



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**UNIVERSITY OF KASHMIR**

UNIVERSITY OF KASHMIR HAZRATBAL  
190006

[www.kashmiruniversity.ac.in](http://www.kashmiruniversity.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The University of Kashmir, established in 1948, stands as the oldest and most prestigious university in the Union Territory of Jammu & Kashmir. Accredited with an A+ grade by NAAC, it ranks among the top 50 universities in India, securing the 14th position among State Public Universities in the NIRF-2024 rankings. The tranquil ambience of the Campus provides the ideal atmosphere for serious thinking, deep studies and quality research which clearly is reflected in its emblem ?????????????? ("From Darkness to Light").

The university's main campus spans 247 acres and is divided into Hazratbal, NaseemBagh, and Mirza Bagh campuses. It also has a specialized Institute of Technology at Zakura, which also houses the Centre for Innovations, Incubation, and Entrepreneurship (CIIE). Satellite campuses in Anantnag, Baramulla, and Kupwara extend higher education to remote and border areas, while a sub-office in Jammu serves students from across the country.

We are committed to fostering an intellectually stimulating environment, evidenced by the state-of-the-art facilities and diverse academic offerings. We provide a wide range of programmes, from undergraduate to doctoral levels, across all disciplines. As on date 235 colleges are affiliated with the University including Medical, Dental, Engineering, Architectural, Unani, Nursing and Para-Medical, Law, Teacher Education and Govt. Degree Colleges. The university has been proactive in implementing the National Education Policy (NEP-2020), becoming one of the first institutions to fully integrate it at the undergraduate level. Additionally, it has introduced innovative programs in fields like Artificial Intelligence, Nanotechnology, and Anthropology to meet contemporary societal demands.

Research at the University has flourished, with a significant publication footprint with an **h-index of 62**. Over the past five years, the university has secured grants totalling **INR 1250 crores** through number of sponsored research projects, including around **200 major institutional and international collaborations and MoUs**. Our graduates have achieved notable success in both higher education and employment, contributing to various industries and public sectors. We host many distinguished scholars under programs like **Ramalingaswamy** re-entry, **Ramanujan**, and **INSPIRE** fellowships. The Centre for Career Planning and Counselling (CCPC) at the University regularly conducts coaching for Centre and State Civil Services Examinations, NET, SLET, JEE-NEET and organized workshops besides placement drives with notable achievements.

The University maintains a strong connection with society, demonstrated by its adoption of villages and extensive outreach programs. In line with the National Skill Mission, the University is offering skill enhancement programs, particularly for marginalized communities. Furthermore, we are committed to sustainability and implementing eco-friendly practices such as net-zero emissions, circular waste management, and maintaining a biodiversity-rich campus. During the G20 presidency of India, we hosted Youth-20 consultation summit focused on climate change and disaster risk reduction for shaping the future of global governance and international cooperation with representation from most of the G20 countries. The university also contributed to the societal needs during the testing times of Covid-19 pandemic by providing required equipments, etc.

Looking forward, the University of Kashmir remains dedicated to its pursuit of excellence, aiming to rank among the top 10 institutions in India by 2047, in alignment with the country's vision of a developed nation,

"Viksit Bharat."

## **Vision**

To be a world class University committed to create and disseminate knowledge for human development and welfare.

## **Mission**

To create intellectually stimulating environment, promote excellence in teaching, research and extension activities and facilitate academic freedom, diversity and harmony.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

**Cutting Edge Research** – Advanced research facilities and high-end instruments have been procured through

- CPEPA, PURSE, BUILDER, RUSA, SPARC, and other schemes to the tune of INR 1,250 crore during last 5 years.
- Over **3,300** publications, **35,000 citations**, and an average **h-index of 62** at present.
- More than 10 scientists of the university have consistently figured among world's top 2% most influential scientists list released by Stanford University, USA

**Interdisciplinary Research:** Establishment of Center for Interdisciplinary Research and Innovations (CIRI) to support the return of overseas talented Scientists through prestigious Fellowships

**Two major Centres of Excellence (CoE)** set up, one under National Mission for Sustaining the Himalayan Ecosystem (NMSHE) for Glacial Studies in Western Himalaya and another Centre of Excellence in Himalayan Biodiversity under UGC's CPEPA Scheme

### **Highly Qualified Faculty**

- The faculty having exceptional credentials, expertise, and experience in their respective fields, with more than 90% faculty members being PhDs.
- Fine Blend of young & experienced faculty

**Rankings-** Listed among top 50 universities in NIRF rankings consistently.

**Focus on Innovation, Incubation and Entrepreneurship:** The University has established a Centre for Innovation, Incubation and Entrepreneurship (CIIE) and has a DST sponsored NewGen Centre that nurture new ideas, young innovators and novel ventures.

**Gender Empowerment:** The University has a dedicated Centre for Women's Studies, an effective ICC and other measures in place to ensure gender equity. In recognition to gender specific initiatives, the University has

been awarded the **Gender Advancement for Transforming Institutions (GATI)** award in 2023.

**Extension and Outreach:** The University has a very strong societal connect through community engagement, public lectures, seminars, technical assistance, counselling, health and wellness programs, as well as cultural, environmental, and sustainability initiatives. We have the distinction of having adopted eight villages to advance socio-economic goals.

**Library Resources** -The Central Library is having fifty-five (55) seminar libraries attached to different university departments, centres, institutes, and campuses. It is one of the biggest libraries in India housing a collection books, e-books Besides, the library provides access to various digital resources.

**e-Governance** –The University has a well-established e-Governance system for administration, examination, evaluation, recruitment and financial management.

**Network of Campuses** - In addition to its picturesque main campus at Hazratbal Srinagar, the University has four campuses from north to south of Kashmir and Kupwara Campus strategically located in a border district near the Line of Actual Control to provide educational opportunities at doorsteps. A Sub Campus at Jammu caters to the students coming from other parts of the country.

**State-of-the-Art Infrastructure** - Advanced infrastructural facilities like well-equipped laboratories, technology-enabled classrooms, experimental sites and field stations, etc. are reflective of the conducive environment.

**NEP-2020 Aligned Programmes** - The University is amongst the first few universities in the country to have implemented NEP 2020.

**Industry-Ready Curriculum:** University's curriculum is designed to be industry-ready, ensuring that students acquire the practical skills and knowledge required by today's dynamic job market. Our programs are developed in close collaboration with experts and industry leaders.

**Design Your Own Degree:** The University takes pride in being among the few universities in the country to offer a Four-year undergraduate programme through "Design Your Own Degree" mode.

**Collaborations:** The University has an effective collaboration network with institutions of eminence across the country and abroad as evidenced by our joint projects, jointly authored publications and functioning MoUs.

### **Institutional Weakness**

**Student Diversity** – Remoteness and rugged topography of this mountainous region becomes an impediment for having larger regional diversity of students on the campus.

**Industrial Base** – The negligible industrial base in the region limits academia-industry interface and collaborations with the private sector.

**Excessive Dependence on Government Funding** – The University relies largely on government funding, hence remains rather vulnerable to funding constraints due to the government funding priorities.

**Space Constraints** – The University has very limited land available which hinders the expansion of the University to meet the growing demands of its stakeholders.

### **Institutional Opportunity**

**Translational and Socially Relevant Research:** In view of the pressing concerns ranging from socio-cultural, ecological, economic, human health and well-being, there is scope to orient the researchers to become problem solvers through translational and socially relevant research.

**Technology Transfer:** Given the increasing number of technologies being developed and standardized by various departments of the University, there is an ample scope of technology transfer from the lab to the field.

**Online Education Expansion:** Given the strong base of information technology and support system and well-equipped Educational Multi Media Research Centre (EMMRC), the University can leverage technology to increase accessibility and outreach through online education.

**Alumni Engagement:** Given our wide alumni base spread across the world, the University can potentially strengthen the alumni connect through effective networking and mobilization of resources to augment its resource base amidst financial challenges generally faced by the HEIs.

**Peer Perception:** Peer perception is important for higher learning institution in today's highly demanding landscape of higher educational settings in the country. Like other institutions, our university is required to improve its peer perception. Our greater focus on quality education, student services, societal connect and translational research are expected to add more value to our peer perception.

**Incubation, Start-ups and Entrepreneurship:** Incubation and start-up has become an order-of-the-day for higher education institutions in the country. Our University owing to its greater focus on start-ups and entrepreneurship through its various programmes and research done in different departments has potential of becoming a leading institution in incubation, startups and entrepreneurship.

### **Institutional Challenge**

**Attracting International Students**– Nestled between Himalayan mountains and in view of harsh climatic conditions, attracting foreign students has been a challenge job for the University. To meet this challenge, we have taken requisite measures to attract students globally like reservation of seats for NRIs and foreign nationals, constructed international students hostel and established international student's cell.

**Dwindling Student Demand Ratio** –As is true for most of the institutions of higher education now, the number of students applying for various degree programmes is declining thereby affecting the demand ratio, primarily because of squeezing job opportunities in the governmental sector. Though we are still able to fill up more than 90% seats yet the University has constituted a committee to recommend measures aiming to boost demand Ratio of the University.

**Improving Own Revenue Base**–Because of a paradigm shift in the way government supports the HEIs,

consolidating its own strong revenue base for financial autonomy is a challenge. Number of measures have been initiated to improve our own revenue base like; permission by the university council to increase fees by 10% after every two years, and greater focus on mobilisation of funding externally through consultancy and extramural funding.

**Growing Competition** – Retaining the stature of topmost University in the UT of J&K amidst growing number of universities is another challenge. We are confident that given the current state of affairs and our future plans, we will be able to defend our position of strength.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

University of Kashmir is committed to addressing global, local, and regional developmental needs through its curriculum, which is meticulously designed to align with global standards while fostering intellectual exchanges among teachers, students, and researchers. The university offers a diverse range of courses across disciplines, including traditional, skill-based, entrepreneurial, and digital technology programs. It integrates practical skills into its curriculum to promote holistic student development. More than 90% programmes have components of field projects, research projects and internships. Electronic, digital media and other digital components have been incorporated in over 86% courses offered through distance learning mode.

Curriculum updates are rigorously managed by statutory bodies like the Boards of Postgraduate and Undergraduate Studies, which include external experts and student representatives. These boards regularly review the curriculum to ensure alignment with the National Curriculum Framework and competitive exams such as NET, JRF, and Civil Services. The university has implemented the Choice Based Credit System (CBCS) across most undergraduate and postgraduate programs, allowing students to choose electives that foster multidisciplinary education.

In line with the National Education Policy (NEP) 2020, the university introduced a multidisciplinary curriculum for the four-year undergraduate program (FYUP) in 2022. This curriculum is aligned with the Learning Outcome-Based Curriculum Framework (LOCF) and focuses on clearly defined Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs). The curriculum is regularly updated to meet the demands of the global job market, ensuring that students are exposed to contemporary global advancements. In addition, about 24% new courses have been introduced over the past five years.

The university emphasizes employability, skill development, and entrepreneurship by integrating industry-relevant courses into its curriculum. It offers hands-on training, internships, and research opportunities through programs like B. Tech., M.Tech., MCA, and MBA. The Centre for Interdisciplinary Research and Innovations (CIRI) and the Centre for Innovation, Incubation, and Entrepreneurship (CIIE) promote innovation and entrepreneurship.

The university also focuses on gender equity, environmental sustainability, and human values. It has been recognized for its efforts in promoting gender sensitivity and environmental education. The implementation of NEP 2020 across all affiliated colleges and the launch of the "Design Your Degree" (DYD) program highlight the university's commitment to creating a progressive, student-centric educational environment that values diversity and interdisciplinary learning.

The university has a structured Feedback system that allows participation and dialogue among all stakeholders including students, teachers, employers, parents, alumni etc. This not only ensures quality checks and balances but also enhances academic growth and institutional progression.

### Teaching-learning and Evaluation

University of Kashmir has established itself as a leader in innovative teaching methodologies, transforming learning into a dynamic and impactful experience. In alignment with cutting-edge, student-centered educational philosophies, the university has seamlessly integrated experiential learning, participative learning, and problem-solving strategies into its curriculum. This pioneering approach has redefined education, making it not just engaging, but profoundly practical. Experiential learning empowers students to translate theory into real-world action, bridging the critical gap between academic knowledge and its application. Participative learning drives deep collaboration and active engagement, promoting a deeper mastery of complex subjects. The problem-solving methodologies challenge students to think analytically, critically and creatively, preparing them to manage complex issues in various fields.

Our institution's concern for holistic student development is exemplified through the dynamic implementation of the Mentor-Mentee Schemes. These schemes address both the academic difficulties and psychological hurdles faced by learners. Each student is paired with a dedicated mentor who provides personalized guidance, substantiating that academic goals are met while offering crucial emotional support. This close mentor-mentee bond inspires students, driving them toward focused academic excellence.

Moreover, the university places a strong emphasis on leveraging ICT-enabled tools and online resources to elevate the teaching-learning experience. With cutting-edge technology, faculty members utilize digital platforms, multimedia presentations and online databases for integrating content that is not only engaging but also impactful. These technological advancements augment accessibility and cater to diverse learning styles, emphasizing that every student is actively and meaningfully engaged in their educational journey.

Against this background, the university is deeply committed to evaluating its students' learning levels. To identify variations in understanding and proficiency, the varsity conducts assessments at regular intervals. Following these evaluations, special programs such as remedial classes, enrichment courses, and personalized tutoring sessions are organized to ensure that no student falls behind due to difficulty in grasping the course content.

The University is dedicated to promote an empathetic and supportive academic environment, achieved through comprehensive Mentor-Mentee Schemes, student-driven learning methods, and targeted programs designed to meet the diverse learning needs of its students.

### Research, Innovations and Extension

University of Kashmir has made notable advancements in research, innovation, and outreach from 2019 to 2023, driven by a comprehensive Research Promotion Policy that supports both faculty and student research initiatives. During this period, the faculty and researchers have:

- Published over **3,300 high-impact papers** in SCI and Scopus-indexed journals
- Authored more than **2500 books and book chapters**

- Secured **eight national patents**
- Received more than **50 national awards** for their research contributions

Additionally, the University has achieved a significant milestone by awarding **1,027 Doctorates** in the last five years. It has also successfully obtained funding for over **190 research projects**, totaling more than **INR 120 crores** from various government and non-government sources.

To further enhance its research capabilities, the University established the **Centre for Advanced Instrumentation**, which strengthens the region's research ecosystem. This center features cutting-edge equipment, including:

- Orbitrap mass spectrometer
- FACS cell sorter for cell analysis
- Powder X-ray Diffraction (PXRD)
- Gas Chromatography-Mass Spectrometry (GCMS)

In 2023, the university inaugurated an **Intellectual Property Cell** to cultivate a robust culture of intellectual property awareness and innovation.

In the realm of innovation and entrepreneurship, the university founded the **Centre for Innovation, Incubation, and Entrepreneurship (CIIE)** in 2021, which has since supported 87 innovations. CIIE has secured nine patents on behalf of students and innovators. The Center is involved in multiple programs and activities like KAPTLJ, NISP, YUKTI, Innovation Ambassador, Impact Series, Mentor-Mentee programs, and Smart India Hackathon. The CIIE is listed as a training centre on the Skill India Digital Hub (SIDHI) portal and nodal center for Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0

The **New Gen IEDC** at the University of Kashmir, backed by the National Science and Technology Entrepreneurship Development Board (NSTEDB) under DST, GOI, focuses on nurturing entrepreneurial skills among students and facilitating start-up creation.

The establishment of **National Innovation Foundation (NIF)** Cell at the University of Kashmir is to identify and promote the Indian Knowledge System and support grassroots innovation. The NIF Cell has:

- Scouted more than 11,000 innovations, traditional knowledge, and plant protection practices from J&K.
- Filed more than **73 patent applications** on behalf of innovators
- Secured **12 patents** to date.
- 25 innovations have been recognized at the Biennial Presidential Awards and Dr. APJ Abdul Kalam IGNITE Awards, and two innovators have been invited to the Rashtrapati Bhavan's Innovation Scholar-in-Residence program.

Beyond research and innovation, the university has conducted over **200 extension and outreach activities**, including seminars, workshops, and training programs. These efforts, organized through NSS/NCC, Directorate of Lifelong Learning (DLL) and the Department of Student Welfare, underscore the university's commitment to addressing contemporary scientific and societal challenges through innovation and community engagement.

## Infrastructure and Learning Resources



University of Kashmir is the largest and oldest university in Jammu and Kashmir. It has multiple campuses, including the main campus, Zakura Campus, Mirzabagh Campus, and three satellite campuses located over South and North Kashmir.

The main campus is spread over 247 acres of land which has known for its beauty and green cover. Our university over a period of time has developed adequate and state-of-the-art physical infrastructure and other resources needed for quality teaching, learning, and research. The main campus has separate buildings for Administration, Examination, Central Library, Distance Education, Students Welfare Department, Directorate of Information Technology and Support Systems, Malviya Mission Teacher Training Centre, Hostels, Residential Quarters, Guest Houses, Public Relations Centre, Centre for Career Planning and Counselling, Convocation Complex, Physical Education and Sports, Health Centre, Bank, Post office, Shopping Complex, and many others, besides having a good number of academic blocks.

The infrastructure includes wifi campuses, 232 smart & IT-enabled classrooms, 186 well-equipped departmental laboratories, 35 conference rooms, 11 auditoriums, 2 museums, and a botanical garden. In the past five years, 12 laboratories have been renovated under RUSA to improve infrastructure and ambiance.

The Central Library, known as Allama Iqbal Library, is one of the biggest libraries in India housing a total collection of more than 9 lakh books, e-books, journals, theses, dissertations, and manuscripts. The Central Library is fully automated using the integrated Library Management System “Virtua” and RFID technology. Besides Knimbus software is used to offer remote access to electronic resources. The other noteworthy facilities include the 24x7 Section, Rare Collection, Career Corner, Book Bank, and Visually Impaired Patrons Section.

The Directorate of Physical Education and Sports has separate playgrounds for all games and sports. A state-of-the-art gymnasium, yoga centre, athletic track, and sports hostel contribute greatly in the overall physical development of our students. Besides, an indoor stadium is under construction at the cost of Rs 22 crores.

The University Convocation Complex (seating capacity of over 2000) is the hub for cultural and academic events. Additional mini-auditoriums like Gandhi Bhawan, Ibn Khaldun Auditorium, and EMMRC Auditorium provide more venues for various events.

The university has state-of-the art infrastructure for e-content development and other resources. The university has well-equipped Audio-Visual Centre, Central Instrumentation Centre, Animal House, Museums, Moot Courts, Research/ Statistical Database, Business Lab, Art Gallery, and Centre for incubation, startup and entrepreneurship development. Besides, we have Directorate of IT&SS which has developed many in-house software's for e-governance in the university.

Above all the University has designed accessible or disabled-friendly infrastructure to be used by everyone, regardless of their physical abilities.

## **Student Support and Progression**

University of Kashmir exhibits a strong dedication to student support and advancement, characterized by a well-rounded framework aimed at enriching both academic and personal growth. Key to this endeavor is the provision of scholarships and free-ships, ensuring that financial limitations do not obstruct students' educational aspirations. The university also equips students with essential skills through comprehensive capacity-building programs focused on soft skills, ICT, and language proficiency, thereby preparing them for both academic and

career success. At the heart of the university's support system is the Centre for Career Planning and Counselling (CCPC). The CCPC has greatly influenced student outcomes by providing coaching for competitive exams like IAS, JKAS, NEET, JEE, NET, and JRF, as well as organizing recruitment drives that have successfully placed numerous students in prestigious companies. The Centre's impact is further underscored by its provision of psychometric assessments and individualized career guidance, managed by a team of 66 skilled counselors. The university's commitment to student welfare is also reflected in its firm stance against sexual harassment and ragging, supported by effective grievance redressal mechanisms. Moreover, the institution nurtures a dynamic campus environment, encouraging participation in sports, cultural activities, and student governance through the Student Council. However, the university faces challenges in expanding employer engagement to enhance placement rates and in aligning its educational offerings with the changing demands of the job market. Students from remote areas, in particular, encounter difficulties in accessing the full range of career services, and infrastructure constraints pose additional hurdles to the effectiveness of extracurricular programs. To overcome these challenges, the university has opportunities to extend digital counseling services, strengthen collaborations with national and international institutions, and more effectively utilize its alumni network. The University of Kashmir will further solidify its position as a leading institution in fostering student success by investing in infrastructure and improving the integration of career services with academic programs.

