



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SHRI KRISHAN CHANDER GOVT. DEGREE COLLEGE
POONCH**

**NEAR GENERAL BUS STAND POONCH, TEHSIL HAVELI, DISTRICT POONCH,
JAMMU AND KASHMIR, INDIA**

185101

www.gdcpoonch.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College Poonch was established on 11th November 1955. Initially it started functioning as an Intermediate College in the old “Resham Ghar” building in ‘Mohalla Dungas’. Prof. R.L. Basur, an eminent educationist of our state was its first Principal. In 1961, it was elevated to the status of a Degree College and Prof. P.N. Pushp, another great educationist and scholar, headed this institution during its developmental phase. In early sixties, the College was shifted to its present location, the upper portion of which was a part of ‘Favara Garden’ and the lower part across the main road was covered with barracks and bunkers vacated by Army, who shifted to ‘Resham Ghar’ site. The theory classes in the College used to be held in bunkers and barracks while the science practical work was conducted in temporary laboratories set up in the old portion of the “Dak Banglow” Poonch. The Science laboratories were later shifted to present Science block after its construction in 1969-70. The College was earlier affiliated to Jammu and Kashmir University, which was later converted into two separate Universities, The University of Jammu and The University of Kashmir. The College is presently affiliated to the University of Jammu and is recognized by University Grants Commission (UGC) under section 2(F) & 12(B). The College offers undergraduate courses in Arts, Sciences, Commerce and Vocational courses in Sericulture and BCA. as a professional course. Besides Add-on-Courses in Functional English, Sericulture and certificate courses in some subjects. The infrastructure of the College is constantly upgraded to cater to the growing needs of the students with newly introduced subjects. The college has produced large number of Alumni who have made a mark on the state and the national scene. The college campus is well maintained and presents a serene view with well-maintained lawns and flower beds. Being conscious of the responsibility the institution has strived to maintain the desired standard and meet the challenges of the modern day educational requirements. As per the changes made by General Administration Department (GAD) Govt. of Jammu and Kashmir vide order No. 1161-JK of 2021 dated: 29-10-2021 and the notification issued by university of Jammu vide order. No PDC/2022/7863-78 dated: 04-03-2022, the college name has been changed from Govt. Degree College Poonch to Shri Krishan Chander Government Degree College Poonch.

Vision

Imparting quality education to the students, promoting their all round development by participation in sports, extracurricular and other socially relevant activities and inculcating the skill of decision making and democratic values.

Promoting preservation and integration of cultural diversities of the Region, State and Country.

Engaging in the continuous learning necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all people and using technology to broaden and support learning opportunities.

Mission

To instill and promote scientific temper and enkindle creativity among students.

To prepare young generation for a better tomorrow.

To prepare our students to carve a space for themselves in the mainstream by overcoming their inhibitions.

To inculcate the indispensable virtues of tolerance, honesty, hard work and amity among our students.

To make our students fully alive to the ethical values.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- It is located in the heart of the town and is accessible to all the students from rural and urban backgrounds from all sides with available public transport.
- Caters to the academic needs of the students coming from **diverse backgrounds**, belonging to different shades of social, economic, linguistic and religious strata.
- Massive infrastructure with **digital class rooms** and the latest electronic equipment.
- It provides an effective academic platform to the students belonging to the **ST/SC/OBC/PSP/ESW** category, which constitutes the underprivileged class.
- It provides an excellent atmosphere of **communal harmony** and also ensures gender parity and provides **equal opportunities** to all the students.
- Well-maintained **playground** for the conduct of various sports and extra-curricular activities.
- Food Technology and Food Processing laboratory, Horticulture Technology laboratory, and Innovative incubation and **research laboratory** for skill enhancement courses have all recently been established.
- **Wi-Fi campus** and a well-established **browsing centre** for students.
- The library is fully automated with 36650 books, including text, references, and rare books and encyclopedias.
- **E-governance** in administration, financial matters, admissions and examinations.
- **One auditorium** with two separate **examination halls** and one **multipurpose hall** for the conduct of literary and cultural activities.
- It provides a well-established **canteen** facility for the students.
- Separate **boys' and girls' hostels** to provide accommodation to the students coming from far-off areas. One principal quarter, two **warden quarters** and six **faculty quarters**.
- The college has a **bus facility** for the students.
- Well-established health club in the form of a **gym and yoga centre** for students.
- Water is available 24 hours a day, in the college's main campus, boys' and girls' hostels, and staff quarters.
- Through the **RUSA and CAPEX** budgets, the Finance and Planning Department of Higher Education provides adequate financial support.
- Complete adoption of **CBCS** from 2016-17.
- A transparent examination system is in operation.
- All the faculty members are dedicated and majority of them are highly qualified, with Ph.D., M.Phil, NET, and SET credentials.
- Well-known **zoological museum** with a number of collections (showcase, specimens, etc.) and a curator room.
- Well established **Botanical Garden** is 15km away from the main campus at Sheindara under the supervision of HED for the conservation of biodiversity and to provide facilities to researchers and students of various institutions.
- Well established Krishan Chander Park adjoins the college's main campus, which caters to the needs of Botany students for Taxonomy practicals.
- The college faculty: publish their books, chapters, articles and research findings in journals of national and international repute; regularly engage themselves in faculty exchange programs; organise and participate in national and international conferences; workshops; seminars; online induction training; orientation programmes; refresher courses etc.; edit and review publications of reputed journals.
- The NCC Unit, NSS Unit, EBSB Club, and YUVA Tourism Club regularly arrange **public outreach**

and community development programs.

- **Registered alumni** which are constantly engaged in providing inputs for strengthening the teaching learning atmosphere.
- Signed **MoUs** with: IGNOU, MANNU, Municipal corporation Poonch, GDC Surankote, GDC Mandi, Ramanujan College Dehli for organizing faculty induction and orientation program, NIELET for industrial skill, Gujjar hostel for providing solar energy as and when required in the College, Forest Department, Arulmigu Plalaniandavar Arts College for Women Tamilnadu, Poonch Development Authority (Tourism) and Raja Sukhdev Singh Ji Govt. District Hospital Poonch for health related awareness.
- Surveillance through CCTV cameras.
- Equipped with LED light.

Institutional Weakness

- The college is located near the LOC (Line of Control).
- The road connectivity to the college is poor, and the transportation system for students from rural areas remains a source of concern, as the erratic transport system makes it difficult for students to adhere to the timetable.
- The appointment of staff is regulated by the government. Frequent transfers and postings of the staff.
- The posts of librarian, assistant librarian, and medical assistant have been vacant for a long time.
- Procuring financial resources for maintenance and upgrading of infrastructure is often a challenge. Due to limited space, there is less scope for expansion.
- The main building on the campus was constructed on an old pattern 40 years ago, hostile to specially abled students.
- Collaboration projects are not sufficient.
- The teacher-student ratio in some courses is not encouraging.
- All outgoing students are not covered by the placement facility of the college.
- Due to geographical background, paucity of time and economic background, they pose a challenge for the implementation of value-added courses.
- Due to the paucity of time and financial resources, research work is not taken on by teachers. The target of all teachers with a Ph.D qualification is not yet achieved.
- Lack of university sponsored research centre.
- The students comprise two parts; one from a rural background with geographical disadvantages and the other from an urban background. The priority of the students from rural areas is their survival first and, thereafter, their studies.
- The college is located in a densely populated Mohalla near the bus stand.
- Students' employability is limited due to a lack of well-established industrial setups and an unorganised private sector.

Institutional Opportunity

- Scope for the establishment of a PG course.
- Scope for producing sports people of national and international repute. There is abundant scope for **collaborative research work**.
- There are opportunities for enhancing faculty and student exchange programs.
- There is scope for starting vocational and skill courses in agriculture, horticulture, media studies, music,

tourism, apiculture, sericulture, EVS, etc.

- There is potential for the role of college alumni in the upgradation and transformation of the college's computer skills and soft skills to 100% of the students.
- There is potential for improving student **placement opportunities**.
- Linkage with industrial organisations and placement cells.
- Scope for consultancy and collaboration.
- Scope for organising collaborative workshops/ conferences/ seminars/tracking camps/nature study/tracking tours etc.
- College can provide a better atmosphere and space for the students and teachers for research.
- The college can establish a special coaching centre to provide coaching to the students belonging to BPL families in preparation for competitive examinations.
- Teachers and parents can work together to encourage students to pursue higher education and skill-based courses.

Institutional Challenge

- The dependence of the institution on government funds creates inflexibility. Lack of sufficient building infrastructure for the **boys' and girls' hostels**.
- Increasing demands on the classroom due to an increase in student strength. Maintaining the desired pace with the rapid change in higher education enhancing the employability of graduates.
- Future planning in a fast-changing world is a challenge for students.
- A major chunk of students are from rural backgrounds and find difficulty in accommodating themselves in an urban atmosphere.
- Constant upkeep, maintenance, and safety of electronic gadgets and ICT facilities. The faculty needs to cultivate a research aptitude among the students.
- The transfer policies of the Higher Education Department pose a challenge to the establishment of research work in the college.
- Submission of minor and major research projects by the faculty. Locational disadvantages and poor economic conditions of the students. Fulfilling the changing requirements of the corporate and industrial sectors.
- There is a gap between the curriculum provided to the students and industrial and corporate requirements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is bound to follow the curriculum designed and prescribed by the University of Jammu. Every department assigns the classes to the faculty members according to their specialisation and expertise. To ensure effective curriculum delivery, the teachers prepare their individual **academic and teaching plans**, including class tests/internal examinations, conducted throughout the semester. Moreover, students' **attendance** in each subject is continuously monitored and documented. Classroom teaching is supplemented with **participative learning**, viz., seminars, conferences, workshops, special lectures, quizzes, symposiums, field trips, writing skills, etc., in a well planned manner. Conventional methods of teaching are integrated with **ICT based methods** and Flipped Classroom learning to ensure the proper understanding of the curriculum. The Ability Enhancement Compulsory Course (AECC) of English, Hindi, Punjabi, and Urdu helps the students in

communication (verbal, non-verbal, and written language skills). **Remedial classes** or tutorials are held to assist students who are slow learners. The college has also designed a system of mentor-mentee matching for developing collaborative and peer learning. Faculty members are regularly encouraged to attend the orientation courses, refresher courses, FDPs, conferences, workshops, etc. conducted by the affiliating and other universities to keep their knowledge updated. **External and Internal Academic Audits** are carried out by the IQAC periodically and all the relevant documents of audits, recommendations, and action-taken reports are maintained by the college. **Feedback** on the curriculum is received from different stakeholders and is gainfully deliberated upon by IQAC. The college follows the academic calendar prepared by the University of Jammu. The dates for admission and end-of-semester examinations are indicated in this academic calendar. However, the college has the flexibility to design a schedule for the commencement of internal assessment and evaluation. The college-level activities are also reflected in the academic calendar prepared. An interaction with the newly admitted first semester students is organised to familiarise them with the college rules, syllabus, internal assessment, and extracurricular activities, etc., which are important components of campus life. Study tours, field trips, and project work-related activities are conducted by the respective department. Moreover, the college focuses on courses that sensitise students regarding professional ethics, human values, gender issues, and environmental sustainability. An inclusive approach is adopted to teach important socio-cultural issues. The course components of Education, Political Science, Sociology, and Arabic include many topics that deal with human values and ethics like Indian Social Institutions, Indian Culture, Family, Human Rights, and Gender, which attempt to educate students about pressing environmental issues such as climate change, global warming, and pollution. In addition to these, there is an optional skill course on "Solid Waste Management" in semester 3rd for all programs. A compulsory paper on environmental sciences is offered to students belonging to different courses. The Internal Complaint Committee organises academic, medical, and social events to create a gender-sensitised community. The NSS units of the college are actively involved in community services like anti-drug abuse camps, disaster awareness, senior citizen welfare, environmental and health awareness, human rights awareness, Youth Parliaments etc. A skill course in BA Semester 3rd sociology titled "Gender Sensitization" has been introduced to make students aware of the problems and issues related to gender inequality. The curriculum of Political Science also focuses on issues like Feminism, Gender and Women's Empowerment. The college has played a very active role in the Swachh Bharat Abhiyan.

