handed over to e-waste management experts, who with the help of various scientific procedures recycle and reuse these wastes.

To ensure cleanliness of College campus, Department of Environmental Science in collaboration with NSS wing of College, periodically organises cleanliness drives. College administration also encourages students to highlight the importance of proper waste management in their respective families and societies.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Govt. Degree College, Tral is situated at relatively higher altitude hence does not possess sufficient water resources and as such faces water shortage. During midsummer this problem aggravates thereby affecting the rich biodiversity of flora and fauna of the College campus. In order to circumvent this problem, College has adopted a novel method of storing rain water falling on roof tops via Rain Water Harvesting. In the newly constructed Science Block the roof edges are equipped with steel channels. Rain water via these structures is transferred to large tanks placed on the ground. Then on need basis this stored rain water is utilized for irrigating the Botanical garden and for other purposes. Seeing the efficacy and effectiveness of the technique, College administration has made it mandatory to equip all the newly constructed buildings with such structures.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**

c) Pedestrian friendly roads

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Following are some green practices taking place in the college.

1. Public Transport

Male students of the College and most of the local faculty members use frequently public transport. Since the distance from the town headquarter to College campus is about two kilometres so in order to avoid the congestion of the vehicles on the roads, the College has made an arrangement of two College buses for the female students. As a part of green practice, the staff has organised a disciplined way of reducing the carbon omission by adopting the car-pooling method. Pedestrian friendly roads within campus add beauty to it.

2. Plastic free campus.

The College hygiene committee and the NSS unit of the College very often sensitize the students about the hazardous effects of the use of plastics and polythenes by their lectures in the campus gatherings. Although the use of plastic bags and polythenes are strictly prohibited within the campus, yet the students are morally motivated and encouraged not to use these products but instead emphasis is given on the use of bio-degradable products. The College NSS unit along with the College hygiene committee are very often organising cleanliness drives within the campus and NSS unit is also very active as well outside the campus in these activities. NSS unit of the College has cleaned the famous spring of the town called "Batenaag" many times from last ten years which has been encouraged by the locals very well. Besides the NSS unit has done a lot by cleaning the famous Heritage site at "Naristaan".

3. Paperless office

The College Examination committee is committed to make the office paperless by 2020 and in this regard efforts from IT section of the College and examination wing are commendable as the allotment of the examination centres, rooms and numbers of students allotted to each superintendent, Examination staff allotted to each centre and notices of utmost concern are always communicated via whatsapp or messages.

1. Green landscaping with trees and plants

To add beauty to an already beautiful and lush green Campus of the College, Department of Botany in Collaboration with Department of Forestry and College landscape committee is organising plantation drive on world Arbor day i.e. on 21st March within the campus and have planted more than 200 plants of *Pinus*

and *Cupressus* so far along the road sides of the College and around the main ground. The Department of Botany and Environmental Sciences celebrates June 5th every year as World Environmental Day during which the students are being acquainted with the benefits of plantation, consequences of forest degradation, misuses and overexploitation of resources, omission of hazardous gases etc. Besides special quiz competitions are being conducted while celebrating the Ozone Day on 16th of September every year as a part of awareness programme.

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

Response: 0.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
5.63991	.21979	0	0	0

File Description

Document

Details of expenditure on green initiatives and waste management during the last five years

[View Document](#)

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

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

Response: C. At least 4 of the above

File Description

Document

Resources available in the institution for Divyangjan

[View Document](#)

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

Response: 7

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

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

File Description**Document**

Number of Specific initiatives to address locational advantages and disadvantages

[View Document](#)

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

Response: 3

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

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

7.1.12

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

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

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

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

Response: Yes

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

7.1.15 The institution offers a course on Human Values and professional ethics

Response: No

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

Response: Yes

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	2	8	4	2

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

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

Response:

