



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT DEGREE COLLEGE UTTERSOO

UTTERSOO, ANANTNAG - 192201

192201

<http://gdcuttersoo.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College Utersoo, established in the year 2008 in a makeshift campus, has grown into a full-fledged institution catering to the needs of the students of the area for the higher education.

The college is affiliated to the University of Kashmir since 2010 and got the recognition under Section 2 (f) and 12 (B) of the UGC Act, 1956 in the year 2011.

Currently, the college offers admission to two programmes - BSc and BA (three-year duration) with more than 15 subjects. Both the programmes are offered on CBCS pattern with a number of Skill Enhancement Courses (SECs). In addition, the college has started offering Industrial Skill training courses in collaboration with other institutions of national importance since the last academic year.

Since the inception of the IQAC in 2020, the institution has seen much activism with respect to institutionalisation of decision making and endeavors to become a college with potential excellence soon.

Vision

To inspire the desire for higher education, to rise as a standout institution in quality education and to ensure all-round development of the students with focus on deep knowledge for problem solving, effective traits for quality leadership and personal well-being.

Mission

- Creating a conducive environment for all stakeholders for the realization of their full potential.
- Developing infrastructure and embracing the latest technology for effective curriculum delivery.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The adherence of the institution to its vision and mission
- All the programmes being offered on CBCS pattern
- All the classrooms equipped with latest ICT facilities
- No ragging/ anti-national activity reported for the period for which the records are available
- Safe environment for the women in the campus
- e-Governance adopted in the key domains of institutional administration
- The faculty is young and passionate with an average age of around 30. All the members of teaching faculty are trained to deliver online

- The institution has started taking feedback from all the stakeholders in a structured manner
- Community outreach programs with NSS.

Institutional Weakness

- The college has not yet been assessed by NAAC
- Non-teaching staff is in dearth putting more pressure on the teaching staff taking a toll on the efficiency of the latter
- Limited number of courses offered
- Sports infrastructure needs improvement
- Lesser potential for research in the science subjects owing to dearth of necessary infrastructure for the same.

Institutional Opportunity

- The population in the catchment area of the college largely depends upon agriculture and allied sector. The college can consider offering skill-oriented courses viz Walnut harvesting and marketing, etc
- More linkages with the industrial partners
- Tourism related courses can be introduced as the campus is located close to some of the famous tourist destinations of the area like Pahalgam, Achhabal and Chhatapal.

Institutional Challenge

- To introduce more programmes and courses which increase the employability of the the graduates from the college
- To keep pace with the changing scenario of teaching-learning process in the Post-COVID era.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to the University of Kashmir and hence, the syllabus and the statutes regarding the curriculum are framed by the affiliating university itself. Both the programmes offered in the institution are on CBCS pattern. The classrooms are equipped with latest ICT facilities for effective and interactive teaching-learning process. In addition to the regular courses, the introduction of Certificate courses has been started. The values relevant to the professional ethics, gender, humanity, environment and sustainability issues are integrated into the curriculum. Co-curricular activities (including community outreach programs) are organised to complement the curriculum.

Teaching-learning and Evaluation

The institution has implemented CBCS pattern across all the programmes it offers. The students are free to choose from a diverse range of courses based on their own interest. The learning levels of the students are assessed regularly by means of the examinations conducted by the affiliating university as well as through Internal evaluation. Teachers are well-trained to deliver in a blended mode of teaching, particularly after the COVID-19. The ratio of students to teachers has improved. The mechanism of Internal assessment is transparent and the grievances regarding admissions and examinations are solved in a time-bound manner. The Course Outcomes are publicized by means of the institutional website and also in the classrooms. Different strategies are in place to cater to the intellectual needs of the advanced learners and to improve the overall learning levels of the slow-learners.

Research, Innovations and Extension

The college has two NSS units supervised by the programme officers. The units have been active in organising extension activities and community outreach programs in the neighbourhood. A number of teachers have acquired doctorate degree and published research work in the peer-reviewed journals. The institution also organises seminars, conferences and workshops both for the faculty and the students. There are well established mechanisms for faculty exchange for On-job training.

Infrastructure and Learning Resources

The institution has adequate infrastructure and physical facilities for teaching-learning viz Eight classrooms equipped with Smart-boards, 5 laboratories with required equipment, a partially automated library with more than 11000 books, seminar hall with an interactive board, browsing centre, Student facilitation centre, etc. The institutional library has a working subscription to a number of e-Journals and e-Books. The IT facilities are regularly upgraded by making procurements of desktops, IFPDS and a browsing centre with a high-end server. The institution has improved mechanisms for effective utilization and maintenance of the infrastructure.

Student Support and Progression

The college provides many avenues to the students for their progression. A huge number of deserving students are provided with the scholarships/ free-ships both by the government and the institution. Career counselling sessions are held for the students. Working mechanisms are in place for the timely redressal of the student grievances. For the grievances related to harassment, a separate committee called CASH is in place. The students are given opportunities to participate in various sports activities. The graduate students are followed up to know about their progression to higher education or placements. The registration of an Alumni association is in progress.

Governance, Leadership and Management

The governance of the institution is well in line with the Vision and mission statement of the college. There is no monopoly in the decision-making. Different committees take decisions in concert along with the head of the institution ensuring participative management and decentralisation. The plans related to infrastructure augmentation, teaching-learning and gender issues are effectively deployed. E-Governance has been adopted for ensuring transparency and accountability. A number of welfare measures exist for the faculty – NPS, GPF,

SLI, incentives for add-on assignments, etc. The faculty members are given ample opportunities to attend Faculty development programmes and to go for higher education. Internal Quality Assurance Cell (IQAC) came into existence in 2020. Since then, the cell has taken many initiatives for quality assurance. For transparency and accountability, the institution carries out Internal and external audits regularly.

Institutional Values and Best Practices

The institution has taken many initiatives for the promotion of Gender equity – safe environment for women, awareness programs and workshops and institutionalising the mechanism for timely redressal of gender related grievances. For the management of wastes, Eco-club and Sanitation committee is in place. The institution needs to improve vis-a-vis green practices. However, the institution has banned the use of polythene and plastic. The institution has created barrier-free environment for the specially-abled students. Values of integrity, humanity, inclusivity and gender equality are celebrated by means of many awareness programs. The students and the staff are sensitized about the constitutional obligations. Discipline and Anti-ragging committee has devised a code of conduct for all the stakeholders of the college. The institution has adopted a potential best practice known as Student Credit-approbation System (SCAS) which has increased the participation of the students in the co-curricular activities. The institution has distinction in the way its teachers have developed an extraordinary cordial relationship with the teachers which is reflected in the exclusive activities of the teachers.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT DEGREE COLLEGE UTTERSOO
Address	Uttersoo, Anantnag - 192201
City	Anantnag
State	Jammu And Kashmir
Pin	192201
Website	http://gdcuttersoo.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tasleema Bano	01932-292975	9419450527	01932-29297 5	gdc.uttersoo@gmai l.com
IQAC / CIQA coordinator	Mohmad Aarif Khanday	01932-292935	9622918419	1932-292935	aarifqaadir@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	08-01-2008

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	14-03-2011	View Document
12B of UGC	14-03-2011	View Document

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

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

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	Uttersoo, Anantnag - 192201	Rural	6.512	14600

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,B A	36	XIIth	English,Urdu	450	373
UG	BSc,B Sc	36	XIIth	English	100	77

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				13			
Recruited	0	0	0	0	0	0	0	0	10	1	0	11
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				15			
Recruited	0	0	0	0	0	0	0	0	13	2	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	5	0	0	5
Yet to Recruit				8
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				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	2	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	0	0	3

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	612	0	0	0	612
	Female	481	0	0	0	481
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	4	32	16	19
	Female	1	10	4	0
	Others	0	0	0	0
OBC	Male	6	14	13	5
	Female	7	13	2	1
	Others	0	0	0	0
General	Male	52	92	103	102
	Female	29	83	92	95
	Others	0	0	0	0
Others	Male	14	70	37	51
	Female	20	50	33	17
	Others	0	0	0	0
Total		133	364	300	290

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per the directions received from the Directorate of colleges , Higher Education Department (J and K UT), all the colleges of the UT have to start 3-year BA and BSc (Hons) degree courses from the academic year 2022-23. The preparations in this regard will start soon.
2. Academic bank of credits (ABC):	As per the directions received from the Directorate of colleges, Higher Education Department (J and K UT), all the colleges of the UT have to start 3-year BA and BSc (Hons) degree courses from the academic year 2022-23. The preparations in this regard will start soon.

