



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE MAGAM

MAGAM DISTRICT BUDGAM

193401

www.gdcmagam.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. Degree College Magam was established in the year 2011, and since its establishment, the college was functioning in a makeshift arrangement in the premises of Higher Secondary School Magam with few classrooms offering only some B.A. courses. Thereafter, the own college campus (spreading over 74.18 kanals of land) was inaugurated by the then Chief Minister of the J&K state, Ms. Mehbooba Mufti on 8th August 2017 and various additional programmes like B.B.A, B.Com, B.Sc., and some other B.A. courses such as History, Psychology, Geography, Kashmiri, Arabic, Music and Media Script Writing, besides some professional courses like Hotel Management and Computer Application were sanctioned to the college. The college is permanently affiliated to University of Kashmir, which designs the curricula and conducts examination and the institution is making full efforts for the smooth functioning of the both.

Presently the college is offering as many as 21 courses including some professional ones to cater the needs of students from different background. Besides curriculum, the college is very much focusing on the development of students' overall personality by exposing them to different events and programmes such debates, conferences, seminars, essay competition and other cultural programmes. Not only this, our college students have been time and again participating in various sports related activities within and outside the state and brought home many positions and accolades.

The college has separate Academic, Administrative and Library Blocks. The Academic Block has six large fully furnished lecture theatres, a staff room, Girls Common Room, NSS Office, Sports office, and a Computer Lab consisting of 32 internet connected computers. The college has a very rich and fully automated library with more than 6 thousand books and journals. The library has a Reading Hall and Browsing Centre. The college has also a hygienic canteen which offers many food items on affordable prices. The whole campus has Wi-Fi internet connection. The college also offers Bus facility to the far-off students.

Vision

- To be a leading educational institution by providing quality education in diverse emerging disciplines.
- To produce conscientious and learned graduates who significantly contribute to socio-economic development of the society.

Mission

- To strive for achieving and maintaining academic excellence essential for our students' future by providing the right academic ambience for the development of the students.
- To provide opportunities for co-curricular and extra-curricular activities aimed at all-round development of students' personality so that they may shoulder the responsibilities of the family, the society and the nation.
- Above all, to inculcate moral values among students, build their character and mould them into good human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College stresses on the all-round development of students by exposing them to curricular, co-curricular and extra-curricular activities.
- College offers B.A., B.Com and BBA programmes including some professional courses like Computer Applications, Travel and Tourism Management, Music and Hotel Management.
- Providing audio-visual aids to make the process of teaching-learning more effective in fully furnished classrooms.
- College has a big computer lab to facilitate students high speed internet browsing.
- The college believes in equity education, where both male and female students are encouraged and prepared to face different challenges of life.
- The college has separate Academic, Administrative and library block.
- It has fully automated library with rich collection of books and journals using SOUL 2.0.
- The college library has one big reading hall and browsing center with high speed internet connection.
- The whole college campus is 24*7 wifi enabled.
- A sufficient number of the staff is having PhD and are actively participating in conferences, seminars, workshops etc.
- Major and minor projects taken by faculty.
- The college has CCTV surveillance.
- The college provides financial assistance to economically backward students.
- Our students are actively participating in various sports activities outside the campus and have brought various positions and accolades to the college.
- Transparent mechanism for handling grievances of students pertaining examination and Evaluation.
- Computer certificate course has been started to make students computer literate.

Institutional Weakness

- Limited scope for research guidance.
- Being newly established college, it lacks infrastructure viz., classroom, labs, auditorium, sports hall, playground, boundary wall etc.
- The college has not received UGC 12B yet, which is under process.
- Less number of permanent faculty.
- The college is not yet offering science courses due to lack of infrastructure.

Institutional Opportunity

- The majority of the students belong to the economically backward rural families. The college provides scholarships to the deserving students in order to encourage them for pursuing higher education.
- Conduct and provide ample opportunities for the staff to participate in various faculty developing programmes.
- Improving the soft skills and employability among students.
- Improving teacher quality by virtue of allowing them pursue research and attend seminars/conferences and publish books and research papers.

- Having very young faculty, there is lot of opportunity to develop research culture in the college.
- Having lot of unconstructed land, new academic and other blocks can be constructed to offer new programmes and courses for which proposals have been already submitted to Higher Education J&K Govt.
- The location of the college is the hub of lot of catchment area, which provides the opportunity to educate the increasing role of students in the college.

Institutional Challenge

- Students teacher ratio is high.
- Majority of students belong to educationally and economically backwards families which poses challenge to faculty to prepare them for the present competitive world.
- Student progression in terms of higher education and employment.
- Improving communication skills among the students.
- Managing curricular activities within limited number of classrooms.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The vision and mission of the college is to educate and prepare students for different levels of academic excellence. The college makes every effort to realize its mission of developing competent human resource through quality education, by creating innovative educational environment and promoting creativity to develop skilled human resource.

To provide better chances for distributing available educational opportunities, the college has made efforts to different courses in tune with diversifying interests and career opportunities. The college is running market oriented courses like BBA, computer applications and B.COM, Travel and Tourism Management which are run by only few colleges of the state.

The college provides opportunities for better exposure to the students by conducting field trips, language labs through deputation to various reputed institutes like Kashmir University.

However it is pertinent to mention that the college is teaching the curricula designed by the affiliating university and the institute makes every effort for curriculum improvement through its representatives participating in boards of studies meetings who provide suggestions and inputs for revision of the syllabus in the respective departments of university of Kashmir. The college has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines.

The college in future would like to introduce courses which are as per the aspirations of the students and demands of the local community.

Teaching-learning and Evaluation

Every possible measure is undertaken to ensure that a favourable and conducive class-room environment is provided and teaching-learning is made an effective exercise for slow as well as advanced learners in the college. Variety of methods that shift the role of the teachers from givers of information to facilitators of student learning are stressed upon. Teachers are encouraged to use the modern teaching aids and technological equipment along with traditional lecturing method. To accommodate the students from disadvantaged categories, especially in professional programmes like BBA, the college has adopted a reservation policy compiled by the affiliating university i.e. university of Kashmir. Equally, the college in its Continuous Internal Evaluation (CIE) System, adopts a transparent and robust mechanism to assess the development of students and adheres strictly to values of quality, secrecy, confidentiality and specified schedule defined by the affiliating university. By and large, internal evaluation of the students is done on the basis of marks secured by them in class/unit tests, assignments, attendance, project work etc. As a part of academic programme, the quality of teaching, learning, and examination related issues are monitored by the Internal Quality Assurance Cell (IQAC) of the college on regular basis in a transparent and time-bound way. Scheme of evaluation process, examination, and programme and course objectives are communicated to students through the prospectus at the time of admission. And an online feedback system is used to keep track of teaching-learning process and student satisfaction.

Research, Innovations and Extension

The college strives to promote the research and extension activities, and encourages teachers and students to participate in workshops, conferences, publish research papers and apply for non/government sponsored research projects. Presently the college has one ongoing research project sponsored by the Indian Council of Social Science Research and sanctioned to the department of sociology. Over sixty (60) research articles and twenty (20) books/chapters have been published by faculty members during last five years. Correspondingly, the college has started to publish a magazine titled *Zahoor* wherein students contribute a major portion in the form of research articles, field reports and commentaries on day-to-day social issues. Students are also engaged in community-based activities and service-learning projects. This year 24 students completed a three months long internship under Swatch Baharat Mission and had a first-hand experience in community-based activities. However, since the college is one of the newly established higher education institutions, it is yet to develop an incubation centre and other related innovative enterprises to provide platform for the students to translate their novel ideas into viable businesses.

Infrastructure and Learning Resources

The college is located at the Magam town. It is presently comprised of seven different blocks on 74.18 Kanals of land (9.17 acres) with 2936 Sqm. built-up area. Its infrastructure includes academic block, administrative block, Library block, Chowkidar quarter, canteen and two separate additional washroom blocks.

The college has a well equipped computer lab in addition to a net surfing centre. Its library has been fully digitized, enriched with new books. The computer lab and library block has been equipped with 24x7 CCTV surveillance. In order to provide round the clock power supply the institute is equipped with online UPS units and kerosene and diesel power generators. To lower electricity consumption, LEDs have been installed in all of the classrooms. The entire college campus has been provided with Wi-Fi facility. To enhance the use of ICT the college has purchased two overhead projectors/LCDs.

The college has sports/athletic/gym equipment in order to encourage the students to participate in different

sports events. Moreover, the college has Lab equipment for the practical subjects.

With the result of enhancement in infrastructure and learning resources, the institution, that started only with near about 258 students in 2012, has currently more than 1400 students.

Student Support and Progression

Once admitted in the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefits from the state and central government-sponsored scholarship schemes. More than 2 lac rupees have been given to deserving students in the last two years, to support the education of poor students. Besides this, around 8.5 lakh rupees have been availed from RUSA Fund for sports equipment and items.