GDC Tral used to celebrate the various national festivals very from the beginning. This institution also celebrates the birth and death anniversaries of some great Indian personalities, who have contributed a lot in what the Indian society is at present. The important national festivals that our institution celebrates are: Eid , Holi, Diwali, Dussehra, Basakhi, Christmas, Budhpurnima, Gurupurab. In addition to this the staff members along with the NSS volunteers of the college participate actively in the celebratory functions of Independence Day and the Republic Day every year held at district headquarter Pulwama. The birth/death anniversaries of great personalities of our nation such as Gandhi Ji as Gandhi Jayanti, Pandit Jawahar Lal Nehru as Children's Day, Moulana Azad as Education Day are celebrated by our college. Besides, every year our college celebrates Sir Syed Day on 17th October with the aim to familiarize the students with the contribution made by Sir Syed Ahmad Khan. Shri Radhakrishnan Day is observed as Teachers Day in the college on 5th September. On this day the teachers of different disciplines speak about the contributions of Shri Radhakrishnan to the budding students so that they may get inspired from them in their life ahead. The college also celebrates Gandhi Jayanti week from 2nd to 8th October. On the eve of Gandhi Jayanti, the college organizes different programmes and events related to Gandhian philosophy and its relevance to the present time. Iqbal day is celebrated with lot of fervor to bring forth Iqbal's scholarly and philosophical contributions. On this day, the college invites scholars and experts of Iqballiyat who deliberate upon the contemporary relevance of Dr Sir Mohammad Iqbal's scholarship.

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

The main strategy of our institution is to maintain complete transparency and accountability in its financial, academic, administrative and auxiliary functions. Since the institution is governed by the laws and regulations of the Higher Education Department of government of Jammu and Kashmir. Therefore, in the financial matters, the allocation of various funds is made by the Higher Education Department duly approved by the Finance Department of J&K Government. The distribution of funds to different departments of the college is done as per the budget allocation. For the utilization of these funds the tenders for the purchase of required items are floated online as well as through leading newspapers. The admission fee, examination fee etc of the students are displayed on the college website and the institution receives all these types of fee through cashless mode. Salaries of staff are credited to their respective accounts through the bank invoices. The funds once utilized are put through an internal audit and also through independent agencies like Accountant General's Office, which conduct regular audits in the campus for the utilized funds.

For the academic transparency the institution is affiliated to the University of Kashmir, Where all the information related to academics ranging from admission to examination is notified online both at University as well as the College website. The admission procedure of the college is student friendly and the students are given open choice to select the subjects of their own interest under the newly introduced Choice Based Credit System (CBCS). As for as the examinations are concerned, before declaring the final results the result status of the students for different semesters is made online by the University of Kashmir so as to reflect the performance of the students beforehand. In case of any grievance the students approach

to the examination cell of the college for its redressal. Regular inputs are taken from faculty and staff through monthly meeting of the faculty for continuous improvement in the system.

For the administrative control, there are different committees in place in the college which execute the number of auxiliary functions of the college. All the conveners and co-conveners along with the members of their respective committees convene meetings on need based to take actions as and when needed. The committees submit their reports to the principal for final disposal in the best interest of the student community.

7.2 Best Practices

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

Response:

1. Transport Facility as an Instrument to Encouraging Education for Girls and Reduction of Drop Out Rate thereof.

Objectives of the Practice: The objectives of the practice are to encourage girl education and minimise the drop out rate. Education of girls was generally a taboo in recent past and is still prevalent in certain communities. To disprove and debunk this age old belief, the institution has implemented *Beti Padhao*, *Beti Bachao* by giving extra care and attention to female students to win the trust of parents. It is truth universally acknowledged that education of a male is the education of an individual and the education of a female is education of a family. Keeping this fact in mind, the college as a whole takes extra care for the education of females and walks an extra miles to ensure their comfort, safety and security. The objective of this strategy is to envisage a value based knowledge society wherein females are empowered to live with dignity, self-reliance and honour.

