# YEARLY STATUS REPORT - 2020-2021

## Part A

## Data of the Institution

**1.Name of the Institution**                     Government Degree College kathua

- Name of the Head of the institution          Prof. Assa Ram Sharma

- Designation                                   principal

- Does the institution function from its own    Yes
  campus?

- Phone no./Alternate phone no.                 01922234315

- Mobile no                                      9419152050

- Registered e-mail                              gdckathua1961@gmail.com

- Alternate e-mail                               iqacgdckth@gmail.com

- Address                                        near mini secretariat college
                                                 road kathua

- City/Town                                      kathua

- State/UT                                       Jammu and Kashmir

- Pin Code                                       184104

**2.Institutional status**

- Affiliated /Constituent                        Affiliated

- Type of Institution                            Co-education

- Location                                        Semi-Urban

- Financial Status · · · · · · · · · · · · · · · · · · · · · · · **UGC 2f and 12(B)**


- Name of the Affiliating University · · · · · · · **UNIVERSITY OF JAMMU**

- Name of the IQAC Coordinator · · · · · · · · · **Prof. Jasvinder Singh**

- Phone No. · · · · · · · · · · · · · · · · · · · · · · · · · · · · **01922234315**

- Alternate phone No. · · · · · · · · · · · · · · · · · · · · **9419152050**

- Mobile · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · **7006846668**

- IQAC e-mail address · · · · · · · · · · · · · · · · · · · · **gdckathua1961@gmail.com**

- Alternate Email address · · · · · · · · · · · · · · · · · · **iqacgdckth@gmail.com**

**3.Website address (Web link of the AQAR (Previous Academic Year)** · · · [https://gdckathua.com/IQAC/AQAR/AQAR2019-20.pdf](https://gdckathua.com/IQAC/AQAR/AQAR2019-20.pdf)

**4.Whether Academic Calendar prepared during the year?** · · · **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: · · · [https://gdckathua.com/academics/academic_cal202021.aspx](https://gdckathua.com/academics/academic_cal202021.aspx)

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|----------------------|---------------|-------------|
| **Cycle 3** | **B** | **2.03** | **2019** | **28/03/2019** | **27/03/2024** |

**6.Date of Establishment of IQAC** · · · **18/08/2004**

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Govt. Degree College Kathua | Higher Education Department (SALARY 2202 )Department (SALARY 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 1140000000 |
| Govt. Degree College Kathua | Higher Education Department (NPS 2071) | Govt Of Jammu & Kashmir | 2020 for 365 days | 4860000 |
| Govt. Degree College Kathua | Higher Education Department (Travel expenses 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 185000 |
| Govt. Degree College Kathua | Higher Education Department (Office expenses 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 595000 |
| Govt. Degree College Kathua | Higher Education Department (Electricity Charges 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 2600000 |
| Govt. Degree College Kathua | Higher Education Department (Material & Supply 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 2500000 |
| Govt. Degree College Kathua | Higher Education Department (Books & Periodicals | Govt Of Jammu & Kashmir | 2020 for 365 days | 2300000 |

| | | | 2202) | | |
|---|---|---|---|---|---|
| Govt. Degree College Kathua | Higher Education Department (Machinery & Equipment 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 2550000 |
| Govt. Degree College Kathua | Higher Education Department (Seminars & conferences 2202) | Govt Of Jammu & Kashmir | 2020 for 365 days | 122000 |
| Govt. Degree College Kathua | Higher Education Department (Leave Encashment 2071) | Govt Of Jammu & Kashmir | 2020 for 365 days | 209000 |
| Govt. Degree College Kathua | Higher Education Department (LTC) | Govt Of Jammu & Kashmir | 2020-2021 | 300000 |
| Govt. Degree College Kathua | Higher Education Department TELEPHONE) | Govt Of Jammu & Kashmir | 2020-2021 | 105000 |
| Govt. Degree College Kathua | Higher Education Department (RRT) | Govt Of Jammu & Kashmir | 2020-2021 | 1000000 |
| Govt. Degree College Kathua | Higher Education Department (POL) | Govt Of Jammu & Kashmir | 2020-2021 | 135000 |
| Govt. Degree College Kathua | Higher Education Department (M&R) | Govt Of Jammu & Kashmir | 2020-2021 | 40000 |
| Govt. Degree | Higher | Govt Of | 2020-2021 | 1000000 |

| College Kathua | Education Department (FURNITURE) | Jammu & Kashmir | | |
|---|---|---|---|---|
| Govt. Degree College Kathua | Higher Education Department (OEA) | Govt Of Jammu & Kashmir | 2020-2021 | 495000 |
| Govt. Degree College Kathua | Higher Education Department (Construction of Addl. Classrooms & Allied Works in GDC Kathua-4202) | Govt Of Jammu & Kashmir | 2020-2021 | 15000000 |
| Govt. Degree College Kathua | Higher Education Department (Construction of Toilet blocks in GDC Kathua-4202) | Govt Of Jammu & Kashmir | 2020-2021 | 5660000 |
| Govt. Degree College Kathua | Establishment of skill centre, fine arts, music and language | Govt Of Jammu & Kashmir | 2020-2021 | 500000 |
| Govt. Degree College Kathua | Establishment of skill centre food technology and food processing at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 1000000 |
| Govt. Degree College Kathua | Establishment of skill centre Mass Communication & Multi | Govt Of Jammu & Kashmir | 2020-2021 | 1000000 |

| | Media Production for at GDC Kathua | | | |
|---|---|---|---|---|
| Govt. Degree College Kathua | Setting up of Industrial Skills in GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 1000000 |
| Govt. Degree College Kathua | Up gradation and Procurement of Sports Goods/ equipments and activities for GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 1122000 |
| Govt. Degree College Kathua | Establishment of E Content generation at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 1500000 |
| Govt. Degree College Kathua | Development of Browsing Centre, with 6 KV Genset, hot & Cold AC at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 2000000 |
| Govt. Degree College Kathua | Establishment of Skill Centre (HUB) Horticulture Technology at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 2500000 |
| Govt. Degree College Kathua | Establishment of Skill Centre (HUB) | Govt Of Jammu & Kashmir | 2020-2021 | 2500000 |

| | Veterinary Technology at GDC Kathua | | | |
|---|---|---|---|---|
| Govt. Degree College Kathua | Innovation & Incubation Centre at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 3500000 |
| Govt. Degree College Kathua | Upgradation of women Hostel at GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 4000000 |
| Govt. Degree College Kathua | Digital interactive/ Smart Classrooms (26 Nos. ) in GDC Kathua | Govt Of Jammu & Kashmir | 2020-2021 | 8780000 |
| Govt. Degree College Kathua | Research (By transfer by Director Colleges) | Govt Of Jammu & Kashmir | 2020-2021 | 800000 |

## 8.Whether composition of IQAC as per latest NAAC guidelines    Yes

- Upload latest notification of formation of IQAC    View File

## 9.No. of IQAC meetings held during the year    3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?    Yes

- If No, please upload the minutes of the meeting(s) and Action Taken Report    No File Uploaded

**10.** **Whether IQAC received funding from any of the funding agency to support its activities during the year?**    No

- If yes, mention the amount

**11.** **Significant contributions made by IQAC during the current year (maximum five bullets)**

Establishment of Innovation and Incubation Centre

Establishment of hub Centre for Horticulture and Veterinary Technology

Establishment of Browsing Centre

Establishment of E-Content Centre

Digitalization of Classrooms and Laboratories.

Preparation & Submission of AQAR for the session 2019-20

**12.** **Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Establishment of Research Centers in the Institution | DPRs/Research Projects have been submitted for approval to higher authorities |
| Establishment of Skill centers in the Institution | Two Hub centers for Horticulture and Veterinary Technology have been established. Moreover, development of skill centers on Food Technology, Music & Mass media is also under process |
| Establishment of Browsing center | One browsing center consisting of twelve computers with internet connections have been established in the institution |
| Digitalization of classroom & labs | 20 classrooms and 20 labs have been equipped with interactive flat panels under digital initiatives |
| Establishment of innovation and incubation center in the institution | Institutional Innovation & incubation center has been established in the institution |

| | |
|---|---|
| Establishment of E content studio | One E-content studio for preparation of E-content has been established in the institution |
| Construction of Six new classrooms and two labs in the institution | Construction of six new classrooms and two labs is under process in the institution |
| Establishment of VLNC in the Institution | One VLNC has been established by IIT Bombay in the institution |
| Organization of workshops/seminars/webinars/conferences | Various workshops/webinars/seminars have been organized on different themes in the institution |
| Conduct of classwork/examination of UG/PG students | Keeping in view the COVID-19 situation, classwork/examination were conducted in Hybrid mode i.e., both online & offline modes |
| Conduct of University examinations/evaluation | IQAC took the initiative for the conduct of University examination/evaluation in the institution by establishing nodal examination/evaluation center within the institution |

**13. Whether the AQAR was placed before statutory body?**        **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Advisory Board | 08/06/2022 |

**14. Whether institutional data submitted to AISHE**

| Part A | |
| --- | --- |
| **Data of the Institution** | |
| **1.Name of the Institution** | Government Degree College kathua |
| • Name of the Head of the institution | Prof. Assa Ram Sharma |
| • Designation | principal |
| • Does the institution function from its own campus? | Yes |
| • Phone no./Alternate phone no. | 01922234315 |
| • Mobile no | 9419152050 |
| • Registered e-mail | gdckathua1961@gmail.com |
| • Alternate e-mail | iqacgdckth@gmail.com |
| • Address | near mini secretariat college road kathua |
| • City/Town | kathua |
| • State/UT | Jammu and Kashmir |
| • Pin Code | 184104 |
| **2.Institutional status** | |
| • Affiliated /Constituent | Affiliated |
| • Type of Institution | Co-education |
| • Location | Semi-Urban |
| • Financial Status | UGC 2f and 12(B) |
| • Name of the Affiliating University | UNIVERSITY OF JAMMU |
| • Name of the IQAC Coordinator | Prof. Jasvinder Singh |

| | |
|---|---|
| • Phone No. | **01922234315** |
| • Alternate phone No. | **9419152050** |
| • Mobile | **7006846668** |
| • IQAC e-mail address | **gdckathua1961@gmail.com** |
| • Alternate Email address | **iqacgdckth@gmail.com** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | **https://gdckathua.com/IQAC/AQAR/ AQAR2019-20.pdf** |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
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**5.Accreditation Details**

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|---|---|
| **6.Date of Establishment of IQAC** | **18/08/2004** |

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| Govt. Degree | Establishment of Skill | Govt Of Jammu & | 2020-2021 | 2500000 |

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| **8.Whether composition of IQAC as per latest NAAC guidelines** | Yes |
|---|---|
| • Upload latest notification of formation of IQAC | [View File] |

| **9.No. of IQAC meetings held during the year** | 3 | |
|---|---|---|
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | No | |
| • If yes, mention the amount | | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

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Establishment of hub Centre for Horticulture and Veterinary Technology

Establishment of Browsing Centre

Establishment of E-Content Centre

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| | |
|---|---|
| **Establishment of Browsing center** | **One browsing center consisting of twelve computers with internet connections have been established in the institution** |
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| **Establishment of innovation and incubation center in the institution** | **Institutional Innovation & incubation center has been established in the institution** |
| **Establishment of E content studio** | **One E-content studio for preparation of E-content has been established in the institution** |
| **Construction of Six new classrooms and two labs in the institution** | **Construction of six new classrooms and two labs is under process in the institution** |
| **Establishment of VLNC in the Institution** | **One VLNC has been established by IIT Bombay in the institution** |
| **Organization of workshops/seminars/webinars/conferences** | **Various workshops/webinars/seminars have been organized on different themes in the institution** |
| **Conduct of classwork/examination of UG/PG students** | **Keeping in view the COVID-19 situation, classwork/examination were conducted in Hybrid mode i.e., both online & offline modes** |
| **Conduct of University examinations/evaluation** | **IQAC took the initiative for the conduct of University examination/evaluation in the institution by establishing nodal examination/evaluation center within the institution** |

| | |
|---|---|
| **13.Whether the AQAR was placed before** | **Yes** |

**statutory body?**

- Name of the statutory body

| Name | Date of meeting(s) |
|---|---|
| College Advisory Board | 08/06/2022 |

## 14.Whether institutional data submitted to AISHE

| Year | Date of Submission |
|---|---|
| 2020-2021 | 31/03/2022 |

## 15.Multidisciplinary / interdisciplinary

As per the guidelines of National Educational Policy 2020, and to implement the same in the institution, Govt. Degree College Kathua is getting ready to add multidisciplinary subjects to its curriculum in order to help students develop their overall abilities, including their intellectual, aesthetic, social, physical, emotional, and moral ones, in an integrated manner. The institution intends to establish short-term and vocational courses while considering the employment opportunities available locally and as per the demand of the students. The objective is to equip the students to forge a path toward self-employment rather than relying solely on government employment. The College is attempting to identify the programme learning outcomes, along with courses and unit learning outcomes, that describe the precise information, abilities, attitudes, and values that are to be acquired by the students as it prepares itself to offer more multidisciplinary disciplines.

## 16.Academic bank of credits (ABC):

For the implementation of the Academic Bank of Credits (ABCs), the college has to wait for approval from the academic council of our Affiliating University before implementing the Academic Bank of Credits. The institution's pedagogy is student-centered, and the pedagogies of the faculties are constructivist, inquiry-based, reflective, collaborative, and integrative. The students' learning outcomes are assessed using summative and formative exams and assignments.

## 17.Skill development:

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

In order to encourage the use of Indian languages, the college, apart from Hindi, has also included oriental Indian Languages like Sanskrit, and Modern Indian Languages like Punjabi, Dogri and Udru at degree level. One of the College's future goals is the promotion and preservation of Indian languages.

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Govt. Degree College Kathua offers Seven programmes at PG and UG level across Biosciences, Physical and Chemical Sciences, Environmental Studies, Humanities, Social Sciences, Commerce, Business Management and Computer Sciences. All these programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Govt. Degree College Kathua has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. All course syllabi have been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.

**20.Distance education/online education:**

The country's educational institutions are adopting digital platforms more frequently to engage students, hold conferences, and hold meetings as a result of the Covid -19 epidemic. Leaving aside the negative effects of the absence of face-to-face instruction, online learning has removed geographical constraints, allowing for interaction between specialists and students from different parts of the world. The adoption of a hybrid form of education known as "PHYGITAL," which combines online and offline resources, has been made possible by the opening up of the economy, including that of educational institutions. This might be viewed as the new norm that is also anticipated in the New Education Policy. Teachers and students will no longer face restrictions on accessing online resources as a result of the experience learned during the Covid-19 closure period. Besides, a Learner's Support Centre has been established

**by Directorate of Distance Education, University of Jammu in the college to provide distance based education to students. College also houses, IGNOU Study Centre and is currently running 25 PG and UG Programmes for students willing to acquire education through distance mode.**

## Extended Profile

### 1.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | **371** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

### 2.Student

| 2.1 Number of students during the year | **3970** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | View File |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **0** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | **1043** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

### 3.Academic

| 3.1 | **66** |
|---|---|

| Number of full time teachers during the year | |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2<br><br>Number of sanctioned posts during the year | **0** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| **4.Institution** | |
|---|---|
| 4.1<br><br>Total number of Classrooms and Seminar halls | **32** |
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | **49613415** |
| 4.3<br><br>Total number of computers on campus for academic purposes | **65** |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

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

**The details about criteria 1.1.1 are given in attached file.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | View File |
| Link for Additional information | **Nil** |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

**The details about criteria 1.1.2are given in attached file.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | **Nil** |

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

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | [View File](#) |
| Any additional information | **No File Uploaded** |

## 1.2 - Academic Flexibility

## 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

**1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented**

**7**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Minutes of relevant Academic Council/ BOS meetings | [View File](#) |
| Institutional data in prescribed format (Data Template) | [View File](#) |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

**02**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Brochure or any other document relating to Add on /Certificate programs | **No File Uploaded** |
| List of Add on /Certificate programs (Data Template ) | View File |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

**104**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

## 1.3 - Curriculum Enrichment

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

**The details about criteria 1.3.1 are given in attached file.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | **No File Uploaded** |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**05**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Institutional Data in Prescribed Format | **No File Uploaded** |

### 1.3.3 - Number of students undertaking project work/field work/ internships

**424**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

## 1.4 - Feedback System

### 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni

**B. Any 3 of the above**

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | https://www.gdckathua.com/departments/SSS2020-21.pdf |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View File |
| Any additional information | **No File Uploaded** |

**1.4.2 - Feedback process of the Institution may be classified as follows**

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

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://www.gdckathua.com/departments/SSS2020-21.pdf |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment Number Number of students admitted during the year**

**2.1.1.1 - Number of students admitted during the year**

**3964**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

**2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)**

**2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

**746**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

**2.2 - Catering to Student Diversity**

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

**Our college has a fair system for admission process. The students admitted in our college are coming from various economic sections**

and communities of the society.

The students are admitted in our institution without considering caste, creed, and gender, and religion, social and economic status. 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. After the completion of admission process regular classes commence as per the college time table.

We at Government Degree College Kathua, give emphasis on improving the performance of slow learners belonging to SC, ST, OBC and minority category by providing remedial programmes which are conducted outside regular classes. This exercise is done in a discreet manner and slow learners are encouraged to recognize their shortcomings and register on their own without compulsion. In order to enable students belonging to SC / ST / OBC/ Minority Communities, who need remedial coaching to come up to the level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate,we made four groups, comprising of 110 students, for the same in the subjects of Banking, Environmental Sciences, Mathematics and Chemistry. The college, with the financial support from University of Jammu, ran remedial coaching for the students belonging to weaker section (SC/ST, OBC and minority) of the society who need special care and support in academics. The coaching programme is co-ordinated by a faculty member nominated by the Head of the institution. Separate time table is allotted for remedial classes before and after college hours. Teachers are able to give one to one attention in remedial classes and focus on individual problems in a better manner when compared to a regular classroom in which the advanced learners' participation may inhibit the others from voicing their problems. The strenuous efforts taken by the faculty towards the slow learners has resulted in students' understanding in their chosen domain, improved results and pass percentage. Academia Coaching, UGC Coaching and Entry into Services scheme for weaker section of the society offers specialized programs to cater to the growth of these learners. Faculty makes it a point to be patient and accessible to students personally, over phone, mail.

