



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVT DEGREE COLLEGE URI, BARAMULLA

**NEAR URI COMPLEX, VILLAGE URI, TEHSIL URI, DISTT BARAMULLA
193123**

www.uricollege.jk.gov.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government Degree College, Uri, one of the premier institutes of higher learning in J&K was established in 2006 with affiliation to University of Kashmir and recognized by UGC under 12(b) and 2(f) in 2006. The college has a magnificent past so far and efforts are being made for its bright future, therefore every action is carefully planned, so as to foster the composite cultural heritage of the region besides providing quality educational service to the populace of the region. The college with the enrollment of nearly 1500 students has the distinction of not only providing instructions in as many as 18 subjects which include job oriented and market friendly vocational subjects in various streams of Science, Commerce and Arts. The college has also study centre of MANUU (Maulana Azad National Urdu University). The College has decided to offer itself for assessment and accreditation and is preparing itself for the by National Assessment and Accreditation Council (NAAC). The SSR has been prepared by the College IQAC/NAAC committee by gathering requisite information from the internal as well as external sources and consolidating the same in the format provided by NAAC.

Vision

Government Degree College, Uri seeks to provide a transformative educational experience to develop knowledgeable contributor's career-ready learners and global citizens for an ever changing and challenging world. The college aims at being a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable societies and environment.

Mission

- To provide students with opportunities of learning through broad and balanced academic programmes and to provide them opportunities to explore and have their potential to develop their human and intellectual capacities to the fullest.
- To create and maintain a level of excellence and high standard in all programmes and all college driven activities.
- To keep track of current trends and finest practices in education so that the college is constantly growing and evolving

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well defined mission and vision statement
- Effective, dynamic and visionary administration.
- Readiness of Institution to imbibe and adapt to best practices in education
- Quality infra structure

- Use of Modern Electronic Gadgets for interactive Teaching Learning.
- Campus with highly conducive ambience for learning, away from main market.
- Large campus area with sufficient scope for expansion.
- Well equipped laboratories/ computer centre with internet facility.
- Well equipped and semi automated Library
- Smart classrooms for effective instructional delivery
- Progression towards e-campus with Wi-Fi networking
- Highly qualified and experienced teaching faculty.
- Active Internal Quality Assurance Cell .
- Guidance and career counseling for students.
- Variety of extra-curricular activities (NSS, NCC, Red Ribbon Club, Hiking and Mountaineering Club).
- Student amenities like Browsing Centre, drinking water, gymnasium, wet canteen facilities, and medical aid inside the campus.
- Well equipped and well furnished auditorium.
- Excellent facilities for outdoor and indoor games.
- Hygienic toilet facilities for students and staff.
- Post office, Hospital, and bank within 0.5 km distance from the institution
- Ownership of a 40 seater bus for transportation of students and staff.
- Variety of subjects from streams of Science, Arts, Commerce, Management, and Computer Applications taught in the college with scope of inter-disciplinary research.
- MOUs with partners in industry and other institutions of excellence.
- Student Centric with remedial coaching for weak students
- Vibrant Alumni Association.
- Active participation in Local Administrative affairs
- Concern to help the progress in Academic profile of the catchment via adoption of schools
- Environmental Concerns and Energy Concerns on priority.

Institutional Weakness

- Students from rural areas with poor communication skills in English language
- Inadequate transport facilities.
- Less involvement of institution in research work.
- Affiliated to University of Kashmir for academic purpose which hampers teaching learning and evaluation processes
- Unpredictable University Calendar regarding conduct of Examinations.
- Poor financial status of the students
- Lack of motivation in students to stay longer than working hours and holidays to utilize the campus due to geopolitical constraints and curriculum design.
- Harsh climatic conditions
- Vast catchment having difficult terrain.

Institutional Opportunity

- Institution holding a lead position in the region in student enrolment, infrastructure and position of staff.
- Scope for frugal innovations and skill development
- Scope for strong academia-industry interface

- Vibrant and supportive Alumni association
- Active Parent-teacher association.
- Continual Faculty improvement
- Updated and highly qualified staff.

Institutional Challenge

- Fragile political scenario.
- Absenteeism of Students
- Frequent Staff transfers
- Considerable teaching staff on contractual basis.
- Lack of well trained support staff
- Lack of placement opportunities for students.
- Lack of Hostel facilities for students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college has a clear vision for learning, research and extension and to be an instrument of change for peace, progress and prosperity for all. The college makes every effort to realize its mission of developing competent human resource through quality education, by creating innovative educational environment and promoting creativity to develop skilled human resource. To provide better chances for distributing available educational opportunities, the college has made efforts to diversify the courses in tune with the diversifying interests and career opportunities. The college provides opportunities for better exposure to the students by conducting field trips, technical training programs for students. To make the teaching and learning more innovative and interactive the college has been equipped with the modern gadgets like interactive boards (IP Boards), visualizers, LCD projectors and other ICT tools. However, it is pertinent to mention that the college is supposed to teach the curricula designed by the affiliating university and the institute makes efforts for curriculum improvement through its representatives participating in boards of studies meetings who provide suggestions and inputs for revision of the syllabi in the respective Departments of the University of Kashmir. The College has a committee to look after the effective implementation and timely completion of prescribed syllabi in various disciplines. The college in future in wake of National Education Policy 2020 would like to design its curriculum in such a way that it offers diversity and flexibility to learners to a greater extent. It would also like to design courses as per the regional and national needs. However, to realize such goals, the college needs academic autonomy, for which efforts will be made in future.

Teaching-learning and Evaluation

The most important thing in teaching learning process of this institute is ability of its teachers to create enthusiasm, ignite passion and generate curiosity among the students. The teachers are deputed off and on to participate in conferences, seminars and symposia, orientation and refresher courses to boost their teaching skills and make their teaching more innovative and effective. The admission process of the college is managed by admission committee which is responsible for designing admission forms and prospectus aided by Career Counseling Cell for counseling of the students at the entry level. To cater to the diverse needs of the students

various subject combinations are offered so that the students can choose the combination of subjects according to their liking and competence. The admission process is followed by academic calendar which facilitates students for participation in various curricular and co-curricular activities. The IQAC Cell also designs general time table, providing specific time slots for internet browsing, using library services, invited talks by eminent personalities, sports and other such activities. IQAC of the College supported by the senior faculty members monitors all the curricular, co-curricular and extra-curricular activities in the college and ensures to provide all the necessary support to teachers and students for better teaching and learning processes.

Research, Innovations and Extension

The college management encourages its teachers to submit research proposals, and conduct research for which a research committee has been in place to facilitate the research and extension activities. The committee organizes workshops and sensitization programs to create research spirit among teachers and students. Some faculty members at individual level from the Department of Botany, Zoology and Environment Science have got research projects sanctioned, some of which have been successfully completed and a few in progress. Many teachers in the College have published their research papers in reputed National and international journals with good impact factors. The institution is also actively involved in extension activities to help society by its services. The college has three units of NSS and a contingent of NCC through which college renders social and community services. Besides organizing blood donation camps, environmental awareness programs and helping in disaster management, the college has adopted two schools

Infrastructure and Learning Resources

The institution has a clear cut policy for improving the infrastructural facilities which would facilitate teaching learning processes. The college has about 1809.8 sq.mt built up area, in 17 structures, spread over more than 5.91 acres of land and few more structures are going to be under constructed. These structures house 06 class rooms, with proper lighting, seating and ventilation, one technology enabled smart class rooms for recording of audio video lectures, a state of the art auditorium with a seating capacity of 200, equipped with modern audio and visual instruments, Two gymnasiums for boys and girls respectively, administrative and staff rooms, admission and examination cells, semi automated library with more than 13448 books and journals, 6000 plus e-journals and 199500 plus e-books(NLIST), and browsing centre with 18 broad band connected computers, 07 laboratories equipped with good amount of instrumentation, Botanical and Zoological museums, Wet canteen-cum-facilitation centre, Medical aid centre, day care centre, girls rest/recreation room, and many washrooms. The college has also provided safe drinking water facility through installation of aqua-guards at various places in the campus and in the class room building. Uninterrupted electricity supply is ensured in the campus with the help of two 25KW and few smaller Gen Sets, and many inverters and UPS systems. The college has installation of nearly 10.5 KW Solar power facilities for uninterrupted power supply. Transport facility is provided with the help of a 40 seater college bus. The college has a botanical garden and many lush green lawns to beautify its campus, besides a playground spread over 17 kanals of land for outdoor games and athletics. In IT infrastructure, the college is equipped with nearly 60 Computers, of which more than 40 are internet enabled, and purchase of 20 more computers is in pipeline, besides having 7 interactive boards installed in major departments and class rooms. The college has a state of art Green House which is useful for growing some rare species of plants and medicinal plants.

Student Support and Progression

Once admitted in the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. Huge amount have been sanctioned through various schemes to about more than 100 plus deserving students in the last 05 years, to support the education of poor students. Besides, the institution facilitates students in obtaining scholarship from various schemes operated of Government of India for minorities and educationally backward class students. The institution publishes its updated prospectus, which highlight the facilities available in the college having information about different committees of the college, college annual calendar, NSS and NCC, library facilities, sports activities scholarship and free ship support system, and career counseling, etc. The college also publishes its annual magazine “Rukhsaar” which provides a platform to students for their creative writing, besides publishing half yearly news letter. This highlights the student’s curricular, co-curricular and extra-curricular activities. The college also conducts coaching for aspiring students for various competitive examinations. The weaker students are helped by providing them remedial coaching. The college has well established career counseling, entrepreneurship development and placement cells, for guiding students towards a better career and providing job opportunities through campus interviews with the support of prospective employers visiting this institution for placement of students in service, retail and other employment sectors. For the support and care of female students the college has a well established Women Development Cell, Girl’s rest/recreation room, and Girls Park. Students from socially and economically weaker sections of the society and physically challenged get fair amount of attention in admissions, financial support, remedial coaching, transport facility and career counseling. In addition, the institute has granted membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Literary Activities Committee, Magazine Committee, Tours and Travels Committee, Library Committee, Sports Committee and IQAC of the College.

Governance, Leadership and Management

The college is a government run institution hence its management and organization is decided by UT Government. The Principal is appointee of the UT Government as are the other staff members. Principal is the local head of the institution who sets internal policies and programs of the college with the association of HOD’s/Coordinators of various departments, Conveners of different committees, librarian, hostel superintendents and senior members of non-teaching staff. The budget allocation to the college is made by the UT Government which is disbursed by the Principal to different departments/committees for purchasing books, equipments and other necessary expenditure following the financial code as prescribed. The financial management is assisted by the Accountant deputed for this purpose by the Finance Department of the UT Government. The college has well defined policies with clear goals for improving academic quality and infrastructure. The college interacts with students through a feedback mechanism, besides giving participation to students as members in various administrative committees. The society inputs are obtained through teacher-parents meeting and meetings with civil society and alumni association. The organizational changes for internal matters is effected by the head of the institution, however changes at higher level of the organizational hierarchy are carried out by the Higher Education Department of the UT Government. The college has a well established IQAC which is instrumental as a part of all developmental decisions of the college including infrastructural and academic development. The IQAC frames a schedule of meetings at the beginning of the session with different departments to assess their progress on monthly basis. In the scheduled meetings the departments are assessed for their academic progress, attendance records, quantum of syllabi completed, tutorials, assignments and students presentation, etc. The departments are also assessed for their infrastructural needs and innovative programmes.