The Context: Public Transport System is in shambles and increasingly unreliable in our area. In this context, the parents were a bit worried and apprehensive owing to the prevalent circumstances. To gain confidence and remove the impediment, the college administration resolved to seek the sustainable solution and provide transport facility to keep the parents carefree and worry-free.

Encouraging the female students to continue the higher studies provides them an opportunity to become mature, evolved, refined and learned ones and after their marriages they are well versed and ready to deal with new situations. They become the mentors, confidants of their families and the pillars of the society as a whole. The institution faces the challenges while implementing such gender sensitive practices as the male students also feel that such incentives and facilities be extended to them as well. The grievance of partiality on their part has been reviewed for sustainable resolution. Till some concrete solution is sought, proper counselling and justification has been given to the aggrieved who finally realized that such a practice directly or indirectly is good and beneficial for everyone.

The practice: In the good interest of students particularly the females, the college administration had approached two MLAs of Tral Assembly constituency for donating buses. In response to these constant pleas, the institution succeeded in getting two buses by the legislators out of their Constituency Development Funds (CDF). Since the new campus of Govt. Degree College Tral is situated at a distance of

about 2.5 kilometres from the main town, the college administration has kept these two buses at the disposal of the female students. On daily basis they are utilized to their optimum to carry almost 95% of female students from main town up to college campus and back on nominal charges. By virtue of this practice with proper mechanism and management, maximum time of these students is saved. Parents and civil society has applauded this initiative because these students are feeling safe and secure. In certain cases the bus fee is waived off to unburden the destitute with meagre income and humble background.

Evidence of success: Female students have never tried to use their private conveyance or public transport to come to college. There is not a single application for dissociation or withdrawal from availing the facility. Moreover, there is always demand from the male students to start up the transport services for them in the same pattern. This can be better judged from the increasing enrolment of female students over the period of last five years as given below:

Year	No. of Female Students	No. of Male Students	Total
2014-15	649	534	1183
2015-16	632	524	1156
2016-17	681	662	1343
2017-18	842	773	1615

Problems encountered and resources required: The male students of the college desire to have the same facility on same pattern with provision of pick up and drop facility from their respective villages. A fleet of buses is required to extend the facility to all the students from their respective routes which requires a huge funding or magnanimity from MLAs and MPs. College doesn't have adequate resources or financial autonomy to find viable solution.

2. Title of Practice

On the spot financial support by college teaching and non-teaching staff to economically weak and backward students

Objectives of Practice

The main objective intended to achieve through this practice is to enable the students with weak financial background to carry on higher education.

The context

The students from economically backward classes during Admissions and Examinations approach the college administration with applications for waiver of dues and fee. Since there is no such provision or competence with any of the officers' in the institution, these applications were summarily rejected to the utmost dejection of these students. This issue was seriously felt by the faculty of the college and was discussed with the university several times in the meetings which finally resulted in examination fee waiver of orphan students only, but a big chunk of students remained constantly unattended. Although the college provides financial assistance to such students out of the specified Financial Aid Fund but that being too meager is not sufficient to even fulfill 10% of their requirements. Owing to the fact that limited

resource is available with the institution for the said purpose, there is always craving for a viable and sustainable solution. Moreover, the College Financial Aid is not available during Admissions and Examinations when there is dire need of money to students. It was in this context that the faculty and ministerial staff undertook this initiative of contributing to student welfare fund out of their own pockets and thus help such students in times of need.

The Practice

The institution caters to the educational needs of students living in far off places of Tral wherein a good number of students belonging to backward and downtrodden classes are enrolled. In order to give fillip to higher education in the area and enable such students to carry on education with a missionary zeal and confidence, yet there were certain constraints which they would encounter and could prove detrimental to their careers. The most prominent among these was the paucity of money which these students needed for admissions and examinations.