Online resources are made available to strengthen the knowledge-base. Students are encouraged to participate in seminars, conferences and workshops to gain knowledge. The Faculty takes a keen interest while ordering books for the library and ascertains that the library collection of books cater to the needs of both slow and advanced learners.

**Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

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

| Number of Students | Number of Teachers |
|---|---|
| **3964** | **120** |

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |

## 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

**2.3.1 Student Centric methods such as experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences:**

- **We at Govt Degree College Kathua, practices various student centric activities to improve the quality of teaching learning. A teaching methodology which focuses on imparting education through a student centric approach is adopted. We encourage students to practice various technical and non-technical skills through project development, student seminars, student development programs, workshops, carrier awareness programmes and industrial visits. These activities are planned, conducted and monitored regularly by the faculty to ensure that students are practicing the required skills, reflecting on their experiences and improving their skills. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence.**

- Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level.by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace. Remedial coaching classes are also planned to increase the learning levels of slow learners.
- Students are given exposure to various problem-solving methodologies by solving real-world problems, design problems, and case studies.
- We always strive to enhance the learning experience of learners in class through various interactive and participatory approaches apart from traditional teaching. These approaches aid in creating a feeling of responsibility in learners and makes learning a process of construction of knowledge. Various approaches used are- Think-Pair-Share (TPS), Flipped Classroom, Peer Instruction (PI), Group Discussion, etc.
- This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course.
- Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.
- Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, virtual labs, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilize by the Departments to provide experiential and participative learning.
- Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.
- Discussions and debates on contemporary issues are encouraged so that students can reflect and analyze by

eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life. NSS Cell and NCC sub-unit have been set-up for the students to participate, integrate and learn.

○ Representatives of students serve as members on committees like Internal Quality Assurance Cell, Internal Complaints Committee, Grievance Cell in order to involve them in the decision making process and maintain transparency apart from inculcating a sense of responsibility in them.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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

○ Government Degree College Kathua follows ICT enabled teaching in addition to the traditional classroom education.

○ More than 26 classrooms and 20 labs are ICT enabled with interactive boards/projectors installed and the departments are enabled with high speed wifi connections. College remained closed for teaching due to COVID-19 pandemic, hence teaching was fully conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning like: The faculty members used Google meet /WiseApp/ Zoom/google classroom to conduct tests and for lecture delivery.

○ Also used many interactive methods for effective teaching such as PPT with animations, Video clippings, Use of online resources from NPTEL courses, YouTube links, Simulation tools, Virtual labs , online assessment tools like Quizz.com, and various Cloud portals etc.

○ WhatsApp group used as platforms to communicate, make announcements, address queries, and share information.

○ To teach problem solving subjects in an online mode, faculty have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.

○ All teaching materials and instructional material for

conducting Experiments are uploaded by faculty members in advance on Google classroom/WhatsApp groups. Online tests are conducted and e-assignments are given. Other important activities such as Project presentation, Debates, Group discussions, Mentoring are also conducted online through Google meet or Zoom platforms for quality teaching learning process.

- The research journals and e-books are available on online library to our faculty and students.
- Most of the departments conduct webinars, quiz competitions, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by Industry experts and Alumni on Zoom platforms and also broadcasted the same on YouTube.

**ICT Tools Used:**

- Interactive Boards: 40 interactive boards are available in classrooms & labs
- Projectors- 11 projectors are available in different classrooms/labs
- Desktop and Laptops- Arranged at Computer Lab and Faculty rooms all over the campus.
- Printers- They are installed at staff rooms, offices, and all prominent places.
- Photocopier machines - Multifunction printers are available at all prominent places in the institute. There are six photostat machines available in campus.
- Scanners- Multifunction printers are available at all prominent places.
- Seminar/conference/smart Rooms- Three seminar halls/rooms are equipped with all digital facilities.
- Online Classes through Zoom, Google Meet, WiseApp, Microsoft Team, Google Classroom
- Digital library: Inflibnet, Shodhganga etc
- Browsing centre: Equipped with seven all-in one computers with all necessary facilities and power backup

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

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

### 2.3.3.1 - Number of mentors

**94**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**75**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | View File |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C  Superspeciality / D.Sc. / D.Litt. during the year

**47**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | [View File](#) |

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

**2.4.3.1 - Total experience of full-time teachers**

**890**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | [View File](#) |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

**The Examination committee of the college frames guidelines for effectively conducting internal assessment**

**1. Students are made aware of the evaluation process through the following initiatives:-**

- **The orientation programmes at the beginning of the semester through public address**

**system of the college by conducting interaction meet with the students.**

- **Academic Calendar with exam dates**
- **Display on the College and Department Notice Board.**

**2. Conduct of Examination:**

- Seating arrangements, hall invigilators listed for every examination.
- Preparing the question paper for the internal examination in the prescribed pattern based on Knowledge level using revised Bloom's taxonomy.
- Scrutiny of the prepared question paper

## 2. Result Analysis & Review Meeting:

- Result Analysis is done by the class tutors after every CIA Test.
- The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members.

## 3. Progress Report:

There is total transparency in the evaluation system as the evaluated answer sheets are provided to the students to go through the pattern of evaluation adopted by the teachers and if there is any discrepancy in the scores/marks obtained by the concerned student he/she is free to get the modification incorporated through the concerned evaluator.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | Nil |

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

The college has evolved a mechanism for redressal of grievances related to internal and external evaluation is as follows:

All the students are clearly informed about the evaluation procedure, weightage of internal and external marks allotment as per the regulation provided by the university.

Internal Assessment

In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. The unresolved grievance, if any, is referred to the Principal through the Head of the Department.

If any student scores less marks and wants to improve in that subject, he/she can appear for the improvement examination.

The evaluation of internal answer sheets of the students is carried out at the college level, in a time bound schedule and in a best possible efficient manner and the results are submitted to the university within a stipulated time.

**External Examination**

The grievances related to University examination like corrections in mark sheet, revaluation and pending of marks sheet are addressed and discussed in consultation with the College Examination officer and if necessary, the student write the application addressed to the Principal of the college. Principal office forwards the consolidated grievance to Registrar Evaluation for further action.

**Sample Documents:**

1. Applications of students to who could not appear for exam on scheduled date due to valid reason and seeking to appear for reexamination.

1. List of Students' Grievances for the Academic Year 2020-21

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

https://gdckathua.com/departments/prog_Outcomes.pdf

Government Degree College Kathua (J&K) India PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES: Mechanism of Communication: The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students. ? Hard Copy of syllabi and Learning Outcomes are

available in the departments for ready reference to the teachers and students. ? Learning Outcomes of the Programs and Courses are displayed on the walls outside each department. ? The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and College Committee Meeting. ? The students are also made aware of the same through Tutorial Meetings. Department of Chemistry Program Outcomes: B.Sc. 1. Science student is able to acquire knowledge of different innovations in scientific world. 2. He is able to develop scientific temper and thus can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace. 3. He has the option of going for higher studies and then do some research for the welfare of mankind or he may opt to go for facing competitive examinations. 4. After higher studies he can join as a scientist, or he may go to serve in education sector as an Assistant Professor in a college or a University. 5. He can join Indian Army, Indian Navy, Indian Air Force as officers. 6. He has the option of joining IAS or Indian Forest Services. 7. He can go to serve in industries or may opt for establishing his own industrial unit. 8. He can join banking services. 9. He can join as a researcher in institutes of high name and fame. 10. He can compete in so many competitive examination after passing his Graduation or Post Graduation Course. Program Specific outcomes: B.Sc.Medical/Non-Medical a) B.Sc. Medical 1. B.Sc. Medical student is able to acquire knowledge regarding Botany, Zoology, Chemistry, Biotechnology, Fish and Fisheries. 2. Medical Students will be able to define and explain major concepts in the biological sciences. 3. They are able to correctly use biological instrumentation and proper laboratory techniques. 4.Students will be able to communicate biological knowledge in oral and written form. 5. Students will be able to recognize the relationship between structure and function at all levels: molecular, cellular, and organismal. 6. They can go for Indian Forest Service and other competitive examinations. 7. They can opt for higher studies in Botany, Zoology, Chemistry, Biotechnology and Fisheries. 8. Biotechnology is another fast growing field which is more applicable in Industries and Hospitals. b) B.Sc. Non-Medical 1. B.Sc. Non-Medical student is able to concentrate on Chemistry, Physics, Geography and Mathematics. 2. A non-medical student will demonstrate a scientific knowledge of the core physics principles in Mechanics, Electromagnetism, Modern Physics, and Optics. 3. He is able to demonstrate basic manipulative skills in algebra, geometry, trigonometry, and beginning calculus. 4. The student will determine the appropriate level of technology for use in: a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in

problem solutions. 5. He will be able toapply the underlying unifying structures of mathematics (i.e. sets, relations and functions, logical structure) and the relationships among them. 6. He caninvestigate and apply mathematical problems and solutions in a variety of contexts related to science, technology, business and industry, and illustrate these solutions using symbolic, numeric, or graphical methods. 7. The student will acquire knowledge of Chemical Thermodynamics, Kinetics, Electrochemistry, Atomic Structure, Organic Chemistry, Spectroscopy and Skill in Industrial Chemistry. 8. He will gain knowledge of Geography in Indian Context and also World Geography. He will know about forests, mountains, lakes, rivers. 9. A non-medical student can join Indian Air Force, Indian Navy and can also go for other competitive exams. He can go for higher studies in Mathematics, Chemistry, Physics or Geography. 10. He can join as a scientist in research institutes of immense knowledge having a great scope for growth and development. He can prove to be an asset for the society by producing something more innovative. 11. Banking sector is another good option for non-medical students. Course Outcomes Chemistry: 1. The student will be able to study the basic concepts in chemistry. 2. The student will acquire knowledge of Chemical Thermodynamics, Kinetics, Electrochemistry, Atomic Structure, Organic Chemistry, Spectroscopy and Skill in Industrial Chemistry. 3. The experimental work makes the student to get trained in chemical analysis. The student also is able to find out pH value, viscosity, surface tension of various liquids. He learns the use of equipment like pH meter, polarimeter and refractometer. 4. The student will effectively communicate their knowledge of Chemistry from basic concepts to specific detailed presentations. 5. The student will demonstrate a purposeful knowledge of scientific literature and ethical issues related to Chemistry. 6. The student after studying chemistry course at undergraduate level is able to join University for PG Course and then after that can go for research in specific fields in chemistry. 7. After completion of higher qualification they have the option of joining as Assistant Professor in colleges and Universities. 8. They can join as scientist in ISRO and BARC. 9. The students can join industry as the skill enhancement courses in chemistry can enable them to go for industrial preparations. 10. They can go for establishing their own industrial unit by taking loan from bank. 11. They can go for competitive exams like IAS and KAS. 12. They have the option of joining Banking sector. 13. Another option is of joining armed forces as an officer. Department of Biotechnology Programme Outcomes of biotechnology: Biotechnology teaches about biological sciences with engineering technologies that manipulate living organisms and biological systems to produce products that advance

healthcare, medicine, agriculture, food, pharmaceuticals and environment control. On Successful Completion of this subject the students should have a sound knowledge about - combining living matter, in the form of organisms or enzymes, with nutrients under specific optimal conditions to make a desired product. Programme Specific Outcome of Biotechnology: (Four hours lecture and Four hours lab per week.) A general course emphasizing distribution, morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification. This course also includes sophomore level material covering immunology, virology, epidemiology and DNA technology. Recommended for all allied Science students. 1. Graduates will gain and apply knowledge of Biotechnology, Science and Engineering concepts to solve problems related to field of Biotechnology. 2. Graduates will be able to identify, analyze and understand problems related to biotechnology Engineering and finding valid conclusions with basic knowledge in biotechnology Engineering. 3. Graduates will be able design, perform experiments, analyze and interpret data for investigating complex problems in biotechnology Engineering and related fields. 4. Graduates will be able to decide and apply appropriate tools and techniques in biotechnological manipulation. 5. Graduates will be able to justify societal, health, safety and legal issues and understand his responsibilities in biotechnological engineering practices 6. Graduates will be able to understand the need and impact of biotechnological solutions on environment and societal context keeping in view need for sustainable solution. 7. Graduates will have knowledge and understanding of related norms and ethics in Biotechnology Engineering product/technique development. 8. Graduates will be able to undertake any responsibility as an individual and as a team in a multidisciplinary environment. 9. Graduates will develop oral and written communication skills. 10. Graduates will have thorough knowledge in Biotechnology Engineering and will also be ready to engage themselves in lifelong learning. Course Outcomes: Course Outcomes 1 Cell biology This course presents the types and structural details of the basic unit by which all the living things are made of (the cell). Goals: To make the student to understood the concept of cell and their activities. This course presents the types and structural details of the basic unit by which all the living things are made of (the cell). Goals: To make the student to understood the concept of cell and their activities. 2 Microbiology This course presents the study of Micro organisms. Goals: To make the student to understood Micro organisms and their participation in day to day activities. Objectives: On successful completion of the subject the student should have understood the Role of microorganisms in the diversity

3 Biochemistry This course presents the chemical reactions or metabolic functions in the living system and their regulations. Goals: To make the student to understood the concept of biochemical regulations Objectives: On successful completion of the subject the student should have understood: Basic Structure and metabolism of Biomolecules. 4 Genetics This course presents the way characters get transferred through generations and methods to analyze and modify them Goals: To make the student to understood the concept of genes and their behaviour Objectives: On successful completion of the subject the student should have understood: Basic genetics and their role. 5 Plant & Animal Biotechnology This course presents the application of Plants in Biotechnology Goals: To make the student to understood usage of Plant and Animal products and exploitation of them in Biotechnology. Objectives: On successful completion of the subject, the student should have understood: Crop development, Callus culture, Biotechnological applications of plants, Animal tissue culture, Animal products, production & improvement of them. 6 Immunology This course presents the basic defense mechanism of animals Goals: To make the student to understood the concept immunology Objectives: On successful completion of the subject the student should have understood: Immunity, Antigen, Antibody, Cells of immune system and their function and regulations 7 Recombinant DNA Technology This course presents the mechanism of gene manipulation Goals: To make the student to understood the concept of gene manipulation and gene transfer technologies Objectives: On successful completion of the subject, the student should have understood: Manipulation of genes, Transfer techniques, Expression systems and methods of selection 8 Microbial Biotechnology This course presents the utility of Microbes Goals: To make the student to understood the applications of Microbes Objectives: On successful completion of the subject the student should have understood: Fermentation, Microbial products, Vaccine and antibiotics. 9 Bioinformatics Bioinformatics courses may include molecular biology, probability, statistics, computing and informatics. 10 Bioprocess Technology This paper presents the basics of fermentation technology, media components as applied to lab scale, pilot scale and industrial scale upstream and down stream processing. Goals: This paper is introduced to acquire requisite skills for the design and development of bioreactors, production optimization, and preparation of sterile base materials for downstream processing. Objectives: On successful completion of the course the students should have understood the basics of fermentation technology and learnt the concept of screening, optimization and maintenance of cultures. 11 Medical Microbiology To inculcate knowledge in relationship between human disease and

micro organisms, pathogenicity, laboratory diagnosis and treatment methods. Department of Botany Programme outcomes: 1. To gain in depth knowledge about different groups of plant kingdom in respect of diversity, structure (external and internal), organization and life-cycle patterns. 2. To enable the students to understand plant physiology and metabolism; plant taxonomy; utilization and ecological importance of plants and their inter and intra-relationships. 3. To impart knowledge in cell biology, genetics and molecular biology and biotechnology. 4. To equip the students with knowledge on plant embryology. 5. To teach skill enhancement courses related to plants for self employment generation. Course outcomes: 1. Plant diversity: detailed study of structure, reproduction and life-cycle of viruses, bacteria, thallophytes, bryophytes, pteridophytes and gymnosperms. 2. Detailed study of taxonomy, embryology, anatomy and economic importance of angiosperms. 3. Study of plant physiology, cell biology, genetics, biotechnology and biochemistry. 4. Study of ecology and environmental issues viz. global warming, climate change, water and soil conservation, and sustainable use of natural resources. 5. Teaching skill courses based on plants like Nursery and gardening, ethnobotany, mushroom cultivation and biofertilizers for enhancing the entrepreneurship scope of the students. Department of Industrial Fish and Fisheries Programme outcomes: 1. To gain in depth knowledge about different groups of aquatic organisms (fish and shellfish) in respect of diversity, morphology, physiology and social behaviours. 2. To enable the students to understand the patterns of capture fisheries in different aquatic habitats. 3. To impart knowledge about aquaculture systems, food and feeding, breeding and seed production technology. 4. To equip the students with knowledge of construction, setting and maintenance of aquarium. 5. To teach skill enhancement courses related to fisheries for entrepreneur development and employment generation. Course outcomes: 1. Detailed study of taxonomy, morphological features and comparative study among fishes. 2. Study of inland and marine capture fisheries resources of India, different types of gears used and conservation and management of fisheries resources. 3. Detailed study of aquaculture practices viz. management of different culture systems, feeding, breeding and fish health management. 4. Study of construction, setting and management of different types of aquarium. 5. Teaching of skill based courses of fisheries like Carp culture, Ornamental fish farming, Aquatic ecology and Fishing technology for the development of the entrepreneurship abilities among the students. Department of Geology PROGRAMME OUTCOME AND JOB OPPORTUNITIES IN THE FIELD OF GEOLOGY There are good job opportunities in the subject in the fields like teaching, research