Teaching-learning and Evaluation

Standard evaluation methods, class participation, merit of the previous class, special mock and viva, knowledge level of the allotted subjects, etc. are used for the identification of slow learners and advanced learners. **Mentor-mentee programmes** and counselling are also used to boost the academic performance of students. For both the **slow and advanced learners** beyond class hours, one-to-one interaction and peer learning are effectively conducted to share their opinions with each other. The teaching-learning process is enriched by presentations, discussions, debates, assignments, interactions, remedial classes, tutorials, workshops, field trips, industrial visits, and seminars. The teachers used various teacher-student interactive interfaces like Google Classroom, WISE App, Google Meet, YouTube, and WhatsApp during the COVID-19 Pandemic. The NSS and NCC units organised extracurricular activities, extension and outreach programs in collaboration with NGOs to generate a space for the students to practically apply their classroom knowledge in the larger society. All the classrooms are equipped with **interactive flat panel** displays and projectors. Students are provided with links to **e-content** from various resources. Evaluation is carried out through quizzes, assignments, MCQs, and presentations on these ICT platforms/tools. The evaluation of each course/subject consists of two parts: Internal or In-Semester Assessment (20% weightage) and External or End-Semester Assessment (80% weightage). The College Examination Committee prepares a **centralised date-sheet** for internal assessment tests in consultation with the HODs and is then communicated to students and teachers. The responsibility of evaluating the internal

assessment is vested in the teachers who teach the course/subject. After evaluation, the internal assessment marks are displayed on the notice board of each department, and the students are also shown their marks individually. Discrepancy in internal assessment, if any, is rectified by the concerned teacher. Grievances, if any, related to university exams are addressed by the centre superintendent and the same is reported to the Controller of Examinations, University of Jammu. University decisions or information after resolving the grievance is intimated immediately to the students during the examination. Hence, the college employs a robust **multi-tiered mechanism** to ensure transparency and objectivity in **dealing with grievances** related to internal and external examinations. The learning outcomes of each paper are mentioned in the syllabus and are available on the university website. Each faculty member apprises the students regarding the learning outcomes of the specific paper at the beginning and also at the end of the semester. The students are made familiar with the programme outcomes through teacher-student class interactions. Each of these has **specific learning outcomes**, which give a better understanding as to how and why the specific subject/topic is being taught. **Outcome-Based Education** (OBE) has become the foundation of the higher education system in recent times as it enhances the academic development of the teachers and students. Feedback is collected from students every semester regarding the teaching-learning process and infrastructural facilities. The data collected is analysed by the teachers. Ideas and suggestions are implemented, which ensures smooth and effective fulfilment of POs and COs.

Research, Innovations and Extension

The college has a well developed infrastructure to support the research, innovation, and extension programs. Academic activities like conferences, seminars, webinars, workshops, field trips, and faculty exchange programmes are conducted periodically, which inspire the students and faculty members towards new approaches and provide a platform to share their research findings and knowledge. The institution believes in inculcating skills among the young learners and, accordingly, the college has offered skill courses in collaboration with NIELIT, Jammu and established different labs, i.e. **innovation and incubation lab, horticulture lab, and food processing lab**. The college has conducted many activities in collaboration with different governmental and non- governmental organizations. The institution has signed **MoUs** for academic exchange within J&K and outside the UT. The college faculty have published the edited chapters, published books and their research findings in journals of national and international repute. The college has been effectively spreading awareness and sensitising the students through their involvement in outreach activities and extension activities. The students of the college overwhelmingly participate in health awareness camps, voter awareness programmes, literary and cultural activities, seminars, quizzes, yoga, rallies, and poster making competitions. All important days notified by the government are celebrated regularly in the college with the aim of developing feelings of **patriotism and ethical values** among the students. To impart **value-based education** among students and to inculcate a spirit of social commitment and a **sense of humanitarianism**, the college bestows the students with enough opportunities for social engagement. Community-oriented activities like cleanliness drives, health awareness programmes, plantation drives, traffic awareness rallies, drug de-addiction awareness programmes, blood donation camps, International Youth Day Celebrations, World AIDS Day, World Biodiversity Day, etc. are organised in tune with the vision and mission of the college.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for teaching-learning in terms of Academic Blocks, Classrooms, Laboratories, Multipurpose Hall, Museum, Auditorium, and Examination Halls etc. The institution also has adequate facilities for cultural and sports activities such as an auditorium, multipurpose hall,

smart rooms, open space, musical instruments, sports ground, courts, sports equipment, and a well-established gym. All the classrooms and seminar halls are **equipped with ICT-facilities** whereas the college has a 56.5 lakh average percentage of expenditure, excluding salary for infrastructure augmentation during 2016–21. The **library is automated and uses "KOHA" software** for cataloguing and customization and has a collection of around thirty-six thousand seven hundred and fifty-seven books containing text books, reference books, rare books, general knowledge books, dictionaries, encyclopedias, books for competitive exams, etc. covering all aspects of academic studies for students. A LAN-connected resource centre is available in the library, containing multifunctional photocopiers, scanners, and printers to access online resources. The College has subscriptions to four **e-resources such as e-journals, e-Shod Sindhu, Shod Ganga Membership & e-books through INFLIBNET (N-LIST)**. Annual Expenditure is 7.05 lakhs, for purchase of books/e-books and subscription of journals/e- journals during 2016-21. Institution has IT facilities such as computers, laptops, a browsing centre, a computer lab, internet connections, **CCTV cameras**, interactive panel displays, projectors, printers, networking and **free wi-fi** for the students and staff. The bandwidth of an internet connection is greater than 50 MBPS. There are established systems and procedures for maintaining and utilising physical, academic, and support facilities.

Student Support and Progression

The aim of the college is to facilitate the students' holistic development and bright future. For this reason, the college takes many proactive steps to help them in their academic endeavors. From 2016-17 to 2020-21, the average percentage of students who benefited from government scholarship programmes was 57.95. The skill enhancement activities of the students are organised by the departments. Various skill development courses are also offered, and activities related to them are organised by the concerned department of the college. The browsing centre has Wi-Fi for the students to cater to their academic needs. The NSS and NCC units of the college are actively involved in various **extracurricular and extension activities**. To get practical knowledge, the college organises **educational tours and field trips** for students. The **Psychological Counseling Cell** of the college addresses physical, emotional, and mental health issues and helps improve their sense of well-being at the time of distress. The **Career Counseling cell** guides the students for appearing in various examinations conducted by different appointing agencies of the government. The faculty of the institution provides guidance to students who want to pursue higher education at different universities. As a result, a significant percentage of students progress to higher education in different subjects. The Physical Education Department is responsible for organising indoor and outdoor sports activities. The students participate in various inter-collegiate and national-level competitions organised by the college/university. The college has also organised regular sports and cultural activities. The Anti-ragging committee/anti-sexual harassment cell/internal complaint committee/student redressal committee address the relevant complaints. The College also ensures the **students' representation** and engagement in various administrative, co-curricular, and extracurricular activities. The alumni association has been registered and it contributes significantly to the development of the institution in different ways.

Governance, Leadership and Management

The college is a government-run institution and, therefore, its management and organisation are decided by the government of Jammu and Kashmir. The principal of the college follows the policy of **decentralisation** and is supported by IQAC, Heads/Coordinators/Conveners of various committees, teaching faculty, and non-teaching staff in decision-making. All the classrooms are equipped with modern IFPDs. Being a government institution, the **budget allocation of the college is made by the government**, which is disbursed by the principal for

different specified purposes and is assisted by the accountant deputed for this purpose by the Finance Department of the UT Government. The College improves the teaching standards of the faculty by encouraging them to participate in different types of workshops, orientations, and refresher courses. Besides this, the college has a fully **empowered Internal Quality Assurance Cell (IQAC)** which plays a decisive role in the overall development of the college, including the re-accreditation process. The IQAC frames **policy documents** at the beginning of every session and assesses its progress on a monthly basis through scheduled meetings with the Departments. Moreover, the IQAC ensures the quality and requirements of the institution. The Administration, Finance and Accounts, Student Admission & Support, and Examination section have successfully switched to e-governance. Three UG courses, namely **Physical Education, Library Science, and Geology**, have been started in the College recently. The IQAC collects feedback from the students, teachers, and alumni and reviews it for actions taken and improvement accordingly.

Institutional Values and Best Practices

The College is one of the oldest institutions in the erstwhile state of Jammu & Kashmir and has a rich history of promoting human values, cultural coexistence, national integration, and **gender equity**. Gender equity is one of the challenging areas, and the institution left no stone unturned in framing the comprehensive policy towards gender equity and women's empowerment during the period under report. This institution organised various women-oriented programmes like 'International Women's Day, Beti Padahao, Beti Bachao, etc. to make the girl students aware of the rights and privileges granted by the constitution of India, which provides not only equality to women but empowers them also. The college administration has a well-framed policy regarding the promotion of human values and professional ethics. We have developed a comprehensive code of conduct for various stakeholders, particularly for students, teachers, and administrators. The college administration made this institution a hub of activities organised during the period under report regarding the promotion of universal values and ethics. The campus is eco-friendly; dustbins were installed to make the campus waste-free; we developed a beautiful botanical garden, herbal garden, plant nursery, flower beds, and well-maintained drain system; and also minimised the use of paper by adopting technological mechanisms. The institution has adopted "**digitalization**" and "**outreach programs**" as two best practises for the years under report to attain institutional excellence. "Digitalization" is an integral part of the present education system as it helps to keep pace with the competitive world and so are outreach programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI KRISHAN CHANDER GOVT. DEGREE COLLEGE POONCH
Address	NEAR GENERAL BUS STAND POONCH, TEHSIL HAVELI, DISTRICT POONCH, JAMMU AND KASHMIR, INDIA
City	Poonch
State	Jammu And Kashmir
Pin	185101
Website	www.gdcpoonch.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Mussaraf Hussain Shah	01965-220231	9419601920	-	degreecollegepoonch@gmail.com
IQAC / CIQA coordinator	Khadam Hussain	01965-1965220231	9419181277	-	iqacpoonchcollege@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college

11-11-1955

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

State**University name****Document**

Jammu And Kashmir

University of Jammu

[View Document](#)**Details of UGC recognition****Under Section****Date****View Document**

2f of UGC

10-07-2014

[View Document](#)

12B of UGC

10-07-2014

[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

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?

Yes

If yes, name of the agency

Chairman Mahatma Gandhi National Council of Rural Education Department of Higher Education Ministry of Education Govt of India

Date of recognition

28-02-2022

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NEAR GENERAL BUS STAND POONCH, TEHSIL HAVELI, DISTRICT POONCH, JAMMU AND KASHMIR, INDIA	Semi-urban	9.125	53180

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,Faculty Of Arts	36	Class XII	English	1491	1491
UG	BSc,Faculty Of Science	36	Class XII	English	390	390
UG	BCom,Faculty Of Commerce	36	Class XII	English	15	15
UG	BCA,Faculty Of Computer Application	36	Class XII	English	17	17

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				3				46			
Recruited	0	0	0	0	2	1	0	3	23	5	0	28
Yet to Recruit	0				0				18			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	16	1	0	17
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	12	3	0	17
M.Phil.	0	0	0	0	0	0	6	0	0	6
PG	0	0	0	1	0	0	5	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	6	2	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	1	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	1	0	1

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	989	0	0	0	989
	Female	914	0	0	0	914
	Others	0	0	0	0	0
Certificate / Awareness	Male	66	0	0	0	66
	Female	38	0	0	0	38
	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	3	1	1	1
	Female	1	0	0	0
	Others	0	0	0	0
ST	Male	350	472	312	360
	Female	220	346	289	320
	Others	0	0	0	0
OBC	Male	43	63	47	51
	Female	33	45	45	49
	Others	0	0	0	0
General	Male	513	692	571	512
	Female	343	475	461	520
	Others	0	0	0	0
Others	Male	137	152	63	56
	Female	90	110	42	44
	Others	0	0	0	0
Total		1733	2356	1831	1913

1. Multidisciplinary/interdisciplinary:	<p>To develop human resources in our nation as global citizens, National Education Policy has initiated the process to implement multidisciplinary/interdisciplinary education in the institutes of higher education. The University of Jammu has already issued a circular No. F.Acd/H//21/10392-10436 dated 09-12-2021 to work out the syllabi and scheme of the UG programme for speedy implementation of NEP. SKC.GDC-Poonch is maintaining a multidisciplinary approach in the following ways: 1.A Choice Based Credit System was introduced during the academic session 2016-17. 2.The college is offering maximum flexibility in the choice of the courses within the stipulated limit set by the university. Skill courses are offered without any impediment of subject combination, so that any student from any subject combination can opt for any of the skill courses across the BA, BSc, BCOM, and BCA programmes. 3.For the holistic academic growth of students, an inter-disciplinary curriculum has been offered to the students to choose their preferred options from the range of programmes offered by the institution. 4.Mathematics, Geography, and Languages are some of the common subjects taught in the institution that combine humanities with arts and science. 5.In the academic year 2020–21, the institution has signed an MoU with the National Institute of Electronics and Information Technology (NIELIT) and has trained some students in computer skills also.</p>
2. Academic bank of credits (ABC):	<p>For this purpose, the higher education department has already initiated a centralised database programme containing the data bases of all the colleges to digitally store the academic credits earned by the students. The credits earned from various courses will be forwarded when the student enters the programme again. For monitoring ABC, a proper technical support system is required.</p>
3. Skill development:	<p>The institution has already been offering the skill courses as designed by the affiliating university of Jammu. To improve the employability of students in skill courses, the college has already been running courses through NIELIT, Soft Skills and Personality Development. Between skill development and industry and to vocationalize education, proper synergy is required with mainstream education. For</p>

	this, proper labs are established.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>1.To promote and integrate the local language, art, and culture, compulsory activities in the curriculum have to be added, like literary activities, etc.</p> <p>2.Through discussions/interactions/symposia etc. in local languages, which will add extra credit to the student's account. These changes will also increase the employability opportunities for the teachers and subject matter experts of these languages. 3.Frequent field trips to local heritage sites or museums will help students appreciate their culture and traditions. This will boost the tourism sector in UT and create awareness amongst students. HED needs to identify foreign universities and sign MOUs for the exchange of credits between foreign universities and colleges, to be counted for the award.</p>
5. Focus on Outcome based education (OBE):	It is a student-centric approach which focuses on the realisation of course outcomes (CO) and programme outcomes (PO) after the completion of a course or programme. To implement this policy, feedback is collected from students at the end of every semester regarding the teaching-learning outcomes. The data collected is analyzed and ideas and suggestions are incorporated, which ensures smooth and effective fulfilment of POs and COs.
6. Distance education/online education:	The college is already offering distance education through MANUU Hyderabad Center, IGNOU, New-Delhi Centre & DDE Jammu University Centre. Due to the experience gained during COVID-19, the use of ICT tools and the internet in teaching and learning will not be a constraint anymore. Faculties are encouraged to attend online faculty improvement programmes and organise online events for their students.