### **Governance, Leadership and Management**

University of Kashmir envisions creating intellectually stimulating environment, promoting excellence in teaching, research and extension activities and facilitating academic freedom, diversity and harmony. The university governance structure includes Board of Studies (BOS), Board of Research Studies (BORS), Finance Committee, Academic Council, Syndicate and the University Council, through which the academic and non academic policy decisions are approved for implementation towards the attainment of University vision. Under the leadership of Vice Chancellor, the University functions through Registrar, Dean Academic Affairs, Dean Research, Controller of Examination, Dean College Development Council, Dean Students Welfare, Deans of Schools, and Heads of Departments working with synergy and collectively for the realization of institutional goals. It places significant emphasis on academic autonomy and decentralized management, fostering a culture of participatory governance at all levels. The university practices e-Governance in all the possible areas of administration, academics, examination and finance. The views and suggestions of the stakeholders are considered in planning and execution of university level activities. This holistic approach to governance and management accentuates the university's commitment to continuous improvement and academic excellence as it navigates the dynamic landscape of higher education in the 21st century. The teaching faculty operates under regulations issued by the University Grants Commission and the Ministry of Human Resource Development. Additionally, student feedback provides a holistic evaluation of teaching effectiveness, allowing students to voice their opinions on teaching methodologies and engagement levels. For non-teaching staff, performance appraisals are conducted through a transparent Annual Performance Report System, ensuring objective and consistent evaluations. The commitment to a supportive work environment is evident through the robust appraisal systems and comprehensive welfare measures, fostering a productive atmosphere where employees can thrive. Through proactive financial management and strategic partnerships, it effectively manages financial resources, supports academic excellence, and positions itself as a leader in higher education and research. In this direction more than 60% of faculty have undergone various FDPs besides more than 70% of teacher have been financially supported to participate in seminars/conferences. These initiatives underscore the university's commitment to innovation, growth, and global academic leadership within the region. It operates under a structured framework governed by financial regulations overseen by a Director of Finances appointed by the UT Government. This governance ensures meticulous management of the University's financial operations, essential for its smooth functioning and adherence to legal and regulatory standards. Regular internal and

external financial audits are conducted. Further, for promoting employees academic and administrative commitment, university operates several welfare schemes for the teaching and nonteaching staff. The full-fledged Directorate of Internal Quality Assurance (DIQA) ensures assurance and maintenance of quality in the university and organizes quality related workshops and seminars on regular basis besides presenting University before various ranking and grading agencies for accreditation and ranking.

### **Institutional Values and Best Practices**

University of Kashmir prioritizes **institutional values** and best practices across teaching, research, and public outreach. It promotes gender-friendly education with a higher female enrollment rate and offers courses focusing on gender equity and inclusivity. The university has a dedicated **Centre for Women's Studies and Research**, and initiatives like skill development courses and partnerships with national programs.

The university has adopted **sustainable practices**, including solar energy, energy-efficient LED appliances, and a scientific waste management system. It maintains a **green campus with over 12,000 trees**, a ban on single-use plastics, and promotes eco-friendly transportation. Regular environmental and energy audits are conducted, and infrastructure supports differently-abled students.

The university fosters an **inclusive environment** through reservations, diversity-focused curriculum, and community outreach programs. It celebrates national events and follows an Institutional Code of Conduct. Notable research facilities have been established, and interdisciplinarity is encouraged to address societal problems. Research outcomes are shared with stakeholders, and public outreach programs empower marginalized communities.

The university has made significant progress in fostering **creativity and entrepreneurship**, with the establishment of **innovation and incubation centers** leading to awarded patents and publications. These efforts demonstrate the university's commitment to mainstreaming institutional values and best practices.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	UNIVERSITY OF KASHMIR
Address	University of Kashmir Hazratbal
City	Srinagar
State	Jammu And Kashmir
Pin	190006
Website	<a href="http://www.kashmiruniversity.ac.in">www.kashmiruniversity.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Nilofer Khan	194-2272003	9419010699	-	vcoffice@kashmiruniversity.ac.in
IQAC / CIQA coordinator	Manzoor Ahmad Shah	0194-2272003	7780806013	-	naacssr@uok.edu.in

Nature of University	
Nature of University	State University

Type of University	
Type of University	Affiliating

Establishment Details	
Establishment Date of the University	05-09-1969
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	05-09-1969	<a href="#">View Document</a>
12B of UGC	05-09-1969	<a href="#">View Document</a>

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	University of Kashmir Hazratbal	Urban	246.85	519081	UG PG and Research Programmes		
<i>Regional Centres</i>	<i>Bhatindi, Jammu, 181152</i>	<i>Urban</i>	<i>1.5</i>	<i>10200</i>	<i>No Programmes Offered at Present</i>	<i>09-03-2017</i>	<i>31-03-2017</i>
<i>Satellite Campus</i>	<i>Institute Of Technology, Zakura 190006</i>	<i>Urban</i>	<i>37.5</i>	<i>48777</i>	<i>UG and PG Programmes</i>	<i>01-04-2009</i>	<i>30-04-2009</i>
<i>Satellite Campus</i>	<i>South Campus, Highground Fatehgarh 192101</i>	<i>Rural</i>	<i>43.75</i>	<i>67949.93</i>	<i>UG PG and Research Programmes</i>	<i>01-12-2004</i>	<i>31-12-2004</i>
<i>Satellite Campus</i>	<i>Kupwara Campus, Wayen 193222</i>	<i>Rural</i>	<i>42</i>	<i>12342</i>	<i>UG and PG Programmes</i>	<i>01-12-2013</i>	<i>31-12-2013</i>
<i>Satellite Campus</i>	<i>North Campus Delina, Baramulla 193103</i>	<i>Rural</i>	<i>119.37</i>	<i>43446</i>	<i>UG PG and Research Programmes</i>	<i>01-05-2003</i>	<i>30-04-2004</i>

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Education/Teachers Training	7	68	75
Business Administration/Commerce/Management/Finance	0	9	9
Law	1	3	4
Medicine & Surgery/Ayurveda/Unani/Homoeopathy/Health & Allied Sciences/Paramedical/Sciences	3	31	34
Sciences	0	1	1
Universal/Common to All Disciplines	40	24	64
Humanities	1	7	8
Fine Arts/Performance Arts/Visual Arts/Applied Arts	2	0	2
Engineering/Technology/Architecture/Design	0	3	3
General	2	0	2

#### Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	202
Colleges Under 2(f)	65
Colleges Under 2(f) and 12B	41
NAAC Accredited Colleges	35
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	2
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes
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SRA program	Document
NCTE	<a href="#">100028_15177_4_1716808112.pdf</a>
PCI	<a href="#">100028_15177_6_1716533545.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
BCI	<a href="#">100028_15177_8_1719295683.pdf</a>
BCI	<a href="#">100028_15177_8_1719295683.pdf</a>
DEB-UGC	<a href="#">100028_15177_21_1719216160.pdf</a>
BCI	<a href="#">100028_15177_8_1719295683.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
INC	<a href="#">100028_15177_7_1718007840.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
AICTE	<a href="#">100028_15177_1_1718007785.pdf</a>
INC	<a href="#">100028_15177_7_1718007840.pdf</a>
INC	<a href="#">100028_15177_7_1718007840.pdf</a>
INC	<a href="#">100028_15177_7_1718007840.pdf</a>
INC	<a href="#">100028_15177_7_1718007840.pdf</a>
BCI	<a href="#">100028_15177_8_1719295683.pdf</a>



	<a href="#">f</a>
BCI	<a href="#">100028_15177_8_1719295683.pdf</a>
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BCI	<a href="#">100028_15177_8_1719295683.pdf</a>

**Details Of Teaching & Non-Teaching Staff Of University**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	56				120				355			
Recruited	9	0	0	9	29	0	0	29	251	0	0	251
Yet to Recruit	47				91				104			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				1995
Recruited	1427	355	0	1782
Yet to Recruit				213
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				298
Recruited	162	31	0	193
Yet to Recruit				105
On Contract	0	0	0	0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	64	21	0	24	12	0	158	35	0	314
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	10	2	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

**Distinguished Academicians Appointed As**

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	NIL	NIL	NIL

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1044	0	0	0	1044
	Female	693	0	0	0	693
	Others	0	0	0	0	0
PG	Male	1982	0	0	0	1982
	Female	3262	0	0	0	3262
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	2

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	472	0	0	0	472
Female	356	0	0	0	356
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	27-06-1988
Number of UGC Orientation Programmes	89
Number of UGC Refresher Course	171
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	45

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	86.45			
				<a href="#">NAAC Cycle 1.pdf</a>
Cycle 1	Accreditation			
A	86.45			
				<a href="#">NAAC Cycle 1.pdf</a>
Cycle 2	Accreditation			
A	3.11			
				<a href="#">NAAC Cycle 2.pdf</a>
Cycle 2	Accreditation			
A	3.11			
				<a href="#">NAAC Cycle 2.pdf</a>
A+	3.31			
A+	3.31			
Cycle 3	Accreditation	16		<a href="#">View Document</a>
Cycle 3	Accreditation			

**Provide the Following Students Details**

<b>Total Number of Students in Distance Learning</b>	<b>7011</b>
<b>Total Number of General Students in Institution</b>	<b>7809</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The University of Kashmir, as a leading institution of higher education in the region, is committed to transforming into a holistic multidisciplinary institution by fostering an environment of academic excellence, innovation, and collaboration. The University's vision emphasizes breaking down traditional disciplinary boundaries and promoting the exchange of ideas and methodologies across various fields of study. Strategic planning and resource allocation aim to create a thriving ecosystem where students and faculty from diverse backgrounds engage in interdisciplinary research, teaching, and learning experiences. The establishment of Centre for Interdisciplinary Research and Innovations exemplifies this commitment. The University integrates humanities and sciences with Science, Technology, Engineering, and Math (STEM) by recognizing the interconnectedness of knowledge domains and valuing interdisciplinary inquiry. Programs at the university allow students to combine humanities, sciences, and STEM disciplines. For example, a student can pursue a Bachelor of Technology (B.Tech.) in Engineering while taking elective courses in social sciences. The University offers flexible and innovative curricula focused on credit-based courses and projects in areas such as community engagement, environmental education, and value-based learning. In programs like Social Work, Sociology, Environmental Sciences, Earth Sciences, and Disaster Management, students apply their academic knowledge to real-world problems by partnering with local communities on projects addressing social, environmental, and economic challenges. As a pioneer in aligning with the National Education Policy (NEP) 2020, the University of Kashmir introduced a Four Year Undergraduate Programme (FYUP) starting in 2022. The institution is committed to offering a multidisciplinary, flexible curriculum through a credit-based system that allows</p>
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multiple entry and exit options at the end of each academic year. The NEP 2020's Multiple Entry and Exit System (MEES) enables students to enter or exit programs at various stages and re-enter within three years of exiting with a certificate or diploma. This approach allows students to tailor their educational journey while maintaining rigorous learning through comprehensive assessments and project-based evaluations. The University actively engages in multidisciplinary research to address society's most pressing issues and challenges. Interdisciplinary collaboration is encouraged among faculty and students through research centres, interdisciplinary seminars, and diverse funding opportunities. By leveraging the institution's collective expertise across various disciplines, the university aims to find sustainable solutions to complex societal problems, including climate change, public health, and social inequality. The University established the NEP Cell to oversee and facilitate the smooth implementation of the NEP 2020. Several best practices have been adopted to promote a multidisciplinary/interdisciplinary approach, including: - Establishing interdisciplinary research centres and institutes to facilitate collaboration among different departments and disciplines. - Offering flexible course structures that allow students to pursue single or dual majors across diverse fields of study. - Organizing interdisciplinary seminars, workshops, and conferences to promote dialogue and knowledge exchange among faculty and students from various disciplines. - Encouraging project-based learning and research initiatives that integrate multiple perspectives and methodologies to address real-world challenges. By embracing these practices, the University is committed to fostering a dynamic and inclusive academic environment that prepares students to tackle complex global challenges through interdisciplinary approaches.

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

The University of Kashmir has undertaken several initiatives to meet the Academic Bank of Credits (ABC) requirements stipulated in the National Education Policy (NEP) 2020. Currently, the university employs a credit-based system that enables students to earn credits upon successful completion of courses. Furthermore, the institution is actively engaged in the digitization of degree/diploma

certificates and marksheets through registration with the National Academic Depository (NAD), facilitating easy access to these documents via DigiLocker for students and recruitment agencies. The university is also developing guidelines for the assessment and accreditation of courses to uphold standards of quality and relevance. These efforts collectively aim to offer learners greater flexibility and mobility, enabling them to pursue interdisciplinary studies and accumulate credits towards their chosen academic pursuits. As a registered participant in the Academic Bank of Credits (ABC), the University of Kashmir enables its students to leverage multiple entry and exit options within their programs. This framework allows students to enter or exit programs at various stages, accommodating diverse learning pathways and enhancing overall educational outcomes. Detailed information about the ABC framework and its implementation at the university is disseminated through official channels, academic counselors, and promotional materials such as video messages on the university's website and social media platforms. The university is dedicated to fostering seamless collaboration and internationalization of education. Efforts are underway to forge partnerships with foreign universities and institutions, facilitating opportunities for joint degrees, exchange programs, and credit transfer arrangements. Such collaborations aim to expose students to global perspectives, diverse cultures, and academic practices, thereby enriching their educational experience and preparing them for success in an interconnected global landscape. Faculty members at the University of Kashmir are encouraged to innovate and design their curricula and pedagogical approaches within the framework set by the National Education Policy (NEP) 2020. Emphasizing faculty autonomy in the teaching-learning process promotes creativity, innovation, and diversity in teaching methodologies. The institution provides support and resources to faculty members to foster the development and implementation of effective teaching strategies that cater to the diverse learning needs of students. In its commitment to implementing the Academic Bank of Credits (ABC) under the NEP 2020, the University of Kashmir has adopted several best practices. These include regular curriculum reviews to ensure alignment with industry



	<p>trends and emerging disciplines. The institution conducts faculty development programs and workshops through its NEP Cell to enhance faculty members' understanding of the ABC framework and promote innovative teaching practices. Additionally, the university actively solicits student feedback and involvement in curriculum design and review processes, ensuring that the ABC system remains responsive to the evolving needs and aspirations of learners.</p>
3. Skill development:	<p>The University of Kashmir is committed to enhancing vocational education and soft skills in alignment with the National Skills Qualifications Framework (NSQF). Through various initiatives, the institution aims to bridge the gap between academic learning and industry requirements. These efforts include integrating skill-based training modules into the curriculum, conducting workshops on communication, leadership, and problem-solving, and facilitating industry-relevant internships to provide practical exposure. In promoting vocational education within mainstream learning, the university offers diverse programs such as Bachelor of Vocational Studies (B.Voc), Bachelor of Business Administration (BBA) with specializations in vocational subjects, and courses in specific skill areas like computer applications, hospitality management, and social work. The university actively explores collaborations with industry partners to design customized courses that meet current job market demands. Emphasizing holistic development, the University of Kashmir provides value-based education through a blend of curricular and co-curricular activities. Students are encouraged to adopt humanistic, ethical, and universal values such as truth, righteous conduct, peace, love, and nonviolence. Citizenship values, scientific temper, and essential life skills are also promoted, preparing students for personal and professional growth and encouraging contributions to nation-building. A key initiative involves a credit structure mandating that all students undertake at least one vocational course before graduation. This requirement ensures students acquire practical skills alongside academic qualifications, enhancing their employability and readiness for the workforce. To meet faculty training needs, the university engages industry veterans and</p>

	<p>master craftspeople to deliver vocational skills training, enriching the learning experience with real-world insights aligned with industry standards. The University of Kashmir offers vocational education through various modes including Open and Distance Learning (ODL) via the Directorate of Distance Education, blended learning through multidisciplinary centers and institutes, and on-campus modular courses tailored to diverse learning needs. These flexible options enable students to acquire vocational skills at their own pace and convenience. The Centre for Capacity Building and Skill Development supports human resource development for in-service learners and offers skill development courses for students and youth in collaboration with government bodies and institutions such as the Directorate of Skill Development, NSDC, NIESBUD, SIDBI, and Directorate of Employment and Counseling Kashmir. This collaborative approach streamlines learner enrollment, skill mapping, and certification processes, ensuring students gain industry-recognized credentials. Expanding accessibility, the university plans to offer more skilling courses through online and distance modes, leveraging technology to reach a wider audience. Aligned with the National Education Policy (NEP) 2020, the University of Kashmir implements effective practices in skill development, including industry-academia partnerships to co-create skill-based curricula, state-of-the-art skill development centers, career counseling, placement drives, and entrepreneurship promotion through incubation centers like the CIIE at the Institute of Technology, Zakura Campus. These initiatives prepare students for successful transitions from education to employment while fostering innovation and self-reliance. The University's commitment to vocational education and skill development underscores its dedication to preparing students for the evolving demands of the job market through practical, industry-aligned education and holistic development initiatives.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The University of Kashmir is committed to enhancing vocational education and cultivating soft skills aligned with the National Skills Qualifications Framework (NSQF). Through strategic initiatives, the university aims to bridge the gap between academic</p>

learning and industry requirements. This includes integrating skill-based training modules into the curriculum, conducting workshops on communication, leadership, and problem-solving, and facilitating industry-relevant internships to provide practical experience. The institution offers a diverse range of programs to integrate vocational education into mainstream learning. These include Bachelor of Vocational Studies (B.Voc), Bachelor of Business Administration (BBA) with vocational specializations, and courses in specific skill areas like computer applications, hospitality management, and social work. Collaborations with industry partners are actively pursued to develop tailored courses that meet current market demands, ensuring graduates are well-prepared for professional roles. Emphasizing holistic development and values-based education, the university promotes principles such as truth, righteous conduct, peace, love, and nonviolence through its curriculum and extracurricular activities. Citizenship values, scientific temperament, and essential life skills are also fostered, preparing students for societal contributions and personal growth. A core element of the university's approach is its credit structure requiring all students to complete at least one vocational course. This ensures graduates acquire practical skills alongside theoretical knowledge, enhancing their employability. The university engages industry professionals and craftspeople to deliver vocational training, enriching education with real-world insights. Recognizing diverse learning needs, the University of Kashmir offers flexible learning options including Open and Distance Learning (ODL), blended learning, and modular on-campus courses. These modalities cater to different educational backgrounds and professional aspirations, enabling students to learn at their own pace. The Centre for Capacity Building and Skill Development supports human resource development for in-service learners and students through collaborations with government bodies and institutions. Initiatives with organizations like the Directorate of Skill Development, NSDC, NIESBUD, SIDBI, and Directorate of Employment and Counseling Kashmir streamline enrollment, skill mapping, and certification, ensuring students gain industry-recognized credentials. Looking ahead, the university plans to expand skilling courses through