The practice of providing on the spot financial assistance has been in vogue from past many years in the institution and is continuing with more passion and enthusiasm. The sole purpose of this initiative is to financially help the poor and destitute students in times of any need particularly during admissions and examinations. The faculty and other ministerial staff from time to time voluntarily donate some money collected for the welfare of such students, and is managed by faculty members designated by staff secretary of the college. The students in need of financial support are advised to address an application to the Principal of the college who in turn directs the same to such faculty member who can confirm the authenticity of the claims made in the applications. After an informal but speedy and reliable verification about the financial background and the magnitude of financial need, the required monetary assistance is provided to the needy student. Pertinent to mention here, some respected Faculty members on conditions of anonymity donate out of Zakat during the Holy month of Ramazan. And the scope of initiative is not limited to students of the college only but also the students from adjoining areas with excellent academic record but weak financial background. They are also given monetary assistance on the recommendations of some respected person of the society.

While undertaking this initiative, many challenges are encountered. As a good proportion of students approach for financial assistance, the amount of money required is not so enough to cover each and every student. Moreover, at times it proves very challenging to prioritize the applicants, yet every effort is undertaken to disburse the money on proportionate basis.

Evidence of success

The success of initiative is evident from the fact that such students who were in dire need of finance for admissions and examinations and were not able to pay the same which resultantly could have proved very detrimental to their careers were given a ray of hope. And to a large extent, because of this initiative they were able to continue their higher education which ultimately leads to the achievement of the sole objective for which the initiative was and is being undertaken.

Problems encountered and resources required

The main resource required for this initiative is money. While carrying on this initiative, following problems are encountered:

- As the initiative is purely voluntary in essence and instant in nature, no bank account for the same could be officially maintained.
- Owing to the urgency of assistance, students with sound financial backgrounds and philanthropic zeal could not be roped in.

7.3 Institutional Distinctiveness

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

Response:

Tral is a multi-religious, multi-cultural, and multi-lingual inhabitation. People of different ethnicity, faiths, and dialects constitute 93 hamlets with few towns, which have unity in diversity. As Religion, culture and language are very sensitive issues; still people belonging to different religions, cultures, languages live here in harmony. There is inter faith, harmony, and serenity witnessed by the people through centuries together. There are no evidences or records of any conflict between the people of different faiths. Thus, there runs a common thread among people that keep them united during any unrest or disturbance elsewhere. The single major reason for maintaining such a balance among people rests on educational institutions entrusted with task of preserving and transmitting cultural values and ethos among youngsters, besides imparting knowledge and skills necessary for leading a worthwhile life.

GDC Tral extends its support to maintain harmony and serenity besides providing access to educational opportunities to thousands of students, hailing from various hamlets of Tral most of which are hilly and backward economically as well as educationally. Although, the Constitution of India enforces laws to maintain communal harmony and the government takes strong measures to ensure the same. Still, some sort of conflict, controversies, and inconsistencies occur in country but no issue of communal disharmony and violence has ever raised its head in college due to the efforts made by the administrative wing of the college along with the NSS Volunteers. No single complaint pertaining to communal disharmony were received by college redressal cell during its long journey of 30 years. The college administration since its inception has left no stone unturned in maintaining peace and harmony in and outside the college. The college substantiates the achievement of communal harmony as central to its pedagogical processes by infusing the mark of respect among students towards their religious feelings. Feeling of goodwill cooperation, sincerity, and generosity is being inculcated among students right from their entry level.

To foster communal harmony among students, the institution celebrates religious festivals of Islam and Sikhism with equal zeal, vigor, and enthusiasm. During Sikh festivals like Baisakhi, Guru-purub and Akhandpat Sahab, Muslim NSS Volunteers help their Sikh class fellows in serving the pilgrims. The college administration also pays visit to Boarding house Tral on Akhandpat Sahab to ensure feeling of serenity among Sikh community. Likewise Sikh NSS volunteers visit shrines of Muslim community during religious festivals viz Eid Milad un Nabi[SAW] and Urs Shah I Hamdan [RA] to serve pilgrims.