3. Skill development:	Same as in 1 and 2.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Same as in 1.
5. Focus on Outcome based education (OBE):	Same as in 1.
6. Distance education/online education:	Same as in 1.

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
207	146	101	100	92
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
864	968	886	643	486
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	42	38	38	20

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	118	310	183	147

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	07	07	14	02

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

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

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 9

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
248.27	125.38	13.01	11.75	207.51

4.3

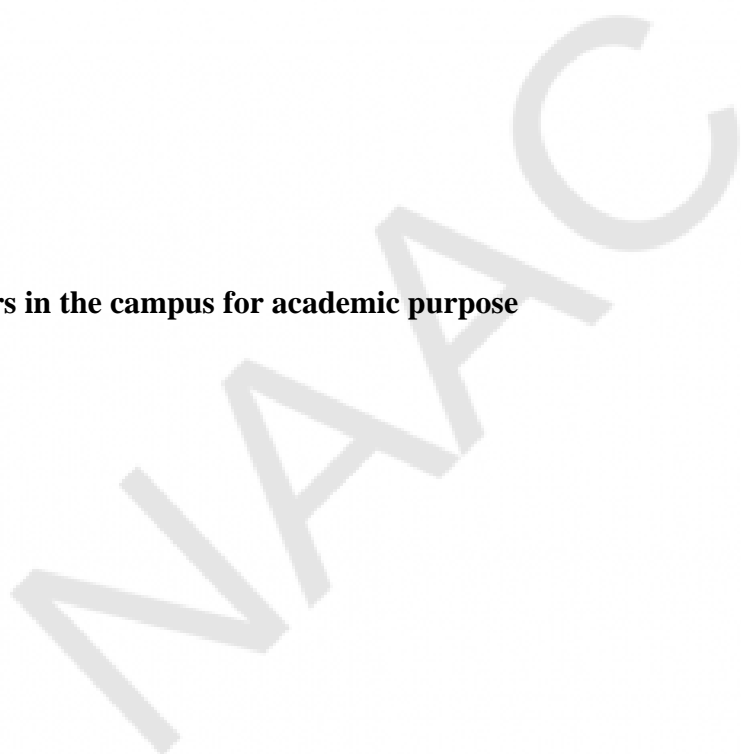
Number of Computers

Response: 54

4.4

Total number of computers in the campus for academic purpose

Response: 46



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:

The college is affiliated to the **University of Kashmir** and hence, the **syllabus and the statutes regarding the curriculum are framed by the affiliating university itself**. The college, on its own, has a functional **Academic Monitoring Committee and Time-table committee** to implement the statutes and to ensure the effective curriculum delivery.

The curriculum delivery is well-planned as follows:

- The syllabus and the main academic calendar is framed by the University of Kashmir
- The college has *implemented CBCS scheme across all the programs it offers*
- The Academic Monitoring Committee and the Time-table Committee ensures that the *academic calendar framed by the affiliating university is followed in letter and spirit*
- The *heads of all the departments/ subjects formulate their own academic calendar and time table which is in synchrony with the academic calendar of the affiliating university* under the guidance of Convener, Academic Monitoring Committee
- A *general orientation program and a mid/ end-semester meeting* is organised by the heads of all the departments/ subjects to get the feedback from the students and to orient them about the course content
- **Course-review Committees (CRCs)** are framed from time to time
- During the pandemic, the *teachers embraced the technology and delivered from home*
- The teachers took to mobile applications like *Google Meet, Google Classroom, ZOOM and WISE app to stay connected to the students and to deliver online classes*
- In addition, *e-Content has been uploaded on the website* which is easily accessible to the students of the college
- The college has installed *smart Interactive Flat Panel Displays (IFPDs)* to make teaching-learning more interactive. It is important to mention here that all the classrooms are equipped with smart-boards
- The college also conducts certain *seminars and debates* to complement the curriculum mentioned in the syllabus
- In order to *assess the students continuously*, the students are examined on regular basis by the teachers.

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

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

Response:

Adherence to the Academic calendar:

- The college *follows the Academic calendar of the affiliating university*. At the institutional level, *the college prepares its own General Academic Calendar - the heads of all the departments prepare their own tentative calendars as per their needs with slots for Orientation of the students at the beginning of the session, theory/ practical examinations and other activities*. The Academic Monitoring Committee and the Time-table Committee **monitors all the activities related to implementation of academic calendar**. The committee prepares the **weekly/ monthly reports of the classwork** assigned to subject teachers.

Continuous Internal Evaluation (CIE):

- The affiliating university *notifies the dates for Internal assessment of the students for each programme/ course*
- The *subject teachers utilise different means for continuous internal evaluation of the students - MCQ based question papers, assignments, surveys, project-work, viva-voce etc.*
- The *affiliating university conducts the external examinations for all the courses*. For *odd semesters*, descriptive question papers are set and for *even semesters*, MCQ based questions papers are set
- During *COVID-19 peak period, the university issued the guidelines to conduct even the external examinations within the institution*. The college conducted the examinations as per the guidelines
- As the online examination system was alien to the students, *the faculty introduced the new system of the examination to the students by different channels* to ensure they don't face any difficulty in changed system of affairs.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above	
File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented	
Response: 100	
1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.	
Response: 2	
File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years											
Response: 2											
1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	2	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17							
2	0	0	0	0							
File Description	Document										
Institutional data in prescribed format	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										
Any additional information	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total

number of students during the last five years

Response: 4.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
191	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

Cross-cutting issues relevant to Ethics, Gender, Human Values, Environment and Sustainability integrated into the Curriculum:

*The syllabus for all the Under-graduate Programmes/ courses is designed by the University of Kashmir to which the college is affiliated after due consultations with the representatives from all the affiliated colleges. Both the colleges and the affiliating university are well aware about the importance of integrating the cross-cutting issues relevant to Gender, Human Values, Environment and Sustainability into the curriculum. Considering that the students need the knowhow of all such issues, **course-content related to these issues has been introduced into the syllabus.** We currently have **more than 10 courses which, among other topics, contain the syllabus headings on the following:***

- *Environment and sustainability issues*
- *Women in Ancient Kashmir*
- *Gender Sensitization (a whole course dedicated to this topic)*
- *Environment (a whole course dedicated to the issues related to the environmental issues)*
- *Human rights and values*
- *Ethics*
- *Sustainable development*
- *Justice, etc.*

At institutional level too, we have taken certain initiatives to address the issues some of

which include:

- A functional **Women Development Cell/ Committee Against Sexual Harassment (CASH)**
- Organisation of **Vaccination drives against COVID-19** pandemic
- Awareness programs for **specialy-abled students**
- Establishment of **Student-welfare fund which is funded exclusively by the faculty** of the college
- **Community-engagement** programs organised from time to time
- **Swatchhta** Programs
- **Cleanliness and plantation drives**
- Systematic Voters' Education and Electoral Participation (**SVEEP**)
- Seminars on **Gender issues**
- Ensuring **Plastic and polythene-free campus**
- Restricted entry of automobiles into the campus for **environmental protection**.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 4.71

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

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

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

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

Response: 0

1.3.3.1 Number of students undertaking project work/field work / internships	
File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni	
Response: B. Any 3 of the above	
File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:	
<ol style="list-style-type: none"> 1.Feedback collected, analysed and action taken and feedback available on website 2.Feedback collected, analysed and action has been taken 3.Feedback collected and analysed 4.Feedback collected 5. Feedback not collected 	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 71.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
133	364	300	290	160

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
510	420	360	360	200

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 256.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	189	105	93	41

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

At Govt Degree College Utersoo, we understand that there is a *huge diversity within the students vis-à-vis their intellectual capability and the power of comprehension*. At the class level, *every subject teacher is assigned the job of identifying advanced and slow-learners*. The former group is given ample opportunities to satiate their additional intellectual needs. Following strategies are chiefly undertaken to cater to the needs of the *advanced learners*:

- 1.Regular debates and seminars wherein they are able to express themselves
- 2.Drawing contests
- 3.Career counselling
- 4.Opportunity to participate in decision-making as almost each committee has student members
- 5.Community engagement under National Service Scheme (NSS)

Simultaneously, *the slow-learners are amicably roped in to ensure they don't lag behind in the following ways*:

- 1.**Mentor-mentee sessions:** Each subject expert notifies that any student can meet the teacher in person or discuss any issue on phone in the specified time
- 2.**Adoption of Student Credit-approbation System** (a practice exclusive to our college wherein the students can monetise the earned points due to participation in different activities) has ensured that the students who hesitated to take part in activities to come forward
- 3.Each classroom is studded with *high-end smart-boards to make the seemingly difficult concepts easy through the use of audio-visual aids*.

We have also published *two contact numbers* which can be contacted by any student for any kind of grievance.

File Description	Document
Upload any additional information	View Document

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

Response: 72

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:**Experiential learning:**

For experiential learning, we have *laboratories with satisfactory facilities*. In the curriculum framed for the Bachelors in Sciences (BSc) programme, we have *full-fledged laboratory courses*.

The students are occasionally given *mini-assignments* to be completed as part of their Internal Assessment.

Field-trips are organised from time to time to provide on-site training to the students.

Students are prompted to participate in programs organised by different Govt or Non-government agencies to make them learn – recent example being *UNICEF's #YoungWarrior Campaign that had a great contribution in disseminating quality information with the common public and consequently, helped managing the pandemic*.

Last but not the least, the students are also engaged in various Debates, seminars, quiz and drawing contests.

Participative learning:

We believe that participative and more interactive learning can have lifelong positive impact on the participants. That's why we have started giving group projects to the students so that, *along with learning some skills, they can assimilate certain values and understand the importance of cooperation*.

Workshops and *group-discussions* are organised. Recently, we had a week-long workshop on *Self-defence skills exclusively for women*.

The students are given opportunity to manage the events within the college.

Problem solving:

Each college committee has members from the student community who are asked to exercise their opinion. It has been an astonishing experience to see certain students coming up with ideas that surprises even the teachers.

Keeping in view the potential of the student community, *we ran a campaign #GiveUsAnIdea which accumulated huge response from the students*. The institution is in the process of implementing the best ideas received from the students.

The Internal Assessment tests are designed to check the problem-solving capability of the teachers.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The college has *embraced the digital technology to make teaching-learning transactions more interactive and engaging*, more so, during and post-COVID. Following credentials sum up the same:

- The college has 8 classrooms. *All the classrooms are equipped with Smart-boards* being used by each teaching faculty member
- Recently, we procured the equipment for a *Browsing Centre* to be used by the students and teachers both
- Using the *COVID-enforced lockdown as an opportunity to get digital* and deliver from home, the teachers at the college trained themselves and their students to use applications like *Google Classroom, ZOOM, Wise App (an educational app developed in the valley) and Google Meet*. Most of the teaching-learning transactions during the peak period of pandemic happened through these channels. Even the examinations, in some cases, were conducted through these applications
- *Some of the teachers have even created their own YouTube channels to teach online*
- In order to disseminate the information online, *the college has its own website*. Apart from the publication of regular notices about admissions, examinations and other programs, *it has a tab dedicated to the e-material wherein the students can access class-notes and other important reading material online*
- The institution has a *working subscription to N-LIST through which students and teachers can access those e-journals and e-books free of cost which are otherwise costly*.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 72:1

2.3.3.1 Number of mentors

Response: 12

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 61.32

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

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

Response: 67.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	4	4	3	2

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 1.83

2.4.3.1 Total experience of full-time teachers

Response: 22

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The *schedule of Internal Assessment is notified by the affiliating university itself*. The mechanism is robust in terms of frequency and mode as:

- The schedule is made as such so that the teachers can *evaluate their students continuously to assess their learning levels*
- Apart from the university notified schedule, the faculty members examine their students on their own through various methods - class tests, viva voce, making students present a topic to the class or through quizzes
- Each subject teacher *maintains the record of the Internal Assessment with her/ himself* and after the evaluation, the *awards are dispatched to the Coordinator Examinations of the college*
- We have *Data Entry Operator (DEO)* who happens to be a liason officer between the college and the affiliating university. Under the supervision of Coordinator Examinations/ subject teachers, *the awards are uploaded to the University Portal for the consolidation of the final results*. The results of the Internal Assessment are declared by the University
- During the COVID-forced lockdown, the teachers came up with innovative methods to test the students through the online mode - *through quizzes on Google Forms, open-book examinations, assignments, virtual viva, etc.*

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

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

Response:

The college *recieves many grievances related to examinations - incorrect details in the admit card, problems in downloading the admit card, errors in the question paper (which of course, is a rare occurence), missing awards, etc.*

In order to ensure that no student suffers because of any errors in the process of conduct of the examinations, the college has taken the following initiatives:

- The *Coordinator Examinations accepts any grievance in written form related to the Internal/ external examinations and reports to the Principal*
- The college *website has a separate link* where students can drop their grievances
- The *students are encouraged to approach* any teacher for any grievance which ultimately reach to the Principal who, in consultation with Coordinator Examinations, devises the plan to address the grievances
- The Coordinator Examinations of the college, after ascertaining any fault/ error, *corresponds with affiliating university either directly or through the Data Entry Operator (DEO IT and SS)* who is a connecting link between the college and the university.
- *The concerted effort of the college and the university makes sure that the grievances related to the Internal examinations are solved in a time-bound manner.*

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

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

The affiliating university, i.e. University of Kashmir drafts the Programme and course outcomes (POs and COs) of different programs/courses in consultation with the representatives from the select colleges.

The *college website hosts a page where the Programme and course outcomes for each of the courses* are uploaded for the students. In addition to this, at the outset of each session, the faculty from the subject of EDUCATION gives lectures to the Class Representatives (CRs) making them aware about the learning outcomes. Finally, the information trickles down to all the students.

The learning outcomes are also discussed during the review meetings of *Course Review Committees (CRCs)* from time to time.