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
240	240	240	239	237
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
04	04	04	04	04

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1913	1821	2356	1733	1669
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
440	284	606	414	484

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
623	584	512	355	323
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
42	49	49	49	49
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
49	49	49	49	49
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17**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
473.87605	193.64794	263.8057	5.42528	60.11981

4.3**Number of Computers****Response: 106****4.4****Total number of computers in the campus for academic purpose****Response: 96**

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:

1. Shri Krishan Chander Government Degree College Poonch is affiliated to the University of Jammu and it is bound to follow the curriculum designed and prescribed by the University of Jammu. In addition to the BA/BSc/BCA/BCom (general courses), the college also offers Add-On courses, certificate courses, and Industrial Skill courses.
2. The Time Table Committee of the college devises a class-wise master time table as per the workload specified in UGC regulation 2018 and instructions issued by the Higher Education Department in this regard. The workload of the teachers is submitted to the Time Table Committee by each department, and a teacher-wise time table is prepared at the department level.
3. Every department assigns the classes to the faculty members according to their specialization, and the master time table is officially notified to each teacher and displayed on the college website and notice board.
4. Since the Pandemic, all the classes were held in the online mode by using the WISE App, Google Classroom, Zoom Meeting, etc., as per the notified time table.
5. To ensure effective curriculum delivery, the teachers prepare their individual academic and teaching plans, including class tests and internal examinations conducted throughout the semester. Furthermore, students' attendance in each subject is continuously monitored and documented.
6. Classroom teaching is supplemented with participative learning seminars, conferences, workshops, special lectures, quizzes, symposiums, field trips, writing skills, etc. in a well-planned manner.
7. Conventional methods of teaching are integrated with ICT based methods and flipped classroom learning to ensure the proper understanding of the curriculum.
8. The principal of the college and IQAC regularly assess and evaluate the percentage of the syllabus covered.
9. The Ability Enhancement Compulsory Course (AECC) of English, Hindi, Punjabi, and Urdu helps the students in communication (verbal, non-verbal, and written language skills).
10. Remedial classes or tutorials are held to assist students who are slow learners. The college has also designed a system of mentor-mentee matching for developing collaborative and peer learning.
11. The college has sufficient resources to provide the required study materials to the students in offline and online mode.
12. Faculty members are regularly encouraged to attend the orientation courses, refresher courses, FDPs, conferences, and workshops conducted by the affiliating and other universities to keep their knowledge updated.
13. External and internal academic audits are carried out by the IQAC periodically. All the relevant documents of audits, recommendations, and action-taken reports are maintained by the college.
14. The Guidance and Counseling Committees at the time of admission properly guide the students to choose combinations depending upon their interests, the infrastructure of the college, and the future scope of a particular course.
15. Throughout the academic session, the IQAC ensures effective and coordinated curriculum delivery

by reviewing reports from concerned committees during its routine meetings

Structured feedback on the curriculum is received from different stakeholders and is gainfully deliberated upon by IQAC. New strategies and programmes are devised to address the issues flagged by stakeholders.

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:

1. The college follows the **academic calendar prepared** by the University of Jammu. The dates for admission and end-of-semester examinations are indicated in this academic calendar. However, the college has the flexibility to design a schedule for the commencement of internal assessment and the college level activities are also reflected in the academic calendar prepared. The academic calendar is uploaded on the college website, displayed on the notice board and also published in the college prospectus.
2. An **interaction** with the newly admitted first semester students is organised to familiarise them with the college rules, syllabus, internal assessment, and extracurricular activities, etc., which are important components of campus life.
3. Departmental study tours/field trips/project work related activities are conducted by the respective departments having such mandatory activities in the curriculum with the prior approval of the principal and relevant reports duly submitted subsequently.
4. **Internal Assessment and Evaluation** of the students is done as mandated by the University of Jammu through class tests, home assignments, viva-voce etc. The direction to conduct internal assessment and evaluation is communicated to the college from time to time by the university. Due to the COVID-19 Pandemic, the schedule and mode of internal and external examinations were revised and modified by the affiliating university.

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: A. All 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
Any additional information	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: 04

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 15

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	03	02	02

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	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: 1.47

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
93	23	22	03	02

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:

- 1.Enrichment through curriculum:** Shri Krishan Chander Government Degree College Poonch focuses on courses which sensitise students regarding professional ethics, human values, gender issues, and environmental sustainability. An inclusive approach is adopted to teach important socio-cultural issues.
- 2.Human Values and Ethics:** The course components of Education, Political Science, Sociology, and Arabic include many topics that deal with human values and ethics, like Indian social institutions, Indian culture, family, human rights, and gender.
- 3.Environmental Awareness:** There are two compulsory courses on environmental science in the first two semesters of college, which attempt to educate students about pressing environmental issues such as climate change, global warming, and pollution. In addition to these, there is an optional skill course on "Solid Waste Management" in semester 3rd for all programs. The college has also installed a digester that converts organic waste into manure. A compulsory paper on environmental sciences is offered to students belonging to different courses.

4. **Internal Complaints Committee:** The Internal Complaint Committee organises academic, medical, and social events to create a gender-sensitive community. The committee is also empowered to take strict punitive action against those involved in harassment cases.
5. **The NSS promotes gender equality and social justice:** The NSS units of the college are actively involved in community services like anti-drug abuse camps, disaster awareness, senior citizen welfare, environmental and health awareness, human rights awareness, Youth Parliaments etc.
6. **Gender Sensitization Courses Taught:** A skill course in BA semester 3rd sociology course titled "Gender Sensitization" has been introduced to make students aware of the problems and issues associated with gender inequality. The curriculum of Political Science also focuses on issues like Feminism, Gender, and Women's Empowerment.
7. **Seminars, Debates, or Poster Making Competitions:** The women's empowerment cell, NSS unit, NCC, cultural and literary committees, and psychological counselling cell of the college from time to time organise several programmes on the issues related to women's empowerment, gender equality, sustainable agriculture, deforestation etc. The college has played a very active role in the Swachh Bharat Abhiyan.

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: 2.09

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
05	05	05	05	05

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 52.22

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 999

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

- 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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
879	567	1211	829	969

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
879	567	1211	829	969

File Description	Document
Institutional data in prescribed format	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: 98.46

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
428	256	648	421	466

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:

The students enrolled in the college come from diverse social and economic backgrounds, having different learning abilities. The college has devised the mechanisms to identify the advanced and slow learners.

Classroom Pedagogy

1. Standard evaluation methods, class participation, merit of the previous class, special mock, viva, knowledge level of the allotted subjects, etc. are used for the identification of the slow learners and advanced learners.

2. The content is delivered in the class through audio-visual and text form in order to engage the students uniformly. Suitable learning opportunities like customised tasks, projects, and different activities, discussions, quizzes, class tests etc. are designed to cater to the needs of advanced learners and slow learners.

3. To inculcate multiple perspectives, and diverse viewpoints, teachers provide the opportunity to take part in group discussions.

4. To engage non-participative students and increase their learning abilities, different methods like oral, writing, role playing, etc. are used.

5. Mentor-mentee programmes and counselling are used to boost the academic performance of students.

6. For both the slow and advanced learners beyond class hours, one-to-one interaction and peer learning are effectively conducted to share their opinions with each other.

7. Every faculty member is involved in continuous internal evaluation to know the progress. This was accomplished through the development of measures to address the students' varying abilities.

8. Teachers in all the departments organise remedial classes, brainstorming sessions, for the slow learners after normal working hours under the guidance of IQAC.

9. Simplified study materials are also provided to slow learner students.

10. Initiatives taken for Advanced Learners: The calibre of students is assessed by the teachers and a core group of advanced learners is broadly identified and motivated to seek higher goals as per their optimum potential. Furthermore, they are facilitated with additional inputs for a better career, planning and academic growth. The outstanding students' achievements are recognised by the institution. Such students are routinely felicitated in the form of awards, medals, and appreciation, and certificates.

11. For the holistic development of advanced learners, challenging tasks like review of standards article and books are given.

12. Advanced learners from all departments of the college are asked to take the classes in the a nearby schools.

Outside the Classroom:

1.The College organises seminars, conferences, special lectures, projects, interactive sessions, industrial visits and field trips.

2. In addition to academic activities, extra-curricular activities are also organised to showcase their latent talent.

3.To supplement the online teaching during COVID-19, special online sessions were conducted to address the concerns of the students. Advanced learners are assigned more challenging tasks, like taking leadership roles in online teaching and organising webinars.

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: 45.55

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Shri Krishan Chander Govt. Degree College Poonch has been constantly making efforts to shift from teacher-centric to student-centric methodologies of teaching. The institute offers a space for the students that facilitates the spark to learn, unlearn, and relearn by adopting new pedagogies that are collaborative.

- 1.Traditional teaching methods and hands-on experience are combined to connect the curriculum to everyday life. Innovative teaching methods like group activities, role-plays, film screenings, group discussions, etc. are used.
- 2.The teaching-learning process is enriched by presentations, discussions, debates, assignments, interactions, remedial classes and tutorials, workshops, field trips , industrial visits, and seminars.
- 3.ICT tools are used to amplify the learning outcome.
4. Teacher-Student Interactive Interfaces like Google Classroom, WISE App, Google Meet, YouTube, Whatsapp, and Zoom were used by the teachers for teaching during COVID-19.

5. The NSS and NCC units organised extracurricular activities, extension and outreach programs, in collaboration with NGOs to generate a space for the students to practically apply their classroom knowledge in the larger society.
6. Various skill-centric competition programmes are also organised to enhance the skills of the students.
7. The College has adopted inter-disciplinary and multi-dimensional approaches as part of the Choice Based Credit System (CBCS).
8. The college has a career counselling cell that consistently organises programmes for personality development and guides the students for better career options.
9. NSS provides students with the opportunity to perform in socially relevant plays.

File Description	Document
Upload any additional information	View Document

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

Response:

Teachers at the college use information and communication technology (ICT) enabled tools to support effective pedagogy.

1. The college has improved massively in terms of ICT tools over the years. All the classrooms are equipped with interactive flat-panel displays and projectors.
2. With the direction of the Higher Education Department, the college has heavily invested in enhancing and integrating ICT infrastructure to provide teachers with state-of-the-art ICT tools.
3. For effective curriculum delivery and meaningful engagement with students, teachers have been well trained, in both blended offline as well as online mode, to use the new ICT tools.
4. To improve conventional classroom teaching, teachers integrate Google Classroom, graphing app, MS Office applications, and audio-visual resources.
5. Students are provided with links to e-content from various resources.
6. Electronic resources from the internet are effectively used by teachers to enhance the teaching-learning process.
7. Teachers use the tablets/laptops provided by the college for facilitating their teaching-learning.
8. The institution has been using various platforms with the help of the existing ICT infrastructure to ensure a smooth online teaching-learning process since the onset of COVID-19 pandemic.
9. The teachers upload study material, presentations, YouTube links, references, conduct meetings and webinars.
10. Teachers use the Zoom meeting platform, Google Meet, Live Charts, Open Educational Resources (OERs), Massive Open Online Courses (MOOCs), and other tools to make online lectures more interesting, interactive, and exploratory.
11. Evaluation is carried out through quizzes, assignments, MCQs, and presentations on these ICT platforms and tools.