and organizational work. The entry-level post in the teaching is the post of Assistant Professor/Lecturer, which requires master degree in geology with 55% marks, and NET/SLET/PhD. National level organizations like National Geophysical Research Institute (NGRI), Hyderabad; National Antarctica Research Centre, Goa; National Remote Sensing Centre (NRSC), Hyderabad; Space Applications Centre (SAC), Ahmedabad; Indian Institute of Remote Sensing (IIRS), Dehradun; Central Ground Water Board; Geological Survey of India; National Mineral Development Corporation; Indian Bureau of Mines; Atomic Mineral Development Corporation; Oil and Natural Gas Corporation Ltd; Uranium Corporation of India, Ltd. requires the geologist for research and exploration work. Union Public Service Commission (UPSC) conducts the examination for the post of Geologist in Geological Survey of India, Ministry of Mines, and Government of India. For this examination, a candidate with master's degree in geology can apply. ONGC conducts competitive test for the executive trainee (Geology) which after completion of training absorbs in the company. For this examination, a candidate must have 65% marks in M.Sc./M.Tech. In geology/applied geology. Now ONGC recruits through GATE examination. Atomic Mineral Development Corporation (AMDC) also recruits scientific officer (geology) on all India competitive examination and prefers candidate with first class bachelor and master's degree. The research organization like National Geophysical Research Institute, Space Applications Centre, National Remote Sensing Centre, National Institute of Oceanography recruits scientistB/scientist-C. Besides, above, state government have departments like groundwater department, department of mining and geology, and disaster management centres that requires geologist for geological/hydrogeological works. In private sector, there are good scope of geologist especially in mineral investigation, oil exploration, mining and hydrogeological surveys. There are number of private organizations working in geological, geotechnical and hydrogeological surveys, which requires trained geologist. The salary depends on the qualification and experience and can earn good amount. Department of Geography PROGRAM/COURSE OUTCOMES IN GEOGRAPHY Geography is the science of earth's surface as a home of man and its inter-relationships with its surrounding environment. There are various components of Geography such as Lithosphere, Hydrosphere, Biosphere and Atmosphere and their systematic studies. As a student of Geography, the pupils get scientific knowledge about the weather phenomena, change in landform features, oceanic circulation , and development of human race with spatial and temporal imprints. Students can prepare themselves for various Govt.jobs like SSB, SSC, CIVIL SERVICES,DEFENCE and other competitive exams by getting basic knowledge of land and

people(features,demographic characteristics,regional studies) Geography provides vivid details of maps which covers the main course of competitive exams.The students after studying Practical Geography is able to do the instrumental surveys physically,Remote sensing , GIS and Digital cartography. He can be a better Town planner[example in this context is newly developed cities in the world as well as in India-Singapore,Naya-Raipur,Amravati (under-construction) capital of Andhra pradesh]. As Tourist guide(he will know the locations of various historical places, archeological sites,various national parks,industrial centres,cultural traits , food and cuisines, monuments, malls, that will give tourist more enjoyable and memorable trip) Environmentalists,(how to conserve environment is the key issue of environmental studies in the 21st century) . Soil analysts(analyzing various soils so that it helps the farmers to grow crops that give more yield without disturbing the Mother nature. Scheme of Govt.Of India –SOIL HEALTH CARD) Meteorologists (e.g is IMD-INDIAN METEROLOGICAL DEPARTMENT which successfully predicts when will Monsoon come to India, their downpour, their predictability about droughts, cyclones will affect coasts with minimum or maximum damage) Political analyst(Geopolitics is the trending subject now and with the help of this a country can make out what will be her Foreign Policy towards other nations ) .Besides this the students can become Cartographer,Economists,Traveller,Earth-scientists etc. Department of Environmental Science Department of Environmental Science was established in the year 2003. Environmental Sciences has been introduced as a compulsory subject at Undergraduate level by the order of Supreme Court of India in 2003. The objectives of the subject are to acquaint the students about the processes in the natural world and their modification by human activities and to understand the current environmental problems that the world is facing today. Also field trips are organised on regular basis by the department to provide an opportunity to study the state of degrading environment. The skill based courses were also introduced in the year 2017 to for enhancing the skills of students in such a way so that they get employment and also improve entrepreneurship. The students can get placement in various Consulting Firms, NGO's, Industries and Various agencies involved in combating Environmental problems. Department of Computer Applications Programme outcomes: ? BCA degree programme help the students to gain the knowledge and skills necessary for success in the rapidly evolving and dynamic field of computing. ? It equips the students to meet the requirement of corporate world and Industry standard. ? It engages the students in professional development and to pursue post graduate education in the fields of Information Technology and Computer Applications. ? To understand

the concepts of key areas in computer science. ? Analyze and apply latest technologies to solve problems in the areas of computer applications ? Apply technical and professional skills to excel in business. ? Communicate effectively in both verbal and written form. ? Develop practical skills to provide solutions to industry, society and business. Course outcomes: ? Proficiency in the basic mathematics employed in computer science. ? Differentiate among essential data structures used in computer programming, and explain how they work. ? Gain knowledge of algorithms and their role in computer science. ? Identify, explain and apply fundamental structured programming techniques. ? Utilize important data structures and associated algorithms in the development of computer programs. ? Develop computer programs using functional programming and object-oriented programming paradigms. ? Apply techniques of software validation and reliability analysis to the development of computer programs. ? Teach the appropriate computer application methods such as functional programming and object-oriented programming paradigms to enable participants to analyze, design, implement and evaluate computerized solutions (such as developing computer programmes) to real-life problems. ? Enable participants to be part of live projects to implement and test their computer application skills and provide feedback and a roadmap for progress. Department of Physics Physics (Outcomes): 1. The student will demonstrate a scientific knowledge of the core physics principles in Mechanics, Electromagnetism, Modern Physics, and Optics. 2. The student will determine the appropriate level of technology for use in: a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in problem solutions. 3. The student will effectively communicate their knowledge of physics from basic concepts to specific detailed presentations through a variety of oral, written, and computational modalities. 4. The student will demonstrate a purposeful knowledge of scientific literature and ethical issues related to physics. Department of Commerce Every country in the world has an educational policy to cater to the needs of education in order to realize the benefits thereof for the progress and development of its people. Our country having been ruled by British for centuries together and as such the policy of education devised by them for this country continued to be applied by nationalist government for almost more than 20 years after its independence without any change therein. In 1964 the need was felt to change the Educational policy to meet the new challenges faced by nation after independence. It was felt that in order to sustain the newly achieved independence and to develop as a country it was necessary to formulate an educational policy whereby education based on the development of personal qualities

of human beings and development of human abilities and skill among the population was need of the hour. As such it will be proper to understand briefly the term "commerce" to under stand its meaning and scope thereof. Commerce is a broad and inclusive term which includes not only sales and purchases of goods but also other allied activities like transportation, communication, insurance, financial insinuation etc. It analyzing and matching the role and the person, developing equitableness and developing self reviewing capacity it is helpful in every job. It is flexible, realistic and makes person sensitive to tackle crucial assignment and decisions. The process of privatization and liberalization has resulted in accelerating the industrialization which process in turn has influenced the field of commerce in general and commerce education in particular. Commerce education has become multi dimensional over the years and several new areas have emerged as identifiable discipline under its umbrella. The commerce education which is supposed to create time, place and person utilities for individual and social ends must prove its relevance by developing efficient persons which in turn calls for drastic improvement in the quality of commerce education in India. Commerce education is that area of education, which teaches, trains and empowers a learner about the conceptualization and practical application of business for establishing, assessing monitoring and developing trade, commerce and industries by diversified their courses to suit the market trends. The emergence of Commerce education was on the premise that the students are taught to be more socially responsible personnel to improve the quality of life, run business more professionally and be a good businessman. Career options for commerce students include Chartered Accountants, Financial Analyst, Company Secretary, Human Resource Manager, Loans Executives, Economist, Auditor, Banking Executives, CWA etc and this is just the tip of the iceberg. Further, on line commerce education will lead not only to larger market places with larger demand but also will ensure the survival of product and system of the highest quality and reliability. Department of BBA Programme/Course outcomes The Department of Management studies, was formed in 2008 with a clearly defined approach for creating quality managers and entrepreneurs to face the challenges of the business world. The Department offers an undergraduate programme in Business Administration (BBA) which is specifically designed to enhance career opportunities and to develop well rounded managers and business leaders to effectively tackle a dynamic environment.The curriculum designed is such that provides students the best of opportunities and a launching pad for careers. Every student goes through a wide spectrum of experiences which includes summer internships, current Affairs and weekly presentations and

Industrial Visit. Department of Zoology Programme outcomes: Zoology is a branch of biology that focuses on animals and animal life. There are many subfields in Zoology like Taxonomy, Cell biology, Biochemistry, Physiology, Ecology, Embryology, Evolutionary biology, Genetics etc that deals with the various aspects of the animal world. Zoology is important for many reasons. For a student, the study of animals and communities provides insight into how "life" works, and, consequently, how we work. The higher mammals provide especially useful insight into the human world. Many Zoologists are directly involved with the conservation of threatened or endangered species; the maintenance of biodiversity is considered by many to be crucial to our survival. Animals also have a great impact on our lives; they provide us with food, with companionship, and with a sense of wonder( and sometimes annoyance!). These are just a few of the reasons why understanding animal life is important to humans and it also shows the importance of studying Zoology as a programme to the students. Zoology provides great job opportunities in the field of research. There will be lots of work done in the lab and in the field, preparing the student for typical employment in zoology professions. Students have the opportunities to work in labs, Zoos, farms and veterinarian offices. Graduate and Ph.D students will do more intensive lab and field work in a specific area of zoology. The original research could lead to entire career's pursuit. Course Outcomes: 1. Animal diversity: Detailed study of classification, structure, reproduction and life cycle of Non Chordates, Proto chordates and chordates. 2. Detailed study of the developmental biology, physiology and biochemistry is imparted to students. 3. Detailed study of Parasitology and economic zoology,. In parasitology various diseases causing organisms are studied so that knowledge related to various common diseases affecting human population can be provided to students. Economic Zoology deals with the economically important organisms that are important for the survival of human population. 4. Study of ecology and environment is imparted to students. Environment is a major area of concern in present times. So various aspects like what is environment, what is biodiversity, global warming and sustainable use of natural resources is taught in detail to the students. 5. Study of cell biology, genetics and evolutionary biology is carried out in detail so that students can understand the microscopic structures of the living beings and also they can learn about their ancestors. Department of Mathematics Programme Outcome of Mathematics 1. A graduate in Mathematics can skillfully manipulate the problems related to algebra, calculus, trigonometry etc. 2. The subject of Mathematics develops logical thinking and expertise required in techniques for proving or disproving the

facts after mathematical formulation. 3. A graduate in Mathematics is fully equipped with reasoning skills, logical skills and analytical skills required to qualify various competitive exams. 4. Finally, a student after doing graduation with Mathematics as a subject can utilize his skills in various fields such as Astronomy, Astrology, Weather forecast, Education, Planning, Accounts, Finance, Economics, Statistics, Computing and in almost all sciences. COURSE OUTCOME Semester I Differential Calculus Developing the knowledge of how to trace curves in polar and Cartesian coordinate systems and how to calculate arc length, area and volume of revolution of a curve. Semester II Differential Equation Developing problem solving skills for solving various types of differential equations. Semester III (1) Real Analysis (2) Logic and sets (3) Analytic Geometry (4) Integral calculus (a) To introduce the real number system and complete ordered field axioms of this system. (b) To introduce the rigorous meaning of convergence and its relevance to one-variable calculus. (c) To acquire a conceptual understanding of concepts such as infinite series, limits, continuity, and integration. (d) A student taking this course would appreciate the reasons underlying the relationship between integration and differentiation, and thereby be able to apply this insight to mathematical models in the natural sciences that rely on calculus. (e) To develop the knowledge of real valued functions such as sequences convergence and continuity. (f) To develop the knowledge of classical propositional calculus, properties of sets and relations. (g) To develop the knowledge of geometry of lines and conics in plane. (h) To develop the knowledge of application of integration in evaluating arc length, area and volume of revolution of a curve etc. Semester IV (1) Algebra (2) Vector calculus (3) Theory of equations (4) Number theory (a) To develop the mathematical logic which is very useful for solving mathematical reasoning problems. (b) To develop the knowledge of Euclid's Algorithm and solving congruence. (c) To understand the concepts of curl, gradient and divergence of a vector function. Semester V (1) Linear Algebra (2) Matrices (3) Mechanics (4) Probability and Statistics (5) Portfolio optimization (6) Mathematical Modeling. (a) To introduce the concept of vector spaces and linear transformations in their abstract generality. (b) To develop the knowledge of solving linear equations, working with matrices, in particular eigen values and eigen vectors (c) To develop a good understanding of elementary probability theory and its applications. (d) To understand the basic concepts of mathematical modeling and their applications to Traffic flow, vibrating string, vibrating membrane, conduction of heat in solids, gravitational potential, conservation laws. (e) To introduce students to some basic

concepts of statics and theoretical mechanics. Semester VI (1) Numerical Methods (2) Complex Analysis (3) Linear Programming (4) Boolean Algebra (5) Transportation and Game Theory (6) Graph Theory (a) Study of methods that are used in numerical approximation. (b) To inculcate the knowledge of Topological properties of complex numbers. (c) To formulate real life problems mathematically and solve them using different techniques. (d) To introduce students to ordered sets, switching circuits and Karnaugh diagrams. (e) To formulate and solve the zero sum game between two individuals. (f) To understand and apply the fundamental concepts of Graph Theory. Department of English Course outcomes in English 1. Students are able to learn different skills in English language. 2. They are able to develop knowledge and wisdom through various courses which have been introduced in curricula. 3. Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences. 4. Culture and History: Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally. 5. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches. 6. Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately. 7. Oral communication skills: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation. 8. Valuing

literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers. Department of Geography Department of Geography Introduced various B. A. /B. SC. Courses with other subjects such as in science streams physics, math, geology, botany, chemistry, zoology which helps the students have the opportunities to know about flow of rainwater, volcanic eruption, Biodiversity, vegetation growth, meteorology of atmosphere, chemical composition of Earth, flora and fauna of the region, man and Environment Interrelation. In arts streams these combination are Avialble with Geography i. e. Sociology, Economics, History, political science, Education, students get opportunities to population growth, development and problems and their remedies, food Shortage and sustainable development, urban and rural characteristics, Tourism ans its impact on environment, Resources development and land use patterns, impact of anthropogenic activities on biodiversity and environment understanding of regional disparities and education development. Department of Economics PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOME IN THE SUBJECT OF ECONOMICS Economics is the study of how societies use scare resources to produce valuable commodities and distribute them among different people. The B.A in economics includes courses like behavioral economics, micro & macro theory, Indian economy, Monetary economics etc. These courses provide the foundational skills that require in terms of the theoretical and empirical aspects of the discipline. In the year 2017, Skill courses has been introduced in under-graduated courses i.e financial economics, data analysis, stock market, and rural development. These courses will provide the importance of the financial flow and to critically analyze a growing market of the economy. The program me to be able to demonstrate the following learning outcomes: ? To acquaint students with economic aspects of modern society, to familiarize them with techniques for the analysis of contemporary economic problems, and to develop in them an ability to exercise judgment in evaluating public policies. ? To develop strong numeracy and statistics skills. ? Students becomes able to analyze the complex data sets. ? It prepares the students to work in different fields like civil services, IES, planning and administrative deptt., banking, multinational corporation etc,. ? Students acquire

various skills which they can use to deal with their real life situations i.e how to manage the unlimited wants with limited resources. In short, the subject economics is highly applicable to many fields and not limit to only one career. Department of Dogri Programme outcome of Dogri Subject ? ?? ? 2003 ? ? 1969 ? ? ? ' ? 1981 ? ? ? ?? ' - ? ? ? ?? - ? ? :- 1) (Translator) 2) (Interpretor) 3) (journalism) 4) (civil services) 5) ( Teaching) 6) (Writers or poets) 7) ( Save Cultural Heritage) 8) (Blogers) 9) (Artist) 10) ( Movies and Songs) Department of History Program Outcomes History is a great domain to pursue and gradually it is becoming quite a popular subject. A degree in graduation with History as one subject, backed by some specialization at master's level, will open up a lot of avenues. After completing graduation in history,one can look forward few career options. 1). Government organization. A number of people choose History as a subject at the graduation level in order to have an edge in the public service commission examinations. Graduation with honours in History paves their way to different government jobs such as SSC, UPSC, IBPs and BANk PO etc. after clearing their respective exams. 2).Museum Curator: Students interested in Art and have posses good organization skills can do specialization in Museology at master level after completing their graduation in History. They can apply for a job in a museum to make the public aware of their existence and their importance. For example, the National Museum Institute offers master's in Museology. 3).Archaeology: This branch deals with the discovery and analysis of ancient artifacts such as items used in everyday life of people in different civilizations; household utensils, jewelry, musical or medical equipment etc. The institute of Archaeology New Delhi of the archaeological survey of India offers a two year post graduate diploma in Archaeology. 4). Historian: the main focus of a Historian's job is to research and study the history of past and be able to communicate the event s through published works. In order to become a historian, students must first earn their bachelor's degree in history, and then pursue master's in specific areas such as Political history, economic History, Social history, religious history, etc. 5) Work in the Film Industry: there is a lot of demand in production houses for people who have a background in History who can do research for Costumes, jewelry, background set, etc. One can join production house as research analyst after completing graduation in History. 6).Teaching Profession: The interest to share knowledge with others one have to pursue a B.ed after completing their graduation to make themselves eligible to teach students in school level. Those who wish to teach at college and university level, they will have to complete their masters and then clear the NET/ SET examination. Department of Education PROGRAMME OUTCOMES,

**PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOME IN THE SUBJECT OF EDUCATION Education subject is as old as human civilization from the age's education is being provided to the humans to make them better human being. Education subject stresses upon physical, mental,social,moral,spiritual and aesthetic well-being of the individual. With the help of this subject desirable behaviour change can be brought in one's life and personality. Every year approximately 1000 to 2000 students get admission in this course. This is one of the important coursesof B.A. DEGREE COURSE. In 2017, skill oriented subjects were also introduced to the course of education, such as guidance and counselling, methodology of teaching learning process in education, special education and statistics in education. Variety of outcomes of this course is: 1. This course enables the students to go for various teachers training programme like B.Ed., ETT etc. 2. After completing these course students can join any private or government educational institution and can impart effective teaching there. 3. This course makes students familiar with various subject of education like sociological, philosophical and psychological etc. 4. Students also choose counselling as career after studying skill of guidance and counselling. On the whole the course of education touches every aspect of human life.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://gdckathua.com/departments/prog_Outcomes.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

**2.6.2 Attainment of programme outcomes, programme specific outcomes and course outcomes.**

- **At the beginning of every semester/year, the subject teacher conveys Course Objectives (CO) at the introductory part of respective subjects. The copies of the syllabi are kept in the department and also distributed among students. However, the student can also download the syllabus from the website of Jammu University as College is affiliated with University of Jammu.**
- **Further, the faculty of every subject explains the course**

objectives, evaluation pattern, marking scheme etc. to the students. It is also given in the syllabus of each subject.