It is a norm for each subject teacher to read out the learning outcomes to their students in the orientation programs they organise.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Paste link for Additional information	View Document

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

Response:

The learning outcomes are so designed that they can be checked for their assimilation by the students. As per the University guidelines vis-a-vis examinations, following methods of examination are in vogue –

- *Descriptive (odd semesters)*
- *Objective/ Multiple choice question-based (even semesters), and*
- *Practical/ assignment/ project based (Internal Assessment carried by the college itself)*

This *blend of different assessment methods* helps the students attain the learning outcomes. In the same manner, the teachers are able to evaluate the attainment of the learning outcomes by the students.

In addition to it, the college on its own holds certain seminars on Value based education (Women specific issues, ethics and constitution) and organises certificate programs/ workshops to give additional skills to the students.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 40.99

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
46	38	124	100	56

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	118	310	183	147

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: 3.57	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
18	18	14	8	8

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 14

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

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

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

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

Response: 4.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	8	10	8

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.36

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The fact that books alone can't provide the students the holistic education, the NSS units of the college engage the students in different activities in the neighbourhood community (and also within the campus which, of course, have a positive impact on their behaviour in the community) to sensitize them to issues of concern for their holistic development.

The examples of some of the activities carried by the college include:

- Punctuality and Discipline-related awareness programs (intended to engender in the students the values of discipline)
- Campus and village cleanliness programs (intended to make the students more humble, sensitize them about the different kinds of wastes generated due to day-to-day activities and to make them appreciate the value of cleanliness)
- Summer Internships under Swatch Bharat Mission (intended to engender in them the value of cooperation, create an awareness about the government schemes and to make them appreciate the value of cleanliness)
- Swachhta Pakhwada
- Anti cannabis drives (intended to make the students aware about the menace of drugs)
- Plantation Drives (intended to make the students towards environmental issues)
- COVID-19 sensitization drives (intended to sensitize the students about the importance of health, to spread quality knowledge about the pandemic and to give them an idea about their responsibility towards the society they live in)
- Systematic Voters' Education and Electoral Participation (intended for the students to know the importance of voting rights and their importance)
- Programs for the elderly people (intended to make the students more considerate towards the elderly)
- Young Warrior Campaign (intended to expose the students to the working of international organisations and the role of media in curbing the pandemic like situations)
- Celebration of days of national/ international importance.

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 6

3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 5.06

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
82	0	140	0	0

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	0	3	0	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The college was shifted to the existing place in 2018. Despite the fact that the age of this campus is only around 3 years, the college administration has managed to establish the basic facilities for teaching-learning. The development of infrastructure has picked a considerable pace as a number of projects (healthcare centre, administrative block and a canteen) are under progress.

Available facility:

The college has a main spacious building which houses the following:

- **8 classrooms equipped with Smart-boards:** All the 8 classrooms are equipped with Smart boards with power backup.
- **5 laboratories including a computer laboratory:** Four science laboratories - Botany, Chemistry, Physics and Zoology have all the basic equipment required to carry out the necessary experimental work. A computer laboratory is equipped with a smart-board and houses a number of desktops for the use of students.
- **Library with more than 11000 books:** The college library has more than 11000 books. The facility is under automation. The institutional library has an active subscription to e-books and e-journals.
- **Seminar hall with ICT facility:** A seminar hall-cum-committee room has a seating capacity of about 50 and is equipped with a smart interactive display board.
- **Browsing centre:** A browsing centre with 8 desktops caters to the needs of the students alike. Internet facility is available.
- **Student Facilitation-cum-scholarship centre.**
- Some other facilities in the main building include a dispensary, a baby-care centre and a history museum.

IT and Admission blocks: These blocks have been recently constructed.

The Detailed Project Report (DPR) for the construction of a separate Science Block has been sent to the higher authorities. Hopefully, the administrative approval will come soon.

File Description	Document
Upload any additional information	View Document

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

Response:

Facilities for cultural activities, games and sports:

- The college campus has a marked space for a playground where students play games like cricket and volleyball
- **Items required for playing games** like cricket, volleyball, football, badminton, basketball, table-tennis, hockey, carrom, skipping ropes, throw balls, kho-kho, chess, etc are available
- The students **participate in many sporting activities**
- The college has published a **multi-lingual e-magazine** for the students which is available online on the college website
- The college has its own **tarana (college song)** which is in vernacular language
- A **seminar hall**, where cultural activities can be carried out, is provided with ICT facilities
- The days of International and national importance are celebrated by organising a whole lot of programs.

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

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

Response: 72.26

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
217.20	95.2	5.32	7.00	202.15

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

The library is *partially automated* with the following progress being made so far:

- Around *11000 books classified and barcoded*
- Software for University Libraries (SOUL) procured and the *details of the books entered into the software*
- *Handheld scanner* is available
- Subscription to the N-LIST in place whereby any faculty member/ student of the college can *access e-Journals and e-Books free of cost*
- Hopefully, the automation will be successfully completed soon.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)

Response: 5.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.18	1.50	1.33	16.88	7.20

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 58.79

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

Response: 515

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college was shifted to the existing campus during 2018-19. Since the shift, the institution has grown steadily with respect to the IT facilities:

- During the year 2019-20, we had just three classrooms with the facility of interactive boards. Currently, ***all the existing classrooms are equipped with Smart-boards (with five of them having latest Interactive Flat Panel Displays).***
- Previously, the college managed with the limited bandwidth provided by some private service provider. Currently, ***we have an active internet plan with a bandwidth of upto 30MBPS.***
- The ***e-Governance can seen in every sphere - admissions, examinations, administration and***

finance. More importantly, the college has developed a website with enormous information being circulated to the student community only recently.

- The college has accumulated ***more than 50 desktops majority of which are being used for the academic purposes.***
- A ***browsing centre with high-end server*** was purchased recently to upgrade the potential of online teaching-learning at the institution.
- The process of upgradation is not restricted to the infrastructure. More importantly, *the teachers have been trained to handle the IT related apparatus and a number of students have been trained with an Industrial partner named NIELIT the previous academic year.*
- *The institution has also started a working subscription to the N-LIST from the last academic year.*

The college endeavors to expedite the process of upgradation of the IT facilities with every passing day.

File Description	Document
Paste link for additional information	View Document

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

Response: 19:1

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 17.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.72	23.99	4.48	3.05	4

File Description	Document
Institutional data in prescribed format(Data template)	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:

At GDC Uttersoo, we believe that *maintenance and effective/ optimal utilisation of resources is more important than procurement*. That is the reason, the head of the institution reviews the status of the facilities available more often in the meetings with different committees.

A very important committee in this regard is *Stock Verification Committee* which, on the direction of the head of the institution, looks for the stocks consumed (in case of consumables) or damaged/ demanding maintenance. A stock verification report is prepared by the committee. The head of the institution then holds consultations with *IQAC, Technical-Inspection and Audit Committee (TIA)* and other committees as deemed important by the head to take the final decision.

The fully damaged/ dead stock is recommended to be replaced whileas the partially damaged equipment is recommended for maintenance.

Since the previous year, the *procurements are made exclusively through GeM portal*, except the items not available on the portal. The procedure is followed for laboratory, purchase of computers, classroom and sports equipments.

Alternatively, the *heads of the departments can route their requisitions directly to the Principal* in case any facility needs maintenance or replacement. The latter directs the Purchasing Committee to do the needful.