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: 65.97

2.3.3.1 Number of mentors

Response: 29

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: 97.14

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: 45.65

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
23	20	27	21	17

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 5.63

2.4.3.1 Total experience of full-time teachers

Response: 236.3

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

Shri Krishan Chander Government Degree College Poonch, affiliated to the University of Jammu, is bound to the University guidelines regarding the scheme of examination and assessment.

1. The evaluation of each course/subject consists of two parts; internal or in-semester assessment (20% weightage) and external or end-semester assessment (80% weightage).
2. A tentative schedule of pre-conduct activities for the examination of all government and private degree colleges affiliated to the University of Jammu is made available on the university website and college notice board. The notification and amendments from the university are duly notified by the Principal to the HODs and Teachers incharge. Thus, students know about the schedule of class tests/ assessment, submission of assignments well in advance and hence, can plan accordingly. The dates and schedules of internal assessment tests are displayed through the notices to the students/teachers well in advance.
3. For Internal Assessment, 20% of the marks for each theory paper and 50% of the marks for each practical paper are reserved as per University Guidelines. The internal assessment procedure is also uploaded on the university website and published in the college prospectus. The students are informed in advance about the internal assessment criteria during the Student Faculty Interaction

Programme.

4. Internal Assessment question papers are prepared at the department level by teachers teaching the same subject/course in accordance with the University Syllabus, and their quality is checked and finalised by the relevant HODs.
5. The College Examination Committee prepares a centralised date-sheet for internal assessment tests in consultation with the HODs and it is then communicated to students/teachers. The responsibility of evaluating the internal assessment is vested in the teachers who teach the course/subject. Assessment tests are regularly conducted, and students are given multiple opportunities to improve their performance. Evaluated answer sheets are shown to the students for their satisfaction.
6. The college encourages the faculty members to acquire innovative methods such as MCQs, Analytical Tests, case studies, classroom presentations, individual and group discussions, on a continuous basis before the semester end examinations held by the university.
7. Opportunity is given to the students for improvement through retests and one-on-one discussion in tutorials.
8. Remedial classes are offered to slow learner students in various subjects/courses to provide additional help.
9. After evaluation, the internal assessment marks are displayed on the notice board of each department and the students are also shown their marks. Discrepancy in internal assessment, if any, is rectified by the concerned teacher.
10. Internal assessment evaluation is continuously done by the faculty members through innovative teaching pedagogies and techniques like case studies, field visits, etc.
11. At the end of each semester for both theory and Practical, University Examinations are conducted.

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:

1. The college has constituted an Examination Committee for the smooth conduct of the end of semester exams. The college strictly follows the guidelines and rules issued by the university to maintain complete transparency in the internal and external examinations.
2. The concerned teacher(s) prepare the internal assessment record, which is then submitted to the Principal for final approval via the HOD(s). After compilation of the Internal Assessment Record, an inspection team from the university checks the awards and then the concerned teacher uploads the same on the portal.
3. For the end of semester examinations, centres are constituted by the University in the College. Grievances, if any, related to university exams are addressed by the centre superintendent and the same is reported to the Controller of Examinations, University of Jammu. University decisions or information after resolving the grievance is intimated immediately to the students during the examination.

4. The answer scripts of End-Semester Examinations are evaluated at different evaluation centers designated by university. If students have grievances after result declaration, related to evaluation of answer scripts, student can apply for reevaluation.
5. During the internal examination, if any student finds discrepancy in question, College Examination Committee/ Teacher(s) takes cognizance and resolves the issue. Hence, the college employs a robust multi- tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal and external examination.

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:

1. The University of Jammu, on the recommendation of the University Grants Commission (UGC), has adopted the Choice Based Credit System (CBCS) with the revised syllabus/course curriculum for affiliated colleges with targeted learning outcomes for each course/subject. The learning outcomes of each paper are mentioned in the syllabus and are available on the university website.
2. The syllabus, the course outcomes, and the credits allotted to each paper are communicated during the departmental interaction held with the students. Each faculty member apprises the students regarding the learning outcomes of the specific paper at the beginning and also at the end of the semester. The entire teaching methodology is adopted keeping in mind the stated learning outcome of the paper/course.
3. The students are made familiar with the programme outcomes through teacher-student classes.
4. The IQAC reviews the self-evaluation document (SED) and lesson plans of each teacher to guide them in mapping objectives to the learning outcomes accordingly.
5. The CBCS system of the University offers the undergraduate programme which is divided into various components, comprising Core papers, Generic Elective papers, Ability Enhancement Compulsory papers, Skill Enhancement papers, and Discipline Specific Elective papers. Each of these has specific learning outcomes, which give a better understanding as to how and why the specific subject/topic is being taught.
6. Teachers design lesson plans for all the courses/subjects at the beginning of each semester to ensure that the methodology adopted is in sync with the Programme Specific Outcome.
7. The students are not only taught the course outcomes in the classroom but also encouraged and guided to learn and imbibe the course outcomes through participation in and organising of co-curricular and extra-curricular activities.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document

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

Response:

Outcome-Based Education (OBE) has become the foundation of the higher education system in recent times as it enhances the academic development of the teachers and students. The concerned department of the University of Jammu frames the courses and syllabus keeping in mind the Programme Outcomes (POs) and Course Outcomes (COs).

Methodologies to analyze the PO & CO attainment

- 1.Result analysis at the end of each semester: Results are compiled by the teachers at the end of the programme and are categorised into Distinction, First Class, and Second Class. Areas that require rectification and improvement are identified and issues are addressed.
- 2.Internal Examinations: Internal exams are conducted at a central and departmental level. Valued answer scripts are discussed with the students so that individual support is rendered.
- 3.Students are encouraged to participate in the seminars organised by the in-charge teachers to assess the performance of the students in terms of attainment of Pos and Cos.
- 4.Different mechanisms and strategies like tutorial classes, special remedial classes, and mentor-mentee systems are adopted to assist the slow and advanced learners in achieving the POs and COs.
- 5.Feedback is collected from students every semester regarding the teaching-learning process and infrastructure. The data collected is analysed by the teachers. Ideas and suggestions are implemented, which ensures smooth and effective fulfilment of POs and COs.
- 6.Lesson plans are submitted by the faculty members to the IQAC, which guides them to map the objectives to the outcomes.

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

2.6.3 Average pass percentage of Students during last five years

Response: 67.76

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
585	400	334	199	178

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
623	584	512	355	323

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.73

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

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: 1

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	01	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 0.79

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	01	0	0	0

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
27	25	25	25	25

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

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

Response: 25

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
17	03	03	01	01

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: 0.78

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
05	03	10	07	12

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 0.11

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
03	0	0	0	02

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

To impart value-based education among students and to inculcate a spirit of social commitment and a sense of humanitarianism, the college bestows the students with enough opportunities for social engagement. Community-oriented activities in tune with the vision and mission of the college are organised regularly by various departments like NSS and NCC units, Red Ribbon Club, Women's Empowerment Cell etc.

Extension activities organised by this institution are as under:

1. Cleanliness Drives: Organised activities/programs as a part of the Swachh Bharat Mission in adopted villages to promote awareness among the inhabitants.
2. Health awareness Programmes: Different activities are organised regarding various health issues.
3. Plantation Drives: Awareness programmes to create awareness among the public on environmental issues.
4. Traffic Awareness Rallies: Awareness programmes are organised regarding traffic rules.
5. Drug De-Addiction Awareness Programmes are organised.
6. NCC and NSS volunteers organised regular blood donation camps.

- 7.NSS has adopted villages for its comprehensive development and organised activities/ programmes with special emphasis on health and hygiene, energy-saving, waste management, anti-drug campaign, environmental protection, water conservation, and women's empowerment.
- 8.International Youth Day Celebrations: Celebrated International Youth Day, Voters' Day, and Constitution Day.
9. World AIDS Day celebrated.
10. World Biodiversity Day celebrated.
11. Fundraising Drive on Flag day by NCC cadets.

File Description	Document
Upload any additional information	View 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: 18

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
7	7	0	4	0

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	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: 24

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
4	7	3	3	7

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: 21.15

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
180	650	380	200	550

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document
Any additional information	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: 43

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
06	12	07	07	11

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	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: 14

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
07	02	02	02	01

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

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 institution has a well-maintained, user-friendly, and resilient infrastructure conducive to teaching, learning, and the comprehensive development of students. The college campus is spread over 73 kanals of land and has infrastructure in terms of academic blocks, classrooms, laboratories, multipurpose hall, museum, auditorium, examination halls etc. The physical infrastructure facilities available on the college campus are listed as under:

1. The **administrative block** includes the principal chamber, the NAAC Room, the Establishment Section, the Account Section, the Computer Operator Room, the Browsing Centre, the Clerical Hall, the Examination Hall and Conference Hall.
2. The College **Bioscience block** consists of the departments of Botany and Zoology, each equipped with practical labs and one lecture hall, in addition to departmental administrative infrastructure, which includes an HOD chamber, faculty room, and lab. assistant room, zoological museum.
3. The **Arts block** contains eight smart classrooms. The Department of Computer Applications contains a computer lab, a smart classroom, and an HOD room. The Department of Geography is equipped with two labs and two smart classrooms, HOD room, a faculty room, and a lab assistant room. The Department of Physics has two practical labs and one smart classroom, in addition to the HOD chamber, faculty room, and lab assistant room. The Department of Chemistry & Sericulture has one practical lab and one lecture hall each, in addition to the HOD chamber, faculty room, and lab assistant room. The Department of Bio-technology has labs and classrooms.
4. For the **distance mode of teaching** and learning, the college has three study centres from three different universities, namely **IGNOU, MAANU, and the University of Jammu.**
5. The College has set up a fully functional **browsing centre** in the administrative block of the campus with the purchase and installation of 18 new all-in-one computers. A high speed leased line from BSNL for the internet has been established.
6. The **computer lab** of the college is well-furnished with 22 working computers and upgraded IT facilities.
7. **EDUSAT Room** is established for students to access the lectures of eminent teachers through satellite transmission from the EDUSAT Hub located at **Padmashri Padma Sachdeva Govt. PG. College for Women, Gandhi Nagar, Jammu** for students.
8. A large **multipurpose room** with an Interactive Panel Display, an E-Podium, an audio system, speakers and microphones, and side rooms. Moreover, separate seating arrangements for media staff are also available in the multipurpose hall. A generator for power back-up and a fire-fighting system are in place for hazardous measures.
9. **A meeting room with a round table and chairs that rotate.**
10. **The botanical garden is situated in front of the Bioscience Block and Krishan Chander Park nearby.**
11. The college has a functional **canteen** situated near staff parking.
12. A newly built auditorium with 300 seats and two examination halls.
13. To manage the daily affairs of NSS and NCC activities, the college has separate **NSS and NCC**

offices.

14. The college has three deep **bore wells** that provide a continuous supply of fresh water in the main **campus and boys' and girls' hostels**.
15. The institution has a sufficient number of **washrooms and toilets** for the male and female students and staff.

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

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

Response:

The college has a rich tradition of institutionalising cultural events and programmes and embedding these into the annual calendar of NSS for different events. These programmes range from Constitution Day, Annual Day, seminars, webinars, symposiums, quizzes, cultural & art exhibits, painting competitions, and programmes within and outside the college. The celebration of the days of different personalities like BR Ambedkar, Gandhiji, Viveka Nanda & many other noted figures who have immensely contributed to the national, socio-cultural ethos & development.

For cultural activities at the college, the following facilities are available:

1. The college has an **auditorium** with a seating capacity of 300.
2. A **Multipurpose Hall** equipped with all the necessary equipment.
3. **Open Space** is for outdoor cultural activities like exhibitions, street plays and festivals, talks, poetry reading sessions, and art and photography competitions.
4. All the required **musical instruments** are available at the college.
5. Every year, the Cultural Committee and NSS Program officers jointly organise cultural events at various levels and also organises events based on local themes such as dance, songs, mushaira, etc.
6. The **Department of Physical Education and Sports** is responsible for providing facilities to promote games and sports among the students.