	<p>online and distance learning, enhancing accessibility. Aligned with the National Education Policy (NEP) 2020, the university implements best practices in skill development, including industry-academia partnerships, state-of-the-art skill development centers, career counseling, placement drives, and entrepreneurship promotion through centers like the CIIE. Through comprehensive strategies and collaborative partnerships, the university ensures graduates possess practical skills, knowledge, and values essential for thriving in diverse fields and contributing positively to society.</p>
5. Focus on Outcome based education (OBE):	<p>The University of Kashmir has embarked on a comprehensive initiative to overhaul its curriculum through Outcome-Based Education (OBE), aligning closely with the educational outcomes outlined in NEP 2020. This transformation involves a systematic redesign of course structures and learning objectives across disciplines. The institution has formed interdisciplinary task forces comprising faculty members, curriculum experts, and industry professionals tasked with reviewing and revising existing curricula. Together, these task forces collaborate to define core competencies, establish clear learning outcomes, and develop assessment criteria for each academic program. To effectively integrate Outcome-Based Education into teaching and learning practices, the University of Kashmir is implementing a series of strategies. This includes conducting faculty training workshops and professional development programs aimed at familiarizing participants with OBE principles and practices. These initiatives promote learner-centric pedagogies such as project-based learning, problem-solving approaches, and experiential learning methods. Additionally, the university is investing in modern teaching technologies and learning resources to enhance student engagement and facilitate personalized learning experiences. Continuous assessment and feedback mechanisms are also being integrated into the teaching process to monitor student progress and ensure alignment with desired learning outcomes. Adhering to NEP 2020 guidelines, the University of Kashmir has adopted several best practices in Outcome-Based Education. This includes the introduction of program-specific learning outcomes (PSLOs) and course learning</p>

	<p>outcomes (CLOs) tailored to each academic program. These outcomes are regularly reviewed and updated to reflect evolving industry trends and demands. The institution places significant emphasis on fostering generic skills such as critical thinking, communication, and problem-solving, essential for lifelong learning and professional success. Moreover, interdisciplinary collaboration and project-based learning initiatives are encouraged to foster holistic development and nurture a culture of innovation among students. The University of Kashmir is committed to ensuring that its graduates are well-prepared to succeed in a rapidly evolving global landscape. By equipping students with the requisite knowledge, skills, and attitudes, the university aims to empower them to make meaningful contributions to society and excel in their chosen careers.</p>
6. Distance education/online education:	<p>The Centre for Distance &amp; Online Education (CDOE) at the University of Kashmir is actively aligning its processes with NEP 2020, focusing on integrating advanced technologies to deliver quality education. CDOE boasts robust internet connectivity, offering high-speed internet to both faculty and students. The campus is fully equipped with ICT tools, including computers, printers, and platforms such as Google Classroom and Zoom. A well-equipped lab with 35 computers, internet, and Wi-Fi further supports this ICT-enabled teaching methodology, ensuring that students benefit from a comprehensive online learning environment. To enhance online education, CDOE is developing a state-of-the-art studio for recording e-content and delivering online lectures. In line with NEP 2020, CDOE is expanding its digital infrastructure to promote digital learning. Initiatives include collaborating with private and public organizations to provide Learning Management Systems and exploring the creation of high-quality digital content. These efforts aim to make educational resources more accessible to diverse learners. The policy's emphasis on increased access and inclusivity mirrors CDOE's mission to reach learners who cannot access traditional education systems. By catering to the educational needs of thousands of students through flexible and lifelong learning pathways, CDOE supports working professionals, adult learners, and others unable to participate in conventional classroom settings. The Centre has also</p>

submitted proposals for new programs, such as the Advanced Diploma in Criminal Justice, designed in alignment with NEP 2020 and offering multiple exit options for learners.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, under the guidelines of the Election Commission of India and by the orders of the Vice Chancellor of the University, the Electoral Literacy Club has been established in the University of Kashmir. It is pertinent to mention that the Electoral Literacy Club is an initiative of Systematic Voters Education and Electoral Participation(SVEEP) to strengthen the culture of electoral participation among young and future voters through voter awareness, information sharing and sensitization of the electoral community. The activities of the ELC are performed by the National Service Scheme (NSS) University of Kashmir.																																				
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, The students' coordinator and coordinating faculty members were appointed by the University. The Hon'ble Vice Chancellor is the Chairperson of the ELC and involves the Registrar, University of Kashmir, Dean Students Welfare , University of Kashmir as members along with representatives from the faculty and students. Yes , the ELC is representative in character. <table> <tr> <th>Sl. No.</th> <th>NAME</th> <th>DESIGNATION</th> <th>ROLE IN THE ELC</th> </tr> <tr> <td>1</td> <td>Prof. Nilofer Khan</td> <td>Vice Chancellor</td> <td>Chairperson</td> </tr> <tr> <td>2</td> <td>Prof. Naseer Iqbal</td> <td>Registrar</td> <td>Member</td> </tr> <tr> <td>3</td> <td>Prof. Shamim A Shah</td> <td>Dean Students Welfare</td> <td>Member</td> </tr> <tr> <td>4</td> <td>Dr. Musavir Ahmad</td> <td>Co- Ordinator, NSS</td> <td>Member</td> </tr> <tr> <td>5</td> <td>Prof. Seema Singh</td> <td>Professor</td> <td>Member</td> </tr> <tr> <td>6</td> <td>Dr Mubashir Altaf</td> <td>Assistant Professor</td> <td>Member</td> </tr> <tr> <td>7</td> <td>Mr Hadi Mushtaq Dar</td> <td>Student</td> <td>Member</td> </tr> <tr> <td>8</td> <td>Ms. Saima Mohammad</td> <td>Student</td> <td>Member</td> </tr> </table> The ELC is functioning with the following objectives : <ol style="list-style-type: none"> <li>1.To create awareness and interest among faculties and students through Innovative awareness activities and camps.</li> <li>2.To educate the targeted populations about voter registration, electoral process and related matters.</li> <li>3. To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs.</li> <li>4. To help the 'voter'</li> </ol>	Sl. No.	NAME	DESIGNATION	ROLE IN THE ELC	1	Prof. Nilofer Khan	Vice Chancellor	Chairperson	2	Prof. Naseer Iqbal	Registrar	Member	3	Prof. Shamim A Shah	Dean Students Welfare	Member	4	Dr. Musavir Ahmad	Co- Ordinator, NSS	Member	5	Prof. Seema Singh	Professor	Member	6	Dr Mubashir Altaf	Assistant Professor	Member	7	Mr Hadi Mushtaq Dar	Student	Member	8	Ms. Saima Mohammad	Student	Member
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7	Mr Hadi Mushtaq Dar	Student	Member																																		
8	Ms. Saima Mohammad	Student	Member																																		

	<p>understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 5. To facilitate voter registration for its eligible members who are not yet registered. 6. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'. 7. To motivate students and faculties to participate in the ELC activities.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The University of Kashmir launched a comprehensive voter awareness campaign under the Systematic Voters' Education and Electoral Participation (SVEEP) initiative. This multi-faceted program aimed to educate and encourage active participation in the electoral process among students and employees. Key activities included: 1. Hoardings and Banners: Displayed prominently across main and satellite campuses to promote voter awareness. 2. Voter Awareness Rallies: Conducted in Main Campus, North Campus, South Campus, and Zakura Campus, where participants chanted slogans like "make a change, be the change" to emphasize the importance of voting. 3. Walkathon: Held on March 28, 2024, by the NSS units of Main and South Campuses, featuring participants with placards and banners promoting voter awareness. 4. Run for Vote: An event with the tagline "Let us see who reaches the polling station first to cast their vote," which received enthusiastic participation from students. 5. Wall of Democracy: Organized on April 24, 2024, at the Main and North Campuses, allowing students to decorate the auditorium wall with patriotic slogans, attracting large crowds. 6. Voters Pledge: Held on May 1, 2024, at the Main and North Campuses, and on April 25, 2024, at the South Campus, where participants took an oath to vote without fear or bias. 7. Signature Campaign: Conducted on April 29, 2024, at the South Campus, where participants registered their signatures on the Wall of Democracy and pledged full participation in the democratic process. 8. Selfie Standpoints: Installed at prominent places in Main, North, and South Campuses on April 20, 2024, to encourage young voters to take selfies and engage with the SVEEP program. 9. Nukad Natak 'Chiv Saa Bozaan': A street play performed by the Institute of Music and Fine Arts on May 7,</p>

	<p>2024, at the Allama Iqbal Library Square, highlighting the importance of voter engagement and informed decision-making. These initiatives were designed to raise awareness, promote informed participation, and encourage a stronger democratic process among the university community.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The University of Kashmir launched a comprehensive voter awareness campaign under the Systematic Voters' Education and Electoral Participation (SVEEP) initiative. This multi-faceted program aimed to educate and encourage active participation in the electoral process among students and employees. Key activities included:</p> <ol style="list-style-type: none"> <li>1. Hoardings and Banners: Displayed prominently across main and satellite campuses to promote voter awareness.</li> <li>2. Voter Awareness Rallies: Conducted in Main Campus, North Campus, South Campus, and Zakura Campus, where participants chanted slogans like "make a change, be the change" to emphasize the importance of voting.</li> <li>3. Walkathon: Held on March 28, 2024, by the NSS units of Main and South Campuses, featuring participants with placards and banners promoting voter awareness.</li> <li>4. Run for Vote: An event with the tagline "Let us see who reaches the polling station first to cast their vote," which received enthusiastic participation from students.</li> <li>5. Wall of Democracy: Organized on April 24, 2024, at the Main and North Campuses, allowing students to decorate the auditorium wall with patriotic slogans, attracting large crowds.</li> <li>6. Voters Pledge: Held on May 1, 2024, at the Main and North Campuses, and on April 25, 2024, at the South Campus, where participants took an oath to vote without fear or bias.</li> <li>7. Signature Campaign: Conducted on April 29, 2024, at the South Campus, where participants registered their signatures on the Wall of Democracy and pledged full participation in the democratic process.</li> <li>8. Selfie Standpoints: Installed at prominent places in Main, North, and South Campuses on April 20, 2024, to encourage young voters to take selfies and engage with the SVEEP program.</li> <li>9. Nukad Natak 'Chiv Saa Bozaan': A street play performed by the Institute of Music and Fine Arts on May 7, 2024, at the Allama Iqbal Library Square, highlighting the importance of voter engagement and informed decision-making. These initiatives were designed to raise awareness, promote informed</li> </ol>



	participation, and encourage a stronger democratic process among the university community.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<p>The University in its commitment to promote voter awareness remained abuzz with numerous activities, going on, in all its campuses including the main campus. The varsity was reverberating with the SVEEP spirit which saw participation of more than ten thousand students, faculty members and members of the civil society. The activities focused more at the involvement of first time voters, making them aware of the importance of their votes and the changes they could bring about in the democratic setup. Short skits, street plays, mono-acts were conducted on and off the campuses to connect the young voters to their role in the development of their country in general and state in particular. Young minds were made to think and deliberate in discussions and debates on electoral literacy and its role in democracy. Seminars and workshops were organized to aware the young voters of their electoral rights and duties. The Boys and Girls hostels took a lead role in organizing a variety of activities and involving the students in creative competitions like debates, painting competitions, exhibitions to generate a sense of responsibility among the young voters. Innovative methods like selfie stands, wall of democracy, yoga for young voters, walkathon were organized to attract young students towards the electoral process. University students visited near by areas to motivate young voters to vote and become responsible citizens, awareness was also given with respect to the process of having a voter ID and the process by which they could become voters on attaining the age of 18 yrs.</p>

## Extended Profile

### 1 Students

#### 1.1

*Number of students on rolls year-wise during the last five years (all students in campus needs to be considered here)*

2022-23	2021-22	2020-21	2019-20	2018-19
7809	8207	8266	7843	7851
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		

#### 1.2

*Number of final year outgoing students year wise during last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2914	2930	2793	3164	3078
File Description		Document		
Institutional data in the prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

*Number of Full-time teachers in the institution year-wise during last five year*

2022-23	2021-22	2020-21	2019-20	2018-19
326	352	364	376	394
File Description		Document		
Provide the relevant information in institutional		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		

#### 2.2

*Total Number of full time teachers worked/working in the institution(without repeat count) during the last*

*five years:*

**Response: 326**

File Description	Document
Institutional data in the prescribed format (data)	<a href="#">View Document</a>

### 3 Institution

#### 3.1

*Total Expenditure excluding salary year wise during the last five years(INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
10397.71	10398.98	4939.73	4691.35	6465.05

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

*Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes (COs) of the Programmes offered by the University*

##### Response:

University of Kashmir is committed to academic excellence through effective planning and policy implementation. Recognizing the critical role of curriculum design, development, and implementation, the University strives to provide a comprehensive and inclusive curriculum to meet the challenges posed by rapidly evolving knowledge fields and disciplines. This approach aligns academic goals with global standards and fosters dynamic intellectual exchanges among teachers, students, and research scholars. Diversity, a core value of the University, is evident in the wide variety of courses offered across disciplines, prioritizing curriculum enrichment to cultivate a robust academic community.

Offering a broad range of programmes and courses, the University covers both traditional and in-demand areas, including skill-based courses and those related to entrepreneurship and digital technology. Emphasizing holistic student development, the curriculum integrates practical skills to ensure well-rounded education.

The University's statutory bodies, including Boards of Postgraduate and Undergraduate Studies, rigorously review and update curricula every two or three years, or as needed. These boards consist of subject experts, faculty members, nominees from affiliated colleges, and representatives of research scholars and students. They incorporate inputs from the National Curriculum Framework and syllabi for national competitive exams like NET, JRF, SET, and Civil Services to ensure relevance and quality.

Implementing the **Choice Based Credit System (CBCS)** in nearly all undergraduate and postgraduate programs, the University allows students to choose electives across disciplines, promoting multidisciplinary and holistic education. Practical and fieldwork components are integrated into most courses. Following the **NEP-2020 guidelines**, the University has developed a credit-based framework and multidisciplinary curriculum for the four-year undergraduate program (FYUP) since August 2022.

The Boards of Studies have revised and aligned curricula for all programs and courses at both undergraduate and postgraduate levels according to the Learning Outcome-Based Curriculum Framework (LOCF) of the UGC. Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) are clearly defined and mapped for each course and program.

Regular updates to courses and syllabi reflect current advances and global job market needs. Guided by its vision and mission statements, the University promotes diversified thinking in curriculum design and development, accommodating local, national, and global needs. Efforts are made to consolidate the strengths of different curricula, making them interdisciplinary, result-oriented, and competitive.

All syllabi are designed with relevance and applicability to global, local, and regional needs in mind. The aim is to integrate these concerns into the curricula, fostering sensitivity to both global issues and local and regional specificities. This empowers students by exposing them to contemporary global advancements and developments, ensuring syllabi are regularly reviewed and updated to keep pace with the rapidly transforming cultural and academic landscape of the 21st century. The University also considers culture-specific needs and context-sensitive requirements, carefully framing curricula to accommodate all three dimensions.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

***The Programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements***

#### **Response:**

University is committed to imparting an all-round, holistic education, equipping students with the necessary professional competence to build confidence, resilience, and a skilled workforce as enshrined in NEP-2020. Our comprehensive educational framework fosters innovation, practical knowledge, and critical thinking. In the rapidly changing global job market, the importance of skill-based and entrepreneurship courses has become paramount. Skill development is viewed as crucial in the educational process, ensuring the effective and efficient execution of tasks. In line with the NEP (2020) recommendations, our syllabi integrate such courses alongside traditional academic programs.

Our curriculum offers a wide range of courses incorporating practical skills, industry relevance, and hands-on training. More than 90% programmes have components of field projects, research projects and internships. Apart from professional courses like B Tech., M Tech., MCA, LLB, and MBA, new courses have been introduced as part of the NEP-2020 system, allowing students the flexibility to choose courses based on personal preference and inclination.

Job placement is a key indicator of the success of academic institutions, and our curricula are tailored to bridge the academia-industry linkage. In recent years, the University has made significant strides in providing students with opportunities in skill-based, entrepreneurship, and employability courses. Departments and centers across disciplines have increasingly focused on these areas, ensuring curricula meet contemporary global and regional needs and cater to job market demands. This approach generates a workforce ready to meet the challenges of the contemporary global order.

The University has established the Centre for Interdisciplinary Research and Innovations (CIRI) to promote multidisciplinary research. The Centre for Innovation-Incubation and Entrepreneurship (CIIE) at the Institute of Technology (IoT), Zakura, promotes entrepreneurship, start-up culture, and patent filing.

In tune with NEP-2020, our syllabi offer a range of opportunities for students to enhance their skills and pursue entrepreneurship. All the Departments and Centers affiliated with different Schools periodically upgrade their syllabi, introducing new programmes and courses. Many courses, for instance, the courses on Translation, Creative Writing, Writing Skills, and Soft Skills are linked to furthering professional and technical competence. UG and PG Programmes in Engineering, Electronics, Management Studies, Computer Science, Food Science and Technology, Bioresources, Biotechnology, Home Science, Economics, Information Technology, Women's Studies, Mass Media and Journalism, Tourism Hospitality and Leisure, Pharmaceutical Sciences, and Clinical Biochemistry offer ample courses that impart skill-based knowledge, encourage entrepreneurship, and enhance employability prospects.

In April 2023, the University established the Centre for Capacity Building & Skill Development. The mission of this Centre is to provide human resource development support for in-service staff and offer skill development courses for students and youth in collaboration with other departments and institutions. The Centre aims to provide job-based orientation and training for in-service staff across various departments and organizations to enhance their workplace capabilities. Additionally, the Centre organizes and conducts skill development programs for various categories of youth, enabling them to achieve professional and vocational skills and establish their own business units.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.3

***Electronic media and other digital components in the curriculum - Percentage of the Courses on offer by DDE that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years.***

**Response:** 86.65

***1.1.3.1 Number of the Courses on offer have incorporated electronic/ digital media and other digital components in their curriculum year wise during the last five years.***

**Response:** 292

***1.1.3.2 Total Number of Courses on offer across all programs by DDE over the last five years.***

**Response:** 337

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program suture clearly mentioning lesson plan and mode of instruction duly certified by BOS	<a href="#">View Document</a>
Program structure mentioning the courses and mode of academic content delivery hosted in institutional website (courses relevant to the metric intent need to highlighted clearly)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

*Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years*

**Response:** 23.52

#### 1.2.1.1 *Number of new courses introduced during the last five years*

Response: 661

#### 1.2.1.2 *Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years*

Response: 2810

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

***Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum***

#### **Response:**

The University has a well-structured and flexible curriculum design mechanism that incorporates cross-cutting issues such as Gender, Environment and Sustainability, Human Values, and Professional Ethics.

#### **Gender:**

The University recognizes the importance of gender-related issues and promotes inclusivity and gender sensitivity on campus. Curricula are regularly updated to include gender-based courses, raising awareness on various gender aspects. Regular seminars, workshops, and events are organized to sensitize students, staff, and faculty about gender justice. The University has a full-fledged **Centre for Women's Studies and Research** that runs a Master's programme in Gender Studies, playing a pivotal role in disseminating gender and women's studies concepts through teaching, research, curriculum development, field and extension work, training, and continuing education. Departments in the School of Arts, Languages and Literatures, Law, Social Work, Home Science, Mass Media and Journalism, and Education also offer gender-centric courses.

In June 2023, the University of Kashmir received the '**GATI achievers**' award from the **Department of Science and Technology (DST)**, Government of India, for its contributions to gender equity and the promotion of women in all spheres of sciences, especially STEM disciplines.

#### **Environment and Sustainability:**

The University integrates courses on environment, sustainability, and climate justice into its syllabi to address environmental degradation challenges. Several departments and centers, including Botany, Zoology, Geography & Disaster Management, Geo-Informatics, Earth Sciences, and Chemistry, offer courses on environmental concerns and sustainability. The Department of Environmental Science is a primary department for interdisciplinary teaching, research, outreach, and consultancy. Its curriculum covers various dimensions of environmental education, including pollution, chemistry, geoscience, toxicology, microbiology, engineering, biotechnology, planning and auditing, natural resources, ecology and biodiversity, aquatic and terrestrial ecology, EIA, and remote sensing.

The department enhances knowledge in environmental science by identifying, planning, and conducting research programs on problems of regional, national, and international importance. The University also organizes and celebrates various environment and sustainability-related days to raise awareness about these issues.

#### **Human Values and Professional Ethics:**

The University acknowledges the crucial role of value-based education in social transformation. The curricula are designed to promote human values, ethics, and desirable conduct, ensuring that professional



competence is complemented by the inculcation of universal human values and harmonious personality development.