Institutional Values and Best Practices

As per Mahatma Gandhi, education includes physical, spiritual and intellectual development of individual. It should not merely inculcate three R'S- reading, writing, and arithmetic but also those skills and subjects which will help them to not only earn their living but also help them to grow to be healthy and blissful individuals. They should learn and understand their role and duty in the society, country, nation and the world. They should contribute to the overall growth of nation. Gandhi said education is the all round drawing out of the best in the child and man in body, mind and spirit. GDC Uri has a unique position in adapting all those best practices which inculcate social, environmental, ethical and moral values in students. In order to understand and provide values based education, GDC Uri provides various opportunities to its students by organising various seminar and awareness programmes. Experts from all walks of life are invited to conduct sessions, seminars, guest talks and motivational lectures. Experts from a variety of fields such as professionals from academic and medical background are invited for delivering the talks with the purpose to sensitize student and teachers about various measures towards social issues, concerns and their remedies.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVT DEGREE COLLEGE URI, BARAMULLA
Address	Near Uri Complex, Village Uri, Tehsil Uri, Distt Baramulla
City	Uri
State	Jammu And Kashmir
Pin	193123
Website	www.uricollege.jk.gov.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sharief Ud Din Khan	1956-244411	9419400726	1956-244111	uricollege@gmail.com
IQAC / CIQA coordinator	Tariq Ahmad Chalkoo	01956-244411	9419044980	1956-244111	tariqchalkoo@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	20-12-2006

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

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-12-2006	View Document
12B of UGC	02-07-2007	View Document

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

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

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Near Uri Complex, Village Uri, Tehsil Uri, Distt Baramulla	Rural	5.91	1809.8

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Arts	36	HIGHER SECONDARY PART II	English,Hindi,Urdu,Kashmiri	320	320
UG	BSc,Science	36	HIGHER SECONDARY PART II	English,Hindi,Urdu,Kashmiri	80	80
UG	BCom,Commerce	36	HIGHER SECONDARY PART II	English,Hindi,Urdu,Kashmiri	40	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				23			
Recruited	1	0	0	1	0	0	0	0	9	1	0	10
Yet to Recruit	0				0				13			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	7	0	0	7
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	11	0	0	11
M.Phil.	0	0	0	0	0	0	2	0	0	2
PG	0	0	0	0	0	0	3	3	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/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	2	0	2
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
		7	3	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	743	0	0	0	743
	Female	581	0	0	0	581
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	1	1	4	0
	Female	1	0	1	2
	Others	0	0	0	0
ST	Male	28	53	26	32
	Female	9	15	9	24
	Others	0	0	0	0
OBC	Male	0	0	1	0
	Female	1	0	1	0
	Others	0	0	0	0
General	Male	9	153	2	0
	Female	11	159	4	2
	Others	0	0	0	0
Others	Male	119	48	139	145
	Female	128	41	138	107
	Others	0	0	0	0
Total		307	470	325	312

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college has presently three Degree Programmes which include B.A, B. Sc and B. Com. Besides these programmes the college is on way of introducing Music and Fine Arts as a subject besides Food
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	<p>Technology and Veterinary Technology as subjects. Thus the college has a multidisciplinary character and is helping out students to move from traditional paradigm to a diverse paradigm and also the skill courses can be chosen from an open basket giving lot of flexibility to the students of choosing subjects of excellence. With this CBCS setup the transition to NEP 2020 is going to be a smooth one.</p>
2. Academic bank of credits (ABC):	<p>At present the college is following UGC's CBCS Scheme where a student does not have flexibility of breaking away from a 3 year degree course unless and until it is completed in full. However, the students has provision of a carry on system where he/she can carry on from one semester to another in spite of a backlog. Also, student can migrate from one college to other college of same affiliating university by process of migration involving the affiliating university. The transition to mode of adopting Academic Credit Bank (ACB) will be easily possible once it is uniformly implemented throughout. the digital storage of ACB's will not be difficult to implement as college examination and evaluation system is already being done in digital mode.</p>
3. Skill development:	<p>At present college is following UGC's CBCS scheme where nearly 20 skill courses are available to students in open basket to make a choice. Some of these skill courses are non-NSQF aligned affiliating University approved Credit Based Courses (Theory only). The college has decided to do away with these courses in a phased manner and adopt Industry Oriented Employability driven Courses and NSQF prescribed Credit Based Certificate Skill Courses. In this direction college has signed MOU's with institutions which are working in tandem with industry so that students get an exposure during UG/Honors Courses. One such organization is Centre for Invention, Innovation, Incubation and Training (CIIT), Govt. Polytechnic, Baramulla under Directorate of Skill Development, Govt. of J&K. The college has equipment for Welding Technology to launch this skill course in near future. The college is thus highly prepared to take forward skill development in tune with NEP 2020.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	<p>The college is located in a place which has mixed culture of different ethnicities, languages and</p>

online course):	<p>religions. This includes Muslims, Brahmins & Sikhs etc. Also, there are Pahari and non-Pahari speaking populations living in the region. In order to make teaching comprehensive for the students this college has to adopt a multi-lingual scheme of teaching. Also, the cultural heritage of this region is kept alive by arranging cultural programmes of various ethnicities and origins from time to time. Wherever required the college is making full utilization of Online portals and Courses available to enhance this aspect. This way college is well prepared to fulfill the objectives of NEP 2020.</p>
5. Focus on Outcome based education (OBE):	<p>The college has a clear cut objective of catering to outcome based education where learners are given adequate time to achieve mastery in concepts. The teachers are aware that they must focus on the concepts which they want students to understand. The learning objectives are framed and announced to students before hand. The college has already adopted Learning Outcome Based Curriculum Framework and conducted a workshop on LOCF for faculty members of all colleges of Kashmir division in the year 2020 in subject area of Physics. With this capacity building of LOCF has been a great priority and college will not face any problem in making this transition to NEP 2020</p>
6. Distance education/online education:	<p>The college has a provision for permitting students to pursue the degree courses partly through regular mode and private/ distance mode of affiliating university (University of Kashmir). Also, college has a study centre of Maulana Azad National Urdu University where students can pursue Certificate, Diploma, Degree and P.G. courses in various subjects through distance mode. The college has installed interactive panels which are Wi-Fi enabled and has setup a studio for audio-visual recording so that the transition from Offline teaching to Online teaching is eased out and may be made at any point of time. Also college has sufficient repository of video lectures in different subject areas which are streamed through the college website to learners who require the same. The college is sufficiently equipped to meet the requirement of NEP 2020 in this aspect. The college is aware that dual degrees through regular mode and online mode are a possibility.</p>

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
180	130	130	130	130
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
14	02	02	02	02

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1102	1107	872	765	643
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
287	158	319	310	231

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
270	181	189	236	130

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
23	21	21	21	21

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
23	21	21	21	21

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 08

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
168.04189	37.09	29.51	66.2884	25.98216

4.3

Number of Computers

Response: 60

4.4

Total number of computers in the campus for academic purpose

Response: 46

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution (Government Degree College Uri) is affiliated with the University of Kashmir (NAAC Accredited A+) which has a robust mechanism of streamlined academic and administrative set up. The syllabi framed by the university are implemented by the college and fortunately many faculty members of the college are part of the curriculum development, revisions and updates carried out at the university.

The institution has a proper mechanism for curriculum delivery as well as documentation. Time tables are framed after due consultation of the teaching faculty while taking student community on board. The institution normally facilitates and delivers curricula through class rooms and laboratories, however, outdoor visits are also carried out. The class rooms are well furnished and conditioned as per the seasons. 80% of the classrooms are IT enabled with permanently installed Euro Boards for delivery of presentations as well as for use as a blackboard. Projection facility is also available in the institution for use anywhere in the college by the teaching faculty. The smart class room, auditorium, reading hall and e-Browsing centre of the institution also aids in appropriate delivery at times of need. During exceptional times, the online mode of teaching delivery is carried out. Online applications like Google Classroom, Wise, Zoom and WhatsApp are used to connect with the distant students for delivering the curricula comfortably to the student community. The outdoor activities are also carried out for effectively making real time acquaintance of the learners. To give exposure to students, various seminars and workshops are usually conducted by the institution. The students are encouraged for participation in the seminars, workshops, webinars, quizzes, competitions, etc. both within and at other institutions. The college usually takes students to the University of Kashmir for familiarity with the advanced laboratories besides listening to the subject specific lectures by the eminent professors of the university.

Besides the regular permanent faculty members, the teachers are also hired on contract basis for specific time periods by the authorised government body through interviews so that teachers with suitable set of skills are selected. All curricular activities are published in the form of notices, circulars, etc. which are also stored within the office files. Besides designated personnel for checking time table adherence by the teaching faculty, worthy Principal of the Institution makes surprise visits to the classrooms and laboratories for ensuring proper discipline and adherence to the academic time table.

The courses offered by the college are relevant to the local needs besides being of national as well as global relevance. Some of the relevant courses in this direction include computer applications, physics, mathematics, statistics, chemistry, environmental sciences, zoology, botany, psychology, economics, education, political science, history, human resource management, business communication, financial accounting, english, arabic, urdu literature, etc. The student community is diverse and is represented by various religions and sects. The skills of the students are continuously upgraded by inclusion of add on courses, for example, on computer literacy.

File Description	Document
Upload Additional information	View Document

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

Response:

The institution strictly adheres to the academic calendar for all activities which are usually framed by the University of Kashmir to which the college is affiliated. However, the vacation periods and resumption of academic activities are directed and published by the Higher Education Department of the Government of Jammu & Kashmir. The university regulates the conduct of all examinations of the college by notifying the date sheets and supply of relevant stationary. This procedure also sets a timeframe for the starting and closing of the regular class work for various semesters. The institution also frames its own calendar for operational planning of activities (curricular, co-curricular, extracurricular, etc.) in consonance with the academic calendar and timeframes implied by the University of Kashmir. Timetables for the teaching and laboratory work are framed by the college 'Timetable Committee' in consultation with all the departments and student inputs (if any). The heads of the departments and the Internal Quality Assurance Cell of the college monitor the progress of the syllabus completion. All examination related materials including the question papers and answer books are supplied and taken back by the university through its own secure transportation. The date sheets for the internal and practical/tutorial examinations are also notified by the university, however, these internal examinations are evaluated by the concerned college faculty and the awards are communicated through the online portal of the University of Kashmir in a time bound manner. The setting of question papers and external examination evaluation is carried out in a highly secretive manner by the university by utilizing permanent teaching faculty of the colleges and university in a double blind review pattern. The results are also declared by the university itself and the gazettes are made available for the download from the university website. The students can also access to their results on their personal registration account of the University of Kashmir.