Sports Activity	Area	
Athletic Track	200m	
Long Jump and Triple Jump	24.75 sq m	
Aerobics	Activity Room	
Basketball	--	
Boxing	Activity Room (Without Ring)	
Badminton	81.74 (Outdoor)	
Chess	Activity Room (Two Tables available)	
Cricket Ground	230 sq m	
Cricket Net Practice	--	

Cricket Fitness Ground	100 sq m	
Football (Six a Side)	2100 sq m	
Hockey (Hockey 5s)	1120 sq m	
Judo	--	
Kabaddi	130 sq m	
Kho-Kho	432 sq m	
Lawn Tennis	--	
GYM	--	
Volleyball	162 sq m	
Taekwondo	Activity Room	
Kick Boxing	Activity Room	
Weight Lifting	--	
Wrestling	--	
Power Lifting	--	
Swimming	--	
Yoga	Activity Room	
Table Tennis	Activity Room	
Carrom	Activity Room	
Handball	800 sq m	
Hockey	1710 sq m	
Director Room	120 sq ft	

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

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

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

Response: 56.5

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
310.40	74.83	256.13	0	48.85

File Description	Document
Upload audited utilization statements	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:**

- 1. Library is automated using Integrated Library Management System (ILMS) Response:** The library of the college is fully equipped, and the library management system enables the students and faculty to access the library resources.
- A membership of the library is required for the issue and return of the books. A barcode reader/scanner is used for the same purpose.
- KOHA is open-source software with full features of a library management system and is used for cataloguing, customization, search, etc.
- The OPAC facilitates the library's functioning through providing bibliographic details of books, journals, etc., along with the current status and location of the book.
- E-resource centre is created in the library which contains LAN connected Desktops for the students and teachers to access online resources. A multifunctional photocopier/Scanner/ Printer is installed for duplication and taking printout.
- One of the future expansion programs is to create a section for Blind students so that they can get benefits.
- College has a well-maintained Library with a collection of around **Thirty-six thousand seven hundred and fifty-seven books** containing text books, reference books, rare books, general knowledge books, dictionaries, encyclopedias, books for competitive exams, etc. covering all aspects of academic studies for students.
- Books for Competitive Exams, such as the Union Public Service Commission, State Public Service Commissions, State Service Selection Boards, Banks, and General Books, such as Novels and Autobiographies of Famous People, are also available for inspiration and motivation.
- The library has a separate reading room, a computer section, and toilets.
- The library has the provision of well-furnished tables and chairs for the reading of the students and staff.
- Every year Library Committee is constituted for the management of various facilities provided in the library.

12.College library committee headed by senior faculty allocates department-wise budget for procurement of books, periodicals and other reading materials. This committee act as an internal auditor as well as support system for overall development of the library.

13.The details of automation of college library are as under:

- Name of ILMS software- **KOHA**
- Nature of automation- **FULLY**
- Version- **KOHA 20.11.06.000**
- The college has subscribed to **INFLIBNET (N-LIST)** for online/remote access to e-books, e-journals and e-resources by students and staff members.

File Description	Document
Upload any additional information	View Document
Paste link for 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: A. Any 4 or more 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: 7.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.177	25.23	0.32	0.083	2.43

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document
Any additional information	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: 1.23

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

Response: 24

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution provides access to desktop systems and laptops to both faculty and students, which allows them to use computer aids for academic projects, practical sessions, and learning. The college has upgraded its IT infrastructure and associated facilities, which are detailed below:

1. The college has 92 working computers and 14 laptops available in the different departments, of which 96 computers and/or laptops are solely available for students. Out of 96 computers, 22, 08, 23, and 07 are installed in the Browsing centre, Department of Geography, Computer, and Department of Functional English, respectively, and 10 computers are available for administrative purposes.
2. The College has set up a fully functional **Browsing Centre** in the campus with the purchase and installation of 22 all-in-one desktops which now provide central computing and browsing facilities to students and staff members. A high-speed leased line internet connection from BSNL has been procured for the Browsing Centre for accessing e-resources at high speed.
3. The **computer lab** of the college is well-furnished with 24 working computers and upgraded IT facilities to transact the curriculum of computer applications in BA/BSc/BCA/BCOM programmes efficiently with a better student-computer ratio.
4. The entire campus is monitored by **CCTV facilities**. The 32 CCTV cameras are installed across the campus to monitor the campus activities .
5. The college has four BSNL landline Internet connections with tariff names 12849, 12781, 12781 & 11232 having available bandwidth of 2 MBPS, 100 MBPS, 100 MBPS & 10 MBPS respectively,

- and one dedicated leased line with customer account 7000820213 having bandwidth of 50 MBPS.
6. The College has a well-equipped **EDUSAT Room** for students to access the lectures of eminent teachers through satellite transmission from the EDUSAT Hub located at **Padmashri Padma Sachdeva Govt. PG. College for Women, Gandhi Nagar, Jammu.**
 7. All classrooms now have **Interactive Flat Panel Display** (IFPD) units installed.
 8. **The college** also has projectors with screens and printers with modern laser technology installed in different departments and administrative blocks of the college.
 9. **The college** has a dedicated leased line for internet connectivity, having bandwidth to connect the whole area of the campus with the internet. It has a fully functional network.
 10. College provides **free wi-fi** internet service to faculty members & students within the campus area during working hours through leased line of 50 MBPS bandwidth.

Moreover, the college website, i.e., www.gdcpoonch.co.in, provides the latest information related to admissions, examinations, committees, etc. A College Website Committee, comprising of six faculty members, is constituted to look after the maintenance and updation of the website. Expert agencies are also hired for the purpose. The college's official email id, i.e. degreecollegepoonch@gmail.com, is for day-to-day correspondence with higher authorities and with other government agencies.

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

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

Response: 19.93

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	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: 39.5

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
157.47	93.59	7.35	5.34	8.84

File Description	Document
Upload any additional information	View 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:

The Principal and Coordinator IQAC constitute the committees to supervise the utilisation and maintenance of physical infrastructure and support facilities of the college:

- General Purchase Committee Sports Committee
- Science Purchase Committee
- Smart Class Rooms maintenance Committee Edu-sat, Network & website Committee
- Library Committee
- Canteen Committee
- Sports Committee
- Hostel Allotment Committee

1. **The infrastructure is maintained and kept functional for use by the different committees.** For physical infrastructure maintenance, the college employs a gardener, an electrician, a plumber, and a carpenter. The repair and painting of the college building are initiated after the recommendation of the college development committee.
2. The administrative block of the college is maintained by the college authorities.
3. The college has a fully functional **medical room** that is equipped and maintained by the college where immediate medical help is available.
4. The auction committee disposes of unusable material.
5. The Timetable Committee frames the timetable as per the strength provided by different departments to ensure the proper **utilisation of classrooms and labs**.
6. The IT infrastructure often requires maintenance and upgradation from time to time, for which the college has constituted a **Smart Classroom Maintenance Committee**.

- 7.The Computer Application Department of the College is responsible for maintaining and supporting the network infrastructure, operations, and security.
- 8.The library committee is responsible for the maintenance and utilisation of library resources.
- 9.Maintenance and utilisation of academic facilities are reviewed and assessed by the internal and external audit committees.
- 10.The infrastructural and support facilities are upgraded, added and continuously maintained based on the inputs from staff members and various committees constituted every year.
- 11.The Purchase Committee holds frequent meetings to access and recommend the requisitions submitted by various departments.
- 12.The laboratory assistant, laboratory bearer, and daily rated worker maintain the college laboratories under the supervision of HODs.
- 13.Cleanliness and electricity supply in classrooms are maintained by sanitation workers and electricians.
- 14.**The College Sports Committee and Physical Education Department** take care of maintaining the sports infrastructure.
- 15.The college outsources expert agencies and dealers to run the College Canteen.
- 16.Procurement of all goods and services is handled by the Purchase Committee.
- 17.A sufficient number of battery-inverter systems and one genset is installed on the college campus to provide uninterrupted power supply.

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: 58

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

2020-21	2019-20	2018-19	2017-18	2016-17
679	760	1767	1183	1160

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: 0

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
0	0	0	0	0

File Description	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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 3.21

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
50	31	80	67	75

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

5.2 Student Progression

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

Response: 4.99

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
109	0	0	10	15

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View 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: 86.04

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 536

File Description	Document
Upload supporting data for student/alumni	View 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: 100

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
04	25	13	07	11

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
04	25	13	07	11

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document
Any additional information	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: 10

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
02	02	04	01	01

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document
Any additional information	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 College facilitates students' representation in various administrative, co-curricular, and extracurricular activities.

- 1.The institution provides democratic freedom to the aspirants through a formal student representative body called the Students' Union, which directly interacts with the administration of the college regarding their concerns and grievances.
- 2.All the students of the College annually elect: a) President b) Vice-President c) Secretary d) Joint-Secretary and CRs.
- 3.The College assists the Student Union in organising a variety of activities such as a fresher's party, final year farewell, educational trips, student welfare programs, annual day, and so on.
- 4.Student union representatives are also part of the Internal Complaint Committee (ICC) against sexual harassment.
- 5.The Internal Quality Assurance Cell (IQAC) of the College ensures the participation of student representatives in its functioning.
- 6.As part of co-curricular activities, students actively participate in Students are encouraged to be part of the organising committee in workshops and seminars.
- 7.NSS volunteers are assigned a significant role in the administrative work, pertaining to admissions, seminars, conferences, and counselling of new entrants at the time of admission.
- 8.The student representatives provide valuable administrative and organisational assistance to the Department of Physical Education and Sports Sciences in conducting various intra- and intercollegiate events and competitions.

File Description	Document
Upload any 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: 9.6

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
02	12	15	09	10

File Description	Document
Upload any additional information	View Document
Report of the event	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 goal of our Alumni Association is to create a network that will serve and empower graduates of SKC GDC-Poonch. The Alumni Association is registered under the Society Act and its objectives are:

1. Arrange and support placement activities for college students.
2. Encourage college students and association members to conduct research and development work in a variety of fields such as arts, computers, sciences, and so on.
3. Mentor the students of the college for higher education, development of character and being good.
4. Encourage and support students of the college in sports, cultural and extra-curricular activities.
5. Work towards environmental conservation, anti-pollution activities against air, water, and sound pollution, street plays, demos, presentations, role-play and all possible ways of social awareness.
6. Help victims of natural calamities and disasters like earth quakes, floods, storms, malnutrition, fire and violence.
7. **Training programmes for students:** For the pre-final and final year students, training programmes are being organised to improve communication skills and performance in group discussions and interviews. Experts from bureaucracy and other fields conduct these programs. The alumni association is very active in promoting interactions among the alumni, staff, and management. Besides helping the alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

NAAAC

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:

Principal and IQAC make the decision of the college, Principal is also advised and supported by the college committees constituted at the beginning of the academic session every year and strategic plans are devised and executed through the IQAC, the teachers and students are facilitated to explore their valued standard parameter for the enrichment of academic atmosphere of the college.

VISION

1. Imparting quality education to the students, promoting their all round development by participation in sports, extracurricular and other socially relevant activities and inculcating the skills of decision making and democratic values.
2. Promoting preservations and integration of cultural diversities of the Region, State and Country.
3. Engaging in the continuous learning- necessary in a rapidly advancing world, identifying and addressing critical issues related to the education of all, and using technology to broaden and support learning opportunities.

MISSION

1. To install and promote scientific temper and enkindle creatively among the students.
2. To prepare young generation for a better tomorrow.
3. To prepare our students crave a space for themselves in the mainstream by overcoming their inhibitions.
4. To inculcate the indispensable virtues of tolerance, honesty, hard work and indemnity among the students.
5. To make our students fully alive to the ethical values.

File Description	Document
Upload any additional information	View 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:

1. The institution practises the policy of decentralisation and participative management, thus ensuring the participation of all stakeholders. The Principal is authorised to take decisions on

the administrative and academic affairs of the institution. He is assisted by IQAC in decision making and its execution at the department level through the various committees such as the Examination Committee, Discipline Committee, Admission Committee, Sports Committee, Grievances and Redressal Cell, Anti-harassment committee etc. All the faculty members are given due representation to channelize their abilities and showcase their talents for the holistic development of the college.

2. Not only the faculty members but the students of the institution are also made part of the decentralization. Student elections are conducted every year through a secret ballot to make them participative and responsible. After the elections, student representatives are made part and parcel of various decisions taken in the college for the betterment of students in particular and the institution in general.

File Description	Document
Upload any additional information	View 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:

Digitalization of the Classroom

Based on the recommendations of the NAAC peer team in 2016, the institution initiated a discussion with all the stakeholders regarding the limitations of the institution and the changes to be made. Incorporating all suggestions, the IQAC formulated a long-term strategic plan/policy document. One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is the digitalization of the classrooms. The college believes that the National Mission on Education, through ICT, of the central government, should get adequate support from higher education institutions so that college campuses are sufficiently equipped to adopt new education policies.

1. The college has improved massively in terms of ICT tools over the years. All the classrooms are equipped with interactive flat panel displays and projectors.
2. The college has heavily invested in enhancing and integrating ICT infrastructure to provide teachers with state-of-the-art ICT tools.
3. For effective curriculum delivery and meaningful engagement with students, teachers have been well trained, in both blended offline as well as online mode, to use the new ICT tools.
4. Electronic resources from the internet are effectively used by teachers to enhance the teaching-learning process.
5. Teachers use the tablets/laptops provided by the College for facilitating their teaching-learning.
6. The institution has been using various platforms with the help of the existing ICT infrastructure to ensure a smooth online teaching-learning process since the onset of COVID-19 pandemic.
7. The teachers upload study materials, presentations, YouTube links, references, and conduct

meetings and webinars.