### NEP (2020):

The University of Kashmir implemented the NEP (2020) recommendations in all affiliated colleges starting August 2022. This landmark step aims at educational reform and significantly alters the educational landscape of the region. The University has framed innovative, skill-based, and multidisciplinary curricula for both major and minor courses, shifting from traditional rote-based education to dynamic, student-centric, and result-oriented syllabi. At the postgraduate level, several initiatives have been taken to adhere to NEP (2020) recommendations, incorporating flexibility, multidisciplinary, experiential learning, respect for diversity and local context, extensive use of technology, creativity, and critical thinking.

In May 2024, the University launched the four-year undergraduate DYD (Design Your Degree) program. This student-centric framework allows students to shape their academic journey and pursue their interests with freedom and flexibility. It empowers students to curate their degree, fostering self-confidence, critical thinking, and breaking down barriers between disciplines.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

*Number of certificate / value-added courses /Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM / e\_Pathshala/ NPTEL and other recognized platforms where the students of the institution have enrolled and successfully completed during the last five years*

**Response:** 140

*1.3.2.1 Number of certificate/value added courses/Diploma Programme offered by the institutions and online courses of MOOCs, SWAYAM/e Pathshala/ NPTEL and other recognized platforms(without repeat count) where the students of the institution have enrolled and successfully completed during the last five years*

**Response:** 140

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>

**1.3.3**

***Percentage of Programmes that have components of field projects / research projects / internships during last five years***

**Response:** 91.67

***1.3.3.1 Total Number of programmes that have components of field projects/research projects/internships (without repeat count) during last five years.***

Response: 66

***1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years.***

Response: 72

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element offield projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Structured feedback for curriculum and its transactions is obtained regularly from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:*

**Response:** A. Feedback collected, analysed, action taken & communicated to relevant body and feedback hosted on the institutional website

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Feedback analysis report submitted to appropriate committee/bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc	<a href="#">View Document</a>
Action taken report on the feedback analysis and its report to appropriate committee/bodies	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### *Enrollment Percentage*

**Response:** 83.01

##### 2.1.1.1 *Number of Sanctioned seats year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
4140	4140	4114	3861	3675

##### 2.1.1.2 *Number of seats filled year-wise during the last five years, (only first-year admissions to be considered)*

2022-23	2021-22	2020-21	2019-20	2018-19
3091	3402	3533	3417	3100

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Document relating to sanction of intake as approved by competent authority	<a href="#">View Document</a>
Admission extract signed by the competent authority (only fresh admissions to be considered)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.1.2

##### *Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for the first year admission year-wise during the last five years*

**Response:** 40.47

**2.1.2.1 Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
564	533	601	545	620

**2.1.2.2 Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1863	1366	1358	1274	1213

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.1.3****Average variation in enrolment of learners in the DDE during the last five year****Response:** 307**2.1.3.1 Number of learners admitted afresh in the programmes offered by the DDE year-wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4091	2920	3945	5058	4623

  

File Description	Document
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
• List of programme-wise fresh enrolled learners year-wise authenticated by the Registrar of the institution	<a href="#">View Document</a>
• Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

*The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student*

#### Response:

University of Kashmir conducts a rigorous and highly competitive entrance examination each year to select students from various disciplines. This thorough screening process ensures that students of high merit are admitted to various courses. However considering the diversity in available resources and students' different income backgrounds, the University adopts a robust mechanism to cater to the needs of such students. To ensure that all students receive appropriate support, the University implements multiple measures to assess and address the needs of both slow and quick learners. The key measures are outlined below:

**Academic Counsellors:** Every department has academic counselors whose role is to guide and familiarize students with the range of courses offered by the University across different disciplines. They help students understand the relevance of these courses based on their individual learning abilities, knowledge, and interests.

**Support from Faculty Members:** Faculty members provide assistance to both slow and quick learners. Slow learners receive additional tutorial classes and are provided with reading materials presented in simple language. Sometimes, the use of native language is employed to facilitate comprehension of complex concepts. Quick learners, on the other hand, are given extra books and research papers to enhance their understanding. They are also encouraged to participate in various competitive tests, debate competitions, and essay writing contests organized within and outside the University.

**Faculty Development Programs:** The Human Resource Development Centre of the University of Kashmir conducts workshops and faculty development programs to train instructors in employing innovative teaching methodologies. This approach not only benefits the faculty members but also supports the learning needs of both slow and quick learners.

**Group Assignments and Discussions:** Engaging students in group assignments and discussions is a crucial factor in motivating them to express their perspectives, analyze information, and evaluate different viewpoints. This approach helps boost their confidence and morale, contributing to their overall interest and success.

**Internships, Educational and Field Trips:** The University organizes internships, educational and field trips, as well as cultural interactive programs, to provide students with real-world experiences and a deeper understanding of various subjects. Students are required to submit field reports that include transcriptions, observations, and verbatim accounts, which contribute to the quality of their field trip reports, master's dissertations, and sometimes even publications. This exercise benefits all types of learners.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 23.95

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>

### 2.2.3

***Learners from Special Target Group: Average number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE over the last five years***

**Response:** 752

**2.2.3.1 Number of learners enrolled from social target groups namely: Persons with Disability, Transgender, Defence and Security Forces, Prison inmates, etc. enrolled as learners in DDE year wise over the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1368	397	386	820	789

File Description	Document
Relevant certificate of authenticity of the target groups to be provided	<a href="#">View Document</a>
Data as per data template	<a href="#">View Document</a>
Certified list of social target groups of learners admitted in the institution by the head of the institution	<a href="#">View Document</a>

## 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 experience and teachers use ICT-enabled tools including online resources for effective teaching learning process*

#### Response:

Our curriculum is designed with a student-centered approach that aims to develop effective problem solvers. This framework not only enhances students' intellectual capacities and deepens their understanding but also ensures they can apply their knowledge to address personal, social, and technical issues, while bridging any gaps in teaching and learning.

In each program, the curriculum introduces concepts through problem-based scenarios, enabling students to engage in hands-on applications via experiential and participative learning. The curriculum is tailored to foster active student involvement, incorporating diverse hands-on techniques. Traditional lectures are augmented with methods such as free associative techniques, which combine discussions, interactions, and dialogue to enrich the learning process.

### 1. Student-Centered Curriculum Approach:

Our curriculum is designed with a focus on developing effective problem solvers. This approach not only enhances students' intellectual abilities and deepens their understanding but also equips them to tackle personal, social, and technical challenges, while addressing any gaps in teaching and learning.



## 2. Experiential Learning and Evaluation:

Lab assignments are meticulously crafted to provide extensive hands-on experience across various departments, with assessments to evaluate practical skills. Students must deliver presentations, which significantly impact their internal assessment scores. Learning extends beyond the classroom through field trips, school visits, industrial tours, and institutional visits, with these experiences integrated into assessments. Internships and community service are key components of undergraduate and postgraduate programs and are considered in evaluations. Departmental activities such as poster presentations, paper presentations, etc also contribute to assessments.

## 3. Interactive Learning and Student Engagement:

Case studies and project work are frequently used to help students in various fields—such as education, sociology, social work, management, community education, and disability studies—to analyze trends and create future models. These activities are evaluated and discussed in class, contributing to overall assessments. Interactive learning is further supported through group discussions, seminars, and student participation in organizing events like workshops and conferences.

## 4. Practical Problem-Solving and Performance Assessment:

In addition to conventional classroom and lab-based learning, students engage in research projects designed to develop their problem-solving skills. These projects are assessed to measure practical problem-solving capabilities. Assignments are structured to offer real-world experience, with assessment criteria focused on practical application. Periodic quizzes and snap tests foster a competitive environment and track overall class progress, ensuring that students effectively meet their learning objectives.

## 5. ICT-Enabled Learning

- **Digital Classrooms and Interactive Whiteboards**
- **Online Resources and E-Libraries:** Through e-Shodhsindhu consortium, **Allama Iqbal Library** is getting access to leading Bibliographic Database known as J-Gate plus or J-Gate Custom Content for Consortia (JCCC) where under the contents pages, abstract and full text articles (wherever available) in Science, Social Science and Humanities are made available to the users on-line.
- **ICT Integration in Research:** Research activities at the University are supported by ICT tools, including data analysis software, online research databases etc

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

*The institution adopts effective Mentor-Mentee Schemes to address academics and student-*

*psychological issues***Response:**

To foster a supportive learning environment and address the diverse challenges faced by students, the University of Kashmir has implemented several Mentor-Mentee schemes. These initiatives aim to effectively handle both academic and non-academic issues, providing a level playing field while ensuring holistic personality development. Recognizing the diverse socio-economic, cultural, and regional backgrounds of its students, the University offers guidance, support, and counseling to address academic and psychological concerns.

The University has a robust and well-documented mentoring policy executed through a structured mentoring system. The process begins when a student is admitted in Semester-I and continues until the completion of the program. All teaching faculty members are designated as mentors, each overseeing groups of no more than 30 students. Regular interactions between mentors and mentees are scheduled to encourage students to seek guidance, clarify doubts, and enhance their learning experiences. This Mentor-Mentee relationship fosters a positive academic environment, encouraging mentees to set and achieve realistic goals.

Across various departments, mentors monitor the progress of mentees, provide constructive feedback, identify weaker areas, and suggest improvement strategies. When necessary, mentors make specific recommendations to the relevant authorities to help mentees address academic and psychological issues effectively. Mentors offer academic support, guiding students through coursework and exam preparation while maintaining mental calm. Sharing personal experiences and knowledge helps build a bond of trust, deepening the mentees' understanding of their subjects. Mentors constantly strive to improve mentees' academic outcomes and develop their critical thinking skills.

The University's mentor-mentee system ensures students have access to a support system that enables them to thrive academically, emotionally, and socially. It helps mentees develop essential skills such as time management, communication, teamwork, and leadership. The core aim is to build self-confidence, resilience, and adaptability, empowering students to make informed decisions about their career paths and future prospects.

Beyond academic concerns, the mentoring system provides a safe space for students to discuss their fears, anxieties, and personal challenges. Through active listening, empathy, and encouragement, mentors contribute to the emotional well-being of their mentees, addressing psychological issues such as stress and anxiety and promoting mental health.

A special focus is given to the needs of female students to help them navigate various challenges. **Gender sensitivity is a crucial factor in ensuring the success of the Mentor-Mentee relationship.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Development of Self-Learning Material (SLM) at DDE*

#### *Process followed for development of Self-Learning Material by DDE.*

#### **Response:**

For the development of Self-Learning Material (SLM), the **Centre for Distance and Online Education (CDOE)** strictly adheres to the UGC-ODL & Online Regulations, 2020. The process of developing study material is meticulous, requiring collaboration, expertise, and innovation. A crucial step in this endeavor is establishing a panel of resource persons, which brings together diverse perspectives and subject matter expertise to create comprehensive and effective learning materials.

**Identifying Resource Persons:** The centre identifies external experts based on their areas of specialization. These experts, along with faculty members, are assigned specific themes for lesson development. To ensure they are well-prepared, these writers participate in training workshops that outline the requirements and processes for creating effective SLM. The process followed for the development of SLM is depicted below:

**Approval and Assignment:** Once the panel is framed, it is sent for approval from the competent authorities. Upon approval, specific courses/papers and responsibilities are assigned to develop SLM for the learners. The Director of CDOE issues an assignment letter (offer to write), specifying content creation, instructional design, quality assurance, learning objectives, in-text questions, assignments, points to remember, summary, and conclusion for every topic. The goal is to make the SLM learner-specific, allowing students to feel as if the teacher is directly explaining the concepts to them.

**Development and Quality Assurance:** In the assignment offer letter, the responsibilities and time specifications are delineated briefly. The expert resource person gives their consent to develop the material within these guidelines. Upon receiving the content, CDOE sends it to the respective program coordinators for content and format editing. Subsequently, the study material is reviewed by the Review Committee for approval.

**Feedback and Continuous Improvement:** Resource persons leverage their expertise to develop high-quality, informative, and accessible content for learners. Quality assurance remains paramount throughout the development process. Additionally, a feedback form is provided with each course to invite suggestions and identify any existing loopholes for future improvement.

File Description	Document
Policy document on SLM	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.3.4

*Availability of digitized SLMs for the learners - Percentage of programs offered by DDE having access to online SLMs*

**Response:** 100

*2.3.4.1 Number of learning material of the Institution digitized and the SLMs uploaded on the website / Online Repository/ e-content app / LMS for their availability to the learners during the last five years.*

**Response:** 17

*2.3.4.2 Total number of SLMs developed by the institution across all the Programs offered by the DDE.*

**Response:** 17

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Digitized SLM program wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Links to digitized SLM hosted in the institutional website	<a href="#">View Document</a>

#### 2.3.5

*DDE's Mechanism to provide academic counseling support and Academic counselling sessions*

*conducted*

***An Institutional mechanism is in place to provide academic counselling support to learners enrolled in different programs including strategies for learner participation and engagement as well as development of required competencies and skills; Regular conduct of academic counselling sessions (for theory and practical courses) at Learner Support Centres under each Regional Centre.***

**Response:**

The **Centre for Distance and Online Education (CDOE)** at the University has set up a strong system to provide academic counseling support for its students. This system is focused on three main goals: engaging students, encouraging active participation, and giving them the skills they need to succeed in their studies.

Academic counseling sessions are a key part of this system. These sessions, which cover both theory and practical courses, are held regularly at Learner Support Centres in each Regional Centre. The sessions are carefully planned to meet the different needs of students, making sure they get the right guidance and help to do well in their studies.

CDOE's counseling services offer support in two main stages: before and after admission. This complete approach helps students from the moment they think about enrolling until they finish their studies. Before admission, CDOE provides counseling to help potential students understand the programs offered and the admission process. Counselors explain details like eligibility, how to apply, and the various programs available. They also encourage and motivate students to choose CDOE, highlighting the advantages of distance and online learning. This early support is important as it helps students make informed decisions about their education.

After admission, CDOE continues to support students throughout their learning journey. One of the first steps is the induction program for new students. These programs introduce students to the online learning environment and the resources they can use. The induction helps students get comfortable with the digital tools they will be using, making the transition to online learning smoother.

In addition to these programs, regular meetings between coordinators and students are held at study centres to discuss any course-related challenges and provide help. These meetings are crucial for identifying and solving problems that students might face in their studies. Teachers and coordinators provide ongoing guidance to keep students on track and motivated.

Academic Coordinators also offer extra counseling and support throughout the academic year. They keep an eye on students' progress, give personalized advice, and address any concerns.

File Description	Document
Schedules of different counseling activities	<a href="#">View Document</a>
Reports on counselling sessions from RCs / LSCs / Finance division.	<a href="#">View Document</a>
Report of academic Counseling sessions	<a href="#">View Document</a>
Payment vouchers to be produced Learner Support Centres under each Regional Centre year wise	<a href="#">View Document</a>
Monitoring reports of LSCs	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

*Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years*

**Response:** 71

#### 2.4.1.1 Total Number of Sanctioned year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
517	512	512	512	512

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 2.4.2

*Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years*

**Response:** 92.64

**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt during the last five years.**

Response: 302

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of faculty having Ph.D./D.M/M.Ch./D.N. Superspeciality/ along with particulars of the degree awarding university, subject and the year of award per academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copies of Ph.D./D.M/M.Ch./D.N.B Superspeciality awarded by UGC recognized universities	<a href="#">View Document</a>

**2.4.3**

***Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)***

**Response: 16.31**

**2.4.3.1 Total teaching experience of full-time teachers (for the latest completed academic year**

Response: 5318

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**2.4.4**

***Full-time teachers and other academics in positions – Percentage of the sanctioned posts occupied by full-time teachers and other academics in DDE respectively year wise over the last five years***

**Response: 75**

**2.4.4.1 Number of Fulltime teachers and other academics appointed in DDE against the sanctioned post during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	13	13	14

#### 2.4.4.2 Number of sanctioned post of full time teacher and other academics available in DDE

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	17	17	17

File Description	Document
The DVV may seek for selected appointment order of full time teacher and other academics during DVV process	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Proof of posts in sanction	<a href="#">View Document</a>
List of full time teachers and other academics authenticated by the head of the institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
• Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.4.5

##### *Learner : Academic Counsellor ratio*

**Response:** 9.98

##### 2.4.5.1 Number of empanelled Academic Counsellors for the latest completed academic year

Response: 410

##### 2.4.5.2 Number of learners during the last completed academic year

Response: 4091



File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Academic counsellor	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Further details of payment or proof of engagement of Academic Counsellor of specific LSC will be sought by DVV during clarification	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

*Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results year-wise during the last five years*

**Response:** 16.8

*2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the last date declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
14	16	19	17	18

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.2**

***Percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years***

**Response:** 0.01

**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3103	2932	2794	3164	3078

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List the number of students who have applied for re- valuation/re-totalling program wise and the total certified by the Controller of Examinations year-wise for the assessment period	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

***Status of automation of Examination division along with approved Examination Manual/ordinance***

**Response:** A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
The screenshot should reflect the HEI name and the name of the module.	<a href="#">View Document</a>
The report on the present status of automation of examination division including screenshots of various modules of the software.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
If the EMS is outsourced, copy of the relevant contract and copies of bills of payment to be provided.	<a href="#">View Document</a>
Copies of the purchase order and bills/AMC of the software.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.5.4

##### *Formative Assessment procedures at DDE*

##### *Standard Operating Procedures employed for continuous (internal) assessment followed by the DDE*

##### **Response:**

At the **Center for Distance and Online Education (CDOE)** at the University, formative assessment procedures are actively ongoing to ensure comprehensive learning experiences for students. These procedures encompass various activities such as internal exams, assignments, and the formation of micro-groups for collaborative learning. Regular contact classes are also conducted, with a mandatory requirement of 65% attendance for students to be eligible for examinations. The following procedure is employed for continuous (internal) assessment:

##### **1. Internal Exams and Assignments:**

- **Regular Conduct:** Tests, internal assessments, and assignments are scheduled at frequent intervals to gauge student understanding and progress.
- **Feedback:** Students receive constructive feedback following these assessments to help them enhance their performance.

##### **2. Submission of Tutor-Marked Assignments:**

- **Requirement:** Students are expected to submit assignments and response sheets which are then evaluated by tutors.

- **Purpose:** This process ensures that students engage actively with the course content and receive personalized feedback on their work.

### 3. Self-Learning Materials:

- **Content Format:** Lesson scripts are provided in a self-learning format, offering subject content along with self-check exercises, in-text questions, assignments, and model papers.
- **Purpose:** These materials support independent study and facilitate a deeper understanding of the course material.

### 4. Micro Study Groups:

- **Cooperative Learning:** Micro-groups are formed where students collaborate to discuss and learn from each other.
- **Benefits:** This approach encourages cooperative learning, enhancing students' comprehension through peer interaction and shared knowledge.

File Description	Document
Policy documents on Evaluation Methodology of DDE	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*The institution has stated learning outcomes (Program and Course outcomes)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution*

#### Response:

The University has implemented Integration of the Learning Outcomes into the assessment process for all its programs. The learning outcomes have been formulated by expert groups comprising faculty members, experts from industries, and other relevant stakeholders. These learning outcomes have been designed in a very quantifiable manner that is compatible with the academic requirements. The learning outcomes are based on:

- Program Outcomes (PO) that describe the options available to a student after a particular program. The POs are generic objectives that signify the competencies that a student should have developed after the successful completion of a given academic program.
- Course Outcomes (COs) are more specific metrics that describe what a student is expected to

have achieved at the end of a specific course.

- Graduate Attributes (Gas) determine the broader attributes like problem-solving, communication, critical thinking, ethical understanding, social responsibility, etc, which a learner is expected to acquire during studies.

These learning objectives have been meticulously designed and drafted to ensure that the learners are provided with appropriate and quantifiable objectives. These objectives have been made accessible to the public in general and learners in general through various modes including syllabi, brochures, academic catalogs, websites, etc. This dissemination strategy is beneficial to the university in the sense that all the stakeholders such as students, faculties, employers and accreditation bodies are put in touch with the educational goals and standards being offered or maintained in the university respectively.