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: 14	
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: 1											
1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.											
<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2020-21	2019-20	2018-19	2017-18	2016-17	01	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17							
01	0	0	0	0							
File Description	Document										
Institutional data in prescribed format	View Document										
Brochure or any other document relating to Add on /Certificate programs	View Document										
Any additional information	View Document										

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 3.47**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
191	0	0	0	0

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

1.3 Curriculum Enrichment**1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Even though established recently (2006), the institution offers a variety of courses for the holistic development of the students so as to make them competitive in the challenging world of competition. Besides providing the detailed knowledge of the chosen core subjects to the students, a variety of skill enhancement courses and electives offered by the institution provides the students with an opportunity to explore other subjects of interest to them. Courses which are of local as well as global outreach and interest are also included within the list of the courses which the students can choose from during the tenure of their studies. Some of the courses for sensitizing students towards the cross-cutting issues of local and international relevance to Professional Ethics (*e.g. the courses: Managing Human Resource; Communication Skills and Personality Development; Business Communication; Organizational Psychology; Human Resource Management (B.Com); English Writing Skill; English Communication Skills; etc.*), Gender (*e.g. Gender Sensitization; Developing Emotional Competence; etc.*), Human Values (*e.g. Guidance and Counseling; Conflict and Peace Building; Early Childhood Care and Education; Health and Well Being; Democratic Awareness and Legal Literacy; etc.*), Environment and Sustainability (*e.g. Environmental Studies; Environmental and Green Chemistry; Instrumental Methods of Chemical Analysis; Water Quality Analysis; Renewable Energy; Apiculture, Disaster Management; etc.*) are continuously offered by the institution. Further, the institution now also offers add on courses to the students on a regular basis (*e.g. Course on Computer Concepts*).

Besides the subject specific and other courses, the students are usually taken outdoors for visits to nature trails, important sites and tours to educational institutions which stimulate their interest and acquaintance to other disciplines of study and entrepreneurial opportunities.

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: 0.73

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
1	1	1	1	1

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

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

Response: 41.29

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

Response: 455

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: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	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: B. Feedback collected, analysed and action has been taken

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 84.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
540	500	400	400	400

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
580	520	520	520	520

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

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

Response: 100

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
287	158	319	310	231

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 most important thing in the teaching learning process of an Institution is the ability of its teachers to create enthusiasm, ignite passion for learning and generate curiosity among the students. Our teachers always adhere to deliver to their best in promoting value based teaching and enhance the moral development of the students, by imparting quality education.

The students admitted in our college are coming from far flung areas, various economic sections and communities of the society. Most of the students are from backward categories i.e. ST, SC, and OBC. The college is very much aware about their overall growth and social upliftment in the society.

Our college has a fair system for admission process. The college has constituted an admission committee consisting of senior faculty members who look after the admission processes like designing of admission forms and publication of college prospects. Students are provided counselling about the choice of their subjects from the selected streams for which two faculty members of the admission committee are deputed. The reservation policy of the Government regarding the backward sections of the society is strictly followed during the admission process

After, completion of the admission process, the Institution assesses the learning levels of the students in two ways at the time of the commencement of the programme. Students enrolled in various disciplines are identified as slow and advanced learners based on their performance in the classroom, laboratory work, Discussion, unit tests, assignment submission to each Department

After accessing slow an advanced learners, the teachers prepare separate list of slow and advance learners and conduct extra lectures for weaker students and provide much attention to them. Advanced learners are encouraged to ask their concern freely and frequently with the teachers, in a formal way. Students are encouraged to refer advanced textbooks for their advanced studies.

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: 47.91

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:

Student centric methods are of fundamental importance in enhancing the learning experiences. We believe in the adoption of students centric methods to enhance student involvement as a part of participative learning and problem solving methodology. The College strictly follows experiential learning, participative learning and problem solving methods to engage students in the learning process and thereby enhance its utility. Many innovate learning methods such as Seminars, field visits, industrial visit and guest lectures are delivered by eminent personalities in the institution from time to time. The institution follows student centric methods as given.

Experiential learning

In order to impart experiential learning, various community visits are organized to inculcate firsthand knowledge to the students. In this regard, visits to public places like schools, hospitals, public parks, agricultural fields and other places are conducted. The college conducts periodic visits to some nearby schools, where our students are made to teach and impart learning. Extensive field visits by Science Departments are conducted to various reputed institutes of the valley, University Departments, Botanical Gardens, Zoological parks, Wild Life Sanctuaries to impart experiential learning. Especially, the Department of Chemistry, Physics, Botany, Zoology, Environmental Sciences and Psychology uses this method. Plant material is collected by students of Botany for herbarium preparation. Cleanliness drive like Swach Bharat Abhiyan is organized in locality where students learn about the importance of cleanliness.

Participative learning

Group discussions, debates, Quiz, and seminars are regularly conducted within the classrooms and other platforms in the institution. Interaction sessions among the students, within the classroom are also conducted in order to encourage participative learning. Group Learning method is now being adopted through whatsapp group made by teachers. Teachers and student share their notes, previous question papers, relevant syllabus, study material related to their subject through this method. They share this information to each other.

Problem solving methodologies

Problems are posed to students from real world situation/case studies in the form of assignments and tutorials to formulate solutions for the same. The students are encouraged to consult the peers books, journals and online resources to come up with suitable solutions. The solutions are presented by students in classrooms through PPT presentations and group discussions

File Description	Document
Upload any additional information	View Document

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

Response:

In the modern times, the need of ICT is backbone in education sector for dissemination of education. GDC, Uri follows ICT enabled teaching in addition to the traditional classroom education. Almost majority of classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed internet connection. In the recent times of Covid 19 pandemic lockdown, teaching was fully conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning. The institution practises innovation and creativity in teaching-learning process. The college is equipped with 10 ICT enabled class rooms. The teachers make the full use of technology. They use laptops and the projectors and Youtube to make learning more effective. The teachers divide the students in groups and give them assignments. ICT tools are being used in teaching-learning process by teachers, the tools like Smart Phones, Internet, Projector, Google Class Room, You- tube, e-mail and what's app are being used to make students understand the courses and enhance their learning experience. The computer laboratory equipped with many computers having internet facility is provided to teach computer and related subjects

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: 48:1

2.3.3.1 Number of mentors

Response: 23

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: 100

File Description	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: 13.87

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
5	2	4	2	2

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 2.74

2.4.3.1 Total experience of full-time teachers

Response: 63

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

The mechanism of internal assessment followed by the institution is transparent and robust. The college

has a well organized mechanism for Redressal of examination related grievances. The student can approach the Teachers, College Examination Officer and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance. The schedule of evaluation is issued well in advance for the information of all the students. Detailed internal assessment calendar is displayed on the notice board and on the college website. Besides, announcements by the concerned teachers in classrooms are also made. The assessment calendar contains detailed information about the various steps and methods of evaluation process. Continuous assessment report of all the courses is made available to the students by the concerned teachers in the class. Internal examiners are appointed for each subject by the concerned department to evaluate internal examination. The students are given an orientation at the start of start of session. In this session the students are provided with the necessary details about the mechanism and procedure of examination related topics. Since the colleges have adopted the CBCS system, the students are given the requisite information about its functioning and the method of examination it follows. The students are stressed upon to go for extensive studies in view of the MCQ's. Moreover, the teachers as well as students are regularly impressed upon to go through the university website for updating themselves regarding the evaluation and the concerned issues.

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

Response:

The college has Coordinator Examination backed by Examination Committee who cater to any examination related grievances of examinees. The grievances if internal are settled within college in time bound and effective manner. However, if the problems pertain to affiliating University are referred to Controller Examination, University of Kashmir for timely redressal. The grievances regarding university examinations are forwarded to the University Grievances Committee. Students can obtain photocopy of the answer sheets from university on request. Students who were not satisfied with their marks at the University examinations can apply for Revaluation/Reassessment to the University. The students are notified about the same in due course. For students whose marks are not entered or incorrectly entered due to oversight in the University mark list, the college sends a photocopy of the mark list as prepared by the teacher with an application to rectify the error at the University level. The norms regarding grievances are displayed on University website. The Institution follows the University policy. The entire mechanism to deal with examination related grievances is time bound as per University rule and regulations.

File Description	Document
Any 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:

This college has adopted learning outcomes-based approach to curriculum planning and development since 2019. In this paradigm of teaching and learning, the student as well as teacher is well aware of the outcomes expected of a certain teaching activity. The teachers have been sufficiently trained to implement LOCF in the college through various training and induction programs. In the year 2019, college conducted a workshop on implementation of LOCF in subject area of Physics for all the colleges of Kashmir division. The students enrolled in any course are also briefed about their needs, scope and expected outcomes in advance so that the process of teaching and training is focussed towards the set objective. The paradigm is implemented across all the courses taught in the college. The college follows strict mechanism to commune the learning outcomes to stakeholders. Workshops are also being conducted to develop the objectives and outcomes at the beginning of every academic year. GDC Uri is a government run college currently running Under Graduate courses (B.A, B.sc, B. com) for the students. B.Com was introduced in the college from 2019 session. There are 15 subjects taught in the college viz. English, Hindi, Political Science, Commerce, History, Chemistry, Physics, Botany, Zoology, Mathematics, Statistics, Arabic, Urdu, Education, Computer Application, and Environmental Sciences.

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

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

Response:

The programme outcomes are evaluated through Continuous Assessment Tests and Semester examinations. Continuous Assessment Tests are conducted by individual departments/faculty members on basis of the prescribed syllabi. Whereas Semester examination is conducted by University of Kashmir , (Affiliating University). However during lockdown an account of COVID the practical of conducting external examination was entrusted to college which conducted examination of students through ONLINE mode.

1. The career counselling cell of the college works tirelessly at the beginning of every year to guide the new students.
2. The college operates semester plan laid down by the government. At the start of each semester, the subject matter teacher deliberates on Course Objectives at the preparatory part of respective subjects.
3. Hard copies of the syllabi are kept in every department and library. It is circulated at the commencement of every semester. The syllabus is also available on Website of Kashmir University and can be downloaded easily. The link of the website where syllabus can be downloaded is <https://egov.uok.edu.in/courseinfo/syllabus/prelogin/course.aspx?coursetype=UGNP>.