8. To make the online lectures more interesting, interactive and explorative, teachers use the Zoom meeting platform, Google Meet, Live Charts, Open Educational Resources, etc.
9. Evaluation is carried out through, quizzes, assignments, MCQs, and presentations on these ICT platforms/tools.

Important links:

<https://www.gdcpoonch.co.in/pdf/Policy%20document.pdf>

<https://www.gdcpoonch.co.in/admin/document/gdcpoonch29mar21.pdf>

<https://www.gdcpoonch.co.in/pdf/IQAC%20MAJOR%20INITIATIVES%202017-2021.pdf>

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

1. **Government of Jammu and Kashmir:** All the colleges in Jammu and Kashmir are directly administered by the Department of Higher Education. The Principal of the College is the institutional head (DDO) who has the authority to release and spend grants at the college level. The Principal and IQAC, in consultation with the other committees, frame the development plans for the college. These plans are approved by the administrative department and grants are released. The entire accounts section of the college executes the financial process of procurement, construction, etc.
2. **The organisational structure** of the college consists of the principal, the teaching staff, the non-teaching staff, and the students. The Head of the various departments oversees the smooth functioning of the department for which meetings are held on a regular basis to discuss issues and concerns relating to curricular and extra-curricular activities. The IQAC plays an important role in monitoring the internal quality of the college. Meetings are held regularly to address student-related issues and organise extracurricular activities through various cultural societies. The library staff includes a librarian, an assistant librarian, library clerks, and library attendants. The college facilitates the election of class representatives.
3. **College Committees:** Various committees are constituted for the planning, preparation, and execution of academic, administrative, and extra-curricular purposes.
4. **The Anti-Ragging Cell, Grievance Redressal Committee, and the Internal Complaints Committee:** The objective of these committees is to ensure that no violation of rules takes place within the College and to work towards addressing and settling grievances, if any.

5. Service Rules, Procedures, Recruitment and Promotion Policies: The service rules for teaching and non-teaching staff are framed by the different regulatory bodies of the UT government. These rules are framed in light of the gazette notification issued by the UGC from time to time. The recruitment and promotion policies of the faculty are carried out by the Jammu and Kashmir Public Service Commission and the higher education department on the basis of UGC Regulations respectively.

Links for additional information:

<https://www.gdcpoonch.co.in/iqac.php>

<https://www.gdcpoonch.co.in/Pdf/PROSPECTUS%202020-21.pdf>

<https://www.gdcpoonch.co.in/iqac.php>

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View 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
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- 1.The College provides facilities like staff rooms, office spaces, and the library, as well as departments with well-furnished and equipped pantries. The campus has been made Wi-Fi enabled for staff and the college canteen provides good, tasty, and hygienic food.
- 2.The college campus is lush green with abundant trees and plants, well-maintained lawns and playground, clean washrooms and the availability of RO drinking water.
- 3.To provide first aid and emergency medical help to the staff and students, the college has a medical room with one bed and instruments to measure blood pressure, blood sugar, and oxygen levels.
- 4.The gymnasium has fitness equipment like push-up bars, a gym cycle, and a treadmill.
- 5.Due to COVID-19, hand sanitizers were installed at strategic places. Thermal scanning was done at the gates and masks were made available for free.
- 6.Academic leave is provided to the teachers for attending workshops, conferences, and seminars.
- 7.The IQAC has introduced the Achievement Awards for teaching and non-teaching staff of the College to incentivize them for their commendable research work, publications, innovative teaching, paper presentations, and other activities of the College.
- 8.The college provides accommodation in the staff quarters of the college to its teaching staff.
- 9.**A daycare facility** for the children of the staff is provided.
- 10.Employees who were hired prior to 2010 are covered by the General Provident Fund (GPF), which provides an old age pension, medical insurance, and other benefits. the National Pension System (NPS) is for employees appointed after 2010. Moreover, all the employees are now covered under the Ayushman Bharat Scheme, which is Govt. of India's free hospitalization cover of Rupees 5 Lacs to every employee.

File Description	Document
Upload any additional information	View Document

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

Response: 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: 0.2

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
01	0	0	0	0

File Description	Document
Reports of Academic Staff College or similar centers	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: 19.59

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
18	08	08	04	07

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View 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 **performance appraisal system** in any institution is very important because it is directly linked to the performance of the institution. In order to realise the core institutional objectives, the performance appraisal system is linked to the vision and mission of the college. Moreover, the performance appraisal is both a continuous and scientific process, and the college is bound to follow the PBAS (Performance Based Appraisal System) laid down by the UGC. In this scheme, performance is classified into the following three categories:

- Teaching, learning, and evaluation-related activities.
- Co-Curricular, Extension, and Professional Development related activities.
- Research Publications & Academic Contributions.

1. These are known as Academic Performance Indicators (API). The CAS (Career Advancement Scheme) of the entire college faculty in Jammu and Kashmir is governed by the API and, moreover, separate SROs are notified through the administrative department from time to time. By the end of each academic year, the performance of the faculty is consolidated based on the above categories on the proforma, which is signed by the Coordinator and the members of the IQAC of the college. The APRs (Annual Performance Reports) are given by the Principal and the API scores are calculated for each of the three categories. The Principal, in consultation with the IQAC committee of the college, recommends the faculty for placement into the next higher grade. The recommendation of the principal is the basic requirement to be placed in the next grade in CAS by the administrative department. The Administrative department then constitutes a UT level screening committee for the final approval from PSC, and then a final administrative order is issued in this regard.
2. The temporary and guest faculty are also monitored on the basis of their conduct, knowledge, and feedback from the students. The annual certificates of experience and conduct are issued in their favour after receiving the reports from the concerned HODs and the anonymous feedback from the students.
3. The non-teaching staff constitutes an important section of the college which supports the entire teaching and learning process. The scheme of their performance appraisal is slightly different. Annually, APRs are collected from the Principal and consolidated by the college establishment section for record and reference. The HODs certify the performance of the non-teaching members on different parameters, viz. work and conduct, expertise and punctuality, etc., and the same is tabled before the Principal for furnishing the APRs of non-teaching staff. These APRs are forwarded to the administrative department, which in turn convenes DPCs (Departmental Promotion Committees) periodically. Similarly, the employees working on "local funds & need based" are also monitored. Their wages are fixed as per the government guidelines. The college's Advisory Committee recommends the employees for wage-enhancement based on their performance.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. The College follows the **accounting procedures** and rules as laid down by the Union Territory of JK, and the institution is funded by the **Higher Education Department**.
 2. As per the guidelines of the government, financial transactions are done by the principal.
 3. All purchases are routed through **IQAC and the Purchase Committee** of the Major Infrastructural Purchases are done by using **Government e-Marketing (GeM)** for transparency, efficiency, and speed in public procurement.
 4. Rules followed for purchase, including the raising of **quotations and tenders**, are maintained and documented for proper billing.
 5. Income tax and provident fund contributions are deducted in accordance with the rules.
 6. The College has an Accounts Section headed by a Section Officer (SO) and an accountant who are responsible for supervising all the accounting processes of the institution. A proper record is available for all the expenditures, and the college conducts an internal financial audit for review and cross-checking through the **internal audit committee**.
- Administrative Department of Higher Education and the Accountant General (AG) office of the UT Government also conduct an **external audit of funds** received from various sources after each financial year and sometimes after two years.
 - Audit objections, if any, are raised through an official letter from the auditors. These are carefully considered and appropriate explanations are immediately made through a written report. Rectifications, if any, are to be made in the accounts of the next financial year.

File Description	Document
Upload any 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

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

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

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

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

Response:

1. There is a fixed mechanism in the college for the mobilisation of funds and optimal utilisation of its financial resources. The College applies for funds with detailed proposals and an estimated budget under various schemes. The funding agencies ask for DPRs and cost estimates from executing agencies like R & B (PWD), JKPCC, and other approved agencies. The college's Development committee approaches these agencies with requirements. The concerned architect/engineers furnish the DPRs and cost estimates to the DDO. The head of the institution forwards the same to funding agencies for approval and grant of financial support. At every stage of the hierarchy, there is definite monitoring and follow-up by the College Development Committee till the committee is satisfied that the work is executed as per the DPR and quality standards. The college often receives financial support under the infrastructural grant component for construction purposes and for up-gradation and renovation/repair.
2. The other financial provisions include Material and Supply (M/S), Machinery and Equipment (M/E), Books and Stationery, and Office Expense components. The Principal orders for the procurement of items or equipment through tendering, e-tendering, or through the GeM portal after receiving requirements from different departments following the codal formalities. The entire purchasing takes place through the college purchase committee, which ensures all items are purchased as per specifications and requirements of the concerned departments. The payment to suppliers is made through the cheque system, more recently through the BEAMS portal and through JK Paysys.
3. The college also receives funds from the higher education department to conduct seminars, conferences, etc.
4. Fees collected from the students, under different account heads have to be used for the respective purposes.
5. The college shares its infrastructure and operates study centres for IGNOU, MANUU, and DDE, and funds are received from these institutions for using the college infrastructure.
6. The College also follows its financial targets by way of receiving grants of infrastructural under the RUSA scheme, capital expenditure grant (capex), internal revenue generation (IRG)/Local Fund Resources from the Department of Higher Education and the disbursement is supervised by the Principal of the college and the Finance department of UT Government and special committees like College Advisory/Purchases/Development. Each year, the principal of the college convenes meetings of IQAC, College Development, Purchase, and Advisory Committees with senior faculty members on board. The committee drafts an action plan for the next academic and financial year. The action plan for the infrastructural requirements of the college is formulated after detailed discussions.
7. All the heads/coordinators are monitoring the optimum utilisation of resources procured. The College Monitoring Committee is tasked with overseeing the infrastructure, facilities, and learning resources are used to the utmost benefit of the students.

- Government e Marketplace | Government Online Procurement Portal, Government of India (gem.gov.in)
- BEAMS || Budget Estimation Allocation Monitoring System (beamsjk.gov.in)
- JKPCC
- PFM

File Description	Document
Upload any additional information	View Document
Paste link for 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 Internal Quality Assurance Cell (IQAC) is at the top of the umbrella of different committees and has a significant impact on the overall functioning of the college. It has been established with the prime objective of improving the quality standards of the institution.

1.Academic and Administrative Audit

The internal audit committee conducted the internal audit of the college on account of the various grants received from the government from time to time for the maintenance of physical, academic facilities; infrastructure augmentation; and library. Teachers submit their self-evaluation documents and lesson plans as part of the academic audits.

2.Alumni Registration

IQAC is successful in institutionalising the processes by devising the long-term strategic and action plans in light of the recommendations of NAAC Peer Team Cycle-I, in consultation with different stakeholders and sections of the College. As per the guidelines, IQAC Constituted a committee for establishing liaison with alumni, parents, and local administration; deliberate and devise strategies for the improvement of academic standards; administrative efficiency; academic excellence; extension programmes; teacher support and capacity building; and also monitor the best practises and their outcomes. The Alumni Association was registered and the automation of the library was also done.

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:

Three new UG courses, namely Physical Education, Library Science, and Geology, have been started in the College after the last accreditation. The IQAC collects feedback from students, teachers, and alumni, which has been reviewed for actions taken accordingly to improve the overall quality of the institution. The IQAC collects and analyses feedback and provides feedback to various stakeholders. It also ensures that actions have been taken to improve the overall quality of the institution.

- 1.The use of ICT in teaching has increased, and all the classrooms are equipped to work with the technology, and teachers are empowered to use the new technology.
- 2.The building of a new auditorium and examination block; the automation of the library; and the establishment of three laboratories, i.e., food technology, horticulture, and innovation & incubation lab for the skill-based courses.
- 3.The self-appraisal of teachers is promoted and monitored by the IQAC. The whole process is done through the IQAC and also involves teachers. The institution has implemented many of the peer team's recommendations.
- 4.Through Self Evaluation Documents, Internal and External Academic Audits, and improved classroom attendance, increased departmental activities, quality learning outcomes, and improved student results, IQAC monitors teaching quality, programme delivery, and learning outcomes.

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: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

1. For quality education, safe and secure environment is a pre-condition. Being conscious of this SKC GDC Poonch takes all essential steps to safeguard safety, security, and dignity of female staff members and students. The college has walled and gated premises, no one is allowed inside the college without a valid and proper reason. Several programmes provided important platform to engage in discussions regarding gender disparities and factors producing and propagating gender inequities in our society.