The learning outcomes are continuously assessed and evaluated for refinement and optimization to ensure that we are in sync with the changing demands of the teaching-learning process. The process of evaluation includes:

- The evaluation by the faculty wherein feedback provided by the teachers is utilized for checking and optimizing the efficiency of the courses and the pedagogy used in the teaching-learning process.
- The student feedback is taken regularly through a well-designed process under the supervision of the Directorate of Internal Quality Assessment (DIQA). The feedback is collected from students maintaining the anonymity of the participating students. The feedback provides insight into the quality of the courses and the way these courses are taught and provides an important mechanism for improvising the overall teaching-learning process.
- The performance of the students who graduate from the university is monitored at various levels including examinations at national and international levels for higher studies, civil services, etc. Besides the placement of students is also evaluated to ensure that our programs are in sync with the changing demands and challenges of the market.

Through the check and balance mechanism in the learning outcomes and its corresponding assessment mechanisms, the University ensures that the students are given all that they need to succeed.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## 2.6.2

*Pass percentage of students (excluding backlog students) (Data to be provided only for the latest completed academic year)*

**Response:** 93.17

### 2.6.2.1 Total number of final year students who passed the examination conducted by Institution

Response: 2715

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the Controller of Examinations indicating the pass	<a href="#">View Document</a>
Annual report of COE highlighting the pass percentage of students	<a href="#">View Document</a>

**2.6.3*****Submission of assignments - Percentage of learners submitting assignments***

Response: 88.46

**2.6.3.1 Number of learners enrolled in the preceding academic year (only newly enrolled in programmes offered by DDE) have submitted assignments as per the academic calendar (Data for the latest completed academic year)**

Response: 2583

**2.6.3.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)**

Response: 2920

File Description	Document
Report of the DDE on assignment submission status of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Web-link to academic calendar of the Institution	<a href="#">View Document</a>

**2.6.4**

***Percentage of learners passed out term end examination*****Response:** 78.18***2.6.4.1 Number of learners passed out the term end examination (only newly enrolled in programmes offered by DDE in the latest completed academic year)*****Response:** 2283***2.6.4.2 Total Number of learners enrolled in the preceding academic year (only in programmes offered by DDE who are newly enrolled)*****Response:** 2920

<b>File Description</b>	<b>Document</b>
Result sheet of learners duly endorsed by the Head of the institution for the latest completed academic year	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual Report of the DDE highlighting pass percentage of the learners who appeared in the exam	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.12

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

**2.7.2*****Online Learner Satisfaction Survey regarding teaching-learning process .(For Distance learners)*****Response:** 3.13

File Description	Document
Database of all currently enrolled Distance Learners	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

*The institution's Research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented*

**Response:**

#### **Establishment and Facilities**

University has advanced its research capabilities with the creation of the **Centre for Advanced Instrumentation**. This facility is designed to enhance the region's research ecosystem by providing access to cutting-edge instrumentation. Key equipment includes the Orbitrap mass spectrometer for precise mass analysis, the FACS cell sorter for cell analysis, and advanced microscopy tools like confocal microscopy. The Centre also houses Powder X-ray Diffraction (PXRD) for studying crystal structures, Gas Chromatography-Mass Spectrometry (GCMS) for chemical analysis, and a glovebox for handling sensitive materials. Researchers can access these resources through a convenient online booking system.

#### **Regional Collaboration and Outreach**

Centre's sophisticated instruments are available to several key institutions across Jammu and Kashmir, including the National Institute of Technology (NIT), Sher-i-Kashmir Institute of Medical Sciences (SKIMS), Islamic University of Science and Technology (IUST), Central University of Kashmir (CUK), and Government Medical College Srinagar. By providing access to these high-end facilities, the University of Kashmir supports and elevates research and educational quality throughout the region. Additionally, the Centre engages in outreach programs aimed at inspiring younger students. These initiatives target college and school children, fostering an early interest in research and science.

#### **Resource Accessibility and Collaboration**

Introduction of an online booking portal has streamlined access to the Centre's facilities, enabling efficient scheduling and use of the equipment. This system facilitates greater collaboration among institutions, as researchers from various universities and colleges can easily share resources and work together on projects. This collaborative approach helps build a more integrated and cohesive research community, essential for tackling complex scientific challenges and advancing knowledge.

#### **Facility Upgrades and Training**

To maintain its leading edge in scientific research, the Centre continuously updates its facilities with the latest technological advancements. New equipment is acquired as needed to address the demands of current research. Additionally, the Centre organizes regular training workshops for students and faculty members. These workshops are crucial for keeping stakeholders informed about the latest research methods, protocols, and best practices. This ongoing education ensures that users of the facilities are well-prepared and can maximize the potential of the available resources.

## Ph.D. Program and Selection

University of Kashmir employs a rigorous selection process for its Ph.D. candidates, utilizing nationally recognized competitive exams such as JRF/NET, GATE, and SET. This stringent process ensures the admission of highly qualified and dedicated students. Once admitted, Ph.D. scholars undergo comprehensive coursework during their first six months, covering research methodology, recent advancements in their field, and specialized topics relevant to their research. This foundational training is essential for equipping scholars with the necessary skills and knowledge for effective research.

## Research Ethics and Orientation

University places a strong emphasis on research ethics, providing orientation programs to familiarize Ph.D. candidates with ethical guidelines and the research environment. These programs ensure that scholars understand the importance of conducting research with integrity and adhering to ethical standards. By integrating ethical training into the curriculum, the University helps students navigate research responsibilities and maintain high standards of academic conduct.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

### 3.1.2

*The institution provides seed money to its teachers for research (average per year)*

**Response:** 52.17

**3.1.2.1 Amount of seed money provided by institution to its teachers for research year- wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.36	12.80	211.18	5.55	16.972

File Description	Document
Sanction letters of seed money to the teachers is mandatory.	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3**

*Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.*

**Response:** 17.48

*3.1.3.1 Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.*

Response: 57

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of teachers who have received the awards along with the nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers.	<a href="#">View Document</a>

**3.1.4**

*Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years*

**Response:** 60.89

**3.1.4.1 *The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.***

**Response:** 640

**3.1.4.2 *Number of PhD Scholars enrolled during last five years.***

**Response:** 1051

File Description	Document
List of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows along with the details of the funding agency is to be provided	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E copies of fellowship award letters (mandatory)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

***Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years***

**Response:** 11162.97

**3.2.1.1 *Total Grants for Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years (INR in Lakhs).***

**Response:** 11162.97

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the letters of award for research, endowments, Chairs sponsored by Government and non-government sources	<a href="#">View Document</a>

**3.2.2**

*Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years*

**Response:** 1.65

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

Response: 538

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies.	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

*Institution has created an ecosystem for innovations, Indian Knowledge System (IKS) including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the*

*creation and transfer of technology/knowledge and the outcomes of the same are evident*

**Response:**

## **Institutional Ecosystem for Promoting Innovation and Incubation**

To foster innovation, incubation, and the advancement of Indian Knowledge Systems (IKS), the University of Kashmir has undertaken several significant initiatives over the past five years. The following centers at the university are dedicated to these goals:

### **1. Centre for Innovation, Incubation, and Entrepreneurship (CIIE)**

Established in March 2021, the Centre for Innovation, Incubation, and Entrepreneurship (CIIE) at the University of Kashmir aims to drive innovation and entrepreneurship, particularly among students. CIIE has secured nine patents on behalf of students and innovators, with eight published and under examination for grants. The centre has provided vital support to over 15 indigenous technologies, assisting in converting their concepts into functional prototypes through lab facilities, financial aid, and mentoring. CIIE at Zakura is diligently executing a range of programs in alignment with the calendar issued by AICTE for its Innovation and Incubation Centre (IIC).

By conducting innovation workshops, entrepreneurship training programs, pitch competitions, and mentorship sessions, CIIE is providing vital resources and opportunities for skill development and entrepreneurial growth.

The CIIE is listed as a training centre on the Skill India Digital Hub (SIDHI) portal and designated as the nodal center for Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0.

The Center is involved in various programs and activities like KAPTLJ, NISP, YUKTI, Innovation Ambassador, Impact Series, Mentor-Mentee programs, and Smart India Hackathon.

CIIE has made necessary spadework for the establishment of 5G Lab, supported by the Department of Telecommunications (DOT), IDEA Lab, in partnership with the All India Council for Technical Education (AICTE), e-Yantra Lab, in partnership with IIT, Mumbai and an extensive "Engineering Kitchen" where ideas are nurtured, developed, and transformed into innovative products and services.

### **2. New Generation Innovation and Entrepreneurship Development Centre (NewGen IEDC)**

The NewGen IEDC at the University is supported by the National Science and Technology Entrepreneurship Development Board (NSTEDB) under the Department of Science & Technology (DST), Government of India. This center focuses on cultivating an entrepreneurial spirit among students and guiding them in start-up creation. Its goal is to transform "job-seekers" into "job-generators" by providing mentorship and support for entrepreneurial ventures.

### **3. National Innovation Foundation (NIF) Cell for Promoting Indian Knowledge Systems (IKS) and Grassroots Innovation**

The NIF Cell has scouted over 11,000 innovations, traditional knowledge, and plant protection practices from the region. Of these, more than 100 innovations have received support for validation, value addition, and product development, with 73 patents filed and 36 granted. Additionally, 25 innovations have been recognized at the Biennial Presidential Awards and Dr. APJ Abdul Kalam IGNITE Awards,

and two innovators have been invited to the Rashtrapati Bhavan's Innovation Scholar-in-Residence program.

#### 4. Intellectual property rights (IPR) Cell

The IPR Cell, established in 2023 at the University, aims to foster a strong culture of intellectual property awareness and protection. The cell's primary objectives are:

1. To raise awareness among faculty, staff, students, and the broader community about the significance of Intellectual Property Rights.
2. To provide information on patents, the patent regime in India and internationally, and the registration process.
3. To facilitate the adoption and implementation of IP policies within the university.

These centers collectively enhance the research and innovation landscape at the University of Kashmir, promoting a culture of entrepreneurship and safeguarding intellectual property while advancing traditional and modern knowledge systems.

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

#### 3.3.2

*Number of awards received for research/innovations by the institution/teachers/research scholars/students during the last five years*

**Response:** 40

*3.3.2.1 Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years.*

Response: 40

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e- Copies of award letters issued by the awarding agency	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

*The institution ensures implementation of its stated Code of Ethics for research through:*

- 1. Inclusion of research ethics in the research methodology course work*
- 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)*
- 3. Plagiarism check through software*
- 4. Research Advisory Committee*

**Response:** A. All of the above

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included.	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

*Number of Patents awarded during the last five years..*

**Response:** 12

*3.4.2.1 Total number of Patents awarded during the last five years..*

**Response:** 12



File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Patents granted / published in the name of the faculty with the institutional affiliation to the university working during the assessment period only to be given.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
e-copies of letter of patent grant.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

*Number of Ph.Ds awarded per recognized guideduring the last five years*

**Response:** 4.26

**3.4.3.1** *How many Ph.Ds were awarded during last 5 years*

Response: 1027

**3.4.3.2** *Number of teachers recognized as guides during the last five years*

Response: 241

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
PhD Award letters to PhD students.	<a href="#">View Document</a>
Letter from the university indicating name of the PhD student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4**

***Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years***

**Response:** 10.28

***3.4.4.1 Number of research papers published in the Journals as notified on UGC CARE list during the last five years***

**Response:** 3352

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List and links of the papers published in journals listed in UGC CARE list and	<a href="#">View Document</a>
Link to the institutional website where the first page/full paper (with author and affiliation details) is published	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### **3.4.5**

***Number of books and chapters in edited volumes published per teacher during the last five years***

**Response:** 7.75

***3.4.5.1 Total number of books and chapters in edited volumes / books published during the last five years.***

**Response:** 2528

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of chapter/book with the links redirecting to the source website.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

### 3.4.6

*E-content is developed by teachers :*

- 1. For e-PG-Pathshala*
- 2. For CEC (Undergraduate)*
- 3. For SWAYAM*
- 4. For other MOOCs platforms*
- 5. Any other Government Initiatives*
- 6. For Institutional LMS*

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

File Description	Document
Supporting documents from the sponsoring agency for the e- content developed by the teachers need to be provided	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Give links to upload document of e-content developed showing the authorship/contribution	<a href="#">View Document</a>
For institution LMS a summary of the e-content developed and the links to the e-content should be provided	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.7**

***Bibliometrics of the publications during the last five years based on average Citation Index in Scopus/ Web of Science***

***Data to be provided for the last five years:***

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***Citation Index***

**Response: 10**

<b>File Description</b>	<b>Document</b>
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.8**

***Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-Index of the University***

***h-index of the institution based on publications made in Scopus Web of Science during the last five years***

***Data for the last five years will be considered***

- ***Title of the paper***
- ***Name of the author***
- ***Title of the journal***
- ***Year of publication***
- ***H index***

**Response: 67**

<b>File Description</b>	<b>Document</b>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy**

**3.5.1**

***Revenue generated from consultancy and corporate training during the last five years***

**Response:** 602.17

**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
83.10740	161.24360	11.90	345.92	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution.	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through and corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.6 Extension Activities****3.6.1**

***Outcomes of extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years***

***(Showcase at least four case studies to the peer team)***

**Response:**

University has been actively engaged in organizing extension and outreach programs both within and

beyond its campus. These initiatives aim to enhance community awareness, provide valuable training, and address various social issues. Below are brief descriptions of four selected case studies that illustrate the university's commitment to societal and community relevance:

#### **Title of Activity: Ensuring Women Empowerment through Community Engagements**

University of Kashmir's Department of Social Work, in collaboration with USHA International New Delhi, has launched a project to empower rural women through skill development and entrepreneurship. This initiative involves setting up USHA Silai Schools in different districts of the Kashmir Valley. The program focuses on teaching sewing, stitching, and entrepreneurial skills in regional languages by expert trainers from USHA. After the training, women are supported in establishing their own Silai Schools, creating self-sustaining micro-enterprises. This model not only provides women with a steady livelihood but also fosters skill development and enhances their dignity and economic independence.

#### **Title of Activity : Urban Resilience; Community Awareness Campaign for Resilient Srinagar**

In alignment with the J&K Government's 'My Town, My Pride' initiative, the Department of Geography and Disaster Management conducted a community awareness campaign on urban resilience in Srinagar's Mir Behri area. Running from December 6 to 10, 2022, this campaign involved postgraduate students, Ph.D. scholars, and faculty members. Activities included interactive sessions, lectures, street shows, and door-to-door campaigns, aimed at raising awareness about urban sustainability and ecosystem preservation. The campaign targeted residents in the marshy regions of Dal Lake, focusing on the importance of community action in managing urban biodiversity and environmental challenges.

#### **Title of Activity: Health Awareness Camp: Menstrual Hygiene**

Recognizing the crucial link between menstrual hygiene and overall well-being, the NSS Programme Coordinator's office organized an awareness camp on menstrual hygiene in Pazalpora, Shalimar, Srinagar, on International Women's Day. This locality, characterized by socio-economic challenges and high illiteracy rates, was chosen to address the critical issue of menstrual health. The program aimed to educate women about proper menstrual hygiene practices, thereby contributing to their health and improving their quality of life.

#### **Title of Activity: Menstrual Health and Hygiene among Adolescent Girls in Climate Vulnerable Areas in J&K**

Addressing menstrual health and hygiene challenges among adolescent girls, especially in vulnerable communities, this study engaged over 400 girls across four districts in J&K. The research highlighted the significant barriers faced by these girls despite ongoing efforts to improve access and education. Based on the findings, an extension activity was developed involving awareness drives with pamphlets, handouts, short lectures, and interactive sessions. These efforts aimed to educate adolescent girls about menstrual health and hygiene, thereby improving their overall health and well-being in climate-vulnerable areas.

**These case studies reflect the University of Kashmir's proactive approach to addressing societal issues and enhancing community welfare through targeted outreach and education initiatives.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**3.6.2**

*Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years*

**Response:** 190

**3.6.2.1** *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.*

2022-23	2021-22	2020-21	2019-20	2018-19
41	46	50	29	24

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Detailed list and report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

**3.7 Collaboration****3.7.1**

*Number of functional MoUs/linkage with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years*

**Response: 194**

**3.7.1.1 Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five year**

Response: 194

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaboration activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

*The institution has adequate infrastructure facilities for*

*a. teaching - learning. viz., classrooms, laboratories,*

*b. ICT enabled facilities such as smart classes, LMS etc.*

*c. Facilities for cultural and sports activities , yoga centre, games (indoor and outdoor) gymnasium, auditorium etc.*

#### **Response:**

The University is committed to continuously enhance its infrastructure and learning resources which ensures students receive a well-rounded education. The university has consistently emphasized the importance of developing and maintaining infrastructure to enhance teaching and learning experiences. Spread across multiple campuses, including three satellite locations and a sub-office in Jammu, the university's facilities are considered among the best in the country.

The teaching and learning infrastructure is robust, featuring 232 classrooms that are equipped with modern teaching tools, internet connectivity, and multimedia projection systems. Additionally, there are 186 well-equipped departmental laboratories that support various academic disciplines. The university also provides 35 conference halls and 11 auditoriums, all of which are outfitted with state-of-the-art facilities. In the past five years, 12 laboratories have been renovated or upgraded under the RUSA initiative, further strengthening the university's academic resources.

The university's library resources are extensive, including 57 departmental libraries and a Central Library, which also serves the satellite campuses. The Allama Iqbal Library, the central hub of the university's library system, is fully automated with the Virtua Integrated Library System and RFID technology. It houses a vast collection of over 785,000 books, 58,225 journal back volumes, more than 20,000 e-books, 7,204 rare books, 432 manuscripts, and 2,545 theses and dissertations, with a significant number available on Shodhganga. The library offers 24x7 access and includes Internet Browsing Centres, reading halls, career and plagiarism support services, a book bank, and specialized resources for visually impaired students, such as Braille books and DAISY-Digital Talking Books. Through the e-Shodhsindhu consortium, the library provides access to J-Gate Plus, offering article-level access to journals across disciplines like science, social science, and humanities.

Cultural and literary activities are a vital part of campus life, fostered by the Division of Youth Affairs. This division supports a variety of clubs, including Debate, Literary, Cultural, Music, Red Ribbon, and Hobby clubs. The university has allocated budgetary provisions to ensure these activities thrive, with events frequently held in the Convocation Complex, mini-auditoriums, and an open-air theatre.

Sports facilities at the university are exceptional, managed by the Directorate of Physical Education and Sports, which organizes events and offers advanced degrees in physical education. The university has

developed comprehensive facilities for indoor and outdoor sports, including playgrounds, courts, a synthetic athletics track, and water sports amenities. An indoor stadium, with a construction cost of Rs 22 crores, is currently under construction and is expected to be completed in 2024. Additionally, the university provides a Youth Hostel that accommodates 200 people, supporting both students and visiting athletes.

The university also promotes physical wellness through its yoga center and gymnasiums. The yoga center is well-equipped, offering a range of traditional and modern yoga practices. Across the main and satellite campuses, there are seven gymnasiums outfitted with the latest cardio and weight-training machines. Separate gymnasiums are available for girls and boys in their respective hostels, while the central gym is accessible to both students and staff.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

*Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years*

**Response:** 49.72

*4.1.2.1 Expenditure for infrastructure development and augmentation excluding salary, year wise during the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
6279.32	6165.20	1638.75	1604.92	2654.96

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.1.3*****Expenditure incurred for infrastructure augmentation and maintenance of DDE*****Response:** 9.82**4.1.3.1 *Expenditure incurred for infrastructure augmentation of DDE against total expenditure excluding salary year wise during the last five years (INR in lakhs)***

2022-23	2021-22	2020-21	2019-20	2018-19
276.96	1155.15	827.11	902.60	461.14

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation of DDE should be clearly highlighted)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1**

***Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscription to e-resources and journals are made. The library is optimally used by the faculty and students***

**Response:**

Central Library, known as the Allama Iqbal Library is having fifty-five (55) seminar libraries attached to different university departments, centers, institutes, and campuses. The Allama Iqbal Central Library is one of the biggest libraries in India housing a collection of 7, 85,069 books, 58,225 back volumes of journals, 20,000+ e-books collection (subscribed 2494 and digitized 17512+), and 7204 rare & copyright free books, 432 manuscripts and 2545 Theses/Dissertations (1991 are available on Shodhganga).