4. Further, the faculty of every subject explains the course objectives, evaluation pattern, marking scheme etc. to the students.

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: 71.29

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
270	108	142	96	86

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
270	181	236	130	137

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.45

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: 0

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

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

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

Response: 0

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

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

3.1.2.2 Number of departments offering academic programmes

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

File Description

Institutional data in prescribed format

Document

[View Document](#)

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years**Response:** 6**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
00	02	01	02	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:** 0.56**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
09	0	02	01	00

File Description	Document
Institutional data in prescribed format	View Document

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.05**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
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3 Extension Activities

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

Response:

The Government Degree College Uri organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. NSS unit, Red Ribbon Club, Cultural Committee, NCC Unit and a team of committed faculty members engage students in the community development programmes. Rural India has been facing uncleanliness, unhygienic, malnutrition conditions and the most important problem is open *defaecation*. Due to such activities students also get aware about sanitization. For abatement with deforestation and pollution problem NSS unit focused on tree plantation among villagers. Our volunteers actively participate in the rallies on AIDS and cancer awareness programmes organized by government civil hospital; also conduct expert talks on HIV. These activities among students make positively impact on health awareness and personal hygiene.

Working together with other individuals, students learn to negotiate, communicate, manage conflict and lead others. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Involvement in these extension and outreach activities, the students develop critical thinking skills and time management. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well mannered citizens.

As a part of extension activities, the following activities are organized in collaboration with the club and communities established in the campus which include NSS, NCC, Red Ribbon Club, Women's Cell, Cultural Committee and sport committee.

- Campus beautification and cleanliness programmes.
- Organizing campus for the awareness regarding the causes and consequences of fatal disease like AIDS.
- Regular Health Check-up camps for students
- Organizing lectures inviting specialists from different domains for Medical check-up.

- Organizing series of lectures for personality development programme.
- Organizing rallies and camps for the eradication of drug addiction.
- Organizing job fairs
- Organizing competitions like debate, essay writing, slogan writing, and dramatic performances.
- Organizing Excursions to different places.
- Organizing various Subject tours.
- Sensitization programmes in rural areas.
- Celebration of International Youth Day.
- World AIDS day.
- Plantation Drives.
- Essay Writing, participation in Debates.

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: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document
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: 22

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
02	04	02	06	08

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: 43.89

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
651	948	51	370	132

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

3.4 Collaboration

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

Response: 1

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
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	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: 1

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

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

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

Govt. Degree College Uri is located in the remote town of district Baramulla and is set up on a huge area of land. The college has adequate infrastructure in terms of buildings and other amenities. The college possess enough resources in terms of infrastructure and staff to cater the increasing demand of students of Uri who seek admission in this college. The college possess number of classrooms where teaching and learning takes place. Almost all classrooms are fully equipped with modern era interactive boards making teaching and learning process very interesting. Besides the college has state of art Browsing centre which is served by high speed internet facility and is open to use for student. The students are allowed to use browsing centre thereby making them aware of new developments in the field of Science, Technology, Arts, Poetry and international relations. There is vast number of books in the college library and it's under the process of automation thereby the students can borrow and return book easily. The library has a separate reference section on the subject matter and also possess book on career guidance and progression. It also provides remote access to the faculty of the college has subscription of various online e-sources. Various subjects taught in the college have practical component as a part of curriculum. These subjects include Physics, Chemistry, Botany, Zoology, Computer Application, Psychology, Educational technology and Environmental science. The college possess well equipped laboratories to impart the practical knowledge to its students. Other than the main subjects, skill courses also have practical portion which is catered accordingly. The college has also signed MOUs with various centres of higher learning and industry based institutes. As part of imparting technical knowledge to its students various skill courses are in operation as part of curriculum. Recently, numerous students had opportunity to learn basic computer skills, which was done in collaboration with NIELIT. The college also possess a well versatile e-content room which functions to the optimum and helps create video lectures for the benefit of students. The college also possess has a state-of-the-art auditorium with a seating capacity of 250.

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

Response:

Govt. Degree College Uri has plenty of facilities to carry out activities vis-à-vis Sports, Cultural and academic nature etc. The college has a full-fledged sports and cultural committee in place which look after the matter concerned sports and culture. Town Uri being unique in the cultural identify has contributed a lot to the field of culture. Keeping this in view, various programmes are held time to time in the college campus particularly organized by the cultural committee. The college has also its own Tarana penned down by one of the eminent cultural personality. The college possess state of art fully equipped with latest ICT devices. The auditorium hosts all cultural events, debates, seminars and other events. The college also has a full functional gymnasium both for male and female students. The college sports committee is a vigorous committee of the college prepares students for various sports like Cricket, volleyball, Badminton, Table Tennis, Kabaddi, Football and Kho-Kho etc. Recently under the banner of

Azadi Ka Mahotsav, college organised various sports activities which include freedom run and cycle race. The college has a huge playground at its disposal where such activities take place. The college Gymnasium is a well maintained and is equipped with high quality fitness equipments. The college also possess a Girls Common Room where girls spend the leisure time during these activities. Recently a group of 30 students (males and female) went to hiking for one day to upper reaches of Bosiyan. They managed to trek on tough terrain but also did some stuff on inclined slopes.

File Description	Document
Upload any 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: 8

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

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

Response: 37.66

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
146.30	12.30	0	1.10	17.25

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

4.2 Library as a Learning Resource

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

Response:

Since its inception in 2005, the College Library System endeavors to cater the information and learning needs of its users. The library is located in a spacious and well ventilated hall annexed with the Browsing Centre/ Reading Room. The Library collection includes both print and online resources ranging from text book collection in print and online format to the journal collections in online mode. The library has collection of **13448** volumes of print **books**. **The library has a membership with N-LIST, which is a college component of e-ShodhSindhu consortium with access to 6,000+ journals, 1,99,500+ e-books under N-LIST and 6,00,000+ e-books through National Digital Library of India.** The library provides teachers **remote access to e-resources** subscribed by Allama Iqbal Library- the central library of affiliating university viz. University of Kashmir, Srinagar. The library also includes the facility of access to number of magazines and newspapers for the benefit of the students and staff of the college. The library is partially automated and the software used for the library automation is **KOHA**.

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: 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: 4.42

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	9.5	0.429	1.50	3.69

File Description	Document
Institutional data in prescribed format(Data template)	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:** 2.31**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 26

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:**

GDC Uri continuously strives for the need of updating college ICT facility. The college has focussed more on the updation of its ICT facility especially after the lockdown of 2020. In the recent years the college succeeded to add numerous ICT devices to facilitate the modern trends in education. Initially, the college had only one smart board enabled classroom which was subsequently upgraded to 06 classrooms. Currently, the college possess 06 classrooms enabled with smart URO boards. The college established a well functional and state of art facility browsing centre. The number of computers was also increased to 60 out of which 80 percent are reserved for students only. The browsing centre is well established and is backed up by 3.5 KV solar energy plant which supplies uninterrupted electricity. The bandwidth of the internet was initially 3 Mbps and was subsequently upgraded to 10Mbps by installation of BSNL lease line. All classrooms are equipped with user friendly smart interactive boards which enable teachers to disseminate information to student in a very interesting way. All computers are connected with high speed internet. A total number of computers have been upgraded, both in quantity as well as in quality. Each HOD of the college has his/her own system, Printer and UPS making it easy for them to deliver various

classes in the college. The college library is currently partially automated. The college has well equipped separate **e-content room** which is used for the recording of lectures which are subsequently disseminated for the students. The college auditorium is also a state of art architecture with all modern ICT equipments.

File Description	Document
Upload any additional information	View Document

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

Response: 24:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: D. 5 MBPS – 10 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: 0.28

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
1.00	0.1	0.08	0.17	0

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

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

Response:

GDC Uri is affiliated college run by government of Jammu and Kashmir. There is separate head for maintenance of equipment and infrastructure. The released amount is utilized judiciously for the said purposes keeping in view the need of hour. GDC Uri warrants best possible distribution and operation of the allotted financial recourses for maintenance and repairs of diverse facilities by holding regular meetings of concerned committees framed for the said task. The utilisation of the allowances received in this head is consumed as per the requirements in the interest of students.

Laboratory

Recording of maintenance account is maintained by lab technicians, duly supervised by HODs of the concerned departments.

Maintenance of laboratories: The calibration and maintenance of high end lab equipment's are done by the technicians of enterprises from which the purchase has been done.

Library

1. The requisite and list of books is taken from the all departments by involving HOD's in the process. The finalized list of proposed books is duly approved and attested by the Head of institution.
2. Suggestion box is installed within campus and also in the reading room to record suggestion, grievances and feedback. Their constant feedback facilitates the system deficiencies hence scope of up gradation of services.
3. To ensure return of books, 'minimal amount' as late submission fee is mandatory for students before appearing in exam.
4. A proper functional library committee is functional to weed out old titles, schedule of issue/ return of books etc.
5. A proper software is used to record the books in Library.
6. The maintenance of the reading room and stock verification of library books is done regularly by library staff.

Sports

College sports committee is in charge of all sports activities and sports related equipments. Regarding the maintenance of sports equipment the college sports in charge is deputed. During last five years, college participated in different Cricket, Volley Ball, Cycling, Racing, Hiking and Trekking and Kabaddi and other sports events.

Computers

1. A fully functional computer laboratory is established to enrich the students.
2. Centralized fully functional computer browsing room is also established backed by 10 Mbps high speed internet. The facility is available to students of all programmes and semesters.
3. Each department is allotted high configuration all in one desktop backed up by high speed internet.
4. Open access journals is also available.

Classrooms

1. The college has a variety of committees for maintenance and upkeep of infrastructure. At the departmental level, HODs give in their needs to the Principal.
2. Administrative office is mainly responsible student's academic requirements.

Others

1. Department wise annual stock verification is done by concerned Head of the Department.
2. Regular maintenance of Computer Laboratory equipment's are done headed by the faculty in charge.
3. Regular cleaning of water tanks, proper garbage disposal, pest control, landscaping and maintenance of lawns is done by Institute concern Employees.
4. College campus maintenance is monitored through regular inspection.
5. Upkeep all facilities and cleanliness of environment in men's and women's hostel is maintained through Hostel monitoring committee.
6. Outsourcing is done for maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and broadband.
7. Updation of software's is done by concerned officer and technician
8. Outsourcing is done for the maintenance of wooden, furniture, electrification, and plumbing.
9. Regular maintenance of the water cooler and water purifier is done.
10. Proper maintenance of lawn and sports play ground is also done time to time by the local fund employees besides outsourcing support staff.
11. Green house is maintained by Botany Department duly assisted by Local employees.