For *library*, the empanelment of booksellers is done though Expression of Interest which is given wide publicity through the local newspapers and the website.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 10.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
134	204	29	48	26

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Institutional data in prescribed format	View Document

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

Response: 6.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	23	27	66	68

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 1.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	0	0	0	0

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

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 0.9				
5.2.1.1 Number of outgoing students placed year - wise during the last five years.				
2020-21	2019-20	2018-19	2017-18	2016-17
0	1	2	3	2
File Description	Document			
Institutional data in prescribed format	View Document			

5.2.2 Average percentage of students progressing to higher education during the last five years	
Response: 30.43	
5.2.2.1 Number of outgoing student progressing to higher education.	
Response: 35	
File Description	Document
Institutional data in prescribed format	View Document

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

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

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

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

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

The institution believes in the potential of the students. Following initiatives have been taken in this regard:

- **Representation in the college core committees:** Almost each core committee of the college has student representation. The regular meetings of the college see the participation of the students more often. Their ideas are appreciated and implemented as and when necessary.
- **Representation in subject related Course review committees (CRCs):** Each subject head convenes Course Review meetings with course review committees as and when required.
- **Participation in the extension activities of NSS:** The students of the college take part in various extension and community outreach programmes too.
- **Debates and seminars:** Students are given ample opportunities to participate in the debates and seminars.
- **Celebration of days of National and International importance:** Important days are celebrated by organising debates, seminars and other activities including drawing, essay and placard holding programs.
- **Experiential learning:** Students are given mini-assignments.

File Description	Document
Paste link for additional information	View Document

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

Response: 1.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

The Alumni association of the college is *under registration*. However, the tracing of the alumni for their progression started way back in 2020. A number of the alumni have progressed to the higher education and a few have also got the job both in the public and private sector. We have started taking feedback from the alumni which has proved to be beneficial to the institution in many ways, lately. As far as financial contribution by the alumni is concerned, it is negligible. However, we are hopeful that those of the alumni who are in-service may start contributing towards the college development when sensitized. The work in this direction is in progress expeditely.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission statements of the college are like the *preamble to the methodology of governance of the college*. The V/M statements read like:

Vision: To inspire the desire for higher education, to rise as a standout institution in quality education and to ensure all-round development of the students with focus on deep knowledge for problem solving, effective traits for quality leadership and personal well-being.

Mission:

- Creating a conducive environment for all stakeholders for the realization of their full potential.
- Developing infrastructure and embracing the latest technology for effective curriculum delivery.

Key words in the statement and the action taken:

"Inspire the desire for higher education": The college administration tries its best to attract the students towards higher education both directly and indirectly. This includes the announcements being made through mass-media and the organisation of *Pre-admission Melas* wherein the students are counselled about the opportunities in higher education. A good percentage of the alumni of the college have excelled in certain fields which inspires the students in the catchment to get admission in the college.

"Quality education": The young faculty posted at the college work strenuously to give their best to the students. Debates, seminars, group discussions, quiz contests, community engagement among other activities complement the syllabus and ensure the provision of quality education to the students enrolled.

"All round development of the students": For the intellectual development of the students, ample opportunities are provided to the students. For physical development, the students are given an opportunity to participate in the sports activities organised by other institutions as well as in those organised by the institution itself.

"Focus on deep knowledge for problem-solving": The students are given in-depth knowledge about the core concepts in every subject. The college library houses more than 11000 books ranging in content across science, humanities, religion, philosophy and mathematics. The college also has an active subscription to the N-LIST. For brainstorming, the students are given the chances to express themselves in whatever way they can - debates, seminars, essay contests, drawing contests.

"Effective traits for quality leadership": Almost each college committee has student members in it

"Personal well-being": During the COVID-19, various vaccination drives were held at the college and the awareness programs about general well-being are organised from time to time.

"Creating a conducive environment for all the stakeholders": The campus is fully safe for the female students. The website is accessible to the specially abled students. Parents and the alumni are asked to give their valuable feedback. Effective welfare schemes are in place for the employees. All the classrooms are fitted with electric cooling fans.

"Developing infrastructure and embracing the latest technology": All the classrooms are equipped with high-end smartboards. A browsing-centre has been established recently at the college. The teachers are trained to teach online through the latest technology available. More than forty computer systems are available exclusively for the students.

File Description	Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

It is an established fact that the institutions, which decentralise the policy-making and make every stakeholder responsible in one way or the other, thrive better. At Govt Degree College Uttersoo, we take this fact seriously. The college has an *effective leadership which believes in decentralisation of governance and participative management in the following manner:*

- There is *no monopoly in decision-making* as the head of the institution consults all the members of the college whenever a decision is to be made
- The committees, which are *reconstituted at least once a year, look after different assignments*, e.g. Purchasing committee for making procurements, Inspection Audit and Technical committee for inspecting the procured items before the payments to the vendors can be initiated, IQAC for taking quality assurance related decisions, Library committee for looking after the library affairs, etc.
- *Each committee has members not only from the permanent faculty but also from the temporary faculty (full-time teachers) and from the student community as well*
- The *committees meet whenever a decision is to be made* regarding any issue falling under their purview
- The main function of the committees is to *make the decision-making more objective* as multiple ideas are generated in the meetings which are either accepted or rejected on merit and a final decision is made which is forwarded to the Principal for further action.
- The *stakeholders from outside the college (alumni and the parents) are also called upon whenever required.*
- The students are involved in decision-making by means of the formulation of *Course Review Committees (CRCs)* too
- *Feedback regarding different issues concerning the college is taken from all the stakeholders - teachers, students, alumni, parents, non-teaching staff, etc to take their candid opinions.*

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Even before the inception of the IQAC, the college did have an Advisory committee which worked much like the latter. It devised annual plans and followed up the same till implementation. The two committees have achieved much success for the college in concert:

Infrastructure related:

- New admission, IT and a toilet block each for boys and girls recently constructed
- Proposals for the construction of Administrative block, canteen and healthcare centre accepted by the higher authorities and the work under process
- Installation of CCTV throughout the campus
- A browsing centre established for the students and the staff
- All the laboratories with the necessary apparatus for practical learning.

Teaching-learning and curriculum related:

- All the classrooms made digitally smart with advanced equipment
- All the teachers trained with ICT methodology to deliver online

Gender specific initiatives:

- The action plans devised by the WDC/ CASH have been realised to a major extent

Collaborations:

- The teachers have been sent for Faculty development programs to acquire more skills
- A collaboration with NIELIT Srinagar trained around 150 college students with the basic skills in Computers

Transparency:

- The procurements have been made predominantly with GeM portal
- Grievance redressal cell established.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

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

Response:

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

The college is a *Government funded institution*.

Administrative set-up:

The college comes under the regulation by Higher Education Department of Jammu and Kashmir UT. The regulations regarding the service, promotions of the teachers, effective transfers, etc come from the said department. The admission and examination policy of the institution is largely decided by the affiliating university.

Service rules:

The service rules for the employees come in two comprehensive volumes which every employee has to abide by.

At institutional level, the *Principal comes at the top position in decision-making power hierarchy*. However, he/ she holds consultations with different committees before reaching any decision.

The development plans are discussed in the meetings. The DPRs prepared are sent to the Higher Education Department for approval. The fund transfer (subject to project approval) is transferred transparently to the institutional account. The effective utilisation of funds is ensured by the *college committees set for specific purposes* – Development committee, Purchasing committee, etc. Each committee has multiple members with a convener in lead.

At the *department level*, each department has an HOD who supervises other teachers.