Besides, the library provides access to **7000+ e-journals through eShodhSindhu** and **subscribes to 1245 electronic journals** from 7 major publishers, 11 digital/online libraries, 9 databases, and 26183 e-proceedings covering all academic disciplines. The central library has four browsing centers with over 100 computer systems for students, scholars, teachers, and visually impaired patrons to access online resources, besides offering a remote access software **Knimbus**.

The Central Library, known as the Allama Iqbal Library, University of Kashmir is fully automated using the “**Virtua integrated Library system**” and “**Radio Frequency Identification (RFID)**” technology. The Virtua software is the fully integrated library management package developed by Virginia Technology Library Solutions (VTLS), Blacksburg, USA, and acknowledged internationally. The software provides an extensive search facility by Online Public Access Catalogue (OPAC) to check the availability of resources in the library Collection by various search fields like the Title, Author, ISBN, Keywords, etc. anywhere anytime via Web OPAC. Besides alerting services, the Virtua software helps users reserve books in anticipation. The RFID technology is integrated with the library software that allows the users to self-check in and check out of the books during library hours. In addition to RFID technology, CCTV surveillance helps us in the security of library collections.

<b>Integrated Library Management System</b>	<b>Virtua software</b>
<b>Nature of automation</b>	Fully
<b>Version</b>	16.0
<b>Year of automation</b>	2008
<b>Update</b>	Yearly
<b>RFID Installation/upgradation</b>	2009/2021

The library has many noteworthy **sections/facilities** to cater to the information needs of patrons like **24X7, Career Corner, International Students Cell, Book Bank, Visually Impaired, plagiarism cell, helpdesk, auditorium, video conferencing, meeting hall**, etc.

The library offers many innovative services to support reading, research, and teaching. Meet the Author, CAS, SDI, ILL, Books on Call, and Books on Wheels, are a few noteworthy services of the library. Allama Iqbal Library also organizes various programs, like workshops, seminars, Book exhibitions, etc.

The users greatly use the library's sources, services, and facilities. Despite the COVID-19 pandemic years (i.e. 2020 and 2021), the average footfall is 563, fingerfall is 593 and books circulated is 327 per official day (i.e. 229 days 5 days a week=1145 days). The overall usage of information sources (online and offline) including the footfall excluding 24X7 is depicted in the following table:

<b>Year</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Daily Average</b>
<b>Footfall</b>	114954	44383	71904	198466	215027	<b>563</b>
<b>Fingerfall</b>	50167	116512	176174	191814	144627	<b>593</b>
<b>Books Circulated</b>	79404	47936	59604	94077	93011	<b>327</b>

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Provide the Paste link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during the last five years..**

**Response:** 2.46

**4.2.2.1 Annual expenditure for purchase of books and journals year- wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
390.78	199.48	106.66	103.72	106

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

***Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection***

**Response:**

IT infrastructure of University is designed to provide high-speed, secure, and reliable internet connectivity across all its campuses and departments. The use of high-bandwidth connections, sophisticated firewalls, and extensive Wi-Fi deployment ensures that the University can meet the diverse needs of its users while maintaining robust security and operational continuity. The integration of satellite campuses and IT centers further extends the reach and capabilities of the network, making it a vital component of the University's digital ecosystem.

The University operates a robust IT infrastructure to support its various digital services and connectivity needs. The University leverages **two Internet Leased Lines (ILL)**, each with a **bandwidth of 1 Gbps**, to ensure high-speed internet access for all its clients, including students, faculty, and administrative staff. These connections are vital for maintaining the University's main website, departmental websites, e-

Government services, and other online resources.

To ensure both security and uninterrupted service, the University has installed two **Sophos firewalls** in its Data Centre. These firewalls are configured in **High Availability (HA) mode**, ensuring that if one firewall fails, the other can seamlessly take over without any disruption in service. This configuration is crucial for protecting sensitive data and maintaining consistent access to online services.

The campus network infrastructure is designed for efficiency and high performance. Departments within the main campus are interconnected using a star topology via fiber optic cables, each providing a bandwidth of 1 Gbps. This setup ensures that each department has a dedicated high-speed connection, facilitating smooth and efficient communication and data transfer across the campus.

For servers **housed within the Data Centre, the University employs 10 Gbps** links. This higher bandwidth is necessary to handle the substantial data loads and to ensure fast and reliable performance for all hosted services and applications. The 10 Gbps connections are critical for managing the intensive demands of server operations and ensuring that all services remain responsive and accessible.

In addition to wired connections, the University has implemented indoor Wi-Fi across all departments, providing wireless internet access to students and staff members. This deployment ensures that users can stay connected and productive from anywhere within the campus.

The network extends beyond the main campus to include several satellite campuses. These **remote sites are connected through Radio Frequency (RF)** links, which provide reliable and stable connections despite the geographical distance. The RF links are essential for integrating satellite campuses into the main network, allowing for consistent access to University resources and services regardless of location.

Furthermore, the University's IT network incorporates various IT centers located in different colleges. These centers are seamlessly integrated into the overall network, ensuring that all colleges within the University's system have access to the same high-quality internet and IT services.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 3.18

4.3.2.1 *Number of computers available for student use*

**Response:** 2459

File Description	Document
Stock register/extracts highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Purchased Bills/Copies highlighting the	<a href="#">View Document</a>

#### 4.3.3

*Institution has the following Facilities for e-content development and other resource development*

- 1.Audio visual center, mixing equipment, editing facilities and Media Studio*
- 2.Lecture Capturing System(LCS)*
- 3.Central Instrumentation Centre*
- 4.Animal House*
- 5.Museum*
- 6.Business Lab*
- 7.Research/statistical database*
- 8.Moot court*
- 9.Theatre*
- 10.Art Gallery*
- 11.Any other facility to support research*

**Response:** A. Any 7 or more of the above

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the HEI. Details of the structures of each of the facilities available in the HEI.	<a href="#">View Document</a>
Purchase Bill / stock register, entry for lecture capturing system, mixing equipment, software for editing	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the subscription letter for database is essential for Option Research/Statistical Databases	<a href="#">View Document</a>

#### 4.3.4

*The rooms of the DDE are IT enabled: Percentage of the rooms and seminar halls of the DDE with*

**ICT enabled facilities****Response:** 85.71**4.3.4.1 Number of rooms and seminar halls of the DDE (cumulative) with ICT enabled facilities (data as on date)****Response:** 12**4.3.4.2 Total number of rooms and seminar halls of the DDE (cumulative) (data as on date)****Response:** 14

File Description	Document
Videos and geo-tagged photographs of each of the facilities available in the DDE.	<a href="#">View Document</a>
Geotagged photos of the rooms and seminar halls of DDE with ICT facility	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1**

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 38**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3450.65	2879.15	2367.20	2080.11	3242.95



File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority(relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4.2

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

#### Response:

**Laboratories:** University has implemented systems to maintain and utilize its laboratories effectively. This includes regular budget allocations in the annual non-plan budgets to ensure physical infrastructure is well-maintained. Regular maintenance schedules, inventory checks, and adherence to user guidelines are followed. Lab technicians and facility managers handle equipment upkeep, calibration, and safety protocols. Scheduling software is used to allow students and faculty to book lab time, ensuring equitable access and preventing overbooking. Training sessions are regularly held to keep users updated on equipment and safety practices.

**Libraries:** University has formulated a comprehensive Library Policy to ensure efficient library services. The central library is fully automated with Integrated Library Management Systems (ILMS), streamlining cataloging, circulation, and acquisition processes. Automated systems, such as RFID tags and self-checkout kiosks, enhance the user experience. Online databases provide remote access to resources, and study spaces and computer terminals are regularly maintained to create a conducive learning environment. A 24x7 centre within the central library provides students with around-the-clock access to resources. The library also has a well-managed signage system to guide users in exploring different resources. Adequate staff and equipment are available for the physical upkeep of books, journals, and digital resources, with periodic inventory audits conducted to update collections based on user demand.

**Sports Complexes:** University has put systems in place to maintain and efficiently utilize its sports infrastructure. The Directorate of Sports prepares an annual calendar of activities, organizing inter-college, inter-department, and inter-university tournaments at zonal and national levels. The University has introduced new sports events like Kayaking, Canoeing, and Baseball. Adequate budgetary provisions are made to fund the sports calendar and support infrastructure maintenance and development. The Directorate conducts regular inspections and maintenance of equipment and surfaces. Sports Facility Management Software is used for booking, scheduling, and organizing sports activities, and user feedback is regularly collected to improve services and facilities.

**Computers and IT Facilities:** University ensures regular maintenance of its IT infrastructure through scheduled checks for hardware and software updates, maintaining network security through antivirus software, firewalls, and security audits. On-site and remote IT support is provided, and an IT asset inventory is maintained and audited regularly. A booking system is implemented for reserving computer stations, and virtual lab environments and remote access to software are provided. Training sessions and workshops on software use, cybersecurity, and IT resources are regularly conducted, and an online repository of tutorials, FAQs, and guides is maintained.

**Classrooms:** University prioritizes the availability and maintenance of classrooms, ensuring each department has the necessary classrooms equipped with modern furniture, Smartboards, and OHPs. Requisite manpower is provided for cleaning and upkeep. Smart classrooms with interactive whiteboards, projectors, and sound systems are regularly updated and maintained. Sufficient budgetary provisions are made for the upkeep of classroom furniture and teaching technologies. Feedback from faculty and students is obtained to facilitate continuous improvement of classroom facilities.

**General Maintenance and Sustainability Practices:** The University's asset management policies include sustainability practices such as energy-efficient lighting, waste management, and water conservation. Routine inspections and preventive maintenance ensure facilities are in good condition. The Construction Division responds to repair requests and oversees renovations. An online maintenance management system tracks tasks, manages inventory, and ensures timely completion of work orders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 55

*5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
2898	4951	4277	4715	5145

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (in English)	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 5.1.2

*Efforts taken by the institution to provide career counseling including e-counseling and guidance for competitive examinations during the last five years*

**Response:**

Students are the primary stakeholders in any educational institution, especially in today's competitive

environment where comprehensive counselling services are essential. One significant challenge students face is deciding "What Next?" regarding their careers. Without proper guidance, they may choose the wrong paths, leading to long-term dissatisfaction. Recognizing the critical role of career counselling, the University of Kashmir established the Centre for Career Planning and Counseling (CCPC) in 2004 to offer career counselling services, campus placement support, and coaching for state and national-level competitive exams.

The CCPC is headed by a Director and supported by a Deputy Director, Placement Officers, and 66 trained career counsellors. The Centre is housed in a two-story building with well-equipped classrooms, a conference room, and a library stocked with relevant and updated resources.

**Career Counselling & Guidance:** The Centre's team of counsellors assists students in setting and achieving career goals by exploring their values, interests, abilities, and personalities through psychometric tests. Counselling is available in both physical and online formats, with special sessions organized periodically. Notably, the CCPC collaborated with Project Eduaccess in 2022-2023 to guide students on career opportunities abroad, focusing on UK-based universities. Collaborations with leading public sector companies like BHEL and ONGC have also provided students with essential skills for employment. Additionally, the Centre conducts motivational and training sessions to enhance students' life, communication, leadership, and problem-solving skills.

**Students Counselling and Guidance Cell, Public Relations Centre:** Beyond the CCPC, the Dean Students Welfare's Public Relations Cell offers personalized counselling sessions to help students understand their potential and achieve their goals. From 2019 to 2023, the cell conducted 500 individual career counselling sessions, helping students align their careers with their abilities and interests. The cell also provided counselling for social and related issues, both in-person and via telephone. Moreover, it extended its services to various Government Degree Colleges across Kashmir, benefiting around 400 students. The cell organized 11 programs, including seminars, workshops, and conferences focused on life skills, technical skills, academic awareness, and psycho-social well-being.

**Coaching for Competitive Examinations:** The CCPC actively supports students preparing for competitive exams. Despite the challenges posed by COVID-19, the Centre conducted seven coaching programs for IAS and JKAS exams, nine for NEET and JEE, and twelve for NET and SET exams. These programs were open to both University of Kashmir students and candidates from socially and economically weaker sections. In 2021-2022, the Centre provided free coaching for IAS and JKAS exams with financial assistance from the Central Wakf Council and Mission Youth J&K. As a result, many students succeeded in various exams, with 23 qualifying for JKAS preliminaries and others excelling in JEE, NEET, and NET/SLET.

**Campus Placement Drives:** The CCPC organizes regular placement drives in collaboration with government agencies, corporates, and NGOs, facilitating students' recruitment and career progression. Leading companies like Godrej & Boyce, HDFC Bank, Infosys, and Tata Consultancy Services, among others, have participated in these drives. During the assessment period, over 2300 students were recruited through campus placements, with more than 6500 recruited by government and private agencies, offering competitive pay scales.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

*Following Capacity development and skills enhancement initiatives are undertaken by the institution for:*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)*
- 4. Awareness of trends in technology*

**Response:** A. All of the above

File Description	Document
Report with photographs on soft skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on Life skills (Yoga, physical fitness, health and hygiene) enhancement programs	<a href="#">View Document</a>
• Report with photographs on Language & communication skills enhancement programs	<a href="#">View Document</a>
• Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
• Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.1.4**

*The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

- 1. Implementation of guidelines of statutory/regulatory bodies*
- 2. Organisation-wide awareness and undertakings on policies with zero tolerance*

**3. Mechanisms for submission of online/offline students' grievances**  
**4. Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Report of Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>

### 5.1.5

***Pre-admission Counselling Services, Online Admission and Related Activities at DDE***

**Response:**

**Pre-admission Counseling Services** CDOE offers counseling regarding admission through various channels which include official emails of the respective coordinators, an inquiry cell, a prospectus of the HEI, an information brochure of CDOE, posters, and flyers. CDOE remains always abuzz with the aspirants visiting the respective coordinators of the programs as well as the designated admission coordinators to answer their queries. The persons associated with preadmission counseling make the prospective learners understand the scope, and objectives of the program offered through CDOE. CDOE has also made FAQs available on its website.

#### **Admission**

Admission to ODL programs is offered fully online by first calling for applications through notification. General and Selection lists are made available on the HEI as well as on the CDOE website. Selected candidates submit the admission forms online and subsequently verify the documents physically at different study centers and regional centers of the CDOE. Both the application and admission fee are submitted by the candidate either online using a payment gateway or challan system for flexibility purposes.

## Induction programme

CDOE routinely conducts induction programs for newly admitted students to various programs to provide a general orientation to the learners about their programs so that they will smoothly enjoy their academic journey at CDOE. The learners have an overview of the programs they are admitted to and the importance of the program in their academic careers. During the induction program, they are encouraged that CDOE has owned them as their learners and are assured that they will be provided guidance & help at every step of their academic journey at CDOE.

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File Description	Document
Any other relevant document	<a href="#">View Document</a>
Preadmission counselling services provided by the institution both on-line and off line	<a href="#">View Document</a>

### 5.1.6

#### *Dispatch of Study Material to Learners by DDE*

***Strategy followed by DDE for dispatch of study material to learners*****Response:**

Distribution of study materials at CDOE begins with identifying subject experts who prepare the content, which is then rigorously reviewed for accuracy. After verification, the materials are printed, published, and dispatched to sub-centres in Ladakh, Jammu, Kargil, and Kashmir. A dedicated CDOE team ensures the safe delivery of materials to Learner Study Centres, where liaison officers receive them against proper receipts. Simultaneously, a notification is posted on the CDOE website, informing students of the material's availability, along with details of the distribution schedule. This allows students to collect their study materials from the nearest centre.

This systematic process ensures efficient and timely distribution, leveraging technology to enhance transparency and accessibility. The involvement of subject experts and thorough reviews highlights CDOE's commitment to academic excellence. By using multiple learner support centers located across various districts and towns, CDOE ensures easy access for students. Additionally, the soft version of the material is made available online, further facilitating students' academic success and growth. This structured approach underscores CDOE's dedication to providing reliable study materials, supporting students in their educational journey.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Material dispatch related activities at DDE	<a href="#">View Document</a>

**5.1.7*****Attending to learners' queries in DDE***

***Modes/approaches employed by the DDE to attend to learners' queries include:***

- 1. Automated interactive voice response system***
- 2. Call centre***
- 3. Online Help Desk/ teleconferencing/ Web-Conferencing***
- 4. Social media***
- 5. App based support***
- 6. Chat Box***
- 7. E-mail Support***
- 8. Learner Services Centre/ Inquiry Counter***
- 9. Postal communication***
- 10. Details of Student Grievance Redressal Cell (SGRC)***

**Response:** B. Any 6-7 of the above



File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geotagged photos of Learner Services Centre/ Inquiry Counter in DDE and LSC	<a href="#">View Document</a>
Details of letter box of postal communication details provided in the institutional website	<a href="#">View Document</a>
Details of DDE's support system in social media	<a href="#">View Document</a>
Details of Call centre of DDE hosted in the institutional website	<a href="#">View Document</a>
Details of app for support, if any	<a href="#">View Document</a>
Detail of Student Grievance Redressal Cell hosted in institutional website	<a href="#">View Document</a>
Links of contact emails for support hosted in institutional website	<a href="#">View Document</a>
Links of Automated interactive voice response system of the DDE	<a href="#">View Document</a>

**5.1.8**

***Addressing learners' grievances – The Institution has a transparent mechanism for timely redressal of learner grievances.***

***Percentage of grievances received at HQ and redressed during the last five years..***

**Response:** 100

***5.1.8.1 Number of grievances received at HQ that are redressed year wise during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
212	295	956	0	0

***5.1.8.2 Number of grievances received at HQ year wise during the last five years***

2022-23	2021-22	2020-21	2019-20	2018-19
212	295	956	0	0

File Description	Document
Report of internal grievance redressal system submitted to concerned committee	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

*Percentage of placement of outgoing students during the last five years..*

**Response:** 62.59

*5.2.1.1 Number of outgoing students placed year wise during the last five years..*

2022-23	2021-22	2020-21	2019-20	2018-19
1276	1864	962	1482	2170

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available in institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.2.2

*Percentage of graduated students who have progressed to higher education year-wise during last five years..*

**Response:** 34.96

*5.2.2.1 Number of outgoing students progressing to higher education..*

2022-23	2021-22	2020-21	2019-20	2018-19
435	535	465	512	544

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.2.3**

*Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years..*

**Response:** 8.04

*5.2.3.1 Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)..*

Response: 1197

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 112

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	36	14	05	16

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>

### 5.3.2

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

#### **Response:**

At the University, students are key stakeholders in decision-making processes. Their input is vital, and they are provided multiple platforms to express their views, most notably through the 'Students Council.' Each batch of postgraduate and undergraduate programs elects one male and one female representatives, who work closely with the administration to address student issues and policies. The **Student Council** at the university composed of these elected representatives is monitored by the **Department of Students Welfare**, which ensures a responsive and collaborative environment. The Council holds regular meetings to ensure ongoing communication between students and the administration. From 2018 to 2023, various meetings as enumerated below were held, leading to the development and implementation of various policies.

**Participation in Course Review Committee:** This committee, chaired by the School Dean, includes Heads of Departments and two elected class representatives from each academic program. It meets periodically to review teaching quality and the progress of teaching schedules. Student representatives play a key role, in providing essential feedback on course content, teaching quality, facilities, syllabus completion, and examination schedules.

**Participation in Board of Studies:** The Board of Studies, a statutory academic body, is responsible for designing and reviewing course curricula. Research scholars are part of both Undergraduate and Postgraduate Boards of Studies, contributing their perspectives to ensure curricula meet current academic and professional standards.

**Participation in Hostel Committees:** Students residing in hostels are involved in committees like the Hostel Committee and Mess Committee, overseeing food quality, facilities, and expenditure transparency. This involvement has helped maintain high standards of living conditions and services

within the hostels.