File Description	Document
Upload any additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 31.36

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
299	209	45	143	559

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: 5.38

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
78	0	1	1	126

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

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

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

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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: 54.11

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
824	598	408	366	303

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: B. 3 of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 2.64				
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
03	01	02	03	12
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: 22.96	
5.2.2.1 Number of outgoing student progressing to higher education.	
Response: 62	
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: 12.42

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
03	0	01	03	08

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
54	14	18	17	24

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 11

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
09	0	01	1	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	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:

Govt. Degree College Uri, Baramulla (Kashmir) has the mission to develop a group of pupils that are capable of living life outside of the classroom. As a result, it grooms them from the start by including them in a variety of college-sponsored activities. While the institution has a busy calendar of events organised by several committees and departments, each committee has its own group of students. The Sports committee is one of the co-curricular domains with the biggest student representation. It is in charge of the majority of extracurricular activities. The department, which is led by a capable faculty, has produced a large number of students who have represented the college in numerous games. These boys and girls not only play a variety of sports, but they also assist in the organisation of various occasions by maintaining the greatest level of discipline and etiquette. The college's NSS wing has its own registered student body. They assist in the carrying out of important social activities. The NCC Cadets are a well-behaved group who monitor protocol and discipline as needed. Students participate in IQAC, Sports Council, NSS, NCC, Seminars, and Debates Committee councils on routine basis to smoothen college functioning. Students are also represented on the Cultural Committee. The college offers a Specially Abled Students' Cell, where students with any form of special ability can join to get their grievances addressed wherever and whenever they are needed.

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: 5.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	06	11	02

File Description	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 college has been established in year 2005 and first batch of students passed out after completion of Graduation in the year 2009. Accordingly, the college involved these alumni to receive the feedback and suggestions as how the academics, sports and administration of the college should be managed so that the students in queue undergoing education in this college seek maximum benefits. The alumni of the college include the candidates who have career in different walks of life including games and sports. The college has made registration of alumni free for first 05 years without any fee so that no candidate is left out and on account of financial constraints. However, a very nominal fee is charged at the end of 1st term of 0-5 years. The participation and registration are a voluntary action and some of the alumni help out students of college in future pursuits which includes entrepreneurial and job oriental practices. The college however has not been able to seek a consumable financial support from its alumni association which exists under name and style of "Uri College Alumni Association (UCAA)". Due to unfavourable conditions on account of political unrest and COVID-19 related lockdowns the formal registration of association with Registrar of Societies remained pending and has been taken up and will have formal registration within the months' time. The alumni of college are invited to college for deliberations and brainstorming sessions and contemporary issues faced by the college for charting out a customized growth curve for the college as per local conditions and strength and weakness of the institution.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision and Mission

VISION:

Government Degree College, Uri seeks to provide a transformative educational experience to develop knowledgeable contributor's career-ready learners and global citizens for an ever changing and challenging world. The college aims at being a leader in creating unique and exclusive learning opportunities in all disciplines of study that ultimately lead to the advancement of learning and creation of a sustainable societies and environment.

MISSION:

To provide students with opportunities of learning through broad and balanced academic programmes and to provide them opportunities to explore and have their potential to develop their human and intellectual capacities to the fullest.

To create and maintain a level of excellence and high standard in all programmes and all college driven activities.

To keep track of current trends and finest practices in education so that the college is constantly growing and evolving.

To develop diversity of thoughts, ideas and perspectives to enrich students and all college stake holders.

Management

Established in 2005, Govt. Degree College, Uri initially functioned in a pre-fabricated structure operating from the premises of Govt. Higher Secondary School, Uri. Subsequently, the college sought funds, to the tune of Rs. 10.78 Crore under the Special Scheme of Prime Minister's Reconstruction Programme through UGC for development and construction. The main building was constructed by JKPCCL Ltd. and awaits formal hand over to the Department of Higher Education. The building comprises of six spacious Classrooms, 5 Laboratories for Chemistry, Botany, Zoology, Physics, and Computer Sciences besides a Herbarium room, Museum, Washrooms, Staff room, Conference rooms and an Auditorium of 300 seats capacity. The college has a sanctioned teaching staff capacity of 23 members besides Principal and non-teaching staff capacity of 19. The staff at present is overall young, talented and dedicated. The institution provides fully equipped state-of-art, modern laboratory facilities to the students, which are not less than the facilities provided in any other institution of the state.

The institution has streams of science, humanities and commerce. Since the modern technology has opened new vistas of communication in knowledge and education, it has also posed the challenges for the students and teachers, as they have to face competition at the state, national as well as international level. Although the institution offers admission in limited subjects in basic sciences, humanities and commerce, but our commitment to excellence and consolidation in quality is firm and unshakable. In addition to these courses subjects like Public Administration, Kashmiri, Music and Fine Art, Food Technology, Geography and Geology are also under active consideration for introduction in coming days.

The College ensures decentralized and participatory governance. The college impresses on joint

administration by taking all stakeholders in confidence. The Management solicits the talents of the staff in managing various administrative responsibilities and appoints them as officials that include staff secretary, IQAC Co-ordinator, Co-ordinator Examinations, Heads of various Departments, Office Superintendent and Coordinator of various cells.

File Description	Document
Upload any additional information	View Document

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

Response:

The administrative responsibilities have been well divided among the teaching faculty and non-teaching staff. At the core of this decentralizing process, is the staff council of the college in which the entire teaching faculty, are the members. The constitution of various committees and the delegation of authority and responsibilities to the conveners and members of the various committees ensure a decentralized method of functioning. There are 27 Committees/Cells and Clubs which undertake various college activities. Some of the important committees of the staff council are: The Internal Quality Assurance Cell, The College Purchase Committee, the College Advisory/Planning/Development Committee, College Admission/Time Table Committee, Examination Committee, College Library Committee, College Magazine Committee/Publication Committee, College Grievance Redressal and Anti Ragging Cell, College Sports Committee, College Protocol Committee, UGC Affairs/Research Committee, Career Counselling Cell, Scholarship/Financial Aid Committee, College Tour/Travel/Transport Committee, College Canteen-cum-Facilitation Committee, Campus Management and Landscape Committee, College Cultural Activities/Debates/Social Activities/Seminars and Conference Committee, College Discipline Committee, Committee Against Sexual Harassment, Website Management Committee, Committee on Minority/OBC/SC/ST, Literary Club, Women Development Cell and Red Ribbon Club. Further for assistance of college administration there are various coordinators including In charge College Automation Cell, NSS Program Officers, Coordinator MANUU, ANO NCC Wing. Apart from these committees, various other committees are also formed by the Principal of the college for carrying out any specific tasks. Also, the staff council is consulted for making important decisions pertaining to the college. Through various clubs and cells it is ensured that there is all round participation of the students and leadership and organisational activities are encouraged in these clubs. As students are the important stake holders, they are incorporated as members in some of the relevant committees to put forth their views for decision making. The college has student representatives from each class to bring the students issues to the concerned authorities and assist in bridging the gap between the administration and the students.

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The strategic and perspective plan 2017 to 2021.

Over the past 05 years the college has showcased incredible growth. In order to maintain this progression, strategies are formulated and implemented effectively in a timely manner. Perspective/Strategic plan stresses on existing trends and distracting forces in higher education strata which when adopted may lead to efficient and improved performance. Assessment of stakeholder's expectations, students, faculty members, employers, and local populace is kept in consideration. The plans are proposed after rigorous and appropriate discussions keeping in view the short term, medium term and long term development plans. The college adopts student centric approach as the final stakeholders are the real beneficiary of these developments.

GDC Uri strategic plan includes the following:

The college adopts strict approach in adhering to the curriculum which is adopted by University of Kashmir. The faculty members and students are encouraged to take up online short term courses to augment skills and technical abilities. The college emphasis on providing quality education which is also focussed on industry engagement, Alumni engagement and Social outreach. The college is keenly working with the local of the region. The activities calendar is prepared at the start of every academic year through the Academic Calendar keeping in view all stakeholders of the institution. Suggestions are also sought from students and faculty members in designing the activity calendar.

The college is government run institution affiliated with University of Kashmir. Development Plan is a quality initiative which focuses on the overall improvement of the departments in terms of infrastructure, faculty strength, faculty achievement, student's development and student achievement. The plan is mapped by the HODs of all departments in consultation with their faculty members. This plan is then discussed with the Principal and followed by approval from the management.

The salient features of the strategic plan are:

- Developing multidisciplinary innovation ecosystem, leading to incubation at institute, project based learning for students.
- Presenting projects at reputed institutes by students
- Encouraging faculty members and students to National/International level events
- Participation of teaching and non- teaching staff in various trainings, conferences and workshops.
- Sign MoU with industry for training, interaction, inviting experts for interactive sessions.
- Organize Workshops/Training for Faculty/ Organizing Conferences

- Introduce Certificate/Value Added Courses
- Guest Lecture, Association Activities of respective departments
- Industrial and Field Visits
- Purchase of Lab Equipment, Lab Accessories/Tools/Consumables, Software purchase
- Internships and Industry based projects for students
- Regular interaction with students to decide on their future course of education and profession

File Description	Document
Upload any 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:

As is evident from the Organogram of the Govt. Degree College, Uri the principal is overall head of the institution whose functioning is governed by the civil service rules framed by government in general and regulation framed by Department of Higher Education in particular. Within the organisation he is assisted by heads / coordinators of various organs of the college in academic matters and conveners of various committees in administrative and other matters. The conveners frame requirements/ calendars of their concerned committees and execute the same in tandem with others. The range of committees is very diverse extending for development, purchase, quality assurance conduct of educational tours, maintenance of discipline, career counselling, women development to ensuring of gender equality and conduct of social and cultural activities etc. The college has various committees at present besides ANO/ Coordinator examination/ Coordinators MAANU and NSS officers. The conveners of committees are accountable to the staff council for their performance over a specific period and can be nominated as well as removed by majority vote of staff council. Thus the college has an inbuilt self- correcting mechanism where effectiveness and efficiency of each member of teaching and non teaching staff is visible and can therefore be evaluated in terms of deliverable over a period of time conducted numerous extension activities in last 5 years spread over the diverse areas meant for proper personality growth of students. The performance of every individual faculty member becomes a part of his/her APR as is required for his further placement and promotion to higher grade.

File Description	Document
Upload any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The employees of the college both teaching faculty as well as non-teaching faculty, are covered under General Provident Fund Scheme or New Pension Scheme of the central government. Besides, the employees of the college are also covered under State Life Insurance (SLI) Scheme. In addition, all the staff members of the college are covered under Group Accidental Insurance Scheme. For all of these schemes, the employees have to make necessary contributions which are deducted at source. Medical reimbursement for major ailments and surgeries is granted on the production of bills and details by the government of Jammu and Kashmir. TA/DA is granted to all the employees in case of any transfer and deputation. Teaching and non-teaching staff is provided with financial support to attend training programmes. Besides casual leave of 15 days, the male and female employees can avail Paternity and Maternity leave of 15 days and 06 months respectively, for maximum of two surviving children. In addition there is housing building advance schemes for employees, bank loan for purchasing electronic gadgets and educational loan for education of their wards available to faculty and other employees of the institution.