The institution publishes its updated prospects, which highlights the facilities in the college having information about different committees of the college, college annual calendar, library facilities, sports activities scholarship and freship support system and career counselling etc. The college also publishes its annual magazine *ZAHOR* which provides a platform for their creative writing, besides publishing newsletter which highlights the students curricular, co-curricular and extracurricular activities.

The college also conducts remedial classes for slow learners and the aspiring Students. The College has established a student counselling cell which organizes counselling programmes for guiding students towards better career opportunities.

For the support and care of female students, the college has well-developed Women Empowerment Cell and girls common room.

Students from socially and economically weaker sections of the society and specially abled student, get special attention in admissions, financial support, remedial coaching, transport facility and career counselling.

In addition, the institute has granted membership to students in various administrative bodies of the college such as Grievance and redressal committee, literary activities committee, Magazine committee, Tours and travels committee, Library committee, Sports committee and IQAC of the college.

The college has established its ALUMNI Association named as PARWAAZ in the year 2016. Initially, only 10 students registered themselves but later the number of students increased up to 30 in the year 2017. The college conducts alumni meets to incorporate the valuable advises from the alumni.

Governance, Leadership and Management

Being a Government Institution the hierarchical system is as per the established polices of the State Government. The Institution has at the apex the Principal who is the overall incharge and head of the Institution. Principal is responsible for all financial transactions and administrative measures taken in the Institution.

The Principal is assisted for all administrative matters by different committees and an office manned senior and

junior assistants, storekeeper, and local fund employees.

The academics and co-curricular activities, the main concern of the Institution, are looked after by the faculty, belonging to different subjects. The department of sports is run by PTI under the guidance of sports convener. Similarly, the library is run by a librarian, guided by the Convener Library. The Institution is run through various functional committees. Thus for every aspect of the Institutional life, there is a committee to look after.

The college takes inputs from all the stakeholders, upholding the principle of quality improvement and assurance. The college has a systematic organizational structure to manage the functions of the college. Feedback is obtained to keep a check on quality of teaching and learning. The same is also used for faculty performance appraisal.

Institutional Values and Best Practices

The college is very much sensitive towards gender and environmental issues and in this regard our college has been innovatively adopting many best practices in order to sensitize students and make them responsible towards society. Regarding the safety and security of students and being a co-education institution the college strictly adheres to its vision to provide equality education in diverse emerging disciplines. Further, the college has Women Empowerment Committee, Committee against Sexual Harassment and Anti-ragging Committee to look after different gender related issues. Off and on feedback is received from the students and response is being given by the college administration if any complaint is received.

Though the college campus has been recently inaugurated but it has been conducting and campaigning environment cleanliness and awareness since its establishment. Not only in the college campus, but the awareness and cleanliness drives have been conducted in some adopted villages also to educate and sensitize local communities regarding environmental cleanliness with a mission to make our society pollution free. Our college is using eco-friendly electric and electronic gadgets such LCD boards, LED bulbs, up-to-date computers, laptops and overhead projectors to save electricity consumption.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE MAGAM
Address	Magam District Budgam
City	Magam
State	Jammu And Kashmir
Pin	193401
Website	www.gdcmagam.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ruhi Jan Kanth	01951-275153	9419034216	-	principalgdcmag@gmail.com
IQAC Coordinator	Aneyes Ul Islam	01951-292583	9906845703	-	aneyes.ul.islam@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	12-08-2011

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	04-04-2013	View Document
12B of UGC		

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	Magam District Budgam	Rural	9.17	2936

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	Higher Secondary pass out	English	410	374
UG	BA,Urdu Mil	36	Higher Secondary Pass out	English + Urdu	410	364
UG	BA,Political Science	36	Higher Secondary Pass out	English	156	156
UG	BA,Sociology	36	Higher Secondary pass out	English	234	234
UG	BA,Education	36	Higher Secondary Pass out	English	82	82
UG	BA,Economics	36	Higher Secondary Pass out	English	40	26
UG	BA,Evs	36	Higher Secondary Pass out	English	410	374
UG	BA,Travel And Tourism Management	36	Higher Secondary Pass out	English	93	93
UG	BA,Maths	36	Higher Secondary Pass out	English	45	7
UG	BA,Spoken Persian	36	Higher Secondary Pass out	English + Urdu	40	7
UG	BA,Computer Application	36	Higher Secondary	English	30	9

			Pass out			
UG	BA,Psychology	36	Higher Secondary Pass out	English	50	26
UG	BA,History	36	Higher Secondary Pass out	English	50	26
UG	BA,Geography	36	Higher Secondary Pass out	English	50	13
UG	BA,Kashmiri	36	Higher Secondary Pass out	English + Kashmiri	53	53
UG	BA,Arabic	36	Higher Secondary Pass out	English + Urdu	50	8
UG	BCom,Commerce	36	Higher Secondary Pass out	English	50	14
UG	BBA,Bba	36	Higer Secondary Pass out	English	40	37
UG	BA,Urdu Literature	36	Higher Secondary Pass out	English + Urdu	45	17

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				0				9			
Recruited	0	1	0	1	0	0	0	0	6	1	0	7
Yet to Recruit	0				0				2			
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			10	
Recruited	4	1	0	5
Yet to Recruit			5	
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	1	0	0	0	0	4	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	1	0	2	0	0	3

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	2	0	6
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	0	0	0	3	0	7	10

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	587	0	0	0	587
	Female	823	0	0	0	823
	Others	0	0	0	0	0
Certificate	Male	12	0	0	0	12
	Female	9	0	0	0	9
	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	1	1	3	1
	Female	3	2	6	1
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	1	1	3	1
	Female	5	0	1	1
	Others	0	0	0	0
General	Male	265	125	145	194
	Female	427	204	236	250
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		704	334	395	448

3. Extended Profile

3.1 Program

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

Response: 21

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

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

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1395	943	877	719	613

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	5	14	4	12

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
192	101	67	1	1

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	19	18	16	12

File Description	Document
Institutional Data in Prescribed Format	View Document

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

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

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 8

Number of computers

Response: 40

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

2017-18	2016-17	2015-16	2014-15	2013-14
522.5837	144.161	200.7983	103.4185	265.7712

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:

Government Degree College Magam is affiliated to University of Kashmir and it follows the University prescribed curriculum.

Different steps taken by the institution to ensure effective curriculum delivery through a well planned and documentation process are as follows:

- The **Annual Academic Calendar** is prepared according to the University Calendar prior to the commencement of the academic year, specifying available dates for significant activities to ensure proper teaching –learning process and continuous evaluation and it is displayed on Notice Board & Website of the College.
- **Meeting is held in each department** at the beginning of the academic year to discuss about the **course distribution for the academic session. Syllabus of each subject** for the academic session is provided to the students. .
- Theory & Practical classes are held according to the **Time-Table** which is prepared prior to the commencement of the academic year by the Time-table Committee and is published in Notice Board & College website.
- Conventional classroom teaching is blended with reasonable **use of ICT** to make the teaching/learning process more **learner-centric**. Experiential learning, participative learning & Problem-Solving method are also used for effective curriculum delivery.
- Classroom teaching is supplemented with seminars, workshops, special lectures, group discussions, Tutorials, Departmental Quiz, paper presentation by the students, projects, group assignments, educational tours, field trips for effective delivery of curriculum, which are done in a planned manner.
- The **College Library** provides teachers and students with necessary learning resources for effective curriculum delivery and learning enrichment.
- **Internal Examinations** like Class test, presentation, Mid-term test, are conducted to check whether the students have acquired knowledge as outlined in the objectives of the curriculum. All examinations are conducted according to the Academic Calendar. Tutorials are held regularly to monitor the progress of the students. Remedial / Special classes are conducted for low achievers. Advance Learners are made to solve University Question papers and efforts are made by teachers to improve their performance. Record of the regular attendance, mark lists and progress of the students are maintained and preserved by the college office.
- The college encourages **faculty members to attend Orientation/Refresher courses, workshops and present papers in seminars** conducted by the affiliating and other Universities for acquiring necessary skills for effective delivery of the curriculum. Photo copies of the Certificates of the above courses are provided by faculty members to IQAC.

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

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

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 5.81**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

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

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 1100**1.2.1.1 How many new courses are introduced within the last five years****Response:** 11

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

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

Response: 1

File Description**Document**

Name of the programs in which CBCS is implemented

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

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

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

File Description**Document**

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

[View Document](#)**1.3 Curriculum Enrichment****1.3.1 Institution integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum****Response:**

The college offers one compulsory undergraduate course on environment and sustainability. Though there is no general subject on gender and human values but within syllabus of many courses there is ample material available which addresses issues like gender, human values and professional ethics.