The college organizes seminars on value education, peace education and Gandhian philosophy of non-violence to foster values like truth, ahimsa, non-violence, secularism and fellow feeling. All these

measures play a significant role in ensuring communal harmony among students.

NAAC

5. CONCLUSION

Additional Information :

The institution, with an objective to carry forward the legacy of providing higher education to the downtrodden, is enthusiastically striving to carry on its Mission and holds the distinction of being the only higher education institution in the sub-district Tral. Since the major catchment area of the college belongs to educationally deprived Gujjar/nomadic community, as such the college holds the another distinction of bringing higher education facility to the first generation learners. Once the college is accredited, that would open the gate of innumerable opportunities to our faculty members in the form of myriad research projects and fundings from different sponsoring agencies.

Concluding Remarks :

Established in 1988, Government Degree College Tral is the only institution of higher learning in the entire sub division of Tral. As a premier institution of higher learning for aspiring young boys and girls from very low economic background, the college started its odyssey with few arts subjects from a make shift arrangement to its own present campus in 2005. The college started Commerce and Science streams from 2009 and 2012 respectively. Due to paucity of space, science labs were functioning temporarily from humanities block till 2017. Now two story Science Block has come up with state of art laboratories for each department which will definitely ensure the quality education of the students. The college has highly qualified, experienced and dedicated faculty members with research aptitude. There is also a vast opportunity for the development of infrastructure of college as the college campus is spread over about 96 Kanals of land. There is enough scope for development of parks, and the cultivation of medicinal plants as well. Keeping in view the potential of all the stakeholders, location and area of the campus, we are sanguine that the future of this college will be bright.

The college which has not been accredited so far, hopes for the successful accreditation in near future with good grade and for grant in aid from UGC, RUSA and Department of Science and Technology (DST). The funding will help to develop the weaker areas and to prosper to achieve the mission of women empowerment, equal opportunity for economically deprived class and institution with potential for excellence. The college is making efforts to expand the infrastructure and to have at least a separate library cum lecture block for which the DPR stands already approved and will also strive for the construction of separate Physical Education Block and Auditorium so that more emphasis will also be given on the physical and cultural activities of the students. The college will concentrate overwhelmingly on the vision and mission so as to carry forward the different activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.2.3	<p>Percentage of differently abled students (Divyangjan) on rolls</p> <p>2.2.3.1. Number of differently abled students on rolls Answer before DVV Verification : 3 Answer after DVV Verification: 2</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	0	1	1	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	1	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1	1	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	1	0	0																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 181 Answer after DVV Verification: 240</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 259 Answer after DVV Verification: 476</p> <p>Remark : As per total number of student passed and appeared provided by HEI for the year 2017-18.</p>																				
3.4.3	<p>Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years</p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14															
2017-18	2016-17	2015-16	2014-15	2013-14																	

12	6	4	4	2
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
10	6	4	4	2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
650	465	860	400	205

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
610	465	860	400	205

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 83

Answer after DVV Verification: 41

Remark : As per average number of teachers and students using library on 14/07/2017, 29/08/2017, 06/09/2017, 26/10/2017 and 08/11/2017 provided by HEI for the year 2017-18.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	57	10	0	0

Answer After DVV Verification :

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

16	0	57	10	0
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Remark : Sanction letter of scholarship or institutional policy of students not provided by HEI.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
107	0	109	116	216

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
216	0	109	116	107

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	3	2	0	0

Answer After DVV Verification :

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

Remark : As per ecopies of awards provided by HEI

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per HEI clarification the report of 2014-15 and 2015-16 have been misplaced.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

2.Extended Profile Deviations

ID	Extended Questions										
1.1	Number of students year-wise during the last five years										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1615</td> <td>1342</td> <td>1156</td> <td>1183</td> <td>1255</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1615	1342	1156	1183	1255
2017-18	2016-17	2015-16	2014-15	2013-14							
1615	1342	1156	1183	1255							

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1615	1343	1156	1183	1258

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
44	44	43	43	42

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
40	40	39	39	39