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: 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	2	1	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: 27.99

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
07	07	03	07	06

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	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:

A high-quality performance management system works towards the progress of the overall organisational performance of committees and individuals for ensuring the achievements of the overall institutional mission and goal. An efficient performance management system plays a vital role in managing the institution in an proficient manner. In line with this, the Institute is following the appraisal scheme recommended by government of Jammu and Kashmir. The appraisal system includes annual Performance Based Appraisal System (APR) of both teaching and non teaching staff. Furthermore, the government has also put in action the monthly performance report by launching a portal namely EMP. The department of higher education also seeks weekly performance of faculty members and the grading is done on the basis of work done by the concerned faculty member. Furthermore, the Principal of the college in association with Internal Quality Assurance Cell (IQAC) of the college are the primary watchdogs who monitor academic activities, academic transactions, curriculum completion status and feedback from the learners. The IQAC conducts periodical academic audit to review the performance of the teachers besides reviewing quality of teaching wherever needed, necessary interventions are made like arrangement of remedial classes for slow learners or supplementary material to extra-ordinary students of the college. The teachers submit monthly performance reports to parent department.

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:

The college has an internal audit committee. The committee meticulously verifies the income and expenditure details and the compliance report of internal audit is submitted to the principal. External audit is conducted once in every year by an external agency. The external audit is conducted by the Accounts General office on the financial transactions every year to ensure financial compliance. Before the start of every financial year, the principal of the college submits a proposal on budget allocation to Higher Education Department Jammu and Kashmir, by considering the recommendations made by the IQAC, College Development committee and other committees. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non

– recurring expenses like lab equipment purchases, furniture and other development expenses. The expenses are monitored by the accounts department as per the budget allocated by the government. The external agency has conducted external audit however the report is awaited.

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:

Government Degree College Uri is a government institution. Government of Jammu and Kashmir is the only funding agency which provides funds for the academic and infrastructural development and other recurring expenditures such as salary etc. The college offers no self financing courses currently. Since the college is located in a rural, backward and border area of the country, strategies to collect and mobilise funds for the development of the college and students welfare from non-government bodies, individuals and philanthropies is very difficult. The college solely depends on the government of J&K for funding. The fee is collected from the students under various heads like Admission fee, Pool fund, Furniture fund, Student services fund, Building/College maintenance fund, Stationary/Publication fund, Magazine fund, Reading Room fund, Games fund, Miscellaneous fund, Student Aid, Medical Aid fund, Social Activity, Subject Tour fund, NSS fund, Lab improvement fund, Computer application fund, Eduset fund, Identity card fund, Excursion fund, Red cross fund, Relief fund, Hot and Cold charges, Motor vehicle fund and NCC fund. Fee collected from the students is deposited in the college local fund. A part of the accumulated fee is remitted to the higher education department J&K which maintains a pool fund of remitted fee by the colleges, out of which funds are allocated to the college.

The college is continuously working on evolving strategies for optimum utilisation of its financial and other resources. The college development committee works out the action plan after deliberations and the same is submitted to the college principal for its effective implementation. The funds allocated are properly utilized by Principal of the college as per the prescribed financial code of the government for overall development of the college and the priorities worked out by the college development committee. Proper record of expenditures is maintained which is audited by the government from time to time.

6.5 Internal Quality Assurance System

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

Response:

The internal quality assurance cell of the college has been setup to devise the action plan for the overall development of the college, ensuring quality in teaching learning and NAAC accreditation of the college. Since its constitution the committee has been relentlessly working in this direction. The committee has had many meetings to develop strategies and plans for the development of college, ensure quality in teaching learning, mobilizing resources efficiently and NAAC accreditation of the college. An action plan has been chalked out wherein each member of the IQAC and other staff members have been assigned tasks specific to NAAC accreditation and quality enhancement in overall teaching-learning and overall development of the institution. The plan of action includes improvement in library facility by adding more books, automation of library and adding more E-resources, improving the browsing centre of the college. Besides B.A, B.Sc the college introduced B.Com Course after permission from the government and affiliating University which is operational from the academic session 2020-21. IQAC performs below mentioned functions:

1. IQAC also exhorts the teaching faculty to mobilize the resources from different funding agencies for research activities for their personal and professional development.
2. IQAC organised training programmes for the teaching faculty of the colleges of Kashmir division. To ensure quality in teaching learning and extra/co-curricular activities feedback for the assessment of faculty is taken from the students. The feedback is analyzed and teachers are advised for improvement accordingly. Teachers are advised to interact with students and address their grievances timely.
3. IQAC intends to organise a training programme for non teaching and supporting staff.
4. IQAC verifies Annual Performance Reports of faculty members and API scores before the same is sent to Higher Education Department for placement to next grades which ensures quality and professional development of the faculty members.
5. IQAC also encourage the faculty to attend refresher courses, orientation courses, Seminars, webinars, workshops, conferences and other training programmes.
6. IQAC also performs its own SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis from time to time in order to identify strengths, weaknesses and opportunities for the overall development of the

college.

7. IQAC has been exhorting upon the teaching faculty to regularly attend the Board of Studies meetings of the University to provide necessary inputs and suggestions for the improvement of course content and syllabi.

File Description	Document
Upload any additional information	View Document

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

Response:

The college has a robust teaching-learning ecosystem which rests on suitable infrastructure, responsible staff, sufficient resources and effective administration. In teaching and learning, the Principal of the college and Internal Quality Assurance Cell (IQAC) of the college are the primary watchdogs who monitor academic activities, academic transactions, curriculum completion status and feedback from the learners. The IQAC conducts periodical academic audit to review the performance of the teachers besides reviewing quality of teaching wherever needed, necessary interventions are made like arrangement of remedial classes for slow learners or supplementary material to extra-ordinary students of the college. The teachers submit monthly performance reports to parent department. The college has six classrooms equipped with smart boards and internet connectivity. There are six fully equipped laboratories in the college. The teacher student interaction is encouraged by impressing up on the students that they can approach the teacher anywhere and every time they need any clarifications regarding their academic pursuits. The overall Performance is monitored through Employment Performance Portal launched by government of Jammu and Kashmir. The reports submitted are accordingly graded as per the performance shown by the subjective employee.

File Description	Document
Upload any 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 intitatives with other institution(s)**
- 3.Participation in NIRF**

4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: C. 2 of the above

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

GDC Uri shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus. Sensitization of the students is done through special lectures and functions. Specific initiatives with respect to key areas are as follows

1, Separate NSS unit is started exclusively to encourage the girl students and the unit is successfully conducting various activities to serve the society.

2, Safety and security: Restricted entry to any outsider as college gate is closed and visitors are allowed only during visiting hours. Only the students possessing a valid identity card of this institution are allowed inside the campus . Behavior of students is monitored under set of well defined rule under the guidance of teachers .This system ensures that all Female staff, students can move freely in the campus and feel assure that they are secure at all the time in the campus.

3, Women Development cell is established to promote the well being of the female students ,teaching and non-teaching women staff of the college.

4, Counselling : The institution has a dedicated Counselling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels. Women Development cell also conducts awareness programs on gender sensitization, women rights and women empowerment

5, Female Common Room: Separate department for female faculty members Separate common room is allotted to female students and female non teaching staff to take a rest. Adequate facilities are being provided to them. Separate Washrooms for ladies are also available. Also separate department for female faculty members.

6, Medical wellness room facility is also available for first aid and assistance during emergency medical situations. Institution is also in close connection with Sub-District Hospital Uri to tackle off medical problems of our students.

7, Gymnasium: The institution provides this facility during working hours for both male and female students for physical fitness.

8, The institution constituted the following committees as per norms laid by University/UGC: Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Students Disciplinary Committee, Women Welfare & SC /ST Students Welfare Committee, Safety & Disaster Management Committee and Mentoring Programme cares for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs.

9, Awareness programs like importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically.

10, The institute celebrates Women's day in a grand manner and presents success stories of famous women to inspire the girl students and to make them understand their potential.

11, Regular deputation of faculty members to attend refresher courses, workshops, orientation courses related to the gender equality.

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
Any other relevant information	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:

Waste management

GDC URI has designed methods for the management of waste generated in the campus using the basic waste management strategy of 3R's: Reduce, Reuse and Recycle i.e., Reduce the amount of waste generated, Reuse everything to its maximum after proper segregation and cleaning and keeping things which can be Recycled aside and handed over to appropriate agencies. The waste generated in the campus include liquid waste and solid waste- both of biodegradable and non-biodegradable nature & chemical waste. No classified hazardous waste is generated in the campus. The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with well-designed strategies to make campus clean, hygienic and healthy.

Cleanliness drives are also carried out by college NSS and NCC units in collaboration with college students on timely basis.

GDC Uri as is located in Municipal town Uri, so Municipal committee Uri also conducts cleanliness drives in and around the campus on weekly basis in regard of waste management.

The waste generated is classified into the following types:

1. Solid waste Management

Solid waste includes both biodegradable and non-biodegradable components. The non-biodegradable solid waste generated in the campus include, paper, plastics, metal cans etc. Biodegradable waste includes food waste, vegetable peels, leaves etc.

'Use and throw' items like plastic cups, plates etc. used in the college canteen are replaced by reusable items steel glasses and plates. Glass, paper and metal waste is sold for recyclers.

College is also taking measures of using two sides of paper for printing, using waste paper for rough work. In the library, scanned copies of question papers are kept instead of hard copies to prevent the futile use of paper and the same knowledge is imparted to the students by placing banners and placards holding, "SAVE PAPER, SAVE TREES".

Food waste and non-biodegradable waste are collected in separate bins. Biodegradable waste is disposed off in several dumping sites, specially earmarked for the purpose.

2. Liquid waste Management

Liquid waste that is generated in the institute falls into three following categories.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen.
2. Wastewater from laboratories using chemicals.

As the college is located in municipal council area, waste water generated from the sanitary facilities is disposed off into septic tanks located at different places in the campus and their effluents combined with canteen waste water is used for gardening, watering trees etc. The excess wastewater will be directed into natural drain passing underground near by the college campus.

Waste water generated from the laboratories is very small in quantity; hence they are handled along with septic sewage.

The future vision of the college is to establish full-fledged sewage treatment plant for sewage treatment and recycling the same fully within the campus, thus achieving the goal of zero discharge campus

3. E-waste Management

E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, fax machines, battery cells etc. E-waste is disposed off through vendors. Use of mobile phones in the campus is prohibited and seminars and class teachings are given for the proper e- waste disposal.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	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: D.1 of the above

File Description	Document
Geotagged photographs / videos of the facilities	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

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

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	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: A. Any 4 or all 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:

GDC Uri is always at the forefront of inviting diversity, eradicate stereotypes, enhance self-esteem,

encourage students to have a voice and demand educational achievement.