1.Environmental studies:

This is a compulsory course offered to first and 2nd semester UG students. It consists of 100 marks and

includes the following topics in its curricula:

1. Fundamentals of environment
2. Nature and natural process
3. Population and environment
4. Air pollution
5. Environmental ethics
6. Water pollution

Course offered by college

Name of the course	University Affiliation
Environmental studies	University of Kashmir

1. Besides this college runs many courses which address issues of gender, human values and professional ethics. Courses like Education, Sociology and BBA have many units in its syllabi on gender, human values and professional ethics.

In the fourth semester of Education there is a unit on women education which addresses issues like Education of women, problems and remedial measures, role of education in the empowerment of women. In the 5th semester of same subject (EDUCATION) there is a unit on human values which includes topics like universal human values, inculcation of values in students and role of education in value enrichment.

In the subject Sociology there is lot material available on the issues pertaining to female gender, their status from past to present and ways and means of improvement. Besides this department runs an optional course on gender studies.

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

Response: 2

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

Response: 2

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

1.3.3 Percentage of students undertaking field projects / internships

Response: 12.4

1.3.3.1 Number of students undertaking field projects or internships

Response: 173

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

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

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 117.46

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
709	334	395	380	448

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
410	410	410	350	350

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 100

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

2017-18	2016-17	2015-16	2014-15	2013-14
16	5	14	4	12

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 undertakes following measures specifically to ensure that for slow learners a favourable and conducive class-room environment is provided and teaching-learning is altogether made an effective exercise:

- *Class Tests:* All concerned faculty members assess and evaluate the performance of students on the basis of class tests, which are normally scheduled semester-wise after the completion of 25 percent syllabus.
- *Remedial Classes:* On the basis of class-test results, students are categorised as slow learners, average learners and advanced learners. For slow learners, remedial classes are conducted for better understanding of concepts and providing them with the constructive and encouraging feedback.
- *Content Revision:* All concerned faculty members undertake extra classes to revise important content and material to help prepare students, particularly slow learners, for semester exams.
- *Student Counselling:* The College Student Counselling Cell organises programmes quarterly to provide guidance to students, specifically the advanced learners to help them to know and understand their potential. And figure-out the options related with their present educational pursuits.
- *Motivational Talks:* college invites eminent personalities to deliver lectures and share their success stories with students.

Moreover, advanced learners are encouraged to participate in different activities of the college as well as the programmes organised by different non/government agencies.

2.2.2 Student - Full time teacher ratio

Response: 66.43

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.43

2.2.3.1 Number of differently abled students on rolls

Response: 6

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 vision of the college is to strive for providing and maintaining the conducive environment, essential for the overall development of students. Therefore, every possible measure is being implemented to create an effective teaching-learning process. Every faculty member endeavour to make their lectures interactive, encouraging for students to ask questions frequently to ascertain whether they have understood the subject matter. This is followed up by many other learner-centric methods:

Assignments: students are assigned subject related topics of their choice to work-on. This helps them to explore various learning sources and develop analytical and reasoning capabilities.

Classroom Presentations: before the submission of completed assignments, students are asked to present their material and share with others what they have learned. It is also a chance to challenge and expand on their understanding of the topic by having others ask questions.

Quizzing and Debates: the college Debate, Seminar and Conference Committees organise group discussions, quiz competitions, debates on relevant topics. Such measures nurture rational thinking, manners, organization of thoughts, persuasion and public speaking among students.

Engaging students in community-based activities and service-learning projects. Projects and Internships help students to see their important role in the larger world. They are given the chance to learn how valuable and fulfilling it can be to give back to others. This year Swatch Baharat Mission Summer Internship programme and Swacchta Pakwada Internships have been such cases wherein many students of the college completed a three-month and 15 days long internships respectively and had a first-hand experience in community-based activities. Particular, our college has adopted a village (Bandnoora) in this respect.

Guest Lectures, Seminar & Workshops: As part of academic development, all the departments of college arrange guest lectures and seminars throughout the year on topics of core subjects, career-oriented lectures

and recent issues. And the students are encouraged to participate in such programmes and present papers.

Hence, a variety of methods that shift the role of the teachers from givers of information to facilitators of student learning are stressed upon in the college.

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

Response: 109.52

2.3.2.1 Number of teachers using ICT

Response: 23

File Description	Document
List of teachers (using ICT for teaching)	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: 53.65

2.3.3.1 Number of mentors

Response: 26

2.3.4 Innovation and creativity in teaching-learning

Response:

The college encourages teachers to use the modern teaching aids and technological equipment along with traditional lecture method. Following are the creative methods that our faculty uses in teaching-learning process:

- Teachers maintain expressive freedom in classrooms and maintain an environment, where students feel safe to share novel ideas.
- Subject related documentary films are screened for visual presentation to further the understanding of students.
- LCD projector screens / Overhead projectors help the faculty to deliver interactive lectures and demonstrations of animations/ Power Point presentations etc.
- Charts and models are used by the faculty to explain the fundamental topics and theoretical systems.

Such methods allow for flexibility and create norms that foster creative approaches. Department of Computer Science shows special interest in improving the ICT enabled teaching and therefore help support

faculty of other departments in this respect.

2.4 Teacher Profile and Quality

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

Response: 163.64

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

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

Response: 20.62

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

2017-18	2016-17	2015-16	2014-15	2013-14
7	6	2	3	1

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: 7.33

2.4.3.1 Total experience of full-time teachers

Response: 154

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: 5.81

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
1	0	0	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:

As a part of academic programme, the college has a Continuous Internal Evaluation (CIE) System to assess all aspects of teaching-learning process on a continuous basis throughout the year. However, the college being affiliated to the University of Kashmir, can't initiate any comprehensive change or reform in spheres of the examination and evaluation of student answer transcripts. Previously under annual examination pattern and semester system of the University, the allocation of marks was 20-80 at BA level, wherein 20 marks for internal component and 80 marks based on external examination. Now, under the Choice Based Credit System (CBCS) entire evaluation is conducted by examination panel at University of Kashmir externally for all affiliated colleges. Therefore, presently the continuous internal assessment of students is by and large analysed through assignments, attendance, unit/class test, project work, quiz competitions,

debates and discussion. Students are encouraged to participate in different competitions, extension activities, sports and cultural events. The Winners are awarded with prizes, gifts and certificates. This kind of encouragement motivates and creates confidence among students.

Formative evaluation approaches for students:

- Assignment
- Attendance
- Unit/class test
- Project work
- Quiz competition
- Debates and discussion

Whole internal assessment process is completed at college level strictly in a transparent, time-bound and efficient way.

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

Response:

The College adopts a transparent and robust mechanism to assess the development of students': marks secured by students in unit/class tests, internal tests, practical exams and other academic performances. The college follows the process specified by the University of Kashmir and adheres strictly to its values of quality, secrecy, confidentiality and specified schedule. The University provides students' a provision to apply for revaluation, re-checking and photo copies of answer books. However, for internal assessment, the entire procedure is communicated to all students by the faculty members for their clear understanding in the beginning of the academic year. By and large, internal evaluation of the students is done on the basis of marks secured by them in class/unit tests, assignments, attendance, project work etc. Marks/grades obtained by students in internal assessment are displayed through notice board and the same are uploaded on the college website.

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

Response:

The quality of teaching, learning, and examination related issues are monitored by the different college committees and especially by Internal Quality Assurance Cell (IQAC) of the college on regular basis and in a transparent, time-bound and efficient way. Scheme of evaluation process and examination are communicated to students through the prospectus at the time of admission. However, complaints pertaining to internal as well as external examination, academic or non-academic domain, college Grievance Redressal Committee and Examination Committee is authorised to watch over. Specifically, grievances related to class/unit tests, practical, project work and assignments, presentation etc. are resolved by college Examination Committee in consultation with the respective faculty members. Such grievances are usually recorded by examination section of the college and submitted to the concerned committee for necessary

action. These corrective actions are normally re-evaluation, re-checking, providing photocopy of answer sheet to the student etc. The internal marks of the students are then displayed on the notice board to ensure transparency in evaluation. Equally in the external evaluation system of the university of Kashmir students' also have this provision to apply for re-evaluation, re-checking and photo copies of answer books. Hence, the college follows strictly the guidelines and rules issued by the affiliating university i.e. university of Kashmir while conducting internals and semester examinations. And strives to maintain transparency and efficiency in addressing the grievances of students.

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

Response:

The college strictly follows an academic calendar prescribed by the University of Kashmir. This calendar specifies the date of admission, commencement of classes for each semester along with expected dates for conduct of exams. As such, based on this calendar, the IQAC of the college prepares its own academic calendar proposing the academic, co-curricular and extension activities and their probable dates. The academic year usually commences in the month of March and regular staff meetings are conducted to ensure adherence to the schedule given in the calendar. Time table is prepared for each department, facilitating teachers to allocate sufficient time for each subject as per the workload allotted by the University. Equally, for the conduct of Continuous Internal Evaluation, all departments adhere to the calendar. Following is the CIE pattern adopted by the college:

- The timetable for each internal assessment – class/unit tests – is prepared well in advance as per the schedule given in the academic calendar.
- The subject teachers are given ample time to set the question paper as per the university norms.
- The internal assessment papers are corrected within a week and papers are discussed with the students for better understanding of how to approach the question properly in case their expectations are not met with by the evaluator.
- Students are also assessed on the basis of seminars, assignments, practical and projects.
- Students are encouraged to select subject related topics for classroom presentations.