2. The College has special committees to address the gender related issues named, Women Empowerment Committee, Gender Based Violence and gender Sensitization Committee, Internal Complaint Committee, College Bus facility for girls and Committee against sexual harassment". The Women Empowerment Committee at SKC GDC Poonch has adopted an annual gender sensitization plan under the umbrella of which various seminars, panel discussions, workshops etc. organized throughout the year. Some of them are:

- Organized a special Lecture on the topic "Beti Bachao Beti Padhao" on the eve of international women day, on 08-03-2017.
- College organized a colorful programme to celebrate international women's day on 12th of March 2018.
- A seminar was organized on the topic "Role of women in the development of society" on 8th of March 2019 on the eve of international women day.
- Organized a seminar on the theme "Beti Bachao, Beti padhao" on 24th Jan 2020.
- Organized a seminar & poster making competition on the theme "Beti Bachao - Beti Padhao" on 24TH of Jan.2021.
- An awareness programme was organized on the topic "personal hygiene and cervical cancers" on 23rd of Feb.2021.
- International women day celebrated on 8th of March 2021.
- Celebrated International Girl Child day on 11th of Oct.2021.
- An awareness programme was organized on the topic "Evolution and Sailable Features of POSH act 2013, on 11th of October 2021.
- Organized an online Inter Collegiate symposium on the theme " Empowering Girls for Brighter Tomorrow " on 24th of Jan,2022 to celebrate National Girls Child Day.
- Organized symposium on 8th of March 2022, on the theme Challenges & Opportunities For Women in 21st century celebrated International women day.

3. In curriculum gender sensitization courses are: (i) Sociology – USOTS-302 entitled gender sensitization. (ii) English entitled position of women in ancient India Facilities and provision for safety and well-being of women. There is a separate common room for female students with all necessary facilities. CCTV cameras are installed at strategic locations for continuous surveillance of the premises and for heightening security in the college. Opportunity to both female and male students is given without any discrimination /bias in admissions and all other curricular and co-curricular activities. Girl's students play

games like Hockey, Badminton, Kho-Kho, Carrom etc. as they have separate teams. The college has a company of females in NCC. In NSS many a times, girls outnumber boys. Hostel Facility is available for girls belonging to far flung areas. College has a bus which is being used for transportation of the female students of the hostel on daily basis, it ensures provision of safe and secure journey to them.

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: C. 2 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:

Following the government of India's resolution to ban all single-use plastic, the campus is plastic-free. No non-degradable products are authorised to be used in the canteen. In order to address the little degradable or non-degradable waste coming out from any source, the college has adopted the following measures:

1. **MoU with Municipality:** The College has signed an MoU with the Municipality in which waste

collected in any form on the campus will be taken away by the Municipality for proper disposal. Under this MoU, the college has planned to organise an awareness programme with regards to waste management.

2. **Solid Waste Management:** Green coloured bins are installed for wet and biodegradable waste, whereas blue bins are kept for non-biodegradable waste. Municipality vehicles frequently carry the waste away for its proper disposal and these bins are regularly emptied. Degradable waste is collected in green bins, while non-degradable waste is collected in blue bins. The degradable waste, as and when generated, is being put in the pits and covered over by soil. Non-degradable waste, as and when collected, is given to the municipality for disposal.
3. **Liquid waste management:** Separate bins are designated for liquid waste throughout the campus. Liquid waste coming out of kitchens and washrooms is again poured into the pits dug out at outlets.
4. **Biomedical waste management:** The biomedical waste generated by science labs after dissection of specimens is buried in pits and covered with soil. Tendering processes and procedures will be used to dispose of e-waste when it is generated.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
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: C. 2 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View 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: C. 2 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

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:

1. The institution makes efforts to provide an inclusive environment through its various activities organised throughout the academic year. SKC GDC Poonch is located near the Line of Control (LOC). India is a land of unity in diversity. The term unity in diversity refers to the state of togetherness, to oneness in spite of the presence of immense diversity. Unity in diversity is based on the concept that the individual's social differences in physical attributes, skin colour, caste, cultural and religious practices etc. are not looked upon as a conflict. Rather, these differences are looked upon as varieties that enrich the society and the nation as a whole. Unity in diversity has been the concept of India since times immemorial.
 2. The college organises various activities to provide an inclusive environment. Students and staff of the college hail from diverse backgrounds and have due representation.
 3. The institution celebrates the birth anniversary of Mahatma Gandhi on the 2nd of October every year to teach our students about peace, truth, and non-violence. He believed in tolerance and non-violence. Independence Day and Republic Day are celebrated on the 15th of August and the 26th of January respectively to inculcate the value of nationalism amongst students.
 4. The cultural committee of our institution, under the aegis of 'Azadi ka Amrit Mahotsav', celebrated various activities to promote cultural ethics.
 5. Students from the lower socio-economic spectrum are helped by financial assistance from the college as needed and various scholarships provided by the government of India and state governments like scholarships for minorities, ST, SC and Pahari Speaking.
 6. Mentor-mentee meetings are held regularly and students are encouraged to share their problems -academic or personal-with their mentors.
 7. Teachers adopt a bi-lingual mode of teaching, wherever required, to assist students with linguistic challenges which helps the students to enhance their academic performance.
- Organized an extension lecture on blood donation on February 11th, 2020.
 - Organized Seminar On "Peace And Communal Harmony" On February 11th, 2020 To Promote Fundamental Duties.

File Description	Document
Any other relevant information.	View 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:

SKC GDC Poonch educates students and employees about their constitutional obligations regarding values, rights, duties, and responsibilities, and works tirelessly to develop them as valuable and responsible members of society through a variety of curricular and co-curricular activities.

1. The National Service Scheme (NSS) and the National Cadet Corps (NCC) are two integral bodies that commit to programmes and activities to inculcate constitutional obligations and patriotism among students and staff.
 2. The college fosters and foments community responsibility by organising blood donation camps. The college renders national service by organising road-safety awareness programmes.
 3. To promote a sustainable environment, Swatch Bharat campaigns and tree plantation drives are organised, as a part of campaigns, environment friendly practices such as plastic ban, cleanliness and anti-pollution campaigns are implemented and practiced regularly.
 4. The college enshrines the sovereign, secular, and democratic values of our nation by commemorating Independence Day and Republic Day annually. Every year on Voter's Day, Voter's Awareness Programs are held in colleges to educate students about their constitutional rights and responsibilities.
 5. Citizens rights and Legal rights awareness programmes are organised to spread awareness among students of their constitutional rights.
 6. The students have enthusiastically participated in various activities like seminars, conferences, expert talks, poster making competitions, competitions on various contemporary legal issues, legal awareness camps to impart awareness of such issues, etc. Various departments of the institution, as well as the NSS units, are actively involved in a variety of activities aimed at instilling values in responsible citizens.
 7. The college facilitates and conducts Student Union elections every year to ensure a democratic and safe space for students to voice their concerns and ensure the same are reasonably addressed.
- Celebrated National Voters' Day on the theme "Electoral Literacy For A Stronger Democracy" on January 25th, 2020.
 - Organized seminar on "Peace And Communal Harmony" on February 11th, 2020 To Promote Fundamental Duties.
 - Pledge, signature drive, and seminar to commemorate Constitution Day on November 26th, 2020.
 - Organized awareness rally on National Voters' Day on the 25th of January 2021.
 - Constitution Day is celebrated on November 26th, 2021.
 - On December 10th, 2021, organised a symposium to celebrate Human Rights Day.

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: C. 2 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
Any other relevant information	View Document

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

Response:

1. To inculcate constitutional responsibilities, to instill patriotic spirit and to foster unity among fellows, SKC GDC Poonch celebrates national and international commemorative days to Independence Day and Republic Day are celebrated in the college by hoisting the National flag.
 2. International Women's Day is celebrated on 8th March. The Women empowerment committee addresses issues related to gender disparity and promote gender equity in our society. Youth is the most important and dynamic segment of the population in any country. The young mind will be more fresh and innovative which helps in the progress of the country.
 3. National Youth Day is celebrated every year on 12th January to commemorate the birth of Swami Vivekananda. Debates, essay writing etc. are organized to spread the messages of Swami Vivekananda amongst the youth.
 4. International Yoga Day is celebrated every year on 21st June to mark the practice of self-discipline and tradition of well-being continuing for thousands of years in India. World Environment Day is observed every year on 5th June.
 5. Various competitions like poster making, slogan writing, essay writing, etc. are organized on this occasion. World Water Day was celebrated on March 22.
 6. The college actively participates in Swachh Bharat Abhyaan by ensuring proper sanitation facilities, dustbins in the campus, and hygiene in the toilets and by propagating the message of crucial need and relation of hygiene with health.
- 30th Road Safety Week 2019 observed by NSS Units on 4th of February 2019.
 - Organized a seminar on theme "Ways & Means of Plastic Waste Management" on 25th September 2019.
 - Organized a series of activities to celebrate 150th birth anniversary of Gandhi ji on 2nd Oct, 2019. Organized awareness rally "Say No to Plastic" on 2nd of Oct 2019.
 - Organized series of activities signature campaign, pledge & flag hoarding on Preamble and

Fundamental Duties to celebrate Constitution day 26th Nov, 2019.

- Organized a seminar to celebrate 550th Birth Anniversary of Sh Guru Nanak Dev ji on 2nd of Nov.2019.
- Organized Plantation Drive in the college premise and boys hostel of the institution, on 21st of march 2021.
- On 5th June 2021, NSS Units organize an online national level quiz to celebrate World Environment Day.
- Competition on International Yoga Day on the Topic “Importance of Yoga Aasans During Covid-19 Pandemic “on 21st June 2021.
- **Celebration of Gandhi Jayanti 2nd of October 2021:** Organized Inter-collegiate Quiz competition on Gandhiji’s Thought and Values.
- Celebrated birth anniversary of Swami Vivekananda to mark National Youth Day on 12th of Jan. 2021.
- Organized a symposium on 19th march 2021 on the theme ‘Save Water Save Life’.
- Organized two day National Conference on the theme” Gandhism a Necessity for Peace and Harmony” to celebrate Gandhi Jayanti on 2nd of Oct. 2021.
- Organized Symposium on Energy Conservation on 21st of December 2021.
- Mahaparinirvan Diwas celebrated on the Birth anniversary of Dr. B.R Ambedkar, on 6th of December 2021.

File Description	Document
Geotagged photographs of some of the events	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 -1

Title of the Practice: Digitalization

Digitalization is an integral part of the present-day education system as it helps to keep pace with the competitive world. The young learner's attraction towards gadgets like Android phones, laptops, desktops, and Ipads is exploited by the college to impart knowledge. Technology has made the administrative activities on the campus simple and fast.

The institution considers the digital India programme a landmark initiative of the central government as it

transforms India into a knowledge-based economy and a digitally empowered society. The college believes that the National Mission on Education, through ICT, should get support from higher education institutions so that college campuses will become smart to facilitate the digital transformation process.

Aims and Objectives

- To be a part of the national mission to digital India.
- To impart technology-based education to the students.
- To enhance the digital infrastructure of the campus to promote online learning.
- To shift to a paperless campus.
- To augment the existing e-governance practices on the campus.
- To improve the digital literacy and digital skills of the students.
- To digitalize the administrative and academic activities of the college.
- To enhance the usage of ICT in teaching, learning, and evaluation processes.

The Content

The present teaching environment expects teachers to employ a variety of technology-based tools and engage in online discussions to bring in competency-based education. It helps in the creative use of technology. The exploration made possible by the digital world helps the students gain better exposure in their field. It provides them a number of opportunities to get a better understanding of their lessons from different online platforms. The college management and IQAC of the college have given special attention to bringing state-of-the-art facilities so that the campus becomes smart in terms of digital access of educational services, management information systems, software-based systems, paperless office etc. The college believes that digital orientation on campus is very important in shaping the careers of the students and their skill development. Further, the college community understands that shifting to the digital environment is very essential in order to become more efficient, effective, and competent in the current scenario, i.e. during the COVID-19 pandemic.

The Practice

- Activity based teaching and learning.
- Use of the Wise app and Google Classroom as a platform to conduct seminars, activities, and to share learning resources.
- High-speed internet access is also provided, and the college has applied for leased line internet access.
- A well established browsing centre is available for students and computers in different departments of the college like BCA, Geography, and functional English are also available for students' access.
- A well established Edu-Sat lab is also functional where different interactive sessions are conducted with different colleges for students on a regular basis.
- The faculty members insist the students do online courses.
- The majority of classes have interactive flat panel devices and Kyon Projectors.
- Fully automated library.
- The college office prepares the salary bills of the staff using the JK pay system portal.
- The Wise App, Google Classroom, and Whatsapp Group are extensively used by the students and

faculty, particularly during the COVID-19 pandemic.

Evidence of success

- All our students are digital literates and good at using technology in a purposeful manner.
- A number of students have successfully completed online courses during COVID-19.
- The teachers have created a virtual classroom facility for the students. Students can access study materials, Power Point presentations, video lectures, etc. through different apps as well as through the college website.
- Webinars are conducted in video conferencing rooms in which experts from different parts of the world interact with teachers and students.
- Teachers are capable enough to change a classroom into a vibrant platform where every student can be motivated to participate and learn with the help of technology.
- The online submission of assignments, particularly during the COVID-19 pandemic, was definitely a big success.
- Reduced usage of paper.