To achieve these objectives, courses like Political Science, Psychology, History, Disaster Management, Early Childhood care & Education, Developing Emotional Competence, Democratic Awareness, Conflict and Peace Building, Guidance and Counseling are incorporated as a small step to imbibe and inculcate these traits among the students.

Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions, and learning styles of the students and make an earnest effort to understand the racial and cultural characteristics of students.

Along with curriculum, additional English communication skills, English Language Teaching, Urdu Language, Hindi Language, Arabic courses, Learning Skills of Afsana in Urdu, English Writing skills, and soft skills classes are conducted to make the students from different backgrounds communicate effectively in different languages offering linguistic diversity.

College Discipline Committee, Grievance Redressal cell and Women Development Cell aims at social protection, ensuring tolerance and harmony, reducing vulnerability, building human capital, empowering women and girls, cultural, regional inclusion.

Industrial visits, tours to all religious sacred places, Community Engagement programs expose students to the practical challenges and also make the students from different backgrounds adapt to one another to create a tolerance and harmony in the organization.

During national festivals and other events of the college, eminent personalities are invited to emphasize the importance of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

NSS and NCC activities of our institution mitigate the socioeconomic diversities and progress them towards leading to a tolerant and harmonious living.

Cultural and Literary committee, through various clubs organizes plays, skits, competitions and invited lectures, educates the students and makes them aware of their social responsibilities and understand the implications of their actions. In cultural programs, traditions of various regions are respected.

Students are involved and encouraged to participate in various co-curricular and extracurricular activities to make them mingle with one another and share their opinions and disagreements in a harmonious manner.

The institute provides poor and merit scholarships as financial support and conducts aptitude and general knowledge classes for the interested students to help them for their competitive exams.

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

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

Response:

The institution sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities.

The college curriculum is framed with courses like Political Science, Psychology, Education, History, Disaster Management, Early Childhood care & Education, Developing Emotional Competence, Democratic Awareness, Conflict and Peace Building, Guidance and Counseling as a small step to inculcate constitutional obligations among the students.

The institute hoists the flag during national festivals and invites eminent persons to inspire students and staff by informing the qualities of freedom fighters and to emphasize the duties and responsibilities of citizens.

The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules. The institution encourages participation of students in Sports and Games, NCC and NSS at National level to strengthen nationwide bond and relation.

The institution takes pride of raising up successful leaders among the students by conducting the Student Council election every year. The elected representatives are given leadership training and delegate the responsibilities of organizing college programmes with the support of other student volunteers. Staff members participate in the national celebrations, Flag Day and take oaths for the cause of the nation.

The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops to sensitize the future leaders to inherit human values coping with the constitutional obligations. Ethical Values, rights, duties and responsibilities of citizens are some of the topics that are enlisted in Elocution/ Debates activities. The students have enthusiastically participated in various activities like seminar, conferences, expert talks, poster making competition, competition on various contemporary legal issues. legal awareness camps to impart awareness of such issues etc.

Constitutional Obligations: The College celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals amongst students.

Various departments of the institution, NSS and NCC units are actively involved in conducting several activities for inculcating values for being responsible citizens.

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

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

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

Response: D. 1 of the above

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

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

Response:

Institution celebrates / organizes national and international commemorative days, events and festivals.

National festivals play an important role in planting seed of Nationalism and Patriotism among people of India. Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institution all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

Republic day- The institution celebrates Republic day on 26th January every year, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of national flag and spreading a warm message of nationalism in a speech by the Principal.

Independence Day is celebrated every year on 15th of August, parades and flag hoisting is organized and is celebrated to mark freedom of India from British rule. The institution encourages students to remember our national leaders and their sacrifices.

Gandhi Jayanti is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi wherein pledge is taken by students and staff. In today's times we inspire students of our institution to follow the Gandhian ideologies of truth and nonviolence and inspire them to contribute towards the peace and prosperity of the Nation.

Sadbhavana Diwas celebrated on 20th August every year to commemorate the birth Anniversary of Sardar Vallabh Bhai Patel.

International Yoga day is celebrated on 21st June every year. The yoga Instructor organizes the yoga camp and a speech is conducted to make everyone aware on how Yoga embodies unity of mind and body; thought and action; restraint and fulfilment.

Azadi ka Amrit Mahotasav: An initiative of Government of India to celebrate and commemorate 75 years of independence was celebrated by faculty members and students of the institution. various programmes were conducted under this banner in 2021.

NCC and NSS units of the institution are actively involved in organizing events throughout the academic calendar. Several departments are also involved in organizing events involving students, and staffs.

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

7.2 Best Practices

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

Response:

Best Practice 1

Govt Degree College Uri is located in an educationally backward Tehsil of District Baramulla and considerable part of catchment area of college is inhabited by tribals, bakerwals and agrarian population, most of whom are illiterate. The educational backwardness is a root cause for many other problems in the area including early marriages, environmental degradation, lack of local industrial units, discrimination on basis of social strata and non-optimum use of natural resources. In this context, the college is striving to overcome this by addressing these issues in a logical and scientific manner.

The College is also taking utmost care of the quality education of female students, so that they become ambassadors of a positive change in outside society and social issues such as early marriages is thus prevented. The students are given a mandatory education on Env.sciences in Sem I, II and also Disaster Management in Sem III/IV which makes them conscious of the environment related issues thereby preventing the practices which are not environment friendly. The College offers admissions in various skill courses and add-on certificate courses, thereby boost students to take-up the challenge of unemployment to some extent.

Since students reach the college at higher level so college has delved deeper into the realm of lower education by adopting two schools namely Govt.Middle school Uri and Govt.Middle school Powdiyan, where school children are educated about the socio-economic problems and environment related problems of the area. The college from its resources of local fund and other grants manages to uplift these schools for facilitation of better teaching, /learning process. This includes furniture, ICT devices and other teaching learning material. These students are also periodically invited to college for participation in various programmes. The members of staff also visit these schools frequently to resolve issues if any,

This college plays a significant role in upliftment of educational status of this backward area by offering multiple subject choices during admissions and community engagement in various activities of the institution.

Best Practice 2

Title: ICT Enabled Teaching-Learning for Students:

Objective of the practice:

Objective of this practice is use of diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, e-books and the “flipped classroom” model where students watch lectures at home on the computer and use classroom time for more interactive exercises. These approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

The context:

Digital culture and digital literacy have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. Graduates who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. Digital literacy—the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society—has thus become an important consideration for curriculum frameworks .Also, to make education accessible to students during pandemic, the online mode of teaching was adopted with necessary ICT enabled tools. To retain the flow of learning among students, it was essential to implement this model of teaching. The pandemic brought the traditional way of teaching to a

standstill, face-to-face teaching was inaccessible. Since it was not clear for how long the lockdown would continue, and to avoid the gap in their academic schedule, the online mode of teaching was quickly adopted by the College. The pandemic had brought about a lot of uncertainty and the college realized the need to start online classes and introduce skill and career oriented courses so that students get a sense of direction, adding value to their profile.

The Practice:

The college has kept Computer Applications as a main core subject in its curriculum for all desirous science and arts undergraduate students. This CA department has a well facilitated computer lab for training students towards computer literacy. Furthermore, this institution has established a smart room with the procurement of smart boards and other essential equipment. Further to this, 07 interactive smart boards are installed in classrooms and laboratories. This facility has put this college at par with all such institutions of the state, which are using ICT tools for bringing excellence in education. The college has the facility of browsing centre provided to the staff and students in order to increase their access to online learning resources. Basic infrastructure includes the BSNL leased circuit 10mbps is catering to the internet connectivity of browsing centre which has a 6KV online UPS installed with 20 PC's and other allied accessories in place. It also provides the printing facility and all systems are on the LAN with a server installed. The principal chamber, office and various departments are also equipped with PC's with internet backing and printing facilities as well.

The college library offers online information literacy service through weblog (uricollege.blogspot.com) and has subscribed to National Library and Information Services Infrastructure for scholarly content (N-LIST) having access to 6,150+ electronic books including e-books available through national subscription.

To conduct online classes effectively and efficiently during pandemic, Google classroom, Wise-app, Teachmint apps were chosen as a platform for teaching where study material, video links, regular tests, assignments were also regularly uploaded by respective subject teachers. The teaching staff was encouraged to attend a Faculty Development Programme, where they were equipped to deal with and adopt different learner-centric content design tools and softwares in their teaching practices. To engage the students in the process of learning various guest lectures were organized and presentations were taken. Question banks were prepared and sent to students as Google links to equip them to effectively face university examinations conducted online by college itself later on. Online staff meetings via Zoom app were held. To assimilate the students, to the culture of the college and imbibe in them the values, online Orientation programs were organized. It could also encourage them to showcase their skills and talents.

The college collaborates with National Institute of Electronics and Information Technology (NIELIT) Srinagar in offering a Certificate Course in Computer Concepts to the students to access learning remotely and meet their learning goals. The students were given the option to register a given course free of cost as per the given catalogue. The students could complete the course within the specified time duration.

Evidence of success:

The appreciable numbers of students opt for admission in Computer Application subject. The majority of students showed satisfaction with the online teaching-learning experience as evidenced by the feedback collected. Many students who were away from the city were able to attend lectures because of the online

mode which gave geographical flexibility to teaching-learning. Learning online helped the students to hone their technical skills and generated interest to explore further and upgrade themselves. The student's confidence level was boosted as the online platform gave more opportunities for individual presentations and one to one interaction. Google platform was a convenient and economical platform for all students. The performance in continuous internal evaluation and university examination was found to be creditable. Passing percentage of final-year students was good at UG Level. In addition to this, almost 60 students got Certificate Course in Computer Concepts through NIELIT.

Problems encountered and resources required

Some of the students from far flung areas did not always have good network connections could not attend all the classes. However, the teachers were always available to help and also made the study material available on Google classroom which helped such students to cope up. The college provided the faculties with strong internet connection, smart-rooms and computers so that the lecture conduction goes about smoothly. Teachers also faced the challenge of developing innovative practices to motivate students and generate interest during online lectures. Lesser team activities, roleplay, practicals, field visits etc. with regard to academics has affected the practical based understanding. Lack of on campus events and competitions also affected on ever exhibited enthusiasm in participation of students.

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:

Govt Degree College as only seat of higher education in the vast backward rural area of Uri.

Govt Degree College Uri was established in 2005. This institution is the only seat of learning of higher education in Uri, Tehsil in the Baramulla, District of Jammu & Kashmir. There are about 48 villages in Uri block, mostly scattered over hills. This college brings a major proportion of rural students into the main stream of higher education, So increasing the gross enrollment ratio of students in higher education from this area. Since 2005, this institution has never looked backwards and has flourished in its objectives.