Altogether, the college has an excellent work culture and adheres to conduct Continuous Internal Evaluation within the planned time frame of its academic calendar.

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 college has introduced the following means of communicating the programme specific and course specific objectives and outcomes to students, parents, different stakeholders and teachers.

- Expected course outcomes of all courses are prepared and distributed to the students at the

beginning of the academic year. Especially for new entrants' course objectives and outcomes are communicated through the prospectus at the time of admission.

- Programme specific and course specific objectives and outcomes are also available on the college website.
- At the beginning of the academic year, details related to different courses are displayed in the college notice board and intimated to students in class rooms as well.

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:

Attainment of program outcomes and course outcomes are duly evaluated by the college. One of the methods adopted in this respect is an online feedback system whereby students, parents or any stakeholder can provide a feedback or input on teaching-learning process, student satisfaction, functioning of departments, role of faculty members etc. Besides college has the following mechanism to evaluate the program outcomes and course specific outcomes:

- Parent-teacher meeting is organised annually by the college to discuss about academic performances and development of students, and therefore, keep a track record of program outcome and achievements.
- The college publishes an overall academic report, which is displayed on the college website as a part of the mechanism of communication, which states the level of attainment of program outcomes among many other things.
- Class/unit tests, quiz programmes, presentations and debates are organised at department levels to keep track of course specific outcomes.
- The realization of objectives of teaching and learning is also measured through the feedback from alumni and self-appraisal by the teachers themselves.

2.6.3 Average pass percentage of Students

Response: 62.98

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

Response: 148

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

Response: 235

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: 3.22



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: 3

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
3	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: 0.01

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

Response: 1

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

Response: 83

File Description

Document

Supporting document from Funding Agency

[View Document](#)

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 college is one of the newly established higher education institutions in the Kashmir division and steadily progressing as far as its infrastructural expansion, academic pursuits and involvement in various co-curricular activities are concerned. Therefore, the college is yet to develop an incubation centre and other related innovative enterprises to provide platform for the students to translate their novel ideas into viable businesses. Still the college has adopted other mechanism to help support students in many ways like college student counselling committee organises programmes quarterly to provide guidance to students, specifically the advanced learners to help them to know and understand their potential. And figure-out the options related with their present educational pursuits. Equally the college invites eminent personalities to deliver lectures and share their success stories with students. Debates, seminars, group discussions, quiz competitions etc. are organised on career relevant topics. Such measures nurture rational thinking, manners, organization of thoughts, persuasion and public speaking among students, and ultimately bear some imprints on their future trajectories.

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 Total 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: 0.3

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
15	1	2	5	4

File Description

Document

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

[View Document](#)

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

Response: 0.99

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
7	6	1	0	3

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:

The College is located in a periphery of Magam town, surrounded by many villages. With the expansion of residential colonies, shopping complexes and other commercial infrastructure in the area, many of the adjoining villages are faced with inadequate waste management, pollution of lakes and agricultural lands. Imparting knowledge to local people about different causes, consequences and solutions of environmental problems will help them in maintaining the ecological balance of their area, especially agricultural lands.

In this context, the college promotes social responsibilities and citizenship roles among the students by arranging extension activities to sensitise them to range of issues around them including environmental degradation, violence against women, drug abuse etc. Hence engaging students in community-based activities and service-learning projects is one of the major priorities of the college. Students are given the chance to learn how valuable and fulfilling it can be to give back to others. This year under Swatch Baharat Summer Internship college adopted two villages – Bandnora & Sofipora – in the adjoining area wherein 23 students completed a three-month long internship and had a first-hand experience in community-based activities. Major activities undertaken by students during this internship included:

- Spreading awareness about the causes, consequences and remedial measures for environmental pollution.
- Anti-polythene campaign in Bandnora & Sofipora.
- Cleanliness drive in Magam and Tangmarg town.
- Wall writing drive vis-à-vis environmental protection.

As part of the academic calendar, colleges being a co-educational institution conducts seminars, guest lecturers and debates vis-à-vis gender inclusion, women empowerment, and organises medical camp, rallies on anti-drug and road safety as well. Besides all departments of the college have their own initiatives to encourage students to participate in community-based activities to promote holistic development of students.

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: 0

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
0	0	0	0	0

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

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

Response: 0.33

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
23	0	0	0	0

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

3.5 Collaboration

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

Response: 0

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

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

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

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

Response: 0

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college was established in the year 2011, but the admission for the students was started from 2012 with strength of 258 students in its makeshift campus. It shifted to its own campus in the month of August 2017. During the past 7 years the number of students has increased manifold and has crossed more than 1400 per year in 2017-18. Many courses were added with the combinations provided by the university. To cater to the ever increasing student strength the college has always taken proactive steps to provide various facilities to develop the infrastructure in the campus in terms of classrooms, library, computer facility, sports, extra and co-curricular activities, and other facilities for the students. The college has started B.Com and BBA courses in addition to the increase in BA subjects from the academic year 2018-2019. All the staff members of the institution are involved in the creation of a healthy learning environment and all the students are valued equally during their tenure in this institution. The curriculum designed as per the norms of the university aims at a student centric learning approach that aims at the holistic development of the students. The students are provided with ample opportunities to bring out their skills through various co-curricular and extracurricular activities. The students are encouraged to use the available facilities optimally. The computer lab is well equipped with more than 30 computers to accommodate a good number of students. The college has a rich library the students are encouraged to use the resources hassle free. The library area is under CCTV surveillance and adequate facilities are provided to make the students to feel at ease. The institution has in total 6 lecture halls, 1 computer lab, 1 seminar hall, 1 net surfing centre, a rich library with a reading hall, girls common room, and two staffrooms (one converted into class room), A DPR has been submitted to the higher authorities for constructing a multistorey classroom block.

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

Response:

The college has well laid out facilities for indoor and outdoor games and sports. The indoor games facilities include Table tennis, Caroms, Chess, Gym equipment for boys and girls. The facilities for outdoor games include: open ground for cricket, football, and space for cricket net practice, courts for playing badminton, volleyball and kho-kho. Utilizing all these facilities, the college has been conducting tournaments for encouraging sports talent among the students. The College encourages the students to practice and participate in different tournaments. The college also conducts various cultural events and encourages the students to participate in them. The institution has submitted a DPR to the higher authorities for constructing a multipurpose sports block.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

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: 96.89

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
507.22	136.11	195.66	100.39	261.7

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

4.2 Library as a Learning Resource

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

Response:

The library has more than 6500 books for the use of students and staff. In addition to the books it has also subscribed to a number of magazines to cater to the needs of the visitors to the library. The library is digitalized. It uses Soul software to keep track of the access to the books, issue, and updating of stock. The library has also a large reading hall and an e-surfing centre.

Name of the ILMS software- Soul

Nature of automation – automated

Version: 2.0

Registered with NDL-registration: library.gdcmagam@gmail.com

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

Response:

The College Library possesses a rich collection of books relevant to the subjects offered by the institution. The college is presently offering Arts, commerce and Business Administration related courses to its students, thus the subject related collection available in the library includes Geography, Psychology, Economics, English, Education, Environmental Science, Kashmiri, Mathematics, Sociology, Tourism & Travel Management, Urdu, Persian, Arabic, Commerce & BBA, Computer Science, History, Islamic Studies and Political Science books.

Apart from all the subject specific collection, the College Library has been working and putting efforts towards building the reference collection for its users. Reference collection is an important component of a library collection. A library's Reference Collection is used to accumulate together standard references like encyclopaedias, handbooks, dictionaries, etc. that will provide answers to questions on any topic in any field of research. It is called a Reference Collection because its use is limited to library reference and because it is used heavily by the library's Reference Department to answer library patrons' questions quickly.

The College Library has so far managed to gather different forms of reference collection which include Encyclopaedia, Dictionaries, Thesauri, Religious Books, Competitive Exam books, and other miscellaneous collection.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: E. None of the above

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

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

Response: 4.77

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
13.51107	5.65383	1.82	1.36	1.51

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

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

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.53

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

Response: 50

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has adequate IT facilities for strengthening the teaching and learning process. Therefore our campus is upgraded with all the necessary IT facilities.

The computer lab is equipped with 30 desk-top computers with required software. The computer lab is powered by UPS to ensure uninterrupted usage of computers.

2 overhead projectors are available to provide effective teaching for the students.

Faculty members use power point presentations, videos etc in some special lectures to enhance learning.

scanners, printers, Xerox facility is available.