○ Steps involved in the evaluation process of PO, PSO and CO are:

1. Black-board presentation
2. Quizzes or objective questions.
3. Internal assessment test after completion of half syllabus.
4. Quarterly examination
5. Model examination
6. Field/Project work for environment studies.
7. Subject tours

○ Marks of Unit test, Quarterly exam and practical performance are recorded in a register. The marks of internal exams are uploaded online to the University Portal.

○ The Institute provides opportunities to students to exhibit their understanding through the medium of expression i.e. oral or written. The outcome of the entire exercise is that the evaluation method does not become a hurdle while evaluating.

○ Moreover some subject and topic based extra-curricular activities e.g., Instant lecture in given topic, Rangoli, Lecture competition, Awareness/celebration day, Hindi-diwas, Women's day, Constitution day, Voter awareness day, AIDS awareness, Blood checking, Population awareness day, etc are also planned. From these practices, a student can optimally express their knowledge and this enhances their confidence.

○ The Institutes follows the evaluation process of Jammu University, as described above. This type of evaluation includes term end internal assessment, concurrent evaluations and External examinations conducted at the end of the course.

○ The examinations and results of University also measure the attainment of CO, PO and PSO.

○ Considering the percentage of marks (related to each COs) asked in university exam (external exam) and internal exam, the average percent of each CO was calculated from external/internal exams for further calculation of direct attainment.

○ Alumni survey is an important assessment tool to find out the expected skills of the industries. The level of attainment of goal for the specified program.

○ Employer surveys are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not.

- o **Students exit survey to identify several factors for future strategy framing.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | **Nil** |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**340**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <u>View File</u> |
| Upload any additional information | **No File Uploaded** |
| Paste link for the annual report | **Nil** |

## 2.7 - Student Satisfaction Survey

## 2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<u>https://gdckathua.com/departments/SSS2020-21.pdf</u>

## 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 year (INR in Lakhs)

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

**11.98068**

| File Description | Documents |
| --- | --- |
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | <u>View File</u> |
| List of endowments / projects with details of grants(Data Template) | <u>View File</u> |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

**3**

| File Description | Documents |
| --- | --- |
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | <u>View File</u> |

**3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

**0**

| File Description | Documents |
| --- | --- |
| List of research projects and funding details (Data Template) | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | **No File Uploaded** |
| Paste link to funding agency website | **Nil** |

**3.2 - Innovation Ecosystem**

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge.**

- College provides enriching ecosystem for inculcating research and innovative approach amongst the students and staff by taking several initiatives at management and college level through financial, technological and infrastructural support and at faculty level by providing platforms through events, programmes, seminars, workshops, skill based courses and research publications, for creation and transfer of knowledge.
- There is a Research and Development Cell at college level for making policy related to research and innovation.
- College started establishing Innovation & Incubation Centre created as per guidelines of JK Higher Education J&K in 2020-21,
- The college has been identified by Higher Education Department for establishing Spokes for Research Centers in Biological, Physical and Interdisciplinary Sciences in consonance with NEP-2020.
- The central library provides facilities for creation of knowledge and research support through reference books, research journals, encyclopedia, reading room, Digital library- inflibnet.
- There are spacious laboratories, computers, internet and all other ICT facilities available for all the departments of Arts, Science and Commerce for creation and transfer of knowledge
- Faculty and Students (UG and PG) are encouraged to participate in Seminar/Conferences and write research articles in research journals.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

11

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

## 3.3 - Research Publications and Awards

## 3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

## 3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

3

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | No File Uploaded |

## 3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

## 3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year

13

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

## 3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

## 3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year

3

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | [View File](#) |

## 3.4 - Extension Activities

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**Students of NCC and NSS carried door-to-door campaigns in the neighbourhood communities and adjoining rural areas regarding covid awareness during the lockdown. They aslo supportedDistrict Administration by distributing essential commodities like food, medicine, sanitizers, masks etc. to the needy people. Students also organised Swachhta Abhiyan, programmes on rural sanitation, health and hygiene etc. The volunteers of NCC and NSS also organized vaccination awareness drives in the rural and urban areas of Kathua.These activities have played a very important role in combating the covid pandemic in the neighbourhood community and provided relief to the people.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

## 3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

## 3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year

0

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards for extension activities in last 5 year (Data Template) | **No File Uploaded** |
| e-copy of the award letters | **No File Uploaded** |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**64**

| File Description | Documents |
|---|---|
| Reports of the event organized | <u>View File</u> |
| Any additional information | **No File Uploaded** |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | <u>View File</u> |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**1296**

| File Description | Documents |
|---|---|
| Report of the event | <u>View File</u> |
| Any additional information | **No File Uploaded** |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | <u>View File</u> |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

0

| File Description | Documents |
|---|---|
| e-copies of related Document | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | No File Uploaded |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

3

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**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.

The college was established in the year 1961. The number of students enrolled is increasing every.year and presently the total enrollment is 3970. The institution offers 371 courses with the

combinations provided by the University of Jammu. Keeping in view the increasing strengthof the students, the college always strives to ensure all the necessary facilites and infrastructure in terms of class rooms, laboratories, sports infrastructure. To make the teaching learning process effective, separate classrooms and laboratories are provided to the students.The curriculum designed as per the norms of the University aims at student centric approach that aims at hollistic development of the students. Various opportunities are provide to the students through co-curricular and extra curricular activities. Optimal use of the available facility in the college is ensured. Internet facility is provided to all the departments for uploading and updating e-content. The college at present has the following facilities:

32 classrooms including 20 smart classrooms, 11 multimedia projectors, 21 laboratories, 02 libraries, 41 computers (for students), 18 internet connections (wifi and landline) BSNL with bandwidth 8mbps, wifi campus and hostels. The college continuously strives to upgrade the facilities to raise itsstandards to cater to the needs of the students.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

The college has the following facilities for indoor and outdoor games and sports:

The indoor games facilities include one court of 5000 sq feet for the following:

1.  Shuttle badminton with full lightening
2.  Table tennis court
3.  Carrom and chess boards
4.  weitght lifting arena
5.  wrestling arena'
6.  judo arena
7.  power lifting arena
8.  boxing arena
9.  kabaddi court

10. Taekwondo arena

The outdoor facilities include:

1. A basket ball court of 700 sq meter with concreet flooring.
2. Tennis court
3. Courts for playing Kho Kho (600 sq meter)
4. Open ground for playing cricket, football, hockey, athletic track (400 meter)
5. Handball ground ( 300 sq meter)
6. Volley ball ground (900 sq meter)

There is a multipurpose auditorium with the seating capacity of about 500 which is also used for conduction tournaments,yoga classes and various cultural activities.

Utilizing all these facilites, the college has been conducting various tournaments for encouraging sports talent among the students.

The college organized following tournaments in 2020-21:

(1) Intramural Kabaddi Tournament (M/W) on 6-3-2021

(2)Intramural Football Tournament (M) on 23-3-2021

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

20

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <u>View File</u> |

## 4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

## 4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

**496.13415**

| File Description | Documents |
|---|---|
| Upload any additional information | <u>View File</u> |
| Upload audited utilization statements | **No File Uploaded** |
| Upload Details of budget allocation, excluding salary during the year (Data Template | <u>View File</u> |

## 4.2 - Library as a Learning Resource

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

**Work is in progress for the automation of library.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional Information | **Nil** |

## 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

**A. Any 4 or more of the above**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

## 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

## 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

**22.14183**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Audited statements of accounts | No File Uploaded |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

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

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

**41**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Details of library usage by teachers and students | No File Uploaded |

## 4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**For strengthening the teaching and learning process, the college has adequate IT facilities.The college laboratory is well equipped with 41computers and FTTH internet connection along with required softwares. The whole college is wi-fi enabled with digital boards in almost all the classrooms. Adequate number of LCD projectors**

for power point presentations, scanners, printers, xerox machines are available for the faculty members. In order to provide the high quality speed of network, the college has 15broad band(8 mbps), 2 ftth (50 mbps) and 1 ftth (100 mbps) internet connections. To ensure un interrupted power supply to these devices, the college has 3 generators.

The students are encouraged to use IT infrastructure in the best possible way.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

## 4.3.2 - Number of Computers

78

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| List of Computers | No File Uploaded |

## 4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

| File Description | Documents |
|---|---|
| Upload any additional Information | No File Uploaded |
| Details of available bandwidth of internet connection in the Institution | View File |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

496.13415

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Audited statements of accounts | **No File Uploaded** |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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.

**Several procedures are laid down to monitor the quality in the effectve functioning of the college. Some of them are listed below.**

**Academic: Policies are framed right from the admission till the students leave the college.Students are admitted in the college as per the norms of the affiliating University i.e. Jammu University and once the admission is accepted by the college, the same shall be uploaded to the University web portal.**

**Library:Certian rules are framed for borrowing books from the college library. Student is issued a library card after the admission. A student is required to return the borrowed book in good condition and within stipulated time. New book will only be issued after the return of the previously borrowed books.**

**Infrastructre:The students as well as the teaching faculty is free to use all facilities available within the college campus. Students can use sports facilities / equipments during their free period or after college hours after seeking permission for the same from the Physical Director.**

**Laboratories:Laboratories are open to the students. The students are divided into small groups so that the equipment is used in an egalitarian manner. The student must maintain a lab manual for the practicals they had performed.**

| File Description | Documents |
| --- | --- |
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

### 5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

### 5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

**599**

| File Description | Documents |
| --- | --- |
| Upload self attested letter with the list of students sanctioned scholarship | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | [View File](#) |

### 5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

### 5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

**73**

| File Description | Documents |
| --- | --- |
| Upload any additional information | [View File](#) |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | [View File](#) |

**5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills**

**B. 3 of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | chrome-extension://efaidnbmnnnibpcajpcglcl efindmkaj/https://gdckathua.com/department s/SEI.pdf |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**400**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**400**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees**

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Details of student grievances including sexual harassment and ragging cases | **No File Uploaded** |

## 5.2 - Student Progression

### 5.2.1 - Number of placement of outgoing students during the year

### 5.2.1.1 - Number of outgoing students placed during the year

**0**

| File Description | Documents |
|---|---|
| Self-attested list of students placed | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of student placement during the year (Data Template) | [View File](#) |

### 5.2.2 - Number of students progressing to higher education during the year

### 5.2.2.1 - Number of outgoing student progression to higher education

**574**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | [View File](#) |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | [View File](#) |

### 5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

**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) during the year**

**3**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | No File Uploaded |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**5.3 - Student Participation and Activities**

**5.3.1 - 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) during the year**

**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) during the year.**

**0**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | No File Uploaded |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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 )

**The establishment of student councils play an integral and important role in the student community. Student council provide a representative structure through which students can debate issues**

of concern and undertake initiatives of benefit to the college and the wider community. Students have a voice and a contribution to make to the college. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the college. The manner in which they successfully organised the various co-curricular activities is a proof of their skill at team work and leadership. The committee work under the guidance of faculty members but are largely student run. They take up activities related to conferences, symposium, college-fest, canteen, social work, publications, discipline, library, student welfare etc., The role of the student council is To enhance communication between students, management and staff. To promote an environment conducive to educational and personal development. To promote friendship and respect among students. To support the administration and staff in the development of the college. To represent the views of the students to the college administration. Assisting college sports and cultural activities. Organising fund raising events for charity. By participating in such activities students get opportunities to interact with administration and various other experts, they learn various qualities such as team work, leadership, cooperation, fellow feelings etc. These committees also help and play an important role in supporting key function of the institute including admissions, placements, web management.

| File Description | Documents |
|---|---|
| Paste link for additional information | NIL |
| Upload any additional information | No File Uploaded |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

4

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

**nil**

| File Description | Documents |
|---|---|
| Paste link for additional information | nil |
| Upload any additional information | **No File Uploaded** |

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**    **E. <1Lakhs**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |

## 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

**the details of the criteira 6.1.1 are given in attached file**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File]() |

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

**Decentralization management The Institute supports a trend of decentralized governance system with proper well defined inter-relationships The management of the institute has main two basic committees, Advisory committee (AC), College Development Committe, principal and HOD of different departments. Regular meetings of these committees are held for the effective and smooth functioning of the institute. There are three levels of administrative structure under which all the activities of the institute are carried out. At Institute level - All the main decisions related to the institute are taken by the Principal in consultations with the Head of departments. Principal is the academic and administrative head of the Institute and the Member of the Governing Body. Some financial power is given to principal for the development of the institution. Department level - The Department Heads are responsible for to look day-to-day administration of the department and report to the Principal. In addition, any institute staff member can give suggestions and idea for improvement. Students also participate through different formal and informal feedback mechanisms. Suggestion box is kept in every department for suggestions from students. Management and Trustees are approachable and accept all suggestions. Participative management**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File]() |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**institutional Strategic/ perspective plan of institution is attached herewith as excel file.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

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

**institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. are attached herewith as excel file**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Link to Organogram of the institution webpage | **Nil** |
| Upload any additional information | View File |

**6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination**    **A. All of the above**

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | **No File Uploaded** |
| Screen shots of user inter faces | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

**well furnished staff Residential Quaters, HRA to both teaching and non-teaching, TA, Childern Allowances etc HRA, TA, Childern Allowances etc Hostel for both Boys and Girls, heathcare facility,Scholarship facilities for students, sports infrastucture, library, reading rooms, internet facility, Drinking Water Facility, Toilet Blocks , smart classroom, seminar Halls,**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

**00**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | **No File Uploaded** |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

**8**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | <u>View File</u> |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**178**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | <u>View File</u> |

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

**jkpsc appoints teaching faculty as per the norms laid down by the UT of jammu and kashmirand non-teaching staff by jkssb. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively**

evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The salient features of the performance appraisal system are as follows: Teaching Staff a) The performance of each faculty member is assessed according to the Annual SelfAssessment for the Performance Based Appraisal System (PBAS). b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) . c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment. d) The faculty members are informed well in advance of their due promotion.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Regular Financial audits were conducted by the Account General Office from time to time.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | **No File Uploaded** |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

**DEATILS OF MOBILIZATION OF FUNDS ARE ATTACHED AS EXEL SHEET AS 6.4.3**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

## 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

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes of the instution and the details of contribution are herewith attached as exel sheet.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

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

**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 are attached as exel sheet**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

**6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**A. All of the above**

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | **Nil** |
| Upload e-copies of the accreditations and certifications | [View File](#) |
| Upload any additional information | [View File](#) |
| Upload details of Quality assurance initiatives of the institution (Data Template) | [View File](#) |

## 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 year

**As a conscious society we all know that gender equity promotes balanced development and sustainable society. This year on the backdrop of COVID-19 situation, we have organized online workshop (Two days) on 'Gender in everyday life: Breaking the boundaries' for students and teachers of our college with the gender experts from various fields to address the 'Gender Equity' aspect. Around 100 participants actively participated in this interactive workshop.**

**Centre for Women Studies, Government Degree College Kathua organised One Day Legal Awareness Workshop on the Rights of Women**

on the ocassion of International Women's Day on 8th of March 2021. Sub Judge Arti Mohan was the resource person on the event.

Centre for Women Studies organised a One Day Workshop on Women's Security on 26th of February 2021. During the workshop Sanjeevan Jyoti was the resource person and she spoke about the physical and mental health of the girls and its importance in protecting themselves against acts of mental, physical and domestic abuse.

Centre for Women Studies, Govt. Degree College Kathua, organized two days poster making competition in the college campus from 19th to 20th of February 2021. The topic of first day was "Impact of Covid-19 on Human Lives" whereas the topic for Second day was " Save the Girl Child".

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://gdckathua.com/notices/Annual%20Gender%20Action%20Paln%202020-21.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://gdckathua.com/notices/Facilities%20for%20Women.pdf |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures  Solar energy Biogas plant Wheeling to the Grid  Sensor-based energy conservation Use of LED bulbs/ power efficient equipment**

B. Any 3 of the above

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

• College has a provision to speed up compositing of dry leaves and branches which enriches the ground and helps to promote the

growth and development of healthy plant tissue. The college also has a pit where vermicomposting is done to produce manure.

• E-waste generated is used for technical education purpose by using the hardware in the labs for display. As the college always strives to be abreast with the new technologies, the waste seems to be expanding. E-waste management has become an immediate long time concern. Implementation of e-waste inventory management system so as to further enhance the responsibility of the institution in preventing the direct exposure of students to the unused electronic items.

• Before disposal of used solvents and chemicals, students dilute chemicals by treatment and then discarded.

• The college has installed colour coded dustbins for dry and wet waste to manage waste generated in the college.