The main aim was to provide an opportunity to the rural students of this area to pursue the higher education for their development and progress of the family. With this view our college has its own mission statement. Accordingly, we always try to function uniquely, innovatively and distinctively from the other institutions. As far as our Mission and Vision is concerned, college always tries to implement the

distinctiveness in the work. Our college has a large number of students from the surrounding villages. The number of girl students is also appreciable in number. Most of the students from rural areas & poor background are rich in talent, knowledge and humility. Our college staff makes efforts to recognize their talents and encourages them as per our mission statement, 'our aim is to bring the rural students into the main stream of higher education. Besides academic excellence, students show active and effective participation in sports activities ,intercollege competitions, cultural activities.

College becomes highly distinctive and at par with all institutions of the state in offering best possible facilities, despite being located in this far flung border area. This becomes evident from the visit of worthy commissioner secretary HED Mr Talat Parvez Rohella in this institution and his interaction with students and civil society Uri. Worthy Commissioner Secretary also sanctioned grant for construction of new building block and hostel facility and also for introduction of new skill courses in the college.

The institution has streams of science, humanities and commerce. Since the modern technology has opened new vistas of communication in knowledge and education, it has also posed the challenges for the students and teachers, as they have to face competition at the state, national as well as international level. In addition to these courses, subjects like Public Administration, Kashmiri, Music and Fine Arts, Food Technology, Geography and Geology are under active consideration for introduction in are also un in coming days. The building comprises of six spacious Classrooms, 5 Laboratories for Chemistry. Botany, Zoology. Physics, Computer Sciences besides a Herbarium room Museum, Washrooms, Staff room, Conference rooms and an Auditorium of 300 seats capacity. The college has a sanctioned teaching staff capacity of 22 members as besides Principal and non-teaching staff capacity of 19.

Library & Reading Room: Library plays a vital role in the search of knowledge. It serves as the workshop for the entire college – students and faculty alike. **GDC URI College Library** aims to support the teaching learning activity in the college and also provide the students updated knowledge and to ensure the optimum utilization of the available resources. Library has subscribed to "**National Library and Information Services Infrastructure for Scholarly Content (N-LIST)**" having access to **6,150 + electronic journals and 31,64,309 + electronic books including e-books** available through national subscription.

Smart Classroom: The Institution has established a smart room with the procurement of smart boards and other essential equipment. Further to this the institution has procured 07 interactive smart boards installed in classrooms and laboratories.

Scholarship/Financial Assistance: Department of Minority Affairs of the Government of India provides financial support in shape of scholarship to the students of National Minorities which include Muslims, Sikhs and Christians. The college offers guidance for applying to this scholarship as and when those are invited from the Department. The college also supports the financial needs of the poor students out of its limited resources. The students shall apply for this financial support during the session as and when the applications are invited by the concerned committee.

Department of physical Education always encourages its students to participate in a variety of indoor and outdoor games. As our students are good in Volley Ball, Kabbadi as a rural sport they have also

interests in Cricket and Football and Cycling. The institution has established a mountaineering and hiking club keeping in view the specific talent of the students belonging to this part of the country. The institution has sufficient equipment available for athletic events like Javelin Throw, Discuss Throw, High Jump, Long Jump and Shot put etc.

NCC unit in the college functions under the registration of 3rd J&K Bn Baramulla. Present intake capacity of this unit is sixty. Students of this area show active participation in this NCC wing. College activities, Drills , training Camps, Firing practices, Skiing , all India tours are carried out by this unit regularly. Many NCC ‘ B and C ‘certificate exam pass outs are selected in the Jammu and Kashmir police department, Army, Railways, Border security forces ,CISF, NHPC etal.

Besides all above, College 40 seater bus, canteen facility, photostat facilitation, CCTV surveillance system, female common room, Browsing centre facility, water purification systems providing fresh drinking water, medical room, air conditioning facility, complaint boxes ,donation boxes are provided within the institution.

College organizes various community sensitization programs like health awareness, social welfare schemes, RDD schemes, pension Adalat, agricultural awareness, cyber security awareness, counseling sessions. The college organizes the women empowerment programs for making them confident enough to struggle the battle of life. Various eminent woman personalities like then chairperson J&K State commission for women, Nayeema Mehjoor , are being invited for the guidance on several issues. Special health related Seminars, workshop were organized and health checkup camps has been organized to find out the health issues and provided them with Government hospital help in the form of consultancy .Also some community schools are being adopted in nearby villages by this institution.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college has been striving with seriousness on the path progress in academics, skill development and augmentation of infrastructural facilities. The college is in the process of introduction of new subjects i.e. Music and Fine Arts, Food Technology and Veterinary Technology. In the realm of skill development, introduction of NSQF based skill courses is in pipeline which includes Welding Technology, Solar Photovoltaics, Apiculture, Vermi Technology, Web Designing, Renewable Energy and Energy Harvesting, Mobile Phone Repairing, Nursery and Gardening, Mushroom Cultivation Technology, Medicinal Plants and Herbal Technology etc. The college has three approved projects in pipeline, which include construction of compound wall, 08 classroom block and girls hostel which have been given administrative approval and requisite funds are lying at the disposal of executive agency i.e. Jammu and Kashmir Rural and Block Development Department. Once completed, the scope for adding more subjects will be there and comfortable stay of students from far off places will be possible. The college plans to launch Bachelors in Vocational courses like Food technology and Tourism Management.

Concluding Remarks :

This college even though modest in present setting is of vital importance as it is located in a terminal and remote regions of the country where this holds a significant position being the institution of higher learning in a belt of radius of 20 to 25 Kms. there is a meagre scope of any private institution or government institution taking over this institution in near future. the catchment area being very vast and students being generally mediocre in terms of financial condition and academic merit give this institution a great strength to strive for making education inclusive, accessible and relevant as per the objectives of NEP-2020. The NAAC accreditation with an honourable grade would be of great impetus to take this institution forward and draw the future trajectory of becoming a beacon light of education in this remote area and metamorphose into a cluster/ deemed university in future. The college a serious societal impact in the region and has been given great recognition by local administration and populace for its contribution in education sector and skill development. The college is making serious endeavour to bring the education at par with the best institutions of national and international repute. This institution definitely holds a promise of experiential growth and progress and growth in near future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 03 Answer after DVV Verification: 14</p> <p>Remark : DVV has made the changes as per ep- 1.2</p>																																								
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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>308</td> <td>470</td> <td>325</td> <td>312</td> <td>235</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>540</td> <td>500</td> <td>400</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>440</td> <td>440</td> <td>400</td> <td>400</td> <td>400</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>580</td> <td>520</td> <td>520</td> <td>520</td> <td>520</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	308	470	325	312	235	2020-21	2019-20	2018-19	2017-18	2016-17	540	500	400	400	400	2020-21	2019-20	2018-19	2017-18	2016-17	440	440	400	400	400	2020-21	2019-20	2018-19	2017-18	2016-17	580	520	520	520	520
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580	520	520	520	520																																					
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 28 Answer after DVV Verification: 23</p> <p>Remark : DVV has made the changes as per ep-3.1</p>																																								

2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 76.4 Answer after DVV Verification: 63</p> <p>Remark : DVV has made the changes as per metric 2.3.3</p>																																								
2.6.3	<p>Average pass percentage of Students during last five years</p> <p>2.6.3.1. Total number of final year students who passed the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 712 1046 846"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>122</td> <td>108</td> <td>142</td> <td>96</td> <td>86</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 925 1046 1059"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>270</td> <td>108</td> <td>142</td> <td>96</td> <td>86</td> </tr> </tbody> </table> <p>2.6.3.2. Total number of final year students who appeared for the university examination year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1178 1046 1312"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>270</td> <td>181</td> <td>236</td> <td>130</td> <td>137</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1391 1046 1525"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>270</td> <td>181</td> <td>236</td> <td>130</td> <td>137</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per 2.3</p>	2020-21	2019-20	2018-19	2017-18	2016-17	122	108	142	96	86	2020-21	2019-20	2018-19	2017-18	2016-17	270	108	142	96	86	2020-21	2019-20	2018-19	2017-18	2016-17	270	181	236	130	137	2020-21	2019-20	2018-19	2017-18	2016-17	270	181	236	130	137
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3.1.3	<p>Number of Seminars/conferences/workshops conducted by the institution during the last five years</p> <p>3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1883 1046 2018"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>05</td> <td>04</td> <td>02</td> <td>06</td> <td>02</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	05	04	02	06	02																														
2020-21	2019-20	2018-19	2017-18	2016-17																																					
05	04	02	06	02																																					

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	01	02	01

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
11	0	06	01	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	0	02	01	00

Remark : DVV has considered only publications which are in UGC-CARE list.

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
1	1	1	0	0

Answer After DVV Verification :

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

Remark : DVV has considered the books and chapters having ISBN/ISSN numbers only.

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
1	1	0	0	0

Answer After DVV Verification :

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

Remark : DVV has not consider shared certificate of appreciation.

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
09	09	06	13	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	02	06	08

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
912	972	546	2218	1151

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
651	948	51	370	132

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)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 7

Answer after DVV Verification: 8

Remark : DVV has made the changes as per ep- 4.1

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
153.83438	21.80899	0.79187	2.60	16.30232

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
146.30	12.30	0	1.10	17.25

Remark : DVV has made the changes as per shared audited statement of Expenditure for infrastructure augmentation, excluding salary by HEI.

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

Answer before DVV Verification : 132

Answer after DVV Verification: 26

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

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)**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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13.93251	14.85387	1.55664	3.57884	9.29375

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.00	0.1	0.08	0.17	0

Remark : DVV has made the changes as per shared audited statements by HEI.

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
299	233	21	143	553

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
299	209	45	143	559

Remark : DVV has made the changes as per shared reports.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has select B. 3 of the above as per shared reports by HEI.

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**

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : DVV has select B. 3 of the above as per shared reports by HEL.

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.**

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.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	0	03	2	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	0	01	1	0

Remark : DVV has considered the awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level only.

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
10	06	08	17	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	06	11	02

Remark : DVV has considered the number of sports and cultural events/competitions in which students of the Institution participated only.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D.1 of the above

Remark : DVV has made the changes as per shared report by HEI.

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**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has select D. 1 of the above as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>130</td> <td>130</td> <td>130</td> <td>130</td> </tr> </tbody> </table>	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	180	130	130	130	130
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																	
180	130	130	130	130																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table>	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	14	02	02	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																	
14	02	02	02	02																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
267	262	189	222	231

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
270	181	189	236	130

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	28	26	28	28

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
168.04189	44.05648	23.08931	66.2884	25.98216

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
168.04189	37.09	29.51	66.2884	25.98216