Appointments:

The appointment off the Gazetted staff (Assistant Professors and PTI, Librarian) is made by *Jammu and Kashmir Public Service Commission (JKPSC)*. The non-gazetted staff is appointed by *Jammu and Kashmir Services Selection Board (JKSSB)*.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution being Government-run, the welfare schemes for the employees (teaching and non-teaching) are devised by the Govt of Jammu and Kashmir, UT and partly by the Union government through Jammu and Kashmir Administrative Department (JKGAD) and UGC respectively. Some of the welfare measures for the teaching and non-teaching staff include:

- **National Pension Scheme (NPS):** Under this scheme, the employees make a monthly contribution and a matching share is paid by the Govt which is saved in the NPS account of the employee. At superannuation, a percentage of this fund is paid to the employee whileas the remaining amount is paid monthly as pension.
- **General Provident Fund (GPF):** Under this scheme, an employee contributes a certain share of her/ his salary to her/ his GPF account. The funds are returned to the employee when required with an interest (not all employees are covered under this)
- **Leaves:** The employees can benefit from various types of leaves - study leaves, paternity/ maternity leaves, earned leaves, casual leaves, medical leaves, etc depending on the requirements, under rules
- **Childcare and other allowances**
- **Regular increments:** The employees who perform well are paid increments on their salary annually
- **Incentives for add-on assignments:** For additional assignments like examination duty, evaluation of answer-scripts and setting of question papers, the employees get additional incentives from the affiliating university under norms
- **Scope for growth:** The employees are given ample opportunities to go for higher studies, faculty development programs, etc.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 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

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

File Description	Document
Institutional data in prescribed format(Data template)	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: 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	0	0	0	0

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 32.38

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	2	1	1

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Higher Education Department of the Union Territory has worked out a system of API by means *Annual Performance Report (APR)* which needs to be submitted by each of the teachers, duly signed in by the head of the institution.

Among other parameters which this document scrutinizes are included the following:

- Any research carried out/ papers published
- Details of the Faculty Development Programs the teacher has participated in
- Engagement in teaching-learning
- Engagement in co-curricular activities being conducted by the college
- Methods of teaching and evaluation adopted
- The general contribution towards the development of the college
- Community engagement through college
- Any special contributions made to the college

This document reflects the *performance of the teacher based on which the promotion to the next grade* or other incentives are decided.

At institutional level, the head of the institution monitors the activity of all the teaching and non-teaching staff directly or through different committees in place.

For instance, the performance on academic side is checked by Academic Monitoring Committee.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institutional finance administration records each transaction. *Stock verification committee* inspects the stock as and when required by the head of the institution.

The institution has set up a *Technical Inspection and Audit Committee* recently which is in the process of taking a *holistic internal audit of the institution*. The establishment section also conducts periodic account audits to prepare annual expenditure statements.

In addition, the *AG office of the Govt of union territory too carries external audits* on a regular basis to make the administration more responsible and transparent.

File Description	Document
Paste link for additional information	View Document

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

Response: 0.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.46	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

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

Response:

The Principal in consultation with various committees discuss the infrastructural and other needs for the institution. The estimates are sent to the Jammu and Kashmir Higher Education Department (JKHED)

along with the DPRs. If approved, the funds are sanctioned under different heads - machinery and equipments, materials and supplies, library, etc. After the funds are transferred to the institution, the staff/committees are required to give the specific requisitions for the needs. The specifications need to be specified for each requirement.

Most of the procurements are made through GeM portal since the last year. The payments to the vendors are made only after checking the specifications of the items delivered. This is ensured by the Technical, Inspection and Audit Committee (TIA).

Case study for optimal utilization of resources/ funds:

- Funds were received for the installation of the CCTV facility in the library. However, the IQAC sensed that the funds were quite higher than were required for the facility in the library which is housed in a hall on a makeshift basis. A meeting was convened by the Advisory and Purchase committee of the college. It was decided that the additional funds can be utilised to bring whole of the campus under CCTV surveillance. The plan was implemented. Since then, the campus has become more secure for the female students of the college.
- No common room was available for the female students of the college. The institution took a decision to make a room available for the girls till the funds for a full-fledged facility are sanctioned.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The IQAC of the college is just a year and a half old (*established in 2020*) but during the limited time it has *contributed significantly to institutionalise the quality assurance strategies and processes* as follows:

- The IQAC is a top decision-making body and at the same time it takes inputs from every stakeholder to build a plan
- The initiation of seeking feedback, analysing it and recommending the key findings to the Principal was made possible by the cell
- The IQAC holds regular meetings with the heads of each department to work-out new strategies. It was because of the efforts of the IQAC that two Certificate courses were successfully completed in the latest completed academic year
- The IQAC devised a plan to implement a new practice called Student Credit-approbation System (SCAS) which increased the participation of the students in the co-curricular aspects considerably

- It prompted other committees to show more activism from time to time.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC was established in the institution only recently, on 20-4-2020. Since its establishment, the college has seen so much of activism and a *number of initiatives* have been taken:

- The process of seeking feedback on different issues, including the curricular aspects, has been initiated. The feedback taken from different stakeholders has been analyzed and action has been taken in majority of cases.
- New committees like Committee against Sexual Harassment (CASH) and Enquiry cell for Persons with Disability (PWD) have been established and made functional.
- A new practice called Student Credit-approbation System (SCAS) has been started whereby the students can incentivize their participation in different activities. This has increased the participation of students in the co-curricular activities.
- Academic Monitoring Committee (AMC) came into existence which monitors the workload and class-work.
- Library automation was started and the subscription to e-Journals and e-Books was activated.
- A fully functional website came into existence with study material for the students.
- All the classrooms were equipped with smart boards for easy and interactive teaching-learning.
- Various Faculty Development Programs like that on GeM procurement, ICT and Intellectual Property Rights were organized.
- Career counseling sessions were started with UPSC and other State PSC examination qualifiers.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

NBAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution believes in **Gender Equity**. This is the reason that just after the inception of IQAC in the college, we established **Committee Against Sexual Harassment (CASH)**. The Women Development Cell (WDC) was already in place but not that active. WDC/ CASH are headed by a **female convener with majority of representation from the female members**. The cells came up with a comprehensive action-plan to celebrate Gender equality. The cells also came up with different proposals some of which were materialised within a short span of time. Examples include:

- **Safe environment for the female community within the campus:** Whole of the campus is equipped with surveillance cameras which function 24*7 to ensure any potential threat against the female student community is caught on camera and timely action is taken. So far, no complaints of misbehaviour/ harassment has been received from the student community.
- **Infrastructure and Gender equality:** There are separate and equal number of washrooms for female community as there are for male community. One new toilet-block has been constructed recently outside the main building to cater to the long-pending demand of the students which also found a mention in the Proposal/ Action-plan document of WDC.
- **Girls Common Room:** Due to some reasons, the college did not receive any funds exclusively for the construction of a common-room for the female students. The administration of the college, ensuring the optimal usage of the available space, vacated a room to be used as Girls Common Room till the funds are received for the construction of same.
- **Awareness Programs:** The WDC proposed for conducting different awareness campaigns to make the female student community aware about their rights as women - like - Feminism and Women empowerment, Women in leadership, Status of Women in Islam, etc.
- **Equal opportunities for all:** Each student is given equal opportunity to thrive in the institution irrespective of the gender which is reflected in the participation of female students in different activities being carried out by the institution.
- **Self Development and Women:** The WDC cell organises Self-development Programs exclusively for the female student community. Recently, a proposal for the conduct of a Week-long Certificate Workshop on Self-defense, which was given a green signal by the Head of the institution, concluded successfully.
- **Comprehensive mechanism for timely redressal of grievances:** The CASH has a comprehensive mechanism for timely redressal of complaints regarding sexual harassment wherein the cases are solved either by arbitration or by any other action.

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

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

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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

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

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

Response:

Primarily, the waste generated within the campus is *segregated at source*. We have *coloured dustbins with the labels for different types of wastes* – Plastic/ polythene, paper/ cardboard, organic/ food-waste, etc.

Solid waste management: The chief examples of solid wastes generated at the campus include the food waste, paper and cardboard, pen cases, wrappers and plastic (rare as the college has been declared Polythene/ plastic-free area and there is penalty for the students and the staff if they are found using it indiscriminately within the campus).