• To reduce pollution and create a clean and green environment, the college has huge well maintained lawns and a botanical garden with plants of medicinal value. These open green spaces absorb carbon emission. Seminars and workshops are organized to educate about environment and sustainable development. The college has an active Eco Club for organising such programs and activities. Field trips for biology students to create awareness and conservation of biodiversity among the students.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | No File Uploaded |
| Geo tagged photographs of the facilities | View File |

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

C. Any 2 of the above

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## 7.1.5 - Green campus initiatives include

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

                **B. Any 3 of the above**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | [View File](#) |
| Various policy documents / decisions circulated for implementation | **No File Uploaded** |
| Any other relevant documents | **No File Uploaded** |

## 7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities**

                **D. Any 1 of the above**

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | **No File Uploaded** |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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**

**D. Any 1 of the above**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Policy documents and information brochures on the support to be provided | **No File Uploaded** |
| Details of the Software procured for providing the assistance | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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 200 words).

**As an educational Institution we have demographic diversity as the students hail from different socio-economic backgrounds and come from diverse regions having their own language preferences.**

**Diversity is also seen in the parent stakeholders whose**

occupations range from farmers, auto rickshaw drivers, house help to businesspersons, doctors and Government Employees in different cadres.

With respect to the distinctiveness of every student , we try to ignite a feeling of 'camaraderie' among all the members of the institution by giving space to each and every stakeholder to participate, explore, enhance and attain their full potential, ultimately making the campus an equitable place.

In order to address this language diversity we have a Language Lab with software to familiarize students with spoken as well as academic English.

Peer platforms and informal support groups are created to provide an inclusive space for students. Teacher Mentors are assigned to students so that help can be provided and special attention can be given to each student.

Scholarships schemes by Social Welfare Department are implemented in full and students are also provided with merit-cum-means scholarships by the college to the students from week economical backgrounds. This ensures that no student suffers due to lack of finances.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college organizes an Induction Program for the Staff and Students at the beginning of the Academic Year. The Induction Program caters to introducing the staff and students to their rights and responsibilities. Ethical practices and responsible behaviors expected from the staff and students are conveyed in the induction. The Under-Graduate Syllabi included Democracy and Environmental Science as credit courses to familiarize the students with these concepts. Constitution Day, National Voters Day, Fundamental Duties Day are some days of significance that are commemorated every year by the college. Mission and Vision of the

**college is displayed in departments and around the campus. In keeping with the Constitutional Responsibility of preserving and caring for the Environment, college organizes activities with themes surrounding Environmental concerns. All mandatory committees like Internal Complaints Cell, Anti Ragging cell, Anti Sexual Harassment Cell are active and functioning. There are Handbook of Ethics uploaded on college website to familiarize and implement code of conduct and ethical behaviour in students and staff.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://gdckathua.com/newsletter2020_21.aspx |
| Any other relevant information | **Nil** |

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

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| 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 | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

National festivals create an environment in which students come together with similar sentiments portraying national unity and humanism. In a given academic year the college commemorates as many days of significance as possible. The range of activities to commemorate the day is diverse Birth and Death Anniversaries of prominent figures are commemorated with earnestness and enthusiasm. NSS,NCC, Red Cross Club, Electoral Literacy Club, Red Ribbon Club of the college collaborate to organize lectures by experts of the field so that staff and students can be enlightened. Another outcome of marking days of National and International importance is the awareness that is created by the commemoration of those days. With a view of raising awareness among students and staff members commemorate different days like World Suicide Prevention Day, World Mental Health Day, World Wetland Day and so on. National days like Independence Day and Republic Day are marked by mandatory hoisting of the flag. Gandhi Jayanrti, Dr. BR Ambedkar Jayanti and birth anniversaries of other revered personalities of India is celebrated every year Faculty of the college are usually resource persons for these events since they have the necessary skills and knowledge to deliver lectures on the occasions.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

1National Service Scheme (NSS)


The college has a three NSS Units working under the NSS Cell, University of Jammu. The institution promotes NSS for the all-round development and character building of the students as well as to extend its activity at the community level. The college has adopted nearby Village Phalote (Barnoti), situated at a distance of 13 kms from Kathua, for its extension activity. The college

follows Regular Activity and Special Camp Activity to understand the community in which they work and also understand themselves in relation to their community, identify the needs and problems of the community.

2 National Cadets Corps (NCC)

The NCC strives to be and is one of the greatest cohesive Forces of the nation, bringing together the youth hailing from different parts of the country and moulding them into United, Secular and Disciplined Citizens of the nation. The NCC aims at developing Discipline, Character , Brotherhood, the Spirit of adventure and ideals of selfless service amongst the young citizens. It also aims to enlighten Leadership qualities among the Youth who will serve the Nation regard less of which career they choose. It also motivates the Young to choose a career in Armed forces.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://gdckathua.com/about_us/best_practices.aspx |
| Any other relevant information | Nil |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Giving Back to Society

We believe in high standards of academic, professional, and societal performance. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. In line with its vision of working towards the socio-economic development of the country, Govt. Degree College Kathua has taken utmost care to give back to the community. NSS unit plans activities like tree plantation and field visits to expose the students to the pressing

issues in our society. Several activities are undertaken for the students to expose them to the pressing environmental issues that ail us. They are encouraged to participate in competitions dealing with environmental issues. NSS unit which undertakes various services to inculcate social values. Throughout the year, the NSS unit undertakes a plethora of events ranging from cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more. The NSS unit has also been was also a part of the drive against plastic usage.

## Part B

**CURRICULAR ASPECTS**

### 1.1 - Curricular Planning and Implementation

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

**The details about criteria 1.1.1 are given in attached file.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | **Nil** |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

**The details about criteria 1.1.2are given in attached file.**

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | **Nil** |

| | |
|---|---|
| **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 year.  Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University** | **B. Any 3 of the above** |

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | No File Uploaded |

## 1.2 - Academic Flexibility

## 1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

## 1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

7

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |

## 1.2.2 - Number of Add on /Certificate programs offered during the year

## 1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

02

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Brochure or any other document relating to Add on /Certificate programs | No File Uploaded |
| List of Add on /Certificate programs (Data Template ) | View File |

## 1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

104

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

## 1.3 - Curriculum Enrichment

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

**The details about criteria 1.3.1 are given in attached file.**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | **No File Uploaded** |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

**05**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Programme / Curriculum/ Syllabus of the courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | **No File Uploaded** |
| MoU's with relevant organizations for these courses, if any | **No File Uploaded** |
| Institutional Data in Prescribed Format | **No File Uploaded** |

## 1.3.3 - Number of students undertaking project work/field work/ internships

**424**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | [View File](#) |

### 1.4 - Feedback System

| 1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni | **B. Any 3 of the above** |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | [https://www.gdckathua.com/departments/SSS 2020-21.pdf](https://www.gdckathua.com/departments/SSS2020-21.pdf) |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | [View File](#) |
| Any additional information | **No File Uploaded** |

| 1.4.2 - Feedback process of the Institution may be classified as follows | **A. Feedback collected, analyzed and action taken and feedback available on website** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| URL for feedback report | [https://www.gdckathua.com/departments/SSS 2020-21.pdf](https://www.gdckathua.com/departments/SSS2020-21.pdf) |

### TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

### 2.1.1 - Enrolment Number Number of students admitted during the year

## 2.1.1.1 - Number of students admitted during the year

**3964**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | View File |

## 2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**746**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

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

**Our college has a fair system for admission process. The students admitted in our college are coming from various economic sections and communities of the society.**

**The students are admitted in our institution without considering caste, creed, and gender, and religion, social and economic status. 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. After the completion of admission process regular classes commence as per the college time table.**

**We at Government Degree College Kathua, give emphasis on improving the performance of slow learners belonging to SC, ST, OBC and minority category by providing remedial programmes which are conducted outside regular classes. This exercise is done in a discreet manner and slow learners are encouraged to recognize their shortcomings and register on their own without compulsion. In order to enable students belonging to SC / ST /**

OBC/ Minority Communities, who need remedial coaching to come up to the level necessary for pursuing higher studies efficiently and to reduce their failure and drop-out rate,we made four groups, comprising of 110 students, for the same in the subjects of Banking, Environmental Sciences, Mathematics and Chemistry. The college, with the financial support from University of Jammu, ran remedial coaching for the students belonging to weaker section (SC/ST, OBC and minority) of the society who need special care and support in academics. The coaching programme is co-ordinated by a faculty member nominated by the Head of the institution. Separate time table is allotted for remedial classes before and after college hours. Teachers are able to give one to one attention in remedial classes and focus on individual problems in a better manner when compared to a regular classroom in which the advanced learners' participation may inhibit the others from voicing their problems. The strenuous efforts taken by the faculty towards the slow learners has resulted in students' understanding in their chosen domain, improved results and pass percentage. Academia Coaching, UGC Coaching and Entry into Services scheme for weaker section of the society offers specialized programs to cater to the growth of these learners. Faculty makes it a point to be patient and accessible to students personally, over phone, mail.

Online resources are made available to strengthen the knowledge-base. Students are encouraged to participate in seminars, conferences and workshops to gain knowledge. The Faculty takes a keen interest while ordering books for the library and ascertains that the library collection of books cater to the needs of both slow and advanced learners.

Academic and personal counseling are given to the slow learners by the tutor, mentor and the counseling cell.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 3964 | 120 |

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |

## 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

**2.3.1 Student Centric methods such as experiential learning, participative learning, problem solving methodologies are used for enhancing learning experiences:**

- **We at Govt Degree College Kathua, practices various student centric activities to improve the quality of teaching learning. A teaching methodology which focuses on imparting education through a student centric approach is adopted. We encourage students to practice various technical and non-technical skills through project development, student seminars, student development programs, workshops, carrier awareness programmes and industrial visits. These activities are planned, conducted and monitored regularly by the faculty to ensure that students are practicing the required skills, reflecting on their experiences and improving their skills. This methodology helps to transform students from being relegated to the role of passive recipients to active and involved stake holders, apart from boosting their confidence and encouraging independence.**
- **Since students vary in their ability to comprehend and absorb it is not possible to address the needs and expectations of individual students and expect a uniform learning outcome from them all in a teacher centric class. The teacher facilitates learning by allowing each individual student to comprehend at their personal level.by ensuring their involvement in class activities so that they can absorb and grasp information at their own pace. Remedial coaching classes are also planned to increase the learning levels of slow learners.**
- **Students are given exposure to various problem-solving methodologies by solving real-world problems, design problems, and case studies.**

- We always strive to enhance the learning experience of learners in class through various interactive and participatory approaches apart from traditional teaching. These approaches aid in creating a feeling of responsibility in learners and makes learning a process of construction of knowledge. Various approaches used are- Think-Pair-Share (TPS), Flipped Classroom, Peer Instruction (PI), Group Discussion, etc.
- This provides a comprehensive understanding to the student right at the beginning of the course as to what should be the primary focus. It also helps them in self-evaluating their performance at the conclusion of the course.
- Feedback of the Course and teachers, given by students at the end of each semester provides an opportunity to identify any lacunae which can then be addressed.
- Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, virtual labs, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilize by the Departments to provide experiential and participative learning.
- Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills and hone style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.
- Discussions and debates on contemporary issues are encouraged so that students can reflect and analyze by eliciting responses to the subject under discussion. Ability Enhancement, Generic and Skill Enhancement courses are offered to provide and prepare students for life. NSS Cell and NCC sub-unit have been set-up for the students to participate, integrate and learn.
- Representatives of students serve as members on committees like Internal Quality Assurance Cell, Internal Complaints Committee, Grievance Cell in order to involve them in the decision making process and maintain transparency apart from inculcating a sense of responsibility in them.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Link for additional information | Nil |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

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

- Government Degree College Kathua follows ICT enabled teaching in addition to the traditional classroom education.
- More than 26 classrooms and 20 labs are ICT enabled with interactive boards/projectors installed and the departments are enabled with high speed wifi connections. College remained closed for teaching due to COVID-19 pandemic, hence teaching was fully conducted in an online mode. The faculty used various ICT enabled tools to enhance the quality of teaching-learning like: The faculty members used Google meet /WiseApp/ Zoom/google classroom to conduct tests and for lecture delivery.
- Also used many interactive methods for effective teaching such as PPT with animations, Video clippings, Use of online resources from NPTEL courses, YouTube links, Simulation tools, Virtual labs , online assessment tools like Quizz.com, and various Cloud portals etc.
- WhatsApp group used as platforms to communicate, make announcements, address queries, and share information.
- To teach problem solving subjects in an online mode, faculty have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.
- All teaching materials and instructional material for conducting Experiments are uploaded by faculty members in advance on Google classroom/WhatsApp groups. Online tests are conducted and e-assignments are given. Other important activities such as Project presentation, Debates, Group discussions, Mentoring are also conducted online through Google meet or Zoom platforms for quality teaching learning process.
- The research journals and e-books are available on online library to our faculty and students.
- Most of the departments conduct webinars, quiz

competitions, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by Industry experts and Alumni on Zoom platforms and also broadcasted the same on YouTube.

**ICT Tools Used:**

- Interactive Boards: 40 interactive boards are available in classrooms & labs
- Projectors- 11 projectors are available in different classrooms/labs
- Desktop and Laptops- Arranged at Computer Lab and Faculty rooms all over the campus.
- Printers- They are installed at staff rooms, offices, and all prominent places.
- Photocopier machines - Multifunction printers are available at all prominent places in the institute. There are six photostat machines available in campus.
- Scanners- Multifunction printers are available at all prominent places.
- Seminar/conference/smart Rooms- Three seminar halls/rooms are equipped with all digital facilities.
- Online Classes through Zoom, Google Meet, WiseApp, Microsoft Team, Google Classroom
- Digital library: Inflibnet, Shodhganga etc
- Browsing centre: Equipped with seven all-in one computers with all necessary facilities and power backup

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

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

## 2.3.3.1 - Number of mentors

94

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll | View File |
| Circulars pertaining to assigning mentors to mentees | View File |
| Mentor/mentee ratio | View File |

## 2.4 - Teacher Profile and Quality

## 2.4.1 - Number of full time teachers against sanctioned posts during the year

**75**

| File Description | Documents |
|---|---|
| Full time teachers and sanctioned posts for year (Data Template) | View File |
| Any additional information | **No File Uploaded** |
| List of the faculty members authenticated by the Head of HEI | View File |

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

**47**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year (Data Template) | View File |

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

## 2.4.3.1 - Total experience of full-time teachers

**890**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | [View File](#) |

## 2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The Examination committee of the college frames guidelines for effectively conducting internal assessment

1. Students are made aware of the evaluation process through the following initiatives:-

   o  The orientation programmes at the beginning of the semester through public address

system of the college by conducting interaction meet with the students.

   o  Academic Calendar with exam dates
   o  Display on the College and Department Notice Board.

2. Conduct of Examination:

   o  Seating arrangements, hall invigilators listed for every examination.
   o  Preparing the question paper for the internal examination in the prescribed pattern based on Knowledge level using revised Bloom's taxonomy.
   o  Scrutiny of the prepared question paper

2. Result Analysis & Review Meeting:

   o  Result Analysis is done by the class tutors after every CIA Test.
   o  The performance of the students is monitored by the Principal and the necessary feedback is given to the concerned faculty members.

## 3. Progress Report:

There is total transparency in the evaluation system as the evaluated answer sheets are provided to the students to go through the pattern of evaluation adopted by the teachers and if there is any discrepancy in the scores/marks obtained by the concerned student he/she is free to get the modification incorporated through the concerned evaluator.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | Nil |

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

The college has evolved a mechanism for redressal of grievances related to internal and external evaluation is as follows:

All the students are clearly informed about the evaluation procedure, weightage of internal and external marks allotment as per the regulation provided by the university.

**Internal Assessment**

In case of any grievances regarding internal assessment, the student is free to interact with the teacher and get it resolved. The unresolved grievance, if any, is referred to the Principal through the Head of the Department.

If any student scores less marks and wants to improve in that subject, he/she can appear for the improvement examination.

The evaluation of internal answer sheets of the students is carried out at the college level, in a time bound schedule and in a best possible efficient manner and the results are submitted to the university within a stipulated time.

**External Examination**

The grievances related to University examination like corrections in mark sheet, revaluation and pending of marks sheet are addressed and discussed in consultation with the College Examination officer and if necessary, the student write

the application addressed to the Principal of the college. Principal office forwards the consolidated grievance to Registrar Evaluation for further action.


Sample Documents:

1. Applications of students to who could not appear for exam on scheduled date due to valid reason and seeking to appear for reexamination.