**Participation in Departmental Internal Quality Assurance Unit (DIQAU):** Each department has a DIQAU, consisting of a Nodal Officer, three faculty members, and student representatives, under the chairpersonship of the Head of the Department or Director. DIQAUs are crucial in implementing policies for quality enhancement and organizing academic and extracurricular programs, encouraging students to adopt sustainable initiatives for quality education.

**Participation in Other Committees:** Students participate in various administrative committees such as the Canteen Committee, Grievance Committee, and Sports Committee, providing a platform for voicing their opinions. Specific departments have unique student involvement, such as the Botanical Society in the Department of Botany and socio-cultural clubs in the Social Work Department. The Law Department has a Law Society, and the Departments of Management Studies and Commerce have clubs like the Business Club, Investors Club, and Entrepreneurs Clubs, all managed by students under faculty supervision.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3

*The institution conducts /organizes following activities*

*1. Sports competitions/events*

*2. Cultural competitions/events*

*3. Technical fest/academic fests*

*4. Any other events through active clubs and forums*

**Response:** A. All four of the above

File Description	Document
Report of the Technical fest/academic fests along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Sports competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Cultural competitions/events along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Report of the Any other events through active clubs and forums along with photographs appropriately dated and captioned year- wise.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

*Alumni contribution during the last five years to the University through registered Alumni Association..*

**Response:** 56.31

*5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association..*

**Response:** 56.31

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer.	<a href="#">View Document</a>

## 5.4.2

### **Alumni contributes and engages significantly to the development of University through academic and other support system**

#### **Response:**

Alumni are invaluable assets to any higher educational institution, serving as ambassadors and adding immense value. The University has produced distinguished alumni who have contributed significantly across various fields, including national politics, public and private sectors, and social work. Many hold prestigious positions, such as Chief Ministers, Ministers, MPs, MLAs, and leaders in bureaucracy, judiciary, police, and corporate sectors, both nationally and internationally.

To harness the potential of its diverse alumni, the university established the Kashmir University Alumni Association (KUAA) in 2002. Registered with the J&K Government, KUAA aims to:

- Provide a global platform for alumni to contribute to the university's development.
- Enhance educational standards at regional, national, and global levels.
- Support infrastructure development through professional and financial contributions.
- Offer free education, scholarships, and financial assistance to underprivileged, orphaned, and marginalized students.

**Major Activities of KUAA:** KUAA is governed by an elected body, with elections held biennially. Its general body meets annually, and the executive council meets periodically to plan activities. KUAA maintains a dedicated website with updated details about its activities and members. The association actively contributes to the university's growth by offering mentorship, guest lectures, and student placements. Alumni also serve on the DIQA Advisory Committee and other committees, influencing policy interventions that enhance educational standards.

**Financial Contribution:** During the assessment period, KUAA mobilized over Rs 50 lakhs, which was utilized to improve student-centric infrastructure. Additionally, KUAA has provided scholarships worth lakhs of rupees to needy students.

**Mentorship and Guest Lectures:** Senior alumni engage with current students through mentorship and guest lectures, offering insights into industry trends, professional development, and career guidance. These interactions significantly enhance students' educational experiences.

**Scholarships and Financial Assistance:** KUAA has granted scholarships and financial assistance to economically disadvantaged students, including orphans and those with disabilities. Scholarships have also been provided to meritorious students, helping them pursue their academic goals without financial hindrances.

**Educational Initiatives for Underprivileged Students:** KUAA established a school in Anchar, Soura, Srinagar, providing free education to underprivileged children. This initiative also offers employment opportunities to local unemployed youth, demonstrating KUAA's commitment to societal development and educational outreach.

**Curriculum Development and Feedback:** Alumni play a crucial role in curriculum development by

providing feedback based on industry needs. Their input ensures that the curriculum remains relevant and aligned with current professional standards, enhancing the employability of graduates. Alumni also participate in non-statutory committees, such as the Academic Audit Committees of departments, and in the Departmental Internal Quality Assurance Units (DIQAU) of each teaching department. Their involvement ensures a sustained focus on quality and innovation in education.

**Placement Drives:** Many alumni hold high positions in the corporate sector and regularly assist the university in securing internships and placements for students. They also contribute to designing industry-ready curricula, ensuring students are well-prepared for the job market.

File Description	Document
Provide the link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The Institutional governance and leadership are in accordance with Vision and mission of the institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, de-centralization, participation in the institutional governance and in their Short term and Long term institutional perspective plan.*

#### Response:

University of Kashmir envisions creating intellectually stimulating environment, promoting excellence in teaching, research and extension activities and facilitating academic freedom, diversity and harmony. And its mission is to be a world class University committed to create and disseminate knowledge for human development and welfare. Accordingly, the institutional goals of the University are:

1. To provide global scope to university programs and services.
2. To provide a variety of undergraduate, post-graduate and doctoral programmes, academic and professional, both in formal and non-formal mode
3. To provide services that promotes the individual welfare of students.
4. To develop competent and dedicated faculty and staff.
5. To promote discovery and exploration of knowledge dedicated to life-long learning success.
6. To nurture the development of creative partnerships, scholarship, and research.

The University prioritizes **academic autonomy** and the notion of shared responsibility, and is distinguished by a notable level of decentralization. The University strives to foster a culture of participatory management at every level. During the current assessment period, the University has implemented several significant measures like:

- 1) Designating directors for different satellite campuses and granting them the authority to make decisions.
- 2) Establishing and consolidating the roles of Dean of Research and Director of Admissions as part of the decentralization process.
- 3) Transferring the responsibility of managing the examination and evaluation process for postgraduate courses from the Controller of Examinations to respective Heads of Departments in order to improve efficiency.
- 4) Increased involvement of faculty in significant administrative committees.

The University has also remained at the forefront of implementation of **National Education Policy, 2020 (NEP-2020)** ever since it was rolled out by the Ministry of Education, Government of India and endorsed by the University Grants Commission (UGC) for the benefit of students at both the UG and PG levels. The University of Kashmir has a comprehensive mechanism for designing and developing curriculum that incorporates crucial themes including Gender, Environment, Sustainability, Human Values, and Professional Ethics, among others. This involved extensive consultation and collaboration across university departments to ensure alignment with the evolving educational landscape. In this direction, the University has also become one of the pioneers in HEIs across the country by introducing a **Four Year Undergraduate Programme (BS/B.Tech.) under the concept of Design Your Degree(DYD)** - a flexible program that allows students to create their own academic journey based on their interests, passions, and goals. Overall, the university's commitment to curriculum development reflects its dedication to nurturing well-rounded individuals equipped with the knowledge, skills, and values necessary to thrive in a rapidly changing world scenerio. Under these programs, enrolled students gain the opportunity to pursue courses from other universities, adhering to the guidelines established by the UGC in tune with NEP-2020 for Mobility and Multiple Entry Exit Programs.

In alignment with this initiative, the university is in the process of establishing digital platforms to deliver accredited online courses, which will be accessible from the second semester onwards for both undergraduate and postgraduate programs, specifically for elective subjects.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

*The institutional perspective plan is effectively deployed and functioning of the Institutional bodies are effective and efficient as visible from policies, administrative set-up, appointment, service rules, procedures etc.*

#### Response:

The University's **Strategic Plan (2022-2032)** serves as a comprehensive roadmap that encapsulates its mission, vision, strategy, values, and goals. It integrates mandates, environmental assessments, challenges, opportunities, and strategic issues identified by key stakeholders. The plan aims to develop, communicate, and execute the university's overarching purpose, providing a structured framework for analyzing obstacles, framing strategic concerns, and articulating precise goals.

At its core, the Strategic Plan encompasses the institution's mission, vision, and guiding values, serving as a cohesive perspective through which future initiatives are executed and evaluated for effectiveness. It outlines critical elements essential for the university's growth, encompassing areas such as Strategic Intent, Environmental and Competitive Analyses, SWOT Analysis, Strategic Issues, Academic Profiles,

Management Plans, and Institutional Initiatives. Additionally, it incorporates a Resource Plan, Procurement Strategy, and Monitoring/Evaluation framework to ensure alignment and achievement of strategic objectives.

The plan articulates seven strategic goals and corresponding thrusts that underpin the university's strategic framework:

1. **High-Quality Educational Programs:** Ensuring educational offerings to meet student demands and professional needs effectively.
2. **Student-Centric Approach:** Tailoring the university's offerings to align with student preferences and market demands.
3. **Professional Development:** Providing opportunities for faculty and staff advancement and personal growth.
4. **Excellence in Innovation and Quality:** Establishing a leadership position in higher education through innovation, quality, and service.
5. **Infrastructure Development:** Creating affordable and robust infrastructure to enhance user experience and value.
6. **Resource Management:** Cultivating and managing resources effectively to achieve exceptional performance.
7. **Strategic Partnerships:** Establishing alliances and collaborations with prominent domestic and international institutions to advance strategic objectives.

The University's commitment to forging strategic alliances globally and domestically in order to enhance its academic and research capabilities through collaborative ventures and partnerships.

The University places significant emphasis on **academic autonomy and decentralized management**, fostering a culture of participatory governance at all levels. Recent initiatives reflect this commitment:

1. **Empowering Satellite Campuses:** Appointing directors for satellite campuses with decision-making authority.
2. **Streamlining Examination Processes:** Transferring responsibility for postgraduate examinations to respective departments for improved efficiency.
3. **Increased Faculty Involvement:** Enhancing faculty participation in key administrative committees.
4. **Student and Research Scholar Involvement:** Engaging students and research scholars in decision-making processes.

The **implementation of the Dean's Empowerment** initiative is a pivotal case study in decentralization and participative management. This measure delegates significant administrative authority to deans, enabling swift and effective resolution of issues that previously burdened the central administrative system. Deans now oversee academic program implementation, curriculum development, admissions, examinations, student grievances, and faculty appointments, enhancing overall institutional efficiency.

Furthermore, the university has enhanced financial oversight and reporting mechanisms, ensuring transparency and accountability in financial management practices. This holistic approach to governance and management underscores the university's commitment to continuous improvement and academic excellence as it navigates the dynamic landscape of higher education in the 21st century.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2.2*****Institution Implements e-governance in its operations***

***e-governance is implemented covering the following areas of operations:***

- 1.Administration including complaint management***
- 2.Finance and Accounts***
- 3.Student Admission and Support***
- 4.Examinations***

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI.	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

***The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression***

**Response:**

The teaching faculty at the University of Kashmir operates under regulations issued by the University

Grants Commission (UGC) and the Ministry of Education, Govt. of India. The UGC Career Advancement Scheme (CAS) is fundamental for performance appraisals and promotions, which is followed in its best spirit. Additionally, student feedback provides a holistic evaluation of teaching effectiveness, allowing students to voice their opinions on teaching methodologies and engagement levels. The Performance Based Appraisal System (PBAS), tailored to the University of Kashmir's standards, supports faculty career and professional growth, ensuring remain motivated and engaged.

For non-teaching staff, performance appraisals are conducted through a transparent Annual Performance Report (APR) system, ensuring objective and consistent evaluations. Promotions are based on well-defined rules and regulations overseen by university committees. Staff grievances are addressed through established committees, ensuring a fair and systematic resolution process. This grievance redressal mechanism is crucial for maintaining a positive and productive work environment.

The following listed welfare measures demonstrate University's commitment towards employee well being:

1. **Health Centre:** Provides various medical facilities, including free medicines for life-threatening diseases for employees and their dependents, ensuring necessary medical care is accessible.
2. **Teachers' Welfare Fund:** Offers financial assistance to teachers for various exigencies, supporting their overall well-being.
3. **Employees' Welfare Fund:** Provides financial aid to non-teaching staff to cover emergencies, ensuring financial support when needed.
4. **Day Care Centre:** Offers childcare facilities for employees' children, allowing staff to work without worrying about childcare.
5. **Financial Aid:** Covers expenses for surgeries and medicines for employees, offering financial support during medical emergencies.
6. **Supernumerary Seats:** Reserves seats for employees' children, ensuring access to quality education within the institution.
7. **Appointment on Compassionate Grounds:** Provides employment opportunities for dependents of deceased employees under SRO 43, offering support and stability in times of loss.
8. **Model School:** Operates a school for employees' children, providing quality education at a nominal fee.
9. **Faculty Club and House:** Facilities for social interaction and accommodation are available, fostering a sense of community among staff members.
10. **On-Campus Amenities:** The campus is self-contained, offering residential quarters, banking services, a post office, grocery stores, sports ground, tailoring and canteen facilities within the campus, ensuring convenience for employees.
11. **Medical Services:** The health centre and Directorate of Sports offer yoga classes, specialist consultations, free medical checkups, and investigation camps. Regular health-related activities, including medical examinations, lectures on health and well-being, and yoga camps, are organized for students and employees.
12. **Other Measures:** Festival Advances to meet the additional expenses during festivals. Group insurance, provident and Gratuity funds for social security are executed effectively.

This integrated approach ensures that both faculty and staff are professionally advanced and personally cared for, contributing to a motivated and effective workforce. The University's commitment to a supportive work environment is evident through these robust appraisal systems and comprehensive welfare measures, fostering a productive atmosphere where employees can thrive.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.3.2**

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

**Response:** 65.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
302	271	178	259	170

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3**

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

**Response:** 47.96

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
200	146	287	119	117

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any) Note: FDP less than 5 days will not be considered	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

***Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources***

**Response:**

University of Kashmir has strategically implemented initiatives to strengthen its financial stability and support academic and developmental objectives through a diversified funding approach and rigorous financial management practices.

**Institutional Funding Initiatives**

The university sources funding from various avenues to bolster its financial resources and operational capabilities:

1. **Assistance Grant (UT Government):** Financial support from the Union Territory (UT) Government plays a crucial role in addressing specific projects and operational needs identified by the university.
2. **State Plan (Government of Jammu and Kashmir):** Allocations from the UT government of Jammu and Kashmir are earmarked for developmental projects and infrastructure enhancements across the university.
3. **Corpus Fund from Internal Revenue Sources:** Internally generated through revenue-generating activities, the Corpus Fund provides financial stability and flexibility.

### Major Funding Categories

The university derives financial support from diverse sources:

- **Rashtriya Uchattar Shiksha Abhiyan (RUSA) Funding:** Central government funding under RUSA aims to strengthen higher education infrastructure and academic programs. This funding is pivotal in improving educational standards and expanding facilities to meet growing student needs.
- **Research Grants:** Collaboration with agencies such as the Department of Science and Technology (DST), Department of Biotechnology (DBT), and other governmental and non-governmental organizations supports research initiatives.
- **Fund for Infrastructural Development in Science and Technology (FIST):** Grants specifically allocated for upgrading science and technology infrastructure enhance research capabilities and facilitate cutting-edge academic pursuits within the university.
- **Special Assistance Programme (SAP) UGC Financing:** UGC funding through SAP strengthens specialized academic programs and research initiatives.
- **International Funding:** Collaborative projects with international bodies like the United Nations Development Programme (UNDP) and partnerships with countries such as the USA, Canada, Germany, Australia, and Russia promote global academic exchanges and advance research collaborations.
- **Convocation Auditorium and Guest House Rent:** A stupendous amount of finance is being generated through renting out the state of art convocation auditorium and breathtaking guest house amidst mighty chinars.
- **Plants Identification fee at Botanical Garden:** Huge fee is generated through providing requisite information about colossal collection of myriad plant species in the university Botanical Garden.
- **Alumni Association:** Strong Alumni base is helping to receive endowment to fund development projects.
- **Consultancy:** The consultancy projects help in developing strong Industry Academia relationship.
- **Institutional overhead charges:** Conduct of various competitive and national level tests, leasing of sports ground helps in generation of funds

### Corporate Collaborations

- **Partnerships with J&K Bank:** Collaborative efforts with corporate entities like J&K Bank provide additional financial resources.

### International Projects



- **Bilateral Projects:** Engagement in international initiatives such as Ford Fellowships, Tagore Fellowships, and collaborations with countries worldwide enriches academic diversity and facilitates cross-cultural learning.

### Financial Utilization and Oversight

The University of Kashmir ensures transparent and accountable financial management practices:

- **Internal and External Audits:** Regular audits in compliance with accounting regulations are conducted to uphold financial transparency.
- **Government Checks:** Audits by the UT Government's Finance Department and the Comptroller and Auditor General (CAG) reinforce adherence to financial regulations.
- **Research Project Audits:** Oversight of extramural research projects funded by various agencies ensures adherence to funding guidelines.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 6.4.2

*Funds / Grants received from government bodies/non government and philanthropists during the last five years for development and maintenance of infrastructure (not covered under Criteria III and V )*

**Response:** 23860.61

**6.4.2.1 Total Grants received from government and non-government bodies and philanthropists for development and maintenance of infrastructure (not covered under Criteria III and V) year-wise during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12499.79	4575.43	5445.39	750	590

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ nongovernment bodies and philanthropists for development and maintenance of infrastructure	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received.	<a href="#">View Document</a>

### 6.4.3

#### *Institution regularly conducts internal and external financial audits*

#### **Response:**

University of Kashmir, operates under a structured framework governed by financial regulations overseen by a Director of Finances appointed by the UT Government.

#### **Comprehensive Auditing Framework**

University employs a **multi-tier auditing system** to uphold financial integrity and transparency:

1. **Internal Audits:** The Internal Audit Unit of the university conducts regular audits of local departmental funds. These audits are crucial for verifying compliance with financial regulations and internal policies. By scrutinizing expenditures and financial transactions, internal audits mitigate risks of financial mismanagement and ensure that university resources are utilized effectively.
2. **External Audits by Chartered Accountants:** Financial resources received from external funding agencies, excluding those from the State Government, undergo rigorous audits conducted by independent Chartered Accountants. These audits are essential for verifying the proper utilization of funds according to funding agency guidelines and project requirements. By engaging external auditors, the university enhances accountability and credibility in financial reporting.
3. **Comptroller and Auditor General (CAG) Audits:** As mandated by the Government of India, the Comptroller and Auditor General (CAG) periodically audits all funds managed by the university. These audits provide an external perspective on financial management practices, ensuring compliance with national financial regulations and governance standards. The CAG audits also serve to validate the accuracy and reliability of financial statements, reinforcing trust among stakeholders.
4. **State Government and Finance Department Audits:** The Finance Department of the State Government conducts regular audits of all university funds allocated by the UT Government. These audits focus on ensuring adherence to state financial regulations, budgetary controls, and accountability in financial operations. By subjecting university funds to state audits, the university demonstrates its commitment to responsible financial stewardship and transparency in

public expenditure.

### Specific Auditing Procedures

- **Audit Reports and Action Taken Reports (ATRs):** Observations and findings from audits, whether internal or external, are documented in detailed Audit Reports. These reports highlight any deviations or areas of improvement identified during the audit process. Responsible Heads of Departments (HODs) and Directors receive these reports and are tasked with implementing corrective actions promptly. Subsequently, they submit comprehensive Action Taken Reports (ATRs) outlining the measures taken to address audit findings. This systematic approach ensures continuous improvement in financial management practices and compliance with audit recommendations.
- **Research Project Audits:** The university's extramurally funded research projects are subject to audits as per guidelines stipulated by funding agencies. Chartered Accountants conduct these audits to verify the appropriate utilization of research funds in accordance with project objectives and funding terms. The Dean of Research Office oversees these audits, ensuring that research funding is managed efficiently and transparently to support academic and scientific advancements.
- **Audits of Alumni Association Accounts:** The accounts of the Kashmir University Alumni Association undergo regular audits by Chartered Accountants. These audits aim to uphold transparency in financial transactions and ensure adherence to financial policies and governance standards established by the association.