The wastes in *plastic and polythene is recycled*. The students are encouraged to recycle the same. This year, some of the students came up with “*No cost, more benefit*” concept of recycling wherein they made many *articles from the plastic polythene waste, like Bird feeders and bottle-bricks, the latter being used for decorating the walls*.

The *biodegradable wastes are dumped in the pits or sanitary landfills.*

Liquid waste management: The liquid waste is predominantly generated from the latrines and washrooms. All such waste flows through the pipes to the deep trenches which are covered.

Biomedical waste management: Little or none of such waste is generated at the campus.

Waste recycling system: Within the campus, we have started recycling the plastic and polythene as already mentioned. As minimal plastic/ polythene waste is generated within the campus due to restricted use, we have encouraged the students to collect the waste around the campus and recycle it. The idea has been successful so far in sensitizing the students about the importance of recycling.

Hazardous chemicals and radioactive waste management: Generally, no radioactive waste is generated within the campus. The hazardous chemicals (if generated) are stored within the non-reacting material and ultimately dumped into waste dumps away from water bodies.

File Description	Document
Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: E. None of the above

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

The institution believes in inclusive environment and promotes tolerance towards different sections of the society. The statement can be exemplified by the following:

- **Celebration of Gender diversity:** The institution believes in Gender equality which is evident from the activities it carries out. A Women Development Cell (WDC) and Committee against

Sexual Harassment (CASH) is in place to look after the interests of this section.

- **Promotion of Unity in Diversity:** The institution holds awareness campaigns to promote the unity among different religious denominations. The staff takes pledge on the occasion of Sadhbhavna Diwas in the name of harmony among different castes, creeds and religions and celebrates Rashtriya Ekta Diwas.
- **Reservation for the socially, economically and other backward classes:** The institution has a reservation policy in place in sync with that of the Government ensuring that the students of the marginalized sections like Scheduled tribes and Pahari speaking people get full representation in the institution.
- **Friendly environment for the Divyangjans:** The special cell dedicated to cater to the needs of the specially-abled students of the college is headed by an assistant professor who is himself visually-impaired. The college buildings are provided with ramps for easy access. Majority of the computer sets housed in the institution have NVDA software installed on them. The college website is also provided with a screen-reader.
- **Welfare schemes for socio-economically backward students:** Such students are given the free-ships both by the central/ state government as well as the institution itself.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

To sensitize our students about the values, rights, duties and responsibilities enshrined in our constitution, the college undertakes many activities. This is part of the co-curricular activities intended to *make the students more responsible towards fellow citizens and to develop in them a sense of belongingness to the nation*. We have a separate page dedicated to such activities on our institutional website. Some of the activities/ initiatives carried in this direction are enlisted below:

- Preamble to the Indian constitution has been uploaded on the institutional website for the perusal of the students
- Programs about the voting rights like SVEEP have been organised
- A number of activities were carried out by the institution to celebrate the Freedom Movement of India under the banner Azadi ka Amrut Mahotsav
- A tricolor waves 24/7 just in front of the main building
- Freedom Run - 2021 organised to celebrate the Freedom of India from the colonialism
- Sadhbhavna Pledge taken by the staff
- National Anthem singing competitions organised
- Rashtriya Ekta Diwas (National Integration Day) celebrated on the birth anniversary of Sardar Vallabhai Patel
- Almost all the staff members on permanent basis participate in election duties (parliamentary, state

- assembly as well as panchayat elections)
- Program on the Fundamental Rights and Duties organised.

In addition to it, the institution *celebrates Independence Day and the Republic Day annually in association with the Block and Tehsil offices of the area.*

File Description	Document
Any other relevant information	View Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	View Document
Code of ethics policy document	View Document

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

Response:

The institution celebrates/ organizes national and international commemorative days, events and festivals to *educate the students on different issues of concern to the humanity.* Chief examples of such events which were observed by the institution from time to time:

World Women Equality Day: 26th August, 2020

National Teachers Day: 5th September, 2020

International Yoga Day: 21st June, 2020

Rashtriya Khel Diwas: 29th August, 2020

International Drug De-addiction Day: 26th June, 2020

International Youth Day: 12th August, 2020

Rashtriya Ekta Diwas: 31st October, 2021

National Sports Day: 29th August, 2021

International Ozone Day: 16th September, 2021

The days are commemorated/ celebrated by organising different activities like *Drawing contests, Debates, Seminars, Conferences, Group discussions and other awareness programs.*

With the introduction of Student Credit-approbation System (a potential best practice adopted by the institution), *the participation of the students has considerably increased in such activities.* Post COVID-19, the events are organised online too, a step contributing to the idea of Digital India.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I:

Title of the Practice:

Technology-oriented Teaching-learning

Objectives of the Practice:

1. To embrace the new technology in order to keep pace with the changing environment in the Post-

COVID era

2. To build a fine niche for virtual learning in the college so as to take maximum possible benefit from the latest technology vis-a-vis education
3. To develop basic infrastructure for interactive learning in the college and to develop in the staff/ students the skills in order to deliver better in the era of technology-driven education.

The context:

The pandemic originating from the Wuhan city of China shook whole of the world, killing people and drowning the economies. However, it came as a blessing in disguise for the humanity to realise the value of technology in the field of education. At GDC Utersoo, the administration realised this fact too early. We started training the staff and the students about the basic skills required for the same and simultaneously, we started procuring the latest equipment for smart teaching-learning.

The Practice:

The practice is *three-pronged*: I. Development of Infrastructure, II. Development of Skill-set and III. Implementation of the plan

- **Development of Infrastructure:** The institution procured 5 interactive flat panel display boards taking the facility of smart-classrooms to each classroom available. A Browsing Centre with a high-end server and latest configuration desktops was procured. Power backup for all the digital classrooms is available.
- **Development of Skill-set:** The staff was trained on how to use the smart boards and also on how to use the latest digital applications like ZOOM, Google Meet amongst others to deliver online classes from home. Simultaneously, the students were engaged. A certificate course (1 month) was arranged for about 160 students of the college to train them to use the computers and the allied technology.
- **Implementation of the Plan:** After the procurement of the digital infrastructure and training the staff and students, the teachers delivered online classes. Even the examinations were conducted online. When the colleges opened as the COVID-19 threat eased, the teachers started delivering in the classrooms with the help of digital boards which made learning more interesting. Currently, almost each of the staff members is trained to deliver online and through smart- boards.

Evidence of success:

Almost each staff member is trained enough to:

1. deliver through smart-boards
2. deliver online classes
3. set question papers in online mode and evaluate the students online

Some of the teachers have started their own YouTube channels to deliver effectively and to benefit not only the students of own institution, but the students of other institutions too.

Simultaneously, almost each of the students is able to learn online through digital applications and respond to the digitally set question papers.

We consider this as a big leap in the development of digital teaching-learning sense in the teachers as well as the students.

Problems encountered:

As the college is set up in a remote/ rural area and a big chunk of the population in the area live below poverty line, the possession of a mobile handset by each of the students became a hindrance. We had to persuade such parents to buy the mobile handsets for their wards. Altogether, it was a achievement to take the students of the college on a digital platform. We are sanguine that the practice will continue.

Best Practice II:

Title of the Practice:

Student Credit-approbation System (SCAS)

Objectives of the practice:

1. To involve the students in the *development and beautification* of the campus
2. To engender in them a sense of *service and duty towards the fellow students* and the community
3. To make students responsive to the changes and make them *accept the challenges*; ideate and devise the plans/ solutions to combat the challenges

The Context:

The COVID-19 pandemic changed the whole scenario the institutions work, colleges being no exception. The situation necessitated us to think out of box and go for *unconventional methods of teaching-learning to adapt with the change*.