1. List of Students' Grievances for the Academic Year 2020-21

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Link for additional information | Nil |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

https://gdckathua.com/departments/prog_Outcomes.pdf

Government Degree College Kathua (J&K) India PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES: Mechanism of Communication: The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students. ? Hard Copy of syllabi and Learning Outcomes are available in the departments for ready reference to the teachers and students. ? Learning Outcomes of the Programs and Courses are displayed on the walls outside each department. ? The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and College Committee Meeting. ? The students are also made aware of the same through Tutorial Meetings. Department of Chemistry Program Outcomes: B.Sc. 1. Science student is able to acquire knowledge of different innovations in scientific world. 2. He is able to develop scientific temper and thus can prove to be more beneficial for the society as the scientific developments can make a nation or society to grow at a rapid pace. 3. He has the option of going for higher studies and then do some research

for the welfare of mankind or he may opt to go for facing competitive examinations. 4. After higher studies he can join as a scientist, or he may go to serve in education sector as an Assistant Professor in a college or a University. 5. He can join Indian Army, Indian Navy, Indian Air Force as officers. 6. He has the option of joining IAS or Indian Forest Services. 7. He can go to serve in industries or may opt for establishing his own industrial unit. 8. He can join banking services. 9. He can join as a researcher in institutes of high name and fame. 10. He can compete in so many competitive examination after passing his Graduation or Post Graduation Course. Program Specific outcomes: B.Sc.Medical/Non-Medical a) B.Sc. Medical 1. B.Sc. Medical student is able to acquire knowledge regarding Botany, Zoology, Chemistry, Biotechnology, Fish and Fisheries. 2. Medical Students will be able to define and explain major concepts in the biological sciences. 3. They are able to correctly use biological instrumentation and proper laboratory techniques. 4.Students will be able to communicate biological knowledge in oral and written form. 5. Students will be able to recognize the relationship between structure and function at all levels: molecular, cellular, and organismal. 6. They can go for Indian Forest Service and other competitive examinations. 7. They can opt for higher studies in Botany, Zoology, Chemistry, Biotechnology and Fisheries. 8. Biotechnology is another fast growing field which is more applicable in Industries and Hospitals. b) B.Sc. Non-Medical 1. B.Sc. Non-Medical student is able to concentrate on Chemistry, Physics, Geography and Mathematics. 2. A non-medical student will demonstrate a scientific knowledge of the core physics principles in Mechanics, Electromagnetism, Modern Physics, and Optics. 3. He is able to demonstrate basic manipulative skills in algebra, geometry, trigonometry, and beginning calculus. 4. The student will determine the appropriate level of technology for use in: a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in problem solutions. 5. He will be able toapply the underlying unifying structures of mathematics (i.e. sets, relations and functions, logical structure) and the relationships among them. 6. He caninvestigate and apply mathematical problems and solutions in a variety of contexts related to science, technology, business and industry, and illustrate these solutions using symbolic, numeric, or graphical methods. 7. The student will acquire knowledge of Chemical Thermodynamics, Kinetics, Electrochemistry, Atomic Structure, Organic Chemistry, Spectroscopy and Skill in Industrial Chemistry. 8. He will gain knowledge of Geography in

Indian Context and also World Geography. He will know about forests, mountains, lakes, rivers. 9. A non-medical student can join Indian Air Force, Indian Navy and can also go for other competitive exams. He can go for higher studies in Mathematics, Chemistry, Physics or Geography. 10. He can join as a scientist in research institutes of immense knowledge having a great scope for growth and development. He can prove to be an asset for the society by producing something more innovative. 11. Banking sector is another good option for non-medical students. Course Outcomes Chemistry: 1. The student will be able to study the basic concepts in chemistry. 2. The student will acquire knowledge of Chemical Thermodynamics, Kinetics, Electrochemistry, Atomic Structure, Organic Chemistry, Spectroscopy and Skill in Industrial Chemistry. 3. The experimental work makes the student to get trained in chemical analysis. The student also is able to find out pH value, viscosity, surface tension of various liquids. He learns the use of equipment like pH meter, polarimeter and refractometer. 4. The student will effectively communicate their knowledge of Chemistry from basic concepts to specific detailed presentations. 5. The student will demonstrate a purposeful knowledge of scientific literature and ethical issues related to Chemistry. 6. The student after studying chemistry course at undergraduate level is able to join University for PG Course and then after that can go for research in specific fields in chemistry. 7. After completion of higher qualification they have the option of joining as Assistant Professor in colleges and Universities. 8. They can join as scientist in ISRO and BARC. 9. The students can join industry as the skill enhancement courses in chemistry can enable them to go for industrial preparations. 10. They can go for establishing their own industrial unit by taking loan from bank. 11. They can go for competitive exams like IAS and KAS. 12. They have the option of joining Banking sector. 13. Another option is of joining armed forces as an officer. Department of Biotechnology Programme Outcomes of biotechnology: Biotechnology teaches about biological sciences with engineering technologies that manipulate living organisms and biological systems to produce products that advance healthcare, medicine, agriculture, food, pharmaceuticals and environment control. On Successful Completion of this subject the students should have a sound knowledge about - combining living matter, in the form of organisms or enzymes, with nutrients under specific optimal conditions to make a desired product. Programme Specific Outcome of Biotechnology: (Four hours lecture and Four hours lab per week.) A general course emphasizing distribution,

morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification. This course also includes sophomore level material covering immunology, virology, epidemiology and DNA technology. Recommended for all allied Science students. 1. Graduates will gain and apply knowledge of Biotechnology, Science and Engineering concepts to solve problems related to field of Biotechnology. 2. Graduates will be able to identify, analyze and understand problems related to biotechnology Engineering and finding valid conclusions with basic knowledge in biotechnology Engineering. 3. Graduates will be able design, perform experiments, analyze and interpret data for investigating complex problems in biotechnology Engineering and related fields. 4. Graduates will be able to decide and apply appropriate tools and techniques in biotechnological manipulation. 5. Graduates will be able to justify societal, health, safety and legal issues and understand his responsibilities in biotechnological engineering practices 6. Graduates will be able to understand the need and impact of biotechnological solutions on environment and societal context keeping in view need for sustainable solution. 7. Graduates will have knowledge and understanding of related norms and ethics in Biotechnology Engineering product/technique development. 8. Graduates will be able to undertake any responsibility as an individual and as a team in a multidisciplinary environment. 9. Graduates will develop oral and written communication skills. 10. Graduates will have thorough knowledge in Biotechnology Engineering and will also be ready to engage themselves in lifelong learning. Course Outcomes: Course Outcomes 1 Cell biology This course presents the types and structural details of the basic unit by which all the living things are made of (the cell). Goals: To make the student to understood the concept of cell and their activities. This course presents the types and structural details of the basic unit by which all the living things are made of (the cell). Goals: To make the student to understood the concept of cell and their activities. 2 Microbiology This course presents the study of Micro organisms. Goals: To make the student to understood Micro organisms and their participation in day to day activities. Objectives: On successful completion of the subject the student should have understood the Role of microorganisms in the diversity 3 Biochemistry This course presents the chemical reactions or metabolic functions in the living system and their regulations. Goals: To make the student to understood the concept of biochemical regulations Objectives: On successful completion of the subject the student

should have understood: Basic Structure and metabolism of Biomolecules. 4 Genetics This course presents the way characters get transferred through generations and methods to analyze and modify them Goals: To make the student to understood the concept of genes and their behaviour Objectives: On successful completion of the subject the student should have understood: Basic genetics and their role. 5 Plant & Animal Biotechnology This course presents the application of Plants in Biotechnology Goals: To make the student to understood usage of Plant and Animal products and exploitation of them in Biotechnology. Objectives: On successful completion of the subject, the student should have understood: Crop development, Callus culture, Biotechnological applications of plants, Animal tissue culture, Animal products, production & improvement of them. 6 Immunology This course presents the basic defense mechanism of animals Goals: To make the student to understood the concept immunology Objectives: On successful completion of the subject the student should have understood: Immunity, Antigen, Antibody, Cells of immune system and their function and regulations 7 Recombinant DNA Technology This course presents the mechanism of gene manipulation Goals: To make the student to understood the concept of gene manipulation and gene transfer technologies Objectives: On successful completion of the subject, the student should have understood: Manipulation of genes, Transfer techniques, Expression systems and methods of selection 8 Microbial Biotechnology This course presents the utility of Microbes Goals: To make the student to understood the applications of Microbes Objectives: On successful completion of the subject the student should have understood: Fermentation, Microbial products, Vaccine and antibiotics. 9 Bioinformatics Bioinformatics courses may include molecular biology, probability, statistics, computing and informatics. 10 Bioprocess Technology This paper presents the basics of fermentation technology, media components as applied to lab scale, pilot scale and industrial scale upstream and down stream processing. Goals: This paper is introduced to acquire requisite skills for the design and development of bioreactors, production optimization, and preparation of sterile base materials for downstream processing. Objectives: On successful completion of the course the students should have understood the basics of fermentation technology and learnt the concept of screening, optimization and maintenance of cultures. 11 Medical Microbiology To inculcate knowledge in relationship between human disease and micro organisms, pathogenicity, laboratory diagnosis and treatment methods. Department of Botany Programme outcomes: 1. To gain in depth knowledge about different groups

of plant kingdom in respect of diversity, structure (external and internal), organization and life-cycle patterns. 2. To enable the students to understand plant physiology and metabolism; plant taxonomy; utilization and ecological importance of plants and their inter and intra-relationships. 3. To impart knowledge in cell biology, genetics and molecular biology and biotechnology. 4. To equip the students with knowledge on plant embryology. 5. To teach skill enhancement courses related to plants for self employment generation. Course outcomes: 1. Plant diversity: detailed study of structure, reproduction and life-cycle of viruses, bacteria, thallophytes, bryophytes, pteridophytes and gymnosperms. 2. Detailed study of taxonomy, embryology, anatomy and economic importance of angiosperms. 3. Study of plant physiology, cell biology, genetics, biotechnology and biochemistry. 4. Study of ecology and environmental issues viz. global warming, climate change, water and soil conservation, and sustainable use of natural resources. 5. Teaching skill courses based on plants like Nursery and gardening, ethnobotany, mushroom cultivation and biofertilizers for enhancing the entrepreneurship scope of the students. Department of Industrial Fish and Fisheries Programme outcomes: 1. To gain in depth knowledge about different groups of aquatic organisms (fish and shellfish) in respect of diversity, morphology, physiology and social behaviours. 2. To enable the students to understand the patterns of capture fisheries in different aquatic habitats. 3. To impart knowledge about aquaculture systems, food and feeding, breeding and seed production technology. 4. To equip the students with knowledge of construction, setting and maintenance of aquarium. 5. To teach skill enhancement courses related to fisheries for entrepreneur development and employment generation. Course outcomes: 1. Detailed study of taxonomy, morphological features and comparative study among fishes. 2. Study of inland and marine capture fisheries resources of India, different types of gears used and conservation and management of fisheries resources. 3. Detailed study of aquaculture practices viz. management of different culture systems, feeding, breeding and fish health management. 4. Study of construction, setting and management of different types of aquarium. 5. Teaching of skill based courses of fisheries like Carp culture, Ornamental fish farming, Aquatic ecology and Fishing technology for the development of the entrepreneurship abilities among the students. Department of Geology PROGRAMME OUTCOME AND JOB OPPORTUNITIES IN THE FIELD OF GEOLOGY There are good job opportunities in the subject in the fields like teaching, research and organizational work. The

entry-level post in the teaching is the post of Assistant Professor/Lecturer, which requires master degree in geology with 55% marks, and NET/SLET/PhD. National level organizations like National Geophysical Research Institute (NGRI), Hyderabad; National Antarctica Research Centre, Goa; National Remote Sensing Centre (NRSC), Hyderabad; Space Applications Centre (SAC), Ahmedabad; Indian Institute of Remote Sensing (IIRS), Dehradun; Central Ground Water Board; Geological Survey of India; National Mineral Development Corporation; Indian Bureau of Mines; Atomic Mineral Development Corporation; Oil and Natural Gas Corporation Ltd; Uranium Corporation of India, Ltd. requires the geologist for research and exploration work. Union Public Service Commission (UPSC) conducts the examination for the post of Geologist in Geological Survey of India, Ministry of Mines, and Government of India. For this examination, a candidate with master's degree in geology can apply. ONGC conducts competitive test for the executive trainee (Geology) which after completion of training absorbs in the company. For this examination, a candidate must have 65% marks in M.Sc./M.Tech. In geology/applied geology. Now ONGC recruits through GATE examination. Atomic Mineral Development Corporation (AMDC) also recruits scientific officer (geology) on all India competitive examination and prefers candidate with first class bachelor and master's degree. The research organization like National Geophysical Research Institute, Space Applications Centre, National Remote Sensing Centre, National Institute of Oceanography recruits scientistB/scientist-C. Besides, above, state government have departments like groundwater department, department of mining and geology, and disaster management centres that requires geologist for geological/hydrogeological works. In private sector, there are good scope of geologist especially in mineral investigation, oil exploration, mining and hydrogeological surveys. There are number of private organizations working in geological, geotechnical and hydrogeological surveys, which requires trained geologist. The salary depends on the qualification and experience and can earn good amount. Department of Geography PROGRAM/COURSE OUTCOMES IN GEOGRAPHY Geography is the science of earth's surface as a home of man and its inter-relationships with its surrounding environment. There are various components of Geography such as Lithosphere, Hydrosphere, Biosphere and Atmosphere and their systematic studies. As a student of Geography, the pupils get scientific knowledge about the weather phenomena, change in landform features, oceanic circulation , and development of human race with spatial and temporal imprints. Students can prepare

themselves for various Govt.jobs like SSB, SSC, CIVIL SERVICES,DEFENCE and other competitive exams by getting basic knowledge of land and people(features,demographic characteristics,regional studies) Geography provides vivid details of maps which covers the main course of competitive exams.The students after studying Practical Geography is able to do the instrumental surveys physically,Remote sensing , GIS and Digital cartography. He can be a better Town planner[example in this context is newly developed cities in the world as well as in India-Singapore,Naya-Raipur,Amravati (under-construction) capital of Andhra pradesh]. As Tourist guide(he will know the locations of various historical places, archeological sites,various national parks,industrial centres,cultural traits , food and cuisines, monuments, malls, that will give tourist more enjoyable and memorable trip) Environmentalists,(how to conserve environment is the key issue of environmental studies in the 21st century) . Soil analysts(analyzing various soils so that it helps the farmers to grow crops that give more yield without disturbing the Mother nature. Scheme of Govt.Of India –SOIL HEALTH CARD) Meteorologists (e.g is IMD-INDIAN METEROLOGICAL DEPARTMENT which successfully predicts when will Monsoon come to India, their downpour, their predictability about droughts, cyclones will affect coasts with minimum or maximum damage) Political analyst(Geopolitics is the trending subject now and with the help of this a country can make out what will be her Foreign Policy towards other nations ) .Besides this the students can become Cartographer,Economists,Traveller,Earth-scientists etc. Department of Environmental Science Department of Environmental Science was established in the year 2003. Environmental Sciences has been introduced as a compulsory subject at Undergraduate level by the order of Supreme Court of India in 2003. The objectives of the subject are to acquaint the students about the processes in the natural world and their modification by human activities and to understand the current environmental problems that the world is facing today. Also field trips are organised on regular basis by the department to provide an opportunity to study the state of degrading environment. The skill based courses were also introduced in the year 2017 to for enhancing the skills of students in such a way so that they get employment and also improve entrepreneurship. The students can get placement in various Consulting Firms, NGO's, Industries and Various agencies involved in combating Environmental problems. Department of Computer Applications Programme outcomes: ? BCA degree programme help the students to gain the knowledge and skills

necessary for success in the rapidly evolving and dynamic field of computing. ? It equips the students to meet the requirement of corporate world and Industry standard. ? It engages the students in professional development and to pursue post graduate education in the fields of Information Technology and Computer Applications. ? To understand the concepts of key areas in computer science. ? Analyze and apply latest technologies to solve problems in the areas of computer applications ? Apply technical and professional skills to excel in business. ? Communicate effectively in both verbal and written form. ? Develop practical skills to provide solutions to industry, society and business. Course outcomes: ? Proficiency in the basic mathematics employed in computer science. ? Differentiate among essential data structures used in computer programming, and explain how they work. ? Gain knowledge of algorithms and their role in computer science. ? Identify, explain and apply fundamental structured programming techniques. ? Utilize important data structures and associated algorithms in the development of computer programs. ? Develop computer programs using functional programming and object-oriented programming paradigms. ? Apply techniques of software validation and reliability analysis to the development of computer programs. ? Teach the appropriate computer application methods such as functional programming and object-oriented programming paradigms to enable participants to analyze, design, implement and evaluate computerized solutions (such as developing computer programmes) to real-life problems. ? Enable participants to be part of live projects to implement and test their computer application skills and provide feedback and a roadmap for progress. Department of Physics Physics (Outcomes): 1. The student will demonstrate a scientific knowledge of the core physics principles in Mechanics, Electromagnetism, Modern Physics, and Optics. 2. The student will determine the appropriate level of technology for use in: a) experimental design and implementation, b) analysis of experimental data, and c) numerical and mathematical methods in problem solutions. 3. The student will effectively communicate their knowledge of physics from basic concepts to specific detailed presentations through a variety of oral, written, and computational modalities. 4. The student will demonstrate a purposeful knowledge of scientific literature and ethical issues related to physics. Department of Commerce Every country in the world has an educational policy to cater to the needs of education in order to realize the benefits thereof for the progress and development of its people. Our country having been ruled by British for centuries together and as such the policy of

education devised by them for this country continued to be applied by nationalist government for almost more than 20 years after its independence without any change therein. In 1964 the need was felt to change the Educational policy to meet the new challenges faced by nation after independence. It was felt that in order to sustain the newly achieved independence and to develop as a country it was necessary to formulate an educational policy whereby education based on the development of personal qualities of human beings and development of human abilities and skill among the population was need of the hour. As such it will be proper to understand briefly the term "commerce" to under stand its meaning and scope thereof. Commerce is a broad and inclusive term which includes not only sales and purchases of goods but also other allied activities like transportation, communication, insurance, financial insinuation etc. It analyzing and matching the role and the person, developing equitableness and developing self reviewing capacity it is helpful in every job. It is flexible, realistic and makes person sensitive to tackle crucial assignment and decisions. The process of privatization and liberalization has resulted in accelerating the industrialization which process in turn has influenced the field of commerce in general and commerce education in particular. Commerce education has become multi dimensional over the years and several new areas have emerged as identifiable discipline under its umbrella. The commerce education which is supposed to create time, place and person utilities for individual and social ends must prove its relevance by developing efficient persons which in turn calls for drastic improvement in the quality of commerce education in India. Commerce education is that area of education, which teaches, trains and empowers a learner about the conceptualization and practical application of business for establishing, assessing monitoring and developing trade, commerce and industries by diversified their courses to suit the market trends. The emergence of Commerce education was on the premise that the students are taught to be more socially responsible personnel to improve the quality of life, run business more professionally and be a good businessman. Career options for commerce students include Chartered Accountants, Financial Analyst, Company Secretary, Human Resource Manager, Loans Executives, Economist, Auditor, Banking Executives, CWA etc and this is just the tip of the iceberg. Further, on line commerce education will lead not only to larger market places with larger demand but also will ensure the survival of product and system of the highest quality and reliability. Department of BBA Programme/Course outcomes The Department of Management