The college campus is WI-FI enabled. Faculty members can access Wi-Fi anywhere in the campus to gain additional information, carry out research activities, and download information related to the curriculum and also to enhance their knowledge about their subject.

The college campus is partially under CCTV surveillance to ensure transparency as well as safety to all its members.

The computer lab have LAN facility.

Students are encouraged to use IT infrastructure in the best possible way to their learning.

4.3.2 Student - Computer ratio

Response: 34.88

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: <5 MBPS

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: 1.51

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
9.08	2.3	3.3	1.65	2.54

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

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

Academic: Policies are framed and deployed right from the admission till the students leave the college. The admission policies adhere to the norms prescribed by the Kashmir University with regards to the selection. The students need to fill in the application form at the college. The students are counselled with regards to the subject of their choice. Applications are scrutinized and admission process done after scrutinizing them by members of Admission Committee by strictly adhering to the university norms. Once admission is accepted by the college, the same is uploaded online to the university web portal.

Infrastructure: The student as well as the teaching community is free to use all the facilities available within the campus. The sports facilities can be used by the students with a written request submitted to the Physical Director at the beginning of the academic session. These facilities can be utilized by the students only with the permission during their free periods or after the college hours

The library follows certain protocols in the usage of books. The entry register is kept for both staff and student at the entrance to the library. Anybody who enters the library must enter in the register to use the facilities in the library. At the beginning of the academic year, each student is issued library card after collecting their details. New books are issued to the students only after the previously borrowed books are returned in good condition. At the end of every semester, all the students must return the books to the library. Likewise the teachers are allowed to take books after entering in the teachers register. They also must return the books after they finish reading. Whoever leaves the institution be it a student or a faculty must get a no due certificate from the librarian.

The lab facilities are open to all the students for academic purpose. The students must enter their names in the log book before entering the lab mentioning the time. Computer lab is monitored by camera to keep tab

on the student activity within the premises. The students are divided into batches so that the components or computers can be given equally for the students use. The students must maintain a lab manual and record the experiments and programs they do within the lab. They also maintain a record book throughout the year which is taken into account at the time of practical exam.

NAAC

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: 0

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
0	0	0	0	0

File Description

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

Document

[View Document](#)

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

Response: 0.47

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
33	0	0	0	0

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 2.52

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
55	47	32	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

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
0	0	0	0	0

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 0.71

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
4	6	0	0	0

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

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

Response: 10.94

5.2.2.1 Number of outgoing students progressing to higher education

Response: 21

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

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

Response: 0

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

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

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

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

File Description**Document**

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

[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description**Document**

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

[View Document](#)

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

Response:

Students are involved in all curricular, co-curricular and developmental activities of the institution.

The class representatives are selected on the basis of voice voting in classrooms from all the semesters. The student Council is framed by the Dean Student's Welfare. Then the presidium is elected by the Student Council in presence of the principal. The Student Council meetings are held regularly in the college. After declaration of members of the student council, the students are incorporated in academic and administrative committees such as Alumni meetings, parent meetings, feedback committee, cultural activities, Anti-ragging Committee, Committee against sexual Harassment, Annual gatherings, Grievance Redressal Committee etc.

Students are part and parcel of different committees. For example the RUSA project monitoring committee is incomplete without student representation. The student volunteers are involved in celebrating different events and discipline related activities.

Through student council, the representatives and volunteers play a role of mediator between college administration and students.

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

Response: 2.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	2	2	1

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:

Since our first batch of graduates passed out in 2015. The college established its Alumni Association in 2016 and provided free membership to the students in order to motivate them for active participation in the Association.

We intend to make the Alumni association a major pillar of our college to play an important role in the development of the campus of the college. Healthy relation between the staff and the alumni is the main course to attract them towards the institute. The institute motivates and supports to the ex-students, their parents, community to maintain healthy relations with the institution.

The alumni meets are organized once in a year. Alumni visit the Institution as per their convenience throughout the year.

Some of the alumni, who are presently pursuing higher degrees are invited by their concerned departments to interact with the students. The present students are motivated by their guidance. They guide the students on 'Interview Skills', 'Effective use of English' and resolve their queries.

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 2

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
2	0	0	0	0

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

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

- To be a leading educational institution by providing quality education in diverse emerging disciplines to produce conscientious and learned graduates who significantly contribute to socio-economic development of the society.

Mission

- To strive for achieving and maintaining academic excellence essential to our students' future by providing the right academic ambiance for overall development of the students.
- To provide opportunities for co-curricular and extra-curricular activities aimed at all-round development of students' personality so that they may shoulder the responsibilities of the family, the society and the nation.
- Above all, to inculcate moral values among students, build their character and mould them into good human beings.

Government Degree College Magam was established in the year 2011 and started functioning in 2012 with the total number of 258 students in the makeshift campus located in Govt. Boys Higher Secondary School. Although the overall administration remains in the hands of the principal but there is a committee of faculty members for every major decision related to academics and administration. The college administration takes decisions in tune with the Vision and Mission of the college.

The college has a very dynamic and highly qualified teaching staff and all the members are dedicated to shape the future of the students in the best possible way. The effectiveness of governance can be gauged by the following success stories:

- From 258 students, the number has reached more than 1700 in the academic year 2017-18
- In 2012 the institution offered only 9 courses of BA stream but in the current academic year the institution offers 21 courses under BA, B.Com and BBA streams.
- The college has shifted to its own campus 74.18 kanals of land, comprising of seven different blocks.
- The college has been selected for the first phase of RUSA financial grant of almost Rs. 2 crore for infrastructure upgradation.
- The college has managed to establish a state of the art computer lab and web browsing centre.
- The college library has been fully digitized.

- A canteen has been made functional for the students and staff where eatable are available on subsidized rates.
- As it was observed that most of our students are not computer literate, the college has started a month long computer certificate programme for the students.
- The college has a very dynamic and highly qualified teaching staff and all the members are dedicated to shape the future of the students in the best possible way.

6.1.2 The institution practices decentralization and participative management

Response:

As the college is one of the state government controlled colleges, it is controlled by the Administrative Department of Higher Education, Government of Jammu & Kashmir. The major policy initiatives including finances and infrastructure are handled by the Department of Higher Education. Nevertheless, the supervision of the entire functioning, requirement, transacting academic business, maintaining and improving physical infrastructure, monitoring and executing various academic plans, holding curricular, extra-curricular and co-curricular events and the like are carried out by the Principal of the college. A decentralized administrative system with the intention of providing the best to the student body is in practice in this institution. Important developmental plans are discussed by the Principal along with the college Advisory committee in which students are also a part. Plans are executed only after reviewing the suggestions. Different committees comprising of faculty members cooperate in administration of the college.

6.2 Strategy Development and Deployment

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

Response:

The vision of the Institution is:

“To be a leading educational institution by providing quality education in diverse emerging disciplines to produce conscientious and learned graduates who significantly contribute to socio-economic development of the society.”

The mission of the Institution is:

- To strive for achieving and maintaining academic excellence essential to our students’ future by providing the right academic ambience for overall development of the students.
- To provide opportunities for co-curricular and extra-curricular activities aimed at all-round development of students’ personality so that they may shoulder the responsibilities of the family,

the society and the nation.

- Above all, to inculcate moral values among students, build their character and mould them into good human beings.

The college has a wide scope for developing into an exemplary institution in the region as Magam is the central location and business hub in the area. It is built on an area of 74.18 kanals (37838.32. Sqm / 9.35 acres)

Providing access to higher education is taken as the important objective of the College, together with achieving equity. During the past five years, College has introduced B.Com and BBA in addition to the introduction of 12 new courses in BA.

When the College was started in the academic year 2011, the student strength was just 258. Now, during the current academic year, the college has in total 1410 students on rolls. This can be considered a significant achievement by any reckoning. Out of the 1410 students 60.61% are female students.

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:

PRINCIPAL

FACULTY OF ARTS FACULTY OF COMMERCE FACULTY OF BUSINESS
 ADMINSTRATIVE OFFICE (DIFFERENT COMMITTEES) SPORT DEPARTMENT

Functions of various bodies/ officers:

Being a Government Institution the hierarchical system is as per the established polices of the State Government. The Institution has at the apex the Principal who is the overall in charge and head of the Institution, functioning as a DDO (Drawing Disbursing Officer) designated by the Government. Principal is responsible for all financial transactions and administrative measures taken in the Institution. She/he is the overall in charge of the academics and its related functions. All authority lies with her/him.

The Principal is assisted for all administrative matters by different committees and an office manned senior and junior assistants, storekeeper, and local fund employees.

The academics and co-curricular activities, the main concern of the Institution, are looked after by the faculty, belonging to different subjects, each subject having a department. The departments are running under a Head of the Department, who invariably is the senior most faculty member of that department. All departmental affairs are run by the HOD with active involvement of the departmental colleagues.