Issues encountered and resources needed

- Meeting infrastructural needs was a challenge as it requires a huge investment to make all the classrooms ICT enabled.
- Students and some teachers from non-technical backgrounds took time to adopt the technology. This problem was tackled through continuous awareness sessions by digitally skilled staff.
- Despite being a far flung area and near to LOC, some areas did not have good internet facilities for the students during the COVID-19 pandemic.

Best Practice-2

Title of the practice: Outreach programs

Our college always keeps social transformation and social justice well above individual prosperity and success one of the core values of the institution is its responsibility to all its stakeholders, and it can be fulfilled only through continuous community engagement and fostering the social responsibility of the students and teachers. The college makes the students aware of their obligation to society. Only when students leave the campus and enter society do they gain practical knowledge.

Aims and objectives

- To catalyse new initiatives of community engagement to help the local community.
- To contribute to the socio-economic development of the rural community.
- To understand the problems of societies and communities and find solutions.
- To reciate local knowledge and wisdom.
- To help needy people during natural disasters, pandemic etc.
- To bring in a holistic development.
- To use valuable youth energy to benefit society.
- To raise societal awareness.

The contents

Our college has a tradition of community engagement and the institute is always committed to the progress and development of the local community, as education is not just acquiring knowledge and obtaining a degree but using the knowledge gained to the benefit of the mass. Inculcating social responsibility among the students helps them to realise their potential and turn it to their own benefit and to the benefit of the society in which they live. It helps them balance themselves, society, and the environment.

The practice

- A number of clubs have been created to cater to the interests of the students.
- Some villages have been adopted, and the students contribute to the development of the village and its people.
- The college has been organising blood donation camps every year in association with the district hospital as well as with various organizations.
- The college has organised various cleanliness drives and camps under the swatch Bharat Abhiyan in the campus as well as in the adopted villages.
- The college participated in road safety week in association with ARTO.
- The college has conducted various activities such as rallies against the usage of plastic, tree plantation, waste collection campaigns, and the importance of hygiene.
- COVID-19 awareness programmes were organised on the campus as well as in the adopted villages. Masks and sanitizers were distributed.
- The students of the college have actively participated in AIDS awareness programs.
- The college provided shelter to hundreds of people during the COVID-19 pandemic, both In the campus as well as hostels as quarantine centres.
- An awareness drive for COVID vaccination was conducted in different villages.

Evidence of success

- Students actively volunteer for swatch Bharat Abhiyaan, Unnat Bharat Abhiyaan, swatchta hi Seva, and the Red Cross, and nearly all students leave campus to serve the community.
- Students are voluntarily and regularly involved in blood donations.
- Students in collaboration with an NGO titled IF for Peace and Harmony rendered first-hand assistance to the poor and needy people of Poonch during the COVID-19 pandemic and food, medicines etc. were distributed.
- The college is plastic free now.

Problems encountered and resources required

- Enough funds are required for the development of infrastructure meant for the sustainable, eco-friendly campus.
- Adequate faculty are required to shoulder the different responsibilities to make the institution an exemplary one.

File Description	Document
Any other relevant information	View 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:

1. The Shri Krishan Chander Government Degree College, Poonch, is the oldest and premier institution in District Poonch. It is a co-educational institution that has been imparting an advanced level of higher learning since 1955. It is located in the heart of Poonch town, surrounded by the beautiful snow laden mountains and just seven kilometres away from the actual line of control. In spite of the adverse environment, cross-border shelling is a routine practice on the line of control.
2. The college maintains its academic health by conducting classes and other student-oriented programmes efficiently, and the overall average result remains higher than 67.7%. Poonch town has some important historical places where the college students regularly visit in order to have a thorough understanding of their culture, traditions, and heritage. From the historical perspective, Poonch Fort, Moti Mahal, Baldev Mahal, Sheesh Mahal, Hathi Gate, and Budda Amar Nath are some of the important monuments which have their own significance. The foundation stone of Poonch Fort was laid by Raja Abdul Razaq Khan in 1713 AD and completed by his son, Raja Rustam Ali Khan. These historical monuments give students firsthand information about the local and foreign rulers who ruled this place, and the great traveler, Hiuen Tsang, the famous Chinese traveler, crossed through Poonch during the 6th century BC, and later, in his autobiography, he wrote that Poonch was famous for horses, graphics, and fine tea called Masloon.
3. The main distinctiveness of this institution lies in the fact that it caters to the needs of the underprivileged and downtrodden, with a special focus on tribal upliftment and women's education. It is also pertinent to mention that the institution admits more than **94% of** students from the reserved categories, which include *ST, SC, OBC, ALC, RBA, PHC, PSP (Pahari Speaking People)*, etc., to maintain the true essence of empowerment and fulfil social responsibilities. With a little variation, the ratio of female students is still at nearly 50%. The Department of Higher Education Department, Government of Jammu and Kashmir, grants admission to students in various categories up to the maximum as there is no capping system in admission put in place by the Department of Higher Education Department, Government of Jammu and Kashmir. the whole population of the area is tribal (divided into two tribes, i.e., the *Gujjar Tribe and the Phari Tribe*) in nature, thus falling under the categories as mentioned above. (A list of the last five years' category breakdowns for the sessions 2016-17 to 2020-21 is enclosed.) The Department of Higher Education, Govt. of Jammu & Kashmir vide its Orde No: O.M HE-Coll/Uni-/2019 No. Dated: 31-01-2019, under the title: "Implementation of the Government's Reservation Policy in Universities, deemed to be Universities, Colleges, and Other Grant-in-Aid Institutions" mentioned in para 1V sub para 1 as follows:
 - (I) " No SC/ST student can seek admission or claim reservation unless he/she appears in a national or state/common or university/institution test held for the purpose, in order to avail the quota of

seats reserved for them by the educational institutions (section-9 sub (1) of Guidelines 2006, page-3)".

- (II)" In cases where a national or common/state or university/institution test is not prescribed as necessary for selecting candidates for admission, the SC/ST candidates seeking admission shall be arranged in order of merit among themselves as per the merit position obtained in the qualifying examination (section-9 sub-(ii) of the guidelines 2006. Page-3)".

As mentioned earlier, the college is located very close to the Indo-Pak border and, at the same time, it is 240 KM away from the UT capital Jammu and 185 KM away from the UT capital Srinagar. It is, therefore, one of the most significant challenges, as such institutions typically face a lack of adequate infrastructure and basic amenities, and it affects students from low socioeconomic backgrounds, particularly those belonging to the SC/ST/OBC/PSP/ALC/RBA categories. In this background, this institution plays an exemplary role in:

- Granting admission to students from diverse socio-economic backgrounds, and this is one of the biggest achievements in regards to institutional distinctiveness.
- Developing students' oriented infrastructure and providing advanced basic amenities to make the teaching-learning process effective and par-excellence.
- Encouraging students to pursue higher education in order to benefit from scholarship schemes established by the Government of India to help those from the poorer sections of society.

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

5. CONCLUSION

Additional Information :

Shri Krishan Chander Government Degree College Poonch is one of the oldest institutions in the erstwhile state of Jammu & Kashmir (now UT), established in 1955, and thus it has a rich history of promoting human values, cultural co-existence, national integration, and gender equity. It has a lot of scope for development in the near future. The college is going to introduce NEP as per the directions of the Higher Education Department. Moreover, the college has already taken many initiatives for the development of the infrastructure. Student growth over the year speaks of the wide potential the college has owing to its location. The college has the potential to start P.G. courses at least in some non-laboratory subjects like humanities, social sciences, and languages. Furthermore, the government has already directed the proposal to begin Honors and PG Courses in certain subjects. The College believes in the idea of sustainable development and conservation of energy, recycling, etc. As a consequence, rainwater harvesting and solid waste management through proper segregation of the waste are done. In 2020, the college did exemplary services as a quarantine centre and then as a **COVID-Care Centre**.

Concluding Remarks :

Shri Krishan Chander Government Degree College, Poonch, is a strong campaigner of peace, stability and communal harmony in the region. The college is committed to fulfilling its mission of lending the nation in general and society in particular a helping hand by creating a just society based on the metrics of gender equality, unity in diversity, ethical behavior, and shared values. All activities in the college are driven towards attaining the mission of nurturing self-reliant students with a strong sense of community responsibility. It advocates the maintenance of the ethnic, linguistic, and social mosaic of society. The NSS and NSS volunteers have informed the general public about the COVID-19 protocol in a door-to-door campaign. College has a well-set vision, acting upon which Detailed Project Reports (DPRs) for a separate Arts Block, repair and renovation of the existing main campus building, boys and girls hostel, have already been submitted to the Department of Higher Education for approval and release of funds.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>03</td><td>02</td><td>02</td><td>02</td><td>02</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>05</td><td>03</td><td>03</td><td>02</td><td>02</td></tr></table> <p>Remark : As per the clarification received from HEI , based on that DVV input is recommended.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	03	02	02	02	02	2020-21	2019-20	2018-19	2017-18	2016-17	05	03	03	02	02
2020-21	2019-20	2018-19	2017-18	2016-17																	
03	02	02	02	02																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
05	03	03	02	02																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>104</td><td>23</td><td>25</td><td>03</td><td>02</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>93</td><td>23</td><td>22</td><td>03</td><td>02</td></tr></table> <p>Remark : As per the clarification and documents received from HEI , based on that DVV input is recommended.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	104	23	25	03	02	2020-21	2019-20	2018-19	2017-18	2016-17	93	23	22	03	02
2020-21	2019-20	2018-19	2017-18	2016-17																	
104	23	25	03	02																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
93	23	22	03	02																	
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1913</td><td>1831</td><td>2356</td><td>1733</td><td>1669</td></tr></table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1913	1831	2356	1733	1669										
2020-21	2019-20	2018-19	2017-18	2016-17																	
1913	1831	2356	1733	1669																	

2020-21	2019-20	2018-19	2017-18	2016-17
879	567	1211	829	969

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1913	1831	2356	1733	1669

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
879	567	1211	829	969

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
781	684	927	650	552

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
428	256	648	421	466

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)**2.3.3.1. Number of mentors**

Answer before DVV Verification : 42

Answer after DVV Verification: 29

Remark : As per the documents received from HEI, based on that DVV input is recommended.

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)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 261

Answer after DVV Verification: 236.3

Remark : As per the revised data received from HEI, based on that DVV input is recommended.

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years**3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	03	11	08	22

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
05	03	10	07	12

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**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	0	0	0	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	0	0	0	02

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
55	28	11	15	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	0	4	0

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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:

2020-21	2019-20	2018-19	2017-18	2016-17
47	19	50	21	31

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	3	3	7

Remark : As per the revised data sheet received from HEI, based on that DVV input is recommended.

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
882	582	869	642	695

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
180	650	380	200	550

Remark : As per the revised data received from HEI , based on that DVV input is recommended.

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**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	07	07	09	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	12	07	07	11

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	12	16	09	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	12	15	09	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
03	04	02	02	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	0	0

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
19	09	08	04	07

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	08	08	04	07

Remark : As per the data received from HEI, based on that less than 5 days FDP is not considered under this metrics, so DVV input is recommended accordingly.

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)**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : AS per the supporting documents provided by HEI, based on that DVV input is recommended.

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**

	<p>5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above Remark : As per supporting documents option 1,2 & 5 DVV input is recommended.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : As per the supporting documents provided option 4 & 5 are considered.</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : As per the data and photographs received from HEI option 1 & 3 are considered.</p>
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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the supporting documents DVV input is recommended.

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><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>240</td><td>240</td><td>240</td><td>239</td><td>238</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>240</td><td>240</td><td>240</td><td>239</td><td>237</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	240	240	240	239	238	2020-21	2019-20	2018-19	2017-18	2016-17	240	240	240	239	237
2020-21	2019-20	2018-19	2017-18	2016-17																	
240	240	240	239	238																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
240	240	240	239	237																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1913</td><td>1831</td><td>2356</td><td>1733</td><td>1669</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1913</td><td>1821</td><td>2356</td><td>1733</td><td>1669</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	1913	1831	2356	1733	1669	2020-21	2019-20	2018-19	2017-18	2016-17	1913	1821	2356	1733	1669
2020-21	2019-20	2018-19	2017-18	2016-17																	
1913	1831	2356	1733	1669																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1913	1821	2356	1733	1669																	
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><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>781</td><td>684</td><td>927</td><td>650</td><td>552</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>440</td><td>284</td><td>606</td><td>414</td><td>484</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	781	684	927	650	552	2020-21	2019-20	2018-19	2017-18	2016-17	440	284	606	414	484
2020-21	2019-20	2018-19	2017-18	2016-17																	
781	684	927	650	552																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
440	284	606	414	484																	
3.1	<p>Number of full time teachers year-wise during the last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	52	71	57	56

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	49	49	49	49

NAAC