**Recent Audit by Indian Audit and Accounts Department** was conducted by the Audit Party of the Indian Audit and Accounts Department (AG's Office) in the year 2023 for major grants received under RUSA.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

*Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals*

*Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –*

*Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)*

*Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)*

**Response:**

The University has a full fledged **Directorate of Internal Quality Assurance (DIQA)** that has been playing a pivotal role in monitoring, documenting and institutionalizing the process of quality assessment. The imprints of DIQA are discernible through consistent improvements in the quality of teaching, research, administration and outreach activities. Some of the main activities of DIQA during the assessment period include:

- **Evaluation and Assessment of Teachers:**

The DIQA has adopted strictly the Performance Based Appraisal System, through which the institution evaluates faculty members for their quality of teaching and research performance. DIQA has put in place a very robust and transparent student feedback mechanism for evaluating the performance of teachers using ICT tools. The feedback is conducted every year and the report is shared with the faculty members through the Dean of Academic Affairs and concerned Deans of the Schools, which helps them to know their strengths and weaknesses well and improve the quality of teaching and research discourse. The significance of student feedback can be appreciated from the fact that the University has linked the feedback to the clearance of probation by newly recruited faculty and the Government of UT Jammu and Kashmir has made it an important criterion for extending the services of a University Teachers from 62 to 65 years of age.

- **Quality Watchdog, Documentation and Reporting:**

The DIQA acts as a quality watchdog for the University and conducts a range of quality related programmes and workshops, documents all activities across seven criteria prescribed by NAAC. Some of the important workshops conducted by DIQA, such as Quality Manuscript Writing, Patent Auditing, Total Quality Management etc. have significantly helped the University to progress on these fronts. It also critically analyzes the data and divulges quality and reliable information to its stakeholders and policy-makers for appropriate decision-making and deployment of resources to improve institutional functioning. It timely prepares the Annual Quality Assurance Reports (AQAR), Annual Reports, Statistical Digest and Quarterly Newsletter 'Panorama'. Further, it acts as nodal agency in the UT for AISHE for augmentation of statistical information on various aspects of education and submission of the same to the Ministry of Education, Govt of India for policy decision making.

- **Engagement in Ranking and Accreditation processes:**

The Directorate steers the university through the comprehensive accreditation and ranking processes conducted by various national and international agencies, including preparing and submitting detailed reports and documentation required for accreditation by NAAC, ranking under National Institutional Ranking Framework (NIRF) and QS World University Rankings. The Directorate ensures that the university's practices, policies, and performance aligns well with the standards/benchmarks set by these agencies, ensuring the university's commitment to quality and excellence. The Directorate works diligently to gather, analyze, and submit the necessary data that reflects the University's achievements,

strengths, and areas for development. By doing so, it helps to position the university favourably in global and national rankings. The University was recently ranked 14th State Public University in India and figured in top 50 Universities of the country by NIRF, Govt. of India.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.2

*Institution has adopted the following for Quality assurance:*

- 1. Academic and Administrative Audit (AAA) and follow up action taken*
- 2. Conferences, Seminars, Workshops on quality conducted*
- 3. Collaborative quality initiatives with other institution(s)*
- 4. Orientation programme on quality issues for teachers and students*
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc*
- 6. Any other quality audit recognized by state, national or international agencies*

**Response:** A. Any 5 or more of the above

File Description	Document
Supporting documents pertaining to NIRF (along with link to the HEI's ranking in the NIRF portal) / NBA / ISO as applicable and valid for the assessment period.	<a href="#">View Document</a>
List of Orientation programmes conducted on quality issues for teachers and students along with geotagged photos and supporting documents.	<a href="#">View Document</a>
List of Conferences / Seminars / Workshops on quality conducted along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.5.3

***Incremental improvements made for the preceding five years with regard to quality (in case of first cycle NAAC A/A)***

***Post accreditation quality initiatives (second and subsequent cycles of NAAC A/A)***

#### **Response:**

In comparison to the previous accreditation cycle, the University has undertaken a series of reforms and implemented numerous initiatives to improve academic and administrative quality. Most of these quality initiatives are steered by the Directorate of Internal Quality Assurance (DIQA). Some specific initiatives and incremental improvements post reaccreditation with reference to the previous cycle are:

- The University figured in the **top 50 Universities** of the country consistently post-reaccreditation and has been ranked as **14th best Public Sector University** in the country as per the latest **NIRF-2024**.
- **h-Index** of the University **jumped from 35 in the previous cycle to 62** at present, which is an indicator of the progress in its research quality. DIQA organized a workshop on quality manuscript writing, the outcome of which was very helpful.
- The **extramural research grants** from national and international funding agencies witnessed a significant increase and the University during this assessment period was awarded with some highly prestigious and competitive institutional grants, such as **DST-PURSE, DBT-BUILDER, RUSA 2.0** Research & Innovation grant, to name a few.

- In comparison to the previous cycle when the University hardly had any **patents**, there are **8 patents awarded and 12 published** during this assessment period. The DIQA organized a special hands-on workshop for all the stakeholders for patenting, followed by other concerned quarters too, which played a pivotal role in getting this University into an 'innovation' mode. Furthermore, getting most of the innovation related discourses under one roof through CIIE proved quite helpful.
- Significant strides have been made in the **e-governance**, with Administration Management System(AMS), Examination Management System(EMS), and Budget and Finance Management System(BFMS) systems fully operational and e-filing adopted almost universally across the campuses, thus enhancing efficiency and becoming more eco-friendly and paperless.
- A major incremental change has been **implementation of NEP-2020** completely at UG level and preparing the postgraduate departments and research centers for higher studies aligned with this policy.
- For the ease of business for students and their convenience, a slew of measures have been undertaken. For instance:
  - A single window clearance system has been created by the examination wing for the end-to-end solution to the student concerns with a dedicated helpline for the same.
  - The University is now registered on the **NAD Digilocker Platform** for uploading student awards, with data from all students admitted from 2022 onwards now available online.
  - The **Academic Bank of Credits (ABC)** Program in place allows students to take courses from other universities, promoting mobility and multiple entry-exit options as per UGC regulations.
- The library has been fully automated with an Integrated Library Management Software "Virtual Library Software" and RFID Technology in place. Its resources have been significantly enhanced with special provisions like books on wheels, a 24x7 Centre providing round-the-clock access of students to a vast reading area, improving the quality of Internet Browsing Centres, Reading Halls, Career Corner, a Book Bank, and having a dedicated Division for Visually Impaired Students.
- Through the Publication Cell of DIQA, all the Annual Reports, Annual Quality Assurance Reports Statistical Digests and the Quarterly Newsletter "Panorama" have been timely published reflecting the University's commitment to continuous improvement and excellence based on the feedback received from the stakeholders.
- The quality of journals published by the University has remarkably improved with many of them figuring in the UGC CARE List.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

*Institution has initiated Gender audit and measure for the promotion of gender equity*

#### Response:

The University is deeply committed to promoting gender-friendly education, a commitment evident in numerous initiatives and policies. In the academic year 2021-22, the university admitted 4,035 candidates, with 2,306 females and 1,729 males. In 2022-23, 3,926 candidates were admitted, including 2,277 females and 1,649 males, reflecting a consistent trend towards gender equity.

The University offers over 60 courses across various disciplines to promote gender equity among its stakeholders, ensuring diverse representation and fostering inclusivity. The dedicated **Centre for Women's Studies and Research** further exemplifies this commitment by focusing on gender equity promotion.

Supporting infrastructure includes **four hostels for female students and scholars**, providing 199 rooms with a capacity for 812 boarders. A **Women-Special Bus Service** aids female students commuting from home. Each department features a common room and separate washrooms for female scholars and students, ensuring privacy and a safe environment. The Central Library offers a 24/7 reading space, an electronic resource section, a common room, and a **"Books on Call" facility for pregnant women**. Additionally, the University Health Centre has **three female doctors** available 24/7 to ensure female students' well-being.

To maintain a safe and secure environment, the university has established a **Women's Empowerment and Grievance Committee** to prioritize and address issues concerning females. An **Internal Complaints Committee** handles workplace sexual harassment complaints. A **female proctor** on the proctorial team is dedicated to upholding gender sensitivity while maintaining campus law and order, fostering a safe and inclusive environment, and addressing gender-related concerns.

The university also prioritizes the health and well-being of its female scholars and employees, promptly approving maternity and childcare leaves. Statutory provisions enable female scholars to access benefits such as childcare and maternity leaves, demonstrating the university's commitment to fostering a supportive environment.

In addition to these measures, the university organizes workshops, seminars, and sensitization programs for gender equality. It provides skill-based education to female stakeholders to promote economic independence. The Department of Social Work, for example, organized **skill development courses with USHA International New Delhi through its USHA Silai School**. The Directorate of Lifelong Learning offers short-term training courses in various crafts and trades, including Sozni Art, Needle Work, Cutting & Tailoring (Basic), Fashion Designing, Bridal Mehendi Designing, and Professional Makeup Artistry.

National recognition : The University was selected as one of the pilot institutions for the '**Gender Advancement for Transforming Institutions (GATI)**' project, a Government of India initiative aimed



at promoting gender equity in Science and Technology. This project, initiated by the **WISE (Women in Science & Engineering)** KIRAN Division of the Department of Science and Technology (DST), is undertaken in partnership with the British Council. It aims to advance the representation of women in STEMM (Science, Technology, Engineering, Mathematics, and Medicine) disciplines by facilitating partnerships between GATI institutions and Athena-SWAN accredited universities and research institutions in the UK..This recognition highlights the University's ongoing commitment to creating an inclusive and supportive environment for all its stakeholders.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 7.1.2

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

1. *Solar energy*
2. *Biogas plant*
3. *Wheeling to the Grid*
4. *Sensor-based energy conservation*
5. *Use of LED bulbs/ power efficient equipment*
6. *Wind mill or any other clean green energy.*

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

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>

### 7.1.3

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

- *Solid waste management*
- *Liquid waste management*
- *Biomedical waste management*
- *E-waste management*

- *Waste recycling system*
- *Hazardous chemicals and radioactive waste management*

### **Response:**

University of Kashmir demonstrates a commitment to environmental consciousness, evident in its pristine campus environment. Here are outlined measures taken to manage solid, liquid, and electronic waste:

### **Solid Waste Management**

University operates a dedicated Environment and Hygiene Wing comprising approximately 60 staff members, supported by 45 outsourced helpers. Together with the Srinagar Municipal Corporation, Govt Of J&K, they manage both biodegradable and non-biodegradable waste. Each department, center, and section on campus is equipped with separate dustbins for waste collection. Collected waste is then transferred to a pit at Naseembagh before final disposal by the municipal corporation. Moreover, the campus strictly adheres to a polythene-free policy.

### **Liquid Waste Management**

Campus sewage undergoes treatment through a dedicated sewage treatment plant established by the **Lake Conservation and Management Authority (LCMA)**, under the Government of Jammu and Kashmir. Additionally, proper drainage systems manage liquid waste from laboratories, laundry facilities, cafeterias, and other sources. Hazardous waste from the University Health Centre and other departments is professionally disposed of by a specialized service provider, similar to those used by prominent medical institutions such as SKIMS.

### **E-waste Management**

The University segregates recyclable components from non-recyclable e-waste, which are then auctioned to local vendors for recycling purposes. Computers, printers, telephones, and fax machines are occasionally auctioned off, with their reusable parts purchased and repurposed by local vendors. Additionally, outdated computer equipment is donated to schools for continued use. To minimize unnecessary purchases and disposal, the University occasionally engages in a buy-back scheme for electronic equipment. Furthermore, the University is in the process of formulating an e-waste management policy to address the increasing use of computers and electronic devices.

### **Biomedical waste management**

The Institute has Scientific Mechanism for lifting and disposal of Biomedical waste generated by Health Centre and other Science Departments and has a service contract with M/S KASHMIR HEALTH CARE SYSTEM. The said firm is registered with J&K State Pollution Board and National Green Tribunal and is approved agency for the for lifting and disposal of biomedical waste

The biomedical waste generated is collected appropriately in the colour coded bags and is treated scientifically at common Biomedical waste treatment facility at Lasipora Pulwama.

### Waste recycling system

The plant waste like branchlets and grasses in the Campus is collected & is stored in pits covered with a layer of soil and opened after 40 days to prepare the vermi-compost. This compost is used for plantation, flower pots and raising ornamental beds, thereby ensuring recycling of waste on environmentally sustainable basis. This serves as an organic fertilizer, which enhances the nutrient health and water holding capacity of soil. R

### Hazardous chemicals and radioactive waste management

Comprehensive facilities (safety cabinets, decontamination areas, ventilation systems, standard laboratory equipment, and specialized tools) for managing hazardous chemicals under the supervision of the Institutional Biosafety Committee (IBSC), which is registered with the DBT secretariat, New Delhi, for BSL1 and BSL2 laboratories. Additionally, we adhere to strict protocols for the disposal of radioactive waste as mandated by the Atomic Energy Regulatory Board (AERB). We utilize designated storage and disposal methods for a limited range of radioactive isotopes, such as P32-ATP, which are essential for specific research applications. These isotopes are carefully stored in secure containers until they meet the disposal criteria outlined by AERB guidelines.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4

##### *Water conservation facilities available in the Institution:*

- 1. Rainwater harvesting*
- 2. Borewell /Open well recharge*
- 3. Construction of tanks and bunds*
- 4. Wastewater recycling*
- 5. Maintenance of waterbodies and distribution system in the campus*

**Response:** A. Any 4 or all of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric.	<a href="#">View Document</a>

### 7.1.5

#### *Green campus initiatives include*

*Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc*

#### **Response:**

The main campus of the University is a verdant sanctuary nestled within the bustling urban landscape, offering a serene environment that attracts locals from nearby villages for leisurely walks amidst its abundant vegetation. The university actively promotes environmental stewardship through various initiatives, prominently the annual plantation drive commencing on Nauroz (the plantation day) and continuing through to World Environment Day. These initiatives are orchestrated by the NSS and the Dean of Students Welfare Department, encouraging community engagement in campus greening activities.

The university **operates nurseries** that cultivate ornamental plants for campus beautification and supply neighboring colleges and schools. The campus also advocates for sustainable transportation practices, striving to minimize vehicular emissions by providing transport options for off-campus students and staff while promoting bicycle use. Special provisions, including battery-operated vehicles, cater to differently-abled individuals, ensuring inclusive mobility solutions.

The University has implemented rigorous measures to bolster environmental sustainability and preserve its lush green campus. These measures include a comprehensive ban on single-use polythene bags to significantly curb plastic waste. Automobile access has been restricted, promoting alternative transportation modes such as bicycles and battery-operated vehicles managed by the Proctoral wing. This initiative not only reduces campus emissions but also promotes a healthier and eco-friendly lifestyle among the university community.

The campus is adorned with **extensive green spaces** boasting approximately **12,000** trees, including majestic canopy trees, green hedges, shrubs, and meticulously maintained lawns and flower beds that enhance its aesthetic appeal. Recently, all trees and shrubs across the main campus have been geotagged to optimize management and conservation efforts. A notable feature is the Naseem Bagh campus,

recognized as the Chinar Heritage Park, showcasing around **720** Chinar trees, some of which are over 500 years old. This preservation initiative underscores the university's dedication to biodiversity conservation and cultural heritage.

In addition to these efforts, the university has **implemented a robust solid waste management program** that emphasizes waste segregation, recycling, and composting. Biodegradable waste from the campus is converted into nutrient-rich compost, enriching the soil in the university's gardens and green spaces. Furthermore, rainwater harvesting systems have been installed across the campus to collect and store rainwater for irrigation and other non-potable uses, thereby reducing reliance on municipal water sources.

The university conducts **educational campaigns and workshops** on environmental awareness and sustainability practices for students, faculty, and the local community. These programs cover critical topics such as energy conservation, water management, and the preservation of biodiversity, aiming to instill a culture of environmental responsibility that extends beyond the campus.

Additionally, the campus features well-defined, **pedestrian-friendly pathways** along its roads, ensuring safe and convenient mobility for students, faculty, staff, and visitors alike. These pathways not only promote physical activity but also contribute to a serene and inviting campus environment.

The campus has banned **polythene bags and actively discourages plastic use** to combat plastic pollution, promoting eco-friendly alternatives within the community. Moreover, the university has embraced e-governance extensively, digitizing administrative processes such as admissions, examinations, and hostel accommodations to minimize paper usage.

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.6

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

*The institutional environment and energy initiatives are confirmed through the following*

**1.Green audit /Environment audit**

**2. Energy audit**

**3. Clean and green campus initiatives****4. Beyond the campus environmental promotion and sustainability activities****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on environmental promotional activities conducted beyond the campus with geo-tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Green audit report of all the years from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

**7.1.7*****The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*****Response:**

University has placed a strong emphasis on creating an inclusive and supportive environment for differently-abled individuals, ensuring accessibility across its campuses and promoting the educational success of all students. Here are the detailed efforts undertaken by the university to facilitate the education of differently-abled students:

**Ramps and Lifts**

To facilitate easy movement for differently-abled students and employees, all buildings across the campuses are equipped with ramps on the ground floor. These ramps ensure that individuals with mobility impairments can access classrooms, administrative offices, and facilities without barriers. The Allama Iqbal Library, a central hub for academic resources, has wide ramps and lift facilities tailored to enhance accessibility further. Additionally, the university has ensured that restroom facilities in key locations, including libraries and administrative blocks, are equipped with standing WC options suitable for differently-abled persons.

**Wheelchairs, Signposts, and Tactile Paths**

Recognizing the importance of navigation and mobility aids, the university provides wheelchairs in various departments such as the library and health center, ensuring that students with mobility impairments can navigate the campus comfortably. Signposts and tactile paths are strategically placed throughout the campus, accompanied by adequate lighting, to assist visually impaired students in

navigating independently and safely.

### **Assistive Technologies, Softwares, and Equipments**

The University of Kashmir has made significant investments in assistive technologies and specialized equipment to support differently-abled students:

#### **Separate Browsing Facility for Visually Impaired**

At the Allama Iqbal Library, there is a dedicated browsing facility equipped with computers tailored for visually impaired students, featuring software and hardware adaptations that enhance accessibility.

#### **Braille Collection:**

The university's library maintains an extensive collection of reading materials in braille format, ensuring that visually impaired students have access to a wide range of academic resources.

#### **Zoom-Ex**

This electronic scanner/reader/magnifier assists visually impaired individuals by enabling them to read printed materials and write in real-time, thereby supporting their academic endeavors.

#### **Angel Pro Karishma Daisy Player**

A specialized talking assistive technology device, utilized within the university's digital library, facilitates the issuance and reading of ebooks in formats like DAISY, catering specifically to the needs of visually challenged students.

#### **Dedicated Computers**

The university provides dedicated computers equipped with magic keyboards and scanners, enabling visually impaired students to utilize assistive technologies effectively for their academic work.

#### **Kurzweil 1000**

This text-to-speech software enhances the reading, writing, and learning experiences of visually impaired students by converting text into audible speech, thereby promoting independent learning and academic success.

#### **JAWS Screen Reading Software**

Specifically designed for visually impaired students, JAWS (Job Access With Speech) provides screen reading functionality, allowing students to navigate digital content and access information independently.

These initiatives reflect the University of Kashmir's commitment to inclusivity and accessibility in higher education. By integrating assistive technologies, providing accessible facilities, and fostering a supportive environment, the university ensures that differently-abled students can pursue their academic aspirations without limitations. This comprehensive approach not only enhances educational opportunities but also fosters a campus community that values diversity and promotes equity in learning.

experiences.

File Description	Document
Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment	<a href="#">View Document</a>
Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading, font enlargement etc	<a href="#">View Document</a>
Any other relevant document	<a href="#">View Document</a>
Built environment with ramps/lifts for easy access to classrooms	<a href="#">View Document</a>
Signage including tactile path, lights, display boards and signposts	<a href="#">View Document</a>
Divyangjan friendly washrooms	<a href="#">View Document</a>

### 7.1.8

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

#### Response:

Various initiatives and activities that highlight University's commitment to foster an inclusive and equitable environment are listed below:

**I. Full Compliance with Reservations in Admissions and Recruitment:** As a state university, the University of Kashmir strictly adheres to government regulations regarding reservations in admissions and recruitments at all levels. This ensures that individuals from marginalized communities have equitable access to educational and employment opportunities.

**II. Hostel Facilities for Students from Diverse Backgrounds:** The university operates nine hostels accommodating over 1200 students, including 542 girls and 700 boys. These hostels serve as inclusive spaces welcoming students from various regional and cultural backgrounds. The hostel policy emphasizes inclusion, providing a supportive living environment conducive to cultural exchange and mutual