Similarly, the sports department is functioning under PTI (Physical Education Trainer) and the Library under a Librarian. Although the Principal is the sole decision taking authority in the Institution; nevertheless, she/he rarely takes a decision in isolation. The

Institution is run through various functional committees which are framed each year at the beginning of the session. Thus for every aspect of the Institutional life, there is committee to look after. At the apex of these committees is the advisory committee normally comprising senior –most faculty members who advise the Principal in all policy and planning matters.

It is rarely that the Principal takes a unilateral decision in formulating policies or executing plans. Each decision is taken after thorough discussion. The committee to whose function the decision pertains is consulted by the Principal to take feedback and suggestions. The advisory committee is asked to give its suggestions wherever the issue is of greater importance. Only after that a decision is taken by the chair.

The service rules of the teaching and non-teaching staff are as per the relevant rules of the competent authorities like the UGC and J&K Government.

The detailed recruitment rules are contained in the J&K Education College Service Recruitment Rules 2008 ()

Grievance Redressal Cell has a formal mechanism for enquiring into issues and its recommendations are passed onto the Principal for action. On academic and other matters the Principal reviews whatever grievances are brought to her/him. The Heads of Departments deal with local grievances within their department, unless found serious enough to refer to the Management. The Students' Grievance Redressal Committee, Students Welfare Committee, Committee against Sexual Harassment (CASH) and Disciplinary Committee are other mechanisms which maintain a harmonious atmosphere on the campus.

File Description	Document
Any additional information	View Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1.Planning and Development

2.Administration

- 3. Finance and Accounts
- 4. Student Admission and Support
- 5. Examination

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

Response: A. All 5 of the above

File Description	Document
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 institution frames various committees annually comprising of the teaching and non-teaching staff. Some of the committees are: Advisory Committee, Admission Committee, Anti-ragging Ccommittee, Time-table Committee, Development Committee, Purchasing Committee, Discipline Committee, Student Welfare Committee, Internal Compliant Committee, Grievance Redressal Committee, Student Counselling Committee, Cultural Committee, Sports Committee and Library Committee etc.

In addition to the above mentioned committees there are some other bodies to look after various important functions, such as, Examination Coordination Cell, and IQAC.

The advisory committee helps the head of the institution to take some of the very important decisions. The admission committee scrutinizes the applications received from the prospective students and prepares the list of eligible candidates as per eligibility prescribed by the university. It is the responsibility of the committee to verify certificates and finally recommend the candidate for admission. During the admission process counselling is also provided by the counselling cell. The examination coordination cell adheres to the rules and schedule of the university and plans the exam related activities. Time-table committee frames semester wise as well as individual timetables for teachers. It is the function of the development committee to look after various developmental activities and make plans and proposals for infrastructural upgradation as well as the maintenance works. The main aim of these committees is to fulfill the vision of the institution.

The Student Counselling Committee, Committee against Sexual Harassment and Anti-ragging committee work hand in hand. These committees ensure that the students are given proper instruction at the time of

the orientation program to treat everyone with respect and civility. The responsibility of the cultural committee includes planning intra and inter college cultural programmes. The sports committee is headed by the convener Sports committee.

The skilled students are identified and sent to represent the college at intercollege fests and sports meet. The library advisory committee meets once in the academic session and discusses the expansion of the library in procuring new books.

All the above mentioned cells have senior faculty, and the Heads of various departments as its conveners and each contribute constructively for the welfare of the students.

6.3 Faculty Empowerment Strategies

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

Response:

The institution follows the welfare measures for teaching and non-teaching staff as per the government rules.

Some facilities provided for the welfare of the employees of the institution are

1. NPS and GPF for all the employees who fall under the eligibility criteria.
2. A canteen is provided inside the campus with subsidized rates to provide refreshment to the staff
3. Subsidized facilities for Stationary and Xerox centre within the campus for both staff and student.
4. Janta Insurance Policy and SLI optional for the employees.
5. Group Medical Insurance for all the employees who fall under the eligibility criteria.

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

Response: 0

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

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

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

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

Response: 0.2

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
1	0	0	0	0

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

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

Response: 5.58

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
3	1	0	0	1

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:

For teaching staff the institution follows the UGC guidelines. The proforma prescribed by it, the format for the annual performance report for the teachers comprehensively catches the whole gamut of activities engaged in by the faculty in the institution. It encompasses the teaching performance including the number of teaching hours and associated activities. The proforma also demands from the faculty their performance in various corporate activities of the institution like participation in curricular, co-curricular and extra-curricular activities as member or convener of various committees. New teaching methods and innovative practices adopted by the teachers during the course of their academic transaction are to be highlighted and well supported. More importantly, the impact these methods and practices will have on the students is to be brought out clearly. As a member on the faculty, the teachers have to participate in the governance of the college through various committees and support themselves for just appraisal at the hands of the administrator.

Due note is taken of the activities related to self -enhancement regarding participation in seminars, conferences and publication of research papers and books.

The participation of the faculty in upliftment of the society through extension and outreach programmes is also taken into consideration. It is pertinent to mention that the promotion of the teaching staff to the next higher positions is always subject to a consistently good performance appraisal of the concerned teacher. That includes good results of the students in his class as well as a healthy participation in relevant academic programmes.

Annual feedback is collected from the students by IQAC regarding the performance and conduct of the teaching and non-teaching staff working in the institution. The result of the feedback is preserved for taking administrative decisions.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

In case of the finances, the Institution is subservient to the rules of the government. Financial audit is mandatory and takes place every year through a team from Accountant General of India's office. Besides, there is a quarterly or biannual reconciliation to be done with the Finance Department of the State. The members from accounts cell of the college along with their ledgers and necessary papers, visit the office of the local finance department to effect the necessary reconciliation of the allotted and expended funds.

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

Response: 0

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

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

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

Response:

The college receives all its finances come from the government of Jammu & Kashmir under apex and other budgets for salary and institutional upgradation. In addition to this, the institution has also been sanctioned almost two crore rupees as infrastructure upgradation grant, out of which the institution has received the first two instalments from RUSA in 2016-17 and 2017-18. This amount has been used to establish and upgrade computer lab, library, canteen and washroom facility. In addition there is the corpus from the nominal fee.

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 Institution has established its IQAC. The cell has been given the responsibility to collect the information regarding various activities taking place within the college. The activities are later on published in the college Newsletter. In this way the IQAC has made a hopeful beginning and the vision is to expand its purview to encompass all quality assurance measures which need to be taken to produce quality results and help develop processes which are sustainable and result oriented.

One of the main objectives of the college is to give quality education to rural and economically and socially disadvantaged students of the area. The IQAC regularly collects feedback from the students in order to understand their requirements and improve the facilities to enhance the curricular and co-curricular environment of the institution.

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:

As per the norms the Institution implements the quality policy through IQAC. The IQAC members are the heads of different departments and senior faculty members who belong to various committees of the college such as advisory committee, discipline committee, library committee and committee against sexual harassment etc. This results in the effective implementation of the various decisions made by the cell. The following are the two examples of institutionalized reviews and implementation of teaching learning reforms facilities by the IQAC.

1. Use of technology in classroom teaching.
2. Use of information technology by students.

1. As almost all of the students of the institution come from rural background, they are generally weak in English, and are therefore not able to communicate properly in English language. On the recommendations of the IQAC all of the three faculty members of the department of English were asked to attend relevant workshops in order to learn about the use of technology in class-room teaching learning process.

2. It was observed that all the students are not computer literate. Thus they are not able to utilize the facilities of information technology in and outside the institution. On the recommendations of the IQAC, the institution has started a month long computer literacy certificate course for the students of the institution.

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

Response: 0

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

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

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

5.NBA or any other quality audit**A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** E. None of the above

File Description	Document
Details of 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:**

The college ensures progress in every academic session since its inception. The institution that started with near about 258 students with only nine subjects in 2012, has shown tremendous progress. The college currently provides knowledge base to more than 1400 students. The college has started to offer B.Com, BBA and many more new courses in BA in 2018. The college currently offers twenty-one courses.

The college was initially situated in Govt. Boys Higher Secondary Schools, Magam. The college shifted to its own campus in 2017.

In 2017 the college established a state of the art computer lab. and net surfing centre. The institution also digitized its library and purchased thousands of new books with the help of RUSA funding. Extra washroom blocks for girls and boys were constructed in 2018. A canteen was constructed and made functional in the same year.

The number of faculty has increased manifold. The staff members are provided proper opportunities to participate in induction programmes, refresher courses, seminars and workshops.

Apart from the academics, the college also focuses on the co-curricular and extracurricular activities such as debates, quizzes, cultural programmes, celebration of different days and events.

The college plans to increase the number of classrooms to accommodate the growing number of students. The college administration has in this regard forwarded a DPR to the higher authorities.