Common observations:

1. The students were *less aware about the use of ICT* in the education
2. The fact that the academic courses are relatively less market-oriented, the students don't take the college studies as serious as needed
3. Even after stimulating the students to take part in the *decision-making*, most of them were reluctant to get into the fold due to various reasons
4. The COVID-19 pandemic *amplified the level of depression* amongst the students
5. The students seldom took interest in *contributing to the development of the college* and they lacked the sense of belongingness to the college
6. The students rarely took lead in NSS programs/ debates and seminars or cultural programs

The practice titled above is designed to alleviate these challenges by ensuring the involvement of students. This is assumed to act like a *welfare scheme* in which students would be *credited for contributing to the development of the institution and to develop their personality*. Simultaneously, they would develop *certain administrative capabilities* which would help them in a long run.

The practice:

The students are asked to *choose from the assignments enlisted below which range from academics to administration*. Each student can participate and earn points earmarked for each assignment. The points would be converted into credits with the following formula:

$$\text{Number of credits} = \frac{\text{Total number of points earned across all the assignments}}{100}$$

The students would be awarded with the **credit certificate** after a specified period.

In addition, *credit system will be integrated with our Student Welfare Fund (SWF)* wherein the students can monetize their credits and get scholarships in lieu of their credits (the monetary value of a credit would depend on the fund available in the SWF).

Assignments:

S. No.	Assignment	Points	
01.	Joining as a student-member in the working committee of the college	10 *	
02.	Contribute towards the development of a green-initiative	20	
03.	Give any idea which can be implemented	10	
04.	Participation in debates, seminars or cultural programs	5	
05.	Any significant contribution towards generating awareness about national integrity or harmony	15	
06.	Getting trained in basic ICT methodology	15	
07.	Become a peer-tutor	10	
08.	Contribute towards the development of the college – Botanical garden, rock garden, etc.	25	
09.	Community service	20	
10.	Taking lead in awareness programs related to gender issues or mental issues	10	

*A student can join two committees at the most

Evidence of Success:

The number of students participating in the activities increased substantially with the students, who rarely took part in any activities, coming to fore. More than 53 students participated in different activities conducted during the months of September and October viz Drawing, essay contests, debates and seminars, group discussions, etc. The practice, hence, motivated the students to be active and develop a sense of belongingness to the institution.

Problems encountered:

No problems were encountered during the adoption of the practice and we hope to continue the practice for more years to come.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Extraordinarily Cordial relationship between teachers and the students reflected by the activities of the teachers:

The distinctiveness of the institution lies in the extremely cordial relationship between the teachers and the students which is exemplified by the following approaches:

The Student-welfare fund:

This is the prime example how the teachers of the institution are concerned about the students. Each staff-member of the college (permanent as well as temporary) contributes a certain amount of his/ her salary to the student welfare fund on monthly basis. This is in addition to the financial assistance already provided to the deserving students of the college. A number of students have got a fee-waiver because of the funds under this welfare scheme. We currently cover three categories of students - *Orphans (Category I)*, *Extremely poor (Category II)* and *Poor (Category III)*. This practice has enhanced the bond between the students and the teachers.

Remedial teaching at home:

A number of local teachers has made it a norm to teach the slow-learning students at their own home, the practice started in 2019-2020 when the COVID-19 was at peak and had hampered the regular classes at the campus. This is one of the practices being practised by the local teachers of the institution exclusively.

Mentorship through phone: Each student of the college has been asked to call any of the teachers posted at the institution whenever required to get any doubts cleared. Each teacher is easily accessible through mobile phone. This practice has helped us to know the students better and to devise better methods of teaching keeping in view the requirements of different students.

Meetings with the parents of the students:

In addition to the parent-teacher meetings at the college where the parents of the students are asked to have

their opinion, some of the teachers visit the homes of the students and where they have one-to-one interaction with the parents of the students. This helps the teachers to know the home-condition of the students which, in some way, helps the teachers to improve their teaching.

Financial assistance to the students from own pocket:

This year, some of the students, who didn't get the scholarship from the Central agencies due to technical errors in their applications, were provided the financial assistance by some of the teachers. At least four students were helped this year for their admissions.

Admission Mela to attract the students:

In order to develop effective rapport with the students from the very beginning (in fact, prior to the formal admission of the students to the college), the teachers interact with the students in the admission mela which is conducted annually by the college. The teachers educate the students about the career opportunities in the higher education. This practice has helped to develop the teacher-student bond.

Mentor-mentee programs:

After the establishment of the IQAC in the college, the said program was notified. At the department level too, teachers make their phone numbers public.

PWD cell for the specially-abled students:

At GDC Uttersoo, we have a special cell dedicated to the persons with special needs. The cell is taken care of by Mr Tariq Bashir (AP History) who is himself visually-impaired. Being sepecially-abled himself, he is able to understand the condition of such students in a better way. Such students feel owned this way.

The steps taken by the staff for the students both within the campus and outside makes the institution distinct from other institutions.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

A comprehensive plan to improve on all the criteria specified will be implemented for the holistic development of the institution.

Concluding Remarks :

The college endeavors to contribute to the nation-building by inculcating the values of national integrity, unity, peace and harmony in the students of the college. The working of the institution is strictly in synchrony with the Vision and Mission statement of the college and we aspire to create a conducive environment for all the stakeholders to realise their full potential. The college also intends to introduce more industry-oriented programmes and mould the curriculum in line with the New Education Policy.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.4.1	<p><i>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</i></p> <p><i>1) Students</i></p> <p><i>2)Teachers</i></p> <p><i>3)Employers</i></p> <p><i>4)Alumni</i></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has considered B. Any 3 of the above as per shared feedback report by HEI.</p>										
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 27 Answer after DVV Verification: 12</p> <p>Remark : DVV has excluded temporary teachers from shared list by HEI.</p>										
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 53 Answer after DVV Verification: 22</p> <p>Remark : DVV has excluded temporary teachers experience from shared report by HEI.</p>										
3.3.3	<p>Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years</p> <p>3.3.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	0	3	0	0
2020-21	2019-20	2018-19	2017-18	2016-17							
4	0	3	0	0							

Answer After DVV Verification :

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

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
107	0	140	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
82	0	140	0	0

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

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

Answer before DVV Verification : D.1 of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered B. 3 of the above as per shared report by HEI.

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

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

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered B. 3 of the above as per shared report by HEI.

7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : DVV has considered D. 1 of the above as per shared report of Code of ethics by HEI.</p>
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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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>145</td> <td>100</td> <td>99</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>207</td> <td>146</td> <td>101</td> <td>100</td> <td>92</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	207	145	100	99	92	2020-21	2019-20	2018-19	2017-18	2016-17	207	146	101	100	92
2020-21	2019-20	2018-19	2017-18	2016-17																	
207	145	100	99	92																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
207	146	101	100	92																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>105</td> <td>93</td> <td>93</td> <td>50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>42</td> <td>38</td> <td>38</td> <td>20</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	128	105	93	93	50	2020-21	2019-20	2018-19	2017-18	2016-17	50	42	38	38	20
2020-21	2019-20	2018-19	2017-18	2016-17																	
128	105	93	93	50																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
50	42	38	38	20																	
3.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>16</td> <td>19</td> <td>15</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	27	16	19	15	11										
2020-21	2019-20	2018-19	2017-18	2016-17																	
27	16	19	15	11																	

2020-21	2019-20	2018-19	2017-18	2016-17
12	07	07	14	02

NAAC