studies, was formed in 2008 with a clearly defined approach for creating quality managers and entrepreneurs to face the challenges of the business world. The Department offers an undergraduate programme in Business Administration (BBA) which is specifically designed to enhance career opportunities and to develop well rounded managers and business leaders to effectively tackle a dynamic environment.The curriculum designed is such that provides students the best of opportunities and a launching pad for careers. Every student goes through a wide spectrum of experiences which includes summer internships, current Affairs and weekly presentations and Industrial Visit. Department of Zoology Programme outcomes: Zoology is a branch of biology that focuses on animals and animal life. There are many subfields in Zoology like Taxonomy, Cell biology, Biochemistry, Physiology, Ecology, Embryology, Evolutionary biology, Genetics etc that deals with the various aspects of the animal world. Zoology is important for many reasons. For a student, the study of animals and communities provides insight into how "life" works, and, consequently, how we work. The higher mammals provide especially useful insight into the human world. Many Zoologists are directly involved with the conservation of threatened or endangered species; the maintenance of biodiversity is considered by many to be crucial to our survival. Animals also have a great impact on our lives; they provide us with food, with companionship, and with a sense of wonder( and sometimes annoyance!). These are just a few of the reasons why understanding animal life is important to humans and it also shows the importance of studying Zoology as a programme to the students. Zoology provides great job opportunities in the field of research. There will be lots of work done in the lab and in the field, preparing the student for typical employment in zoology professions. Students have the opportunities to work in labs, Zoos, farms and veterinarian offices. Graduate and Ph.D students will do more intensive lab and field work in a specific area of zoology. The original research could lead to entire career's pursuit. Course Outcomes: 1. Animal diversity: Detailed study of classification, structure, reproduction and life cycle of Non Chordates, Proto chordates and chordates. 2. Detailed study of the developmental biology, physiology and biochemistry is imparted to students. 3. Detailed study of Parasitology and economic zoology,. In parasitology various diseases causing organisms are studied so that knowledge related to various common diseases affecting human population can be provided to students. Economic Zoology deals with the economically important organisms that are important for the survival of

human population. 4. Study of ecology and environment is imparted to students. Environment is a major area of concern in present times. So various aspects like what is environment, what is biodiversity, global warming and sustainable use of natural resources is taught in detail to the students. 5. Study of cell biology, genetics and evolutionary biology is carried out in detail so that students can understand the microscopic structures of the living beings and also they can learn about their ancestors. Department of Mathematics Programme Outcome of Mathematics 1. A graduate in Mathematics can skillfully manipulate the problems related to algebra, calculus, trigonometry etc. 2. The subject of Mathematics develops logical thinking and expertise required in techniques for proving or disproving the facts after mathematical formulation. 3. A graduate in Mathematics is fully equipped with reasoning skills, logical skills and analytical skills required to qualify various competitive exams. 4. Finally, a student after doing graduation with Mathematics as a subject can utilize his skills in various fields such as Astronomy, Astrology, Weather forecast, Education, Planning, Accounts, Finance, Economics, Statistics, Computing and in almost all sciences. COURSE OUTCOME Semester I Differential Calculus Developing the knowledge of how to trace curves in polar and Cartesian coordinate systems and how to calculate arc length, area and volume of revolution of a curve. Semester II Differential Equation Developing problem solving skills for solving various types of differential equations. Semester III (1) Real Analysis (2) Logic and sets (3) Analytic Geometry (4) Integral calculus (a) To introduce the real number system and complete ordered field axioms of this system. (b) To introduce the rigorous meaning of convergence and its relevance to one-variable calculus. (c) To acquire a conceptual understanding of concepts such as infinite series, limits, continuity, and integration. (d) A student taking this course would appreciate the reasons underlying the relationship between integration and differentiation, and thereby be able to apply this insight to mathematical models in the natural sciences that rely on calculus. (e) To develop the knowledge of real valued functions such as sequences convergence and continuity. (f) To develop the knowledge of classical propositional calculus, properties of sets and relations. (g) To develop the knowledge of geometry of lines and conics in plane. (h) To develop the knowledge of application of integration in evaluating arc length, area and volume of revolution of a curve etc. Semester IV (1) Algebra (2) Vector calculus (3) Theory of equations (4) Number theory (a) To develop the mathematical logic which is very useful for

solving mathematical reasoning problems. (b) To develop the knowledge of Euclid's Algorithm and solving congruence. (c) To understand the concepts of curl, gradient and divergence of a vector function. Semester V (1) Linear Algebra (2) Matrices (3) Mechanics (4) Probability and Statistics (5) Portfolio optimization (6) Mathematical Modeling. (a) To introduce the concept of vector spaces and linear transformations in their abstract generality. (b) To develop the knowledge of solving linear equations, working with matrices, in particular eigen values and eigen vectors (c) To develop a good understanding of elementary probability theory and its applications. (d) To understand the basic concepts of mathematical modeling and their applications to Traffic flow, vibrating string, vibrating membrane, conduction of heat in solids, gravitational potential, conservation laws. (e) To introduce students to some basic concepts of statics and theoretical mechanics. Semester VI (1) Numerical Methods (2) Complex Analysis (3) Linear Programming (4) Boolean Algebra (5) Transportation and Game Theory (6) Graph Theory (a) Study of methods that are used in numerical approximation. (b) To inculcate the knowledge of Topological properties of complex numbers. (c) To formulate real life problems mathematically and solve them using different techniques. (d) To introduce students to ordered sets, switching circuits and Karnaugh diagrams. (e) To formulate and solve the zero sum game between two individuals. (f) To understand and apply the fundamental concepts of Graph Theory. Department of English Course outcomes in English 1. Students are able to learn different skills in English language. 2. They are able to develop knowledge and wisdom through various courses which have been introduced in curricula. 3. Sense of Genre: Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences. 4. Culture and History: Students will gain a knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within-and sometimes marginalized by-those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally. 5. Critical Approaches: Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in

their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches. 6. Research Skills: Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately. 7. Oral communication skills: Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation. 8. Valuing literature, language, and imagination: Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts-and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers. Department of Geography Department of Geography Introduced various B. A. /B. SC. Courses with other subjects such as in science streams physics, math, geology, botany, chemistry, zoology which helps the students have the opportunities to know about flow of rainwater, volcanic eruption, Biodiversity, vegetation growth, meteorology of atmosphere, chemical composition of Earth, flora and fauna of the region, man and Environment Interrelation. In arts streams these combination are Avialble with Geography i. e. Sociology, Economics, History, political science, Education, students get opportunities to population growth, development and problems and their remedies, food Shortage and sustainable development, urban and rural characteristics, Tourism ans its impact on environment, Resources development and land use patterns, impact of anthropogenic activities on biodiversity and environment understanding of regional disparities and education development. Department of Economics PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOME IN THE SUBJECT OF ECONOMICS Economics is the study of how societies use scare resources to produce valuable commodities and distribute them among different people. The B.A in economics includes courses

like behavioral economics, micro & macro theory, Indian economy, Monetary economics etc. These courses provide the foundational skills that require in terms of the theoretical and empirical aspects of the discipline. In the year 2017, Skill courses has been introduced in under-graduated courses i.e financial economics, data analysis, stock market, and rural development. These courses will provide the importance of the financial flow and to critically analyze a growing market of the economy. The program me to be able to demonstrate the following learning outcomes: ? To acquaint students with economic aspects of modern society, to familiarize them with techniques for the analysis of contemporary economic problems, and to develop in them an ability to exercise judgment in evaluating public policies. ? To develop strong numeracy and statistics skills. ? Students becomes able to analyze the complex data sets. ? It prepares the students to work in different fields like civil services, IES, planning and administrative deptt., banking, multinational corporation etc,. ? Students acquire various skills which they can use to deal with their real life situations i.e how to manage the unlimited wants with limited resources. In short, the subject economics is highly applicable to many fields and not limit to only one career. Department of Dogri Programme outcome of Dogri Subject ? ?? ? 2003 ? ? 1969 ? ? ? ' ? 1981 ? ? ? ?? ' - ? ? ? ?? - ? ? :- 1) (Translator) 2) ( Interpretor) 3) (journalism) 4) (civil services) 5) ( Teaching) 6) (Writers or poets) 7) ( Save Cultural Heritage) 8) (Blogers) 9) (Artist) 10) ( Movies and Songs) Department of History Program Outcomes History is a great domain to pursue and gradually it is becoming quite a popular subject. A degree in graduation with History as one subject, backed by some specialization at master's level, will open up a lot of avenues. After completing graduation in history,one can look forward few career options. 1). Government organization. A number of people choose History as a subject at the graduation level in order to have an edge in the public service commission examinations. Graduation with honours in History paves their way to different government jobs such as SSC, UPSC, IBPs and BANk PO etc. after clearing their respective exams. 2).Museum Curator: Students interested in Art and have posses good organization skills can do specialization in Museology at master level after completing their graduation in History. They can apply for a job in a museum to make the public aware of their existence and their importance. For example, the National Museum Institute offers master's in Museology. 3).Archaeology: This branch deals with the discovery and analysis of ancient artifacts such as items used in

everyday life of people in different civilizations; household utensils, jewelry, musical or medical equipment etc. The institute of Archaeology New Delhi of the archaeological survey of India offers a two year post graduate diploma in Archaeology. 4). Historian: the main focus of a Historian's job is to research and study the history of past and be able to communicate the event s through published works. In order to become a historian, students must first earn their bachelor's degree in history, and then pursue master's in specific areas such as Political history, economic History, Social history, religious history, etc. 5) Work in the Film Industry: there is a lot of demand in production houses for people who have a background in History who can do research for Costumes, jewelry, background set, etc. One can join production house as research analyst after completing graduation in History. 6).Teaching Profession: The interest to share knowledge with others one have to pursue a B.ed after completing their graduation to make themselves eligible to teach students in school level. Those who wish to teach at college and university level, they will have to complete their masters and then clear the NET/ SET examination. Department of Education PROGRAMME OUTCOMES, PROGRAMME SPECIFIC OUTCOMES AND COURSE OUTCOME IN THE SUBJECT OF EDUCATION Education subject is as old as human civilization from the age's education is being provided to the humans to make them better human being. Education subject stresses upon physical, mental,social,moral,spiritual and aesthetic well-being of the individual. With the help of this subject desirable behaviour change can be brought in one's life and personality. Every year approximately 1000 to 2000 students get admission in this course. This is one of the important coursesof B.A. DEGREE COURSE. In 2017, skill oriented subjects were also introduced to the course of education, such as guidance and counselling, methodology of teaching learning process in education, special education and statistics in education. Variety of outcomes of this course is: 1. This course enables the students to go for various teachers training programme like B.Ed., ETT etc. 2. After completing these course students can join any private or government educational institution and can impart effective teaching there. 3. This course makes students familiar with various subject of education like sociological, philosophical and psychological etc. 4. Students also choose counselling as career after studying skill of guidance and counselling. On the whole the course of education touches every aspect of human life.

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional information | https://gdckathua.com/departments/prog_Outcomes.pdf |
| Upload COs for all Programmes (exemplars from Glossary) | View File |

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

**2.6.2 Attainment of programme outcomes, programme specific outcomes and course outcomes.**

- **At the beginning of every semester/year, the subject teacher conveys Course Objectives (CO) at the introductory part of respective subjects. The copies of the syllabi are kept in the department and also distributed among students. However, the student can also download the syllabus from the website of Jammu University as College is affiliated with University of Jammu.**
- **Further, the faculty of every subject explains the course objectives, evaluation pattern, marking scheme etc. to the students. It is also given in the syllabus of each subject.**
- **Steps involved in the evaluation process of PO, PSO and CO are:**

1. **Black-board presentation**
2. **Quizzes or objective questions.**
3. **Internal assessment test after completion of half syllabus.**
4. **Quarterly examination**
5. **Model examination**
6. **Field/Project work for environment studies.**
7. **Subject tours**

- **Marks of Unit test, Quarterly exam and practical performance are recorded in a register. The marks of internal exams are uploaded online to the University Portal.**
- **The Institute provides opportunities to students to**

exhibit their understanding through the medium of expression i.e. oral or written. The outcome of the entire exercise is that the evaluation method does not become a hurdle while evaluating.

- Moreover some subject and topic based extra-curricular activities e.g., Instant lecture in given topic, Rangoli, Lecture competition, Awareness/celebration day, Hindi-diwas, Women's day, Constitution day, Voter awareness day, AIDS awareness, Blood checking, Population awareness day, etc are also planned. From these practices, a student can optimally express their knowledge and this enhances their confidence.
- The Institutes follows the evaluation process of Jammu University, as described above. This type of evaluation includes term end internal assessment, concurrent evaluations and External examinations conducted at the end of the course.
- The examinations and results of University also measure the attainment of CO, PO and PSO.
- Considering the percentage of marks (related to each COs) asked in university exam (external exam) and internal exam, the average percent of each CO was calculated from external/internal exams for further calculation of direct attainment.
- Alumni survey is an important assessment tool to find out the expected skills of the industries. The level of attainment of goal for the specified program.
- Employer surveys are conducted for finding out whether the knowledge, skill and attitude learned from this institution is adequately satisfying their expectation or not.
- Students exit survey to identify several factors for future strategy framing.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for Additional information | Nil |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**340**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

**2.7 - Student Satisfaction Survey**

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)**

https://gdckathua.com/departments/SSS2020-21.pdf

**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 year (INR in Lakhs)**

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

**11.98068**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| e-copies of the grant award letters for sponsored research projects /endowments | View File |
| List of endowments / projects with details of grants(Data Template) | View File |

**3.1.2 - Number of teachers recognized as research guides (latest completed academic year)**

**3.1.2.1 - Number of teachers recognized as research guides**

**3**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Institutional data in prescribed format | [View File](#) |

## 3.1.3 - Number of departments having Research projects funded by government and non government agencies during the year

## 3.1.3.1 - Number of departments having Research projects funded by government and non-government agencies during the year

**0**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | **No File Uploaded** |
| Paste link to funding agency website | **Nil** |

## 3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

**Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge.**

- **College provides enriching ecosystem for inculcating research and innovative approach amongst the students and staff by taking several initiatives at management and college level through financial, technological and infrastructural support and at faculty level by providing platforms through events, programmes, seminars, workshops, skill based courses and research publications, for creation and transfer of knowledge.**
- **There is a Research and Development Cell at college level for making policy related to research and innovation.**
- **College started establishing Innovation & Incubation Centre created as per guidelines of JK Higher Education J&K in 2020-21,**

- The college has been identified by Higher Education Department for establishing Spokes for Research Centers in Biological, Physical and Interdisciplinary Sciences in consonance with NEP-2020.
- The central library provides facilities for creation of knowledge and research support through reference books, research journals, encyclopedia, reading room, Digital library- inflibnet.
- There are spacious laboratories, computers, internet and all other ICT facilities available for all the departments of Arts, Science and Commerce for creation and transfer of knowledge
- Faculty and Students (UG and PG) are encouraged to participate in Seminar/Conferences and write research articles in research journals.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

**3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year**

**3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year**

11

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| List of workshops/seminars during last 5 years (Data Template) | View File |

**3.3 - Research Publications and Awards**

**3.3.1 - Number of Ph.Ds registered per eligible teacher during the year**

**3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year**

3

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | **Nil** |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template) | View File |
| Any additional information | **No File Uploaded** |

**3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year**

**3.3.2.1 - Number of research papers in the Journals notified on UGC website during the year**

**13**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of research papers by title, author, department, name and year of publication (Data Template) | View File |

**3.3.3 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during year**

**3**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.4 - Extension Activities**

3.4.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**Students of NCC and NSS carried door-to-door campaigns in the neighbourhood communities and adjoining rural areas regarding**

**covid awareness during the lockdown. They aslo supportedDistrict Administration by distributing essential commodities like food, medicine, sanitizers, masks etc. to the needy people. Students also organised Swachhta Abhiyan, programmes on rural sanitation, health and hygiene etc. The volunteers of NCC and NSS also organized vaccination awareness drives in the rural and urban areas of Kathua.These activities have played a very important role in combating the covid pandemic in the neighbourhood community and provided relief to the people.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

**3.4.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.4.2.1 - Total number of awards and recognition received for extension activities from Government/ Government recognized bodies year wise during the year**

**0**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Number of awards for extension activities in last 5 year (Data Template) | **No File Uploaded** |
| e-copy of the award letters | **No File Uploaded** |

**3.4.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.4.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**64**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the during the year (Data Template) | View File |

**3.4.4 - Number of students participating in extension activities at 3.4.3. above during year**

**3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year**

**1296**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.5 - Collaboration**

**3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year**

**3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year**

**0**

| File Description | Documents |
|---|---|
| e-copies of related Document | No File Uploaded |
| Any additional information | No File Uploaded |
| Details of Collaborative activities with institutions/industries for research, Faculty | No File Uploaded |

**3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year**

**3.5.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the year**

**3**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | No File Uploaded |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**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.

The college was established in the year 1961. The number of students enrolled is increasing every.year and presently the total enrollment is 3970. The institution offers 371 courses with the combinations provided by the University of Jammu. Keeping in view the increasing strengthof the students, the college always strives to ensure all the necessary facilites and infrastructure in terms of class rooms, laboratories, sports infrastructure. To make the teaching learning process effective, separate classrooms and laboratories are provided to the students.The curriculum designed as per the norms of the University aims at student centric approach that aims at hollistic development of the students. Various opportunities are provide to the students through co-curricular and extra curricular activities. Optimal use of the available facility in the college is ensured. Internet facility is provided to all the departments for uploading and updating e- content. The college at present has the following facilities:

32 classrooms including 20 smart classrooms, 11 multimedia projectors, 21 laboratories, 02 libraries, 41 computers (for students), 18 internet connections (wifi and landline) BSNL

with bandwidth 8mbps, wifi campus and hostels. The college continuously strives to upgrade the facilities to raise itsstandards to cater to the needs of the students.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

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

The college has the following facilities for indoor and outdoor games and sports:

The indoor games facilities include one court of 5000 sq feet for the following:

1. Shuttle badminton with full lightening
2. Table tennis court
3. Carrom and chess boards
4. weitght lifting arena
5. wrestling arena'
6. judo arena
7. power lifting arena
8. boxing arena
9. kabaddi court
10. Taekwondo arena

The outdoor facilities include:

1. A basket ball court of 700 sq meter with concreet flooring.
2. Tennis court
3. Courts for playing Kho Kho (600 sq meter)
4. Open ground for playing cricket, football, hockey, athletic track (400 meter)
5. Handball ground ( 300 sq meter)
6. Volley ball ground (900 sq meter)

There is a multipurpose auditorium with the seating capacity of about 500 which is also used for conduction tournaments,yoga classes and various cultural activities.