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: 3

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

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

Response:

1. Safety and security:

Gender equality is one of the fundamental concerns of the college and being a co-educational institution its vision is to provide equality education in diverse immersing disciplines. The college has Women Empowerment Committee, Committee against Sexual Harassment and Anti-ragging Committee to look after different gender related issues and organize programmes for the promotion and awareness of gender equality and particularly women empowerment. Moreover, the college also takes care of female privacy by providing them facilities like Girls Common room, separate toilet blocks, and separate windows for admission or examination related application submissions etc. Besides this, college library, reading hall, corridors, computer lab etc. is monitored by CCTV Surveillance. Furthermore, the college has strict code of conduct regarding discipline. The Discipline Committee strictly follows roster including all the staff members under which they attend duties at the college gate regularly to check if the students are having proper uniform, ID-Cards. The college also offers bus service for safety and security especially of female students.

1.

The regular counselling to the students is done by all staff members regarding gender in the college. By organizing different gender related programmes the students are being made gender sensitive. It is pertinent to mention that out of total enrolled students the percentage of female students is 60.61. The equality opportunity is given whenever students are being sent to participate in any outdoor or inter-college activity and it has been recorded that our female students have been participating more than male students. The Counselling Committee, besides Dean Students Welfare, is also providing regular basis counselling to the students.

1. Common Room

The college has a very large Girls Common Room with proper lighting and ventilation. It is designed to provide female students a private space in which they have the liberty to relax, read, eat, play or discuss and debate. The common room is also provided with some sport equipment, besides the magazine and newspaper corner.

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: 17878.32

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: 100

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

Response: 4068

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 4068

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

7.1.5 Waste Management steps including:

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

Response:

- **Solid waste management**

The College is very much particular about the solid waste management and different programmes have been organized to aware students about it. Many cleanliness drives and awareness have been conducted by the college not only in the campus but also outside in the locality. Our Department of Environment Science has conducted along with NSS volunteers many campaigns such as Swachh Bharat Mission and other programmes to make litter free campus and society. Our college disposes the solid waste into waste-bins which is regularly transported by Municipal Corporation to the landfill sites.

- **Liquid waste management**

The waste water (both grey and black) from ROs, toilets and pantry and canteen are disposed into septic tanks through semi-scientific methods. Furthermore, our college has built compost pits at different places where liquid waste and sewage is being dumped which later act as organic manure for college gardens and lawns.

- **E-waste management**

It is important to mention that our college is one of the newly established colleges in the valley having up-to-date technological and electronic infrastructure. Therefore, the e-waste produced by our college is equal to nothing.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

As the college campus has been inaugurated recently in 2017, and some of the construction work is yet going on. The rainwater harvesting techniques like storage tanks and underground tanks have been installed. The rainwater harvested through tanks is used for irrigation to garden and other purposes. Apart from the college building roof tops, rainwater percolates and seeps down to sub-soil layers. As the college

is located in karewa, water table remains low most of season, therefore this rain water after seeping down helps to maintain the water table. The college is using the underground water through bore wells for different purpose such as drinking, irrigation to lawns and gardens.

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:

Green Practices

- **Students, staff using**

The college has about 1410 students enrolled and 45 teaching as well as non-teaching staff members. Most of the staff members do carpooling to save environment. As far as the students are concerned, since majority of them live in the adjoining areas who either use pedestrian friendly roads or bicycles. Less number of students use public transport, besides the college has its own bus service for students.

- **Plastic-free campus**

Our college has a very regular and strict discipline committee which performs duty on roster bases involving each staff member and student volunteers to look after discipline in campus, particularly regarding the plastic pollution and fine is imposed on those who transgress the rules. In fact many awareness programmes and drives have been conducted to make the college and outside locality plastic free and clean. The college encourages staff and students for using biodegradable products like jute bags instead of polythene bags. There are dustbins in every classroom and lawns of the college. Students are always counselled to use them.

- **Paperless office**

All the staff members, including students are encouraged to use e-communication wherever one could avoid paper waste. Students are always advised to send any kind of information, feedback, or submission of article or assignment through emails. Instructions are time and again given for minimum usage of papers to make paperless office of the college.

- **Green landscaping with trees and plants**

The college has newly established campus, therefore the greenery in form of gardens and plants and trees has not yet been fully established. However, from the very day, the college has started working on it, by aesthetically dividing land for garden, trees and plants. The college celebrated world plantation day 2018

and planted many tree species like pine and other ornamental plants. But due to construction work we could not develop it further. The college has Landscape committee which looks after it with a mission to make the whole college campus a green campus very soon.

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

Response: 0.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
0.096	0	0	0.02	0.083

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)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

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

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

Response: 4

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
1	1	1	1	0

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

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

Response: 5

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	1	2	1	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
Any additional information	View 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

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

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

Response: 5

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
2	1	1	1	0

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

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

Response:

The national festivals and other programmes in memory of the great personalities of Indian are organized in the college. Recently the college organized eight different programmes to commemorate 150th Birth Anniversary of Mahatma Gandhi. In this regard, college organized Essay Writing Competition, Symposium, Quiz, Guest Lecture, Book reading etc. Our college also celebrates Sir Syed Day to stress on the educational and moral values. We have also organized two-day national seminar on Maulana Abul Kalam Azad on 2-3 August 2014 to stress on his relevance of his thought in contemporary times. Therefore, our college besides observing national holidays also celebrate the birth/death anniversary of those great Indian personalities who have sacrificed their lives in building the nation.

File Description	Document
Any additional information	View Document

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

Response:

As of any educational institution, the basic aim is to instil in students human value and professional ethics. Therefore, the college strives to maintain complete transparency in every field, especially in academics, administrative and auxiliary functions. From curricula to administration and finance every action is monitored through different committees. For example, teacher evaluates assignments and students progresses in an open and fair way. The College IQAC by circulating different feedback form among students, analysis and responses to the different issues highlighted therein. Special audits are done to check

records and other financial accounts. The college is systematically sending minute details of every financial transaction and other administrative and academic functions to the higher authorities. There is also a complete transparency in any kind of transaction either of students' fee or college's towards any kind of event or function. Every bill is passed after a thorough analysis by the concerned committee and purchasing committee.

7.2 Best Practices

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

Response:

The Practice I

1. Title of the Practice:

Financial Aid/Scholarships to the deserving students by the college

2. Objectives of the Practice

As majority of the students in the college belong to economically backward families of the rural areas, their parents are hardly able to provide them a continual financial support for their studies. It has been surveyed that most of the parents are labours or their only source of income is agriculture, which makes it difficult for them to provide financial support for their children. Therefore, in this regard the college is financially assisting the deserving students. The objectives of this practice are:

- To provide financial aid/scholarship to the poor students, especially from the rural, to encourage them to continue their studies without any financial difficulty.
- To support financially all the deserving poor students without any discrimination of caste, creed or gender.
- To endorse the 'equality' among the students.
- To instil the values of 'generosity' and a 'sense of social responsibility' among the students.

The fundamental aim is that the students should be able to complete their degrees with good marks. Also, the students should learn how in a community one can lend a helping hand without discrimination for a better end.

3. The Context

The noble practice, from the submission of application to the distribution of aid/ scholarship, is a very long process. The college has established a separate committee entitled 'Scholarship Committee' in this regard. Just after the admission process the committee notifies for the submission of applications for financial aid. The selection of deserving students and pooling up of the required resources is a tough task.

From the documental verification and interaction of the applicants after completing all the process, the list of deserving students is approved for the aid without of any discrimination.

Staff and students are also voluntarily lending their hand in terms of donations to make it possible to reach out resources to the maximum number of students.

4. The Practice

The practice is unique and best as the financial support is the backbone of higher education aspirants in the present age. The selection process and to arrange enough financial resources to help maximum number of students is always a big challenge in this practice.

5. Evidence of Success

The college administration is always approached by students requesting financial support. It really gives pleasure to mention that about more than 30 students were facilitated last year. This year, the number has reached more than 140 deserving students. The college is planning to pool out resources by reaching to some other Organizations to facilitated more and more students. Moreover, more than 50 percent of the students receive post-matric scholarships through social Welfare department. Since the majority of the students belong to economically backward families, the students whose guardians are labours receive scholarship through Block Developments Office every year.

6. Problems Encountered and Resources Required

The biggest problem encountered is the shortage of resources, especially when it is seen that the majority of student enrolled in the college belong to the economically very backward families. Further, as our college is not assisted by any Organization in this regard, this practice is becoming more and more challenging.

The Practice II

1. Title of the Practice:

Adoption of a Local Village, Bandnoora

2. Objectives of the Practice

The GDC Magam has adopted a local village, Bandnoora with the concern to engage our students, teachers and local community people in some activities related to environmental cleanliness and financial aid to poor people of our society. The teaching, non-teaching and NSS volunteer students of the college regularly visit the adopted village. They often participate in door to door campaigns, awareness drives, street wall painting, environmental cleanliness etc. in the village. The objectives of the practice are:

- To make our society aware about our responsibilities as good citizens.
- To make anti-polythene and anti-pollution drives.
- To sensitize our students about environmental and social issues.

- To instil in our students a sense of responsibility and a spirit of generosity by helping others.
- To make door to door awareness campaigns.
- To distribute financial and other aids among the deserving people of our society.
- To make our streets and homes litter free and hygienic.

3. The Context

The GDC Magam, with a serious concern regarding environmental and other social issues in our society, devised to adopt some local communities. Initially many local villages including Malmahoo, Wata Magam, Wusun, Sukharaj, Ferozpora, Gorgam, Roshanchand, Archamhams, Sehpora, Tantraypora, Batpora, Pathikaniham, Bandnoora, Hanjbongh, Charia etc. were visited with an objective to positively contribute towards social change and environmental issues like cleanliness, pollution, sanitation, financial aid to poor etc. Finally we have adopted a village named as Bandnoora, which is about 6 kms away from the college campus. Many cleanliness drives and environmental awareness programmes have been held at the place. Further, many poor families were identified and financially aided out of the resources contributed by all the stakeholders of the college. Some life-saving and eco-friendly gifts were also presented to deserving families of the locality.

4. The Practice

The practice is unique and fruitful as it always teaches us and our students a lesson of life of how a healthy society works in which every stakeholder has a particular responsibility to perform and the negligence of which has to pay a heavy price especially in terms of our alarming environmental issues and loss of life. With this objective our college initiated this noble practice to make us and our society physically and spiritually healthy.

5. Evidence of Success

This practice with a noble objective has been fruitful. Our students are always ready to volunteer any kind of activity or practice where they could lend their hand for betterment of society. By adopting Bandnora we could give a chance to our students to make environmental and educational speeches and practically adopting them by practicing themselves many cleanliness and anti-pollution drives. We also facilitated many homes and families with gifts and financial support.

6. Problems Encountered and Resources Required

Financial source has been the biggest problem while performing this practice as we are not funded by any government or non-government agency for the same. While performing economic survey or cleanliness drives many families were unsupportive. Moreover, in the beginning, to motivate teacher as well as students for the practice was a challenge.

The Practice III

1. Title of the Practice:

Health Care

2. Objectives of the Practice

The GDC Magam organises Health Care programmes for the staff and students of the college. In this regard, we invite special medical team from various departments such as ophthalmology, gynaecology, dermatology etc. to facilitate students facing different health issues. The main objective to the practice is to help our students who are facing health problems and cannot afford private medical clinics. Since majority of the students belong to economically backward families, they are provided with free medical check-up and free medicines as well.

3. The Context

The GDC Magam has been taking serious steps towards the hygiene of students. It is in this regard, that it organized a free Medical Camp in collaboration with the Sub District Hospital Magam under Gram Swaraj Abhiyan (Village Self-governance Campaign) on 28 May 2018. In this camp hundreds of the students of the college and staff members were facilitated with free medical check-up and medicines

4. The Practice

The practice is essential and prerequisite for everyone. It teaches us how to be responsible towards society. As one of the stakeholder of the society, the college always performs many practices such as the Medical care to make available medical check-up and free medicines for deserving students.

5. Evidence of Success

As a platform this college benefited hundreds of students by this practice. This year students and staff were very much thankful for the medical camp organized by the college on 28 May 2018.

6. Problems Encountered and Resources Required

As always financial source has been the biggest problem while performing this practice as we are not funded by any government or non-government agency for the same. However, through some schemes such as Gram Swaraj Abhiyan (Village Self Governance Campaign) we are able to provide medical check-up to our students. Sometimes, the busy schedule of the doctors becomes the problem while planning this practice.

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:

To fulfil its vision, priority and thrust, Govt. Degree College Magam is committed to provide equality education in diverse immerging fields to develop the over-all personality of students', so that they could contribute to socio-economic progress, as the majority of students of the college belong to economically backward families. The effectiveness of our vision and mission can be gauged through the fact that

recently our college introduced new eleven subjects in diverse emerging as well as professional fields. Even though the college is one of the newly established colleges, yet it has a very dynamic and highly qualified teaching staff and all the members are dedicated to shape the future of the students in the best possible way.

Although the overall administration remains in the hands of the principal but there is a committee of faculty members for every major decision related to academics and administration. The college administration takes decisions in tune with the Vision and Mission of the college. Further, one of the points highlighted in the college Mission is to provide equal opportunities for co-curricular and extra-curricular activities aimed at all-round development of students' personality so that they may shoulder the responsibilities of the family, the society and the nation. To fulfil this mission the whole college administration is working very hard on it and the result can be seen in the fact that both male and female students regularly participate in many inter and intra-college/ university activities such as debates, seminars, cultural events, essay competitions, quiz programmes and other sports related activities. Many of the students brought home many accolades for which the college is proud of.

Following are the other highlights of some progress marks that our college achieved during last few years in tune with its vision and mission:

- Initially the number of students enrolled in the college was only 258 students and the number has reached more than 1400 in the academic year 2017-18.
- In 2012 the institution offered only 9 courses of BA stream but in the current academic year the institution offers 21 courses under BA, B.Com and BBA streams.
- The college has established a state of the art computer lab and web browsing centre to facilitate students who are not able access computers and internet at their homes.
- The college library has been fully digitized and the rich collection of books caters the needs of students enrolled in different programmes.
- As it was observed that most of our students are not computer literate, the college has started a month long computer certificate programme for the students.

5. CONCLUSION

Additional Information :

GDC Magam has recently received an approval for the establishment of a Study Centre of Indra Gandhi National Open University (IGNOU) to provide opportunities to the aspiring students of the area to pursue higher education through distance mode. The college has also been selected as one of the Design Innovation Centre (DIC) centers by Central University of Kashmir for Diploma course in Kani and Pashmeena Shawl and admission for the said course has taken place. Moreover, the college has submitted a proposal to the Department of Higher Education J&K Govt. for the construction of a new Academic block consisting of 18 classrooms and a multi-purpose sports hall which is anticipated to be accepted by the end of this year.

Concluding Remarks :

Since its establishment in 2011 the college was running in a make-shift arrangement in the premises of Higher Secondary School Magam and there the college had few classrooms wherein mostly curricular activities were carried out. Therefore, the college could not fully explore its strength in terms of conducting and organizing various co-curricular and extra-curricular activities. It has been since the inauguration of the college campus in August 2017 that the college has started participating and organizing various activities and programmes. Therefore, there is yet more to be done in spheres of academic as well as infrastructural capacities of the college. This SSR has been an eye-opening to analyse its strengths and weakness, and consequently the college shall workout to mitigate the same in tone with the vision and mission of the college, it aspires to achieve academic excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : HEI input edited according to provided documents. for Prof. Ruhi kanath , document is not consider because academic year is not mentioned.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	1	1	1	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	1	1	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	1																	
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</p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 6</p>																				
3.1.2	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.2.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 1</p> <p>Answer after DVV Verification: 1</p> <p>3.1.2.2. Number of full time teachers worked in the institution during the last 5 years</p> <p>Answer before DVV Verification : 83</p>																				
3.3.3	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.3.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>8</td> <td>9</td> <td>11</td> <td>10</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	21	8	9	11	10										
2017-18	2016-17	2015-16	2014-15	2013-14																	
21	8	9	11	10																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	1	2	5	4

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Provide document translated in English.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
499.987	136.1122	195.6677	100.3918	261.7129

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
507.22	136.11	195.66	100.39	261.7

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13.51107	5.65383	1.82	0.91493	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13.51107	5.65383	1.82	1.36	1.51

Remark : HEI input edited according to provided documents.

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 : 50

Answer after DVV Verification: 50

4.4.1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3.27683	1.1716	0.75157	1.257553	3.14848

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
9.08	2.3	3.3	1.65	2.54

Remark : HEI input edited according to provided documents.

5.1.2

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
33	0	0	0	0

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

5.2.2.1. Number of outgoing students progressing to higher education
 Answer before DVV Verification : 40
 Answer after DVV Verification: 21

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

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
2	2	1	1	1

Answer After DVV Verification :

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

Remark : HEI input edited according to provided documents.

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

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

	<p>Answer before DVV Verification : 4068 Answer after DVV Verification: 4068 7.1.4.2. Annual lighting power requirement (in KWH) Answer before DVV Verification : 4068 Answer after DVV Verification: 4068</p> <p>Remark : Documents uploaded.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years 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>1</td> <td>1</td> <td>2</td> <td>1</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>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	2	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	1	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	2	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	1	1	0																	
7.1.14	<p>The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1 Answer after DVV Verification : 21</p>																				
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>402</td> <td>235</td> <td>180</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>192</td> <td>101</td> <td>67</td> <td>1</td> <td>1</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	402	235	180	0-	0-	2017-18	2016-17	2015-16	2014-15	2013-14	192	101	67	1	1
2017-18	2016-17	2015-16	2014-15	2013-14																	
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