**Utilizing all these facilites, the college has been conducting various tournaments for encouraging sports talent among the students.**

**The college organized following tournaments in 2020-21:**

**(1) Intramural Kabaddi Tournament (M/W) on 6-3-2021**

**(2)Intramural Football Tournament (M) on 23-3-2021**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

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

**20**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | [View File](#) |

**4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)**

**4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**

**496.13415**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Upload audited utilization statements | **No File Uploaded** |
| Upload Details of budget allocation, excluding salary during the year (Data Template | View File |

## 4.2 - Library as a Learning Resource

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

**Work is in progress for the automation of library.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for Additional Information | **Nil** |

| | |
|---|---|
| **4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources** | **A. Any 4 or more of the above** |

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

## 4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

## 4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

**22.14183**

| File Description | Documents |
|---|---|
| Any additional information | [View File] |
| Audited statements of accounts | **No File Uploaded** |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | [View File] |

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

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

**41**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of library usage by teachers and students | **No File Uploaded** |

## 4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

**For strengthening the teaching and learning process, the college has adequate IT facilities.The college laboratory is well equipped with 41computers and FTTH internet connection along with required softwares. The whole college is wi-fi enabled with digital boards in almost all the classrooms. Adequate number of LCD projectors for power point presentations, scanners, printers, xerox machines are available for the faculty members. In order to provide the high quality speed of network, the college has 15broad band(8 mbps), 2 ftth (50 mbps) and 1 ftth (100 mbps) internet connections. To ensure un interrupted power supply to these devices, the college has 3 generators.**

**The students are encouraged to use IT infrastructure in the best possible way.**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**78**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| List of Computers | **No File Uploaded** |

## 4.3.3 - Bandwidth of internet connection in the Institution

**A. ? 50MBPS**

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | <u>View File</u> |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

**496.13415**

| File Description | Documents |
|---|---|
| Upload any additional information | <u>View File</u> |
| Audited statements of accounts | **No File Uploaded** |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <u>View File</u> |

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.

Several procedures are laid down to monitor the quality in the effectve functioning of the college. Some of them are listed below.

Academic: Policies are framed right from the admission till the students leave the college.Students are admitted in the college as per the norms of the affiliating University i.e. Jammu University and once the admission is accepted by the college, the same shall be uploaded to the University web portal.

Library:Certian rules are framed for borrowing books from the college library. Student is issued a library card after the admission. A student is required to return the borrowed book in good condition and within stipulated time. New book will only be issued after the return of the previously borrowed books.

Infrastructre:The students as well as the teaching faculty is free to use all facilities available within the college campus. Students can use sports facilities / equipments during their free period or after college hours after seeking permission for the same from the Physical Director.

Laboratories:Laboratories are open to the students. The students are divided into small groups so that the equipment is used in an egalitarian manner. The student must maintain a lab manual for the practicals they had performed.

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**599**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**73**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| | |
|---|---|
| **5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills** | **B. 3 of the above** |

| File Description | Documents |
|---|---|
| Link to Institutional website | chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://gdckathua.com/departments/SEI.pdf |
| Any additional information | **No File Uploaded** |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**400**

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

**400**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **A. All of the above** |

| File Description | Documents |
|---|---|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View File |
| Upload any additional information | No File Uploaded |
| Details of student grievances including sexual harassment and ragging cases | No File Uploaded |

**5.2 - Student Progression**

**5.2.1 - Number of placement of outgoing students during the year**

**5.2.1.1 - Number of outgoing students placed during the year**

0

| File Description | Documents |
|---|---|
| Self-attested list of students placed | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of student placement during the year (Data Template) | View File |

**5.2.2 - Number of students progressing to higher education during the year**

**5.2.2.1 - Number of outgoing student progression to higher education**

574

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | No File Uploaded |
| Details of student progression to higher education | View File |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State**

**government examinations)**

**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) during the year**

**3**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | **No File Uploaded** |
| Number of students qualifying in state/ national/ international level examinations during the year (Data Template) | View File |

**5.3 - Student Participation and Activities**

**5.3.1 - 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) during the year**

**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) during the year.**

**0**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template) | View File |

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 )

**The establishment of student councils play an integral and important role in the student community. Student council**

provide a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the college and the wider community. Students have a voice and a contribution to make to the college. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the college. The manner in which they successfully organised the various co-curricular activities is a proof of their skill at team work and leadership. The committee work under the guidance of faculty members but are largely student run. They take up activities related to conferences, symposium, college-fest, canteen, social work, publications, discipline, library, student welfare etc., The role of the student council is To enhance communication between students, management and staff. To promote an environment conducive to educational and personal development. To promote friendship and respect among students. To support the administration and staff in the development of the college. To represent the views of the students to the college administration. Assisting college sports and cultural activities. Organising fund raising events for charity. By participating in such activities students get opportunities to interact with administration and various other experts, they learn various qualities such as team work, leadership, cooperation, fellow feelings etc. These committees also help and play an important role in supporting key function of the institute including admissions, placements, web management.

| File Description | Documents |
|---|---|
| Paste link for additional information | NIL |
| Upload any additional information | No File Uploaded |

**5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)**

**5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year**

4

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | View File |

## 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

**nil**

| File Description | Documents |
|---|---|
| Paste link for additional information | nil |
| Upload any additional information | **No File Uploaded** |

| **5.4.2 - Alumni contribution during the year (INR in Lakhs)** | **E. <1Lakhs** |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |

## 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

**the details of the criteira 6.1.1 are given in attached file**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

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

**Decentralization management The Institute supports a trend of decentralized governance system with proper well defined inter-relationships The management of the institute has main two basic committees, Advisory committee (AC), College Development Committe, principal and HOD of different departments. Regular meetings of these committees are held for the effective and smooth functioning of the institute. There are three levels of administrative structure under which all the activities of the institute are carried out. At Institute level – All the main decisions related to the institute are taken by the Principal in consultations with the Head of departments. Principal is the academic and administrative head of the Institute and the Member of the Governing Body. Some financial power is given to principal for the development of the institution. Department level - The Department Heads are responsible for to look day-to-day administration of the department and report to the Principal. In addition, any institute staff member can give suggestions and idea for improvement. Students also participate through different formal and informal feedback mechanisms. Suggestion box is kept in every department for suggestions from students. Management and Trustees are approachable and accept all suggestions. Participative management**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

**institutional Strategic/ perspective plan of institution is attached herewith as excel file.**

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | *View File* |
| Paste link for additional information | **Nil** |
| Upload any additional information | **No File Uploaded** |

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

**institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. are attached herewith as excel file**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Link to Organogram of the institution webpage | **Nil** |
| Upload any additional information | *View File* |

| | |
|---|---|
| **6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination** | **A. All of the above** |

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | **No File Uploaded** |
| Screen shots of user inter faces | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of implementation of e-governance in areas of operation, Administration etc(Data Template) | *View File* |

## 6.3 - Faculty Empowerment Strategies

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

well furnished staff Residential Quaters, HRA to both teaching and non-teaching, TA, Childern Allowances etc HRA, TA, Childern Allowances etc Hostel for both Boys and Girls, heathcare facility,Scholarship facilities for students, sports infrastucture, library, reading rooms, internet facility, Drinking Water Facility, Toilet Blocks , smart classroom, seminar Halls,

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | [View File](#) |

**6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year**

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

00

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | No File Uploaded |

**6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**

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

8

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | **No File Uploaded** |
| Reports of Academic Staff College or similar centers | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

**178**

| File Description | Documents |
|---|---|
| IQAC report summary | **No File Uploaded** |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | **No File Uploaded** |
| Upload any additional information | **No File Uploaded** |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

**jkpsc appoints teaching faculty as per the norms laid down by the UT of jammu and kashmirand non-teaching staff by jkssb. The performance of each employee is assessed annually after**

completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The salient features of the performance appraisal system are as follows: Teaching Staff a) The performance of each faculty member is assessed according to the Annual SelfAssessment for the Performance Based Appraisal System (PBAS). b) Promotions are based on the PBAS proforma for UGC Career Advancement Scheme (CAS) . c) The institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment. d) The faculty members are informed well in advance of their due promotion.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Regular Financial audits were conducted by the Account General Office from time to time.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

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

0

| File Description | Documents |
|---|---|
| Annual statements of accounts | **No File Uploaded** |
| Any additional information | **No File Uploaded** |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | **No File Uploaded** |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

**DEATILS OF MOBILIZATION OF FUNDS ARE ATTACHED AS EXEL SHEET AS 6.4.3**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

## 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

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes of the instution and the details of contribution are herewith attached as exel sheet.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

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

**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 are attached as exel sheet**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | View File |

| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | **Nil** |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## 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 year

**As a conscious society we all know that gender equity promotes balanced development and sustainable society. This year on the backdrop of COVID-19 situation, we have organized online workshop (Two days) on 'Gender in everyday life: Breaking the boundaries' for students and teachers of our college with the gender experts from various fields to address the 'Gender Equity' aspect. Around 100 participants actively participated**

in this interactive workshop.

Centre for Women Studies, Government Degree College Kathua organised One Day Legal Awareness Workshop on the Rights of Women on the ocassion of International Women's Day on 8th of March 2021. Sub Judge Arti Mohan was the resource person on the event.

Centre for Women Studies organised a One Day Workshop on Women's Security on 26th of February 2021. During the workshop Sanjeevan Jyoti was the resource person and she spoke about the physical and mental health of the girls and its importance in protecting themselves against acts of mental, physical and domestic abuse.

Centre for Women Studies, Govt. Degree College Kathua, organized two days poster making competition in the college campus from 19th to 20th of February 2021. The topic of first day was "Impact of Covid-19 on Human Lives" whereas the topic for Second day was " Save the Girl Child".

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://gdckathua.com/notices/Annual%20Gender%20Action%20Paln%202020-21.pdf |
| Specific facilities provided for women in terms of:a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://gdckathua.com/notices/Facilities%20for%20Women.pdf |

| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy         Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | B. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Geo tagged Photographs | View File |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

• College has a provision to speed up compositing of dry leaves and branches which enriches the ground and helps to promote the growth and development of healthy plant tissue. The college also has a pit where vermicomposting is done to produce manure.

• E-waste generated is used for technical education purpose by using the hardware in the labs for display. As the college always strives to be abreast with the new technologies, the waste seems to be expanding. E-waste management has become an immediate long time concern. Implementation of e-waste inventory management system so as to further enhance the responsibility of the institution in preventing the direct exposure of students to the unused electronic items.

• Before disposal of used solvents and chemicals, students dilute chemicals by treatment and then discarded.

• The college has installed colour coded dustbins for dry and wet waste to manage waste generated in the college.

• To reduce pollution and create a clean and green environment, the college has huge well maintained lawns and a botanical garden with plants of medicinal value. These open green spaces absorb carbon emission. Seminars and workshops are organized to educate about environment and sustainable development. The college has an active Eco Club for organising such programs and activities. Field trips for biology students to create awareness and conservation of biodiversity among the students.

| File Description | Documents |
|---|---|
| Relevant documents like agreements / MoUs with Government and other approved agencies | **No File Uploaded** |
| Geo tagged photographs of the facilities | [View File](#) |

| 7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge | C. Any 2 of the above |
|---|---|

| | |
|---|---|
| **Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

| | |
|---|---|
| **7.1.5.1 - The institutional initiatives for greening the campus are as follows:**<br><br>1. **Restricted entry of automobiles**<br>2. **Use of bicycles/ Battery-powered vehicles**<br>3. **Pedestrian-friendly pathways**<br>4. **Ban on use of plastic**<br>5. **Landscaping** | B. Any 3 of the above |

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | No File Uploaded |
| Any other relevant documents | No File Uploaded |

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

| | |
|---|---|
| **7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities** | D. Any 1 of the above |

| File Description | Documents |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | **No File Uploaded** |
| Certification by the auditing agency | **No File Uploaded** |
| Certificates of the awards received | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (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** | `D. Any 1 of the above` |

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | [View File](#) |
| Policy documents and information brochures on the support to be provided | **No File Uploaded** |
| Details of the Software procured for providing the assistance | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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 200 words).

**As an educational Institution we have demographic diversity as the students hail from different socio-economic backgrounds and come from diverse regions having their own language preferences.**

Diversity is also seen in the parent stakeholders whose occupations range from farmers, auto rickshaw drivers, house help to businesspersons, doctors and Government Employees in different cadres.

With respect to the distinctiveness of every student , we try to ignite a feeling of 'camaraderie' among all the members of the institution by giving space to each and every stakeholder to participate, explore, enhance and attain their full potential, ultimately making the campus an equitable place.

In order to address this language diversity we have a Language Lab with software to familiarize students with spoken as well as academic English.

Peer platforms and informal support groups are created to provide an inclusive space for students. Teacher Mentors are assigned to students so that help can be provided and special attention can be given to each student.

Scholarships schemes by Social Welfare Department are implemented in full and students are also provided with merit-cum-means scholarships by the college to the students from week economical backgrounds. This ensures that no student suffers due to lack of finances.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The college organizes an Induction Program for the Staff and Students at the beginning of the Academic Year. The Induction Program caters to introducing the staff and students to their rights and responsibilities. Ethical practices and responsible behaviors expected from the staff and students are conveyed in the induction. The Under-Graduate Syllabi included Democracy and Environmental Science as credit courses to familiarize the students with these concepts. Constitution Day, National Voters Day, Fundamental Duties Day are some days of significance that

are commemorated every year by the college. Mission and Vision of the college is displayed in departments and around the campus. In keeping with the Constitutional Responsibility of preserving and caring for the Environment, college organizes activities with themes surrounding Environmental concerns. All mandatory committees like Internal Complaints Cell, Anti Ragging cell, Anti Sexual Harassment Cell are active and functioning. There are Handbook of Ethics uploaded on college website to familiarize and implement code of conduct and ethical behaviour in students and staff.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | https://gdckathua.com/newsletter2020_21.aspx |
| Any other relevant information | Nil |

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

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

National festivals create an environment in which students come together with similar sentiments portraying national unity and humanism. In a given academic year the college commemorates as many days of significance as possible. The range of activities to commemorate the day is diverse Birth and Death Anniversaries of prominent figures are commemorated with earnestness and enthusiasm. NSS,NCC, Red Cross Club, Electoral Literacy Club, Red Ribbon Club of the college collaborate to organize lectures by experts of the field so that staff and students can be enlightened. Another outcome of marking days of National and International importance is the awareness that is created by the commemoration of those days. With a view of raising awareness among students and staff members commemorate different days like World Suicide Prevention Day, World Mental Health Day, World Wetland Day and so on. National days like Independence Day and Republic Day are marked by mandatory hoisting of the flag. Gandhi Jayanrti, Dr. BR Ambedkar Jayanti and birth anniversaries of other revered personalities of India is celebrated every year Faculty of the college are usually resource persons for these events since they have the necessary skills and knowledge to deliver lectures on the occasions.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | No File Uploaded |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

1National Service Scheme (NSS)


The college has a three NSS Units working under the NSS Cell, University of Jammu. The institution promotes NSS for the all-round development and character building of the students as

well as to extend its activity at the community level. The college has adopted nearby Village Phalote (Barnoti), situated at a distance of 13 kms from Kathua, for its extension activity. The college follows Regular Activity and Special Camp Activity to understand the community in which they work and also understand themselves in relation to their community, identify the needs and problems of the community.

2 National Cadets Corps (NCC)

The NCC strives to be and is one of the greatest cohesive Forces of the nation, bringing together the youth hailing from different parts of the country and moulding them into United, Secular and Disciplined Citizens of the nation. The NCC aims at developing Discipline, Character , Brotherhood, the Spirit of adventure and ideals of selfless service amongst the young citizens. It also aims to enlighten Leadership qualities among the Youth who will serve the Nation regard less of which career they choose. It also motivates the Young to choose a career in Armed forces.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://gdckathua.com/about_us/best_practices.aspx |
| Any other relevant information | Nil |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Giving Back to Society

We believe in high standards of academic, professional, and societal performance. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better

individuals. In line with its vision of working towards the socio-economic development of the country, Govt. Degree College Kathua has taken utmost care to give back to the community. NSS unit plans activities like tree plantation and field visits to expose the students to the pressing issues in our society. Several activities are undertaken for the students to expose them to the pressing environmental issues that ail us. They are encouraged to participate in competitions dealing with environmental issues. NSS unit which undertakes various services to inculcate social values. Throughout the year, the NSS unit undertakes a plethora of events ranging from cleanliness drives, tree plantation drives, donation drives, waste management drives, gender equity, field visits and many more. The NSS unit has also been was also a part of the drive against plastic usage.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

Planof action for academic year 2021-22

1. The college plans to lay emphasis on the enhanced participation of the students in sports at National and International level.
2. To implement structural repairs to campus building and hostels and electrical repairs on the basis of structural audit carried out by the Development Committee of the Institution.
3. To construct Biological Science Research Lab. To promote research in Biosciences
4. To expedite the process of Automation of College Library.
5. To organize National level seminars/conference during the coming academic session.
6. More extension lectures, industrial interaction and industrial visits will be scheduled, so as to bridge the gap between classroom teaching and industrial requirements.
7. To introduce job oriented and skill based courses as per NEP-2020.
8. To give additional thrust to campus placements initiatives.

9. To design and develop a multidimensional Research Innovation Ecosystem to nurture academia – industry collaboration.
10. To start online feedback system for students and other stakeholders.
11. To plan more activities of Social Outreach like donation camps, plantation drives, save energy, environment awareness events etc.
12. To organize workshops for faculty as well as students on the use of virtual labs established by top most institutions of the country.
13. To support various staff students benefit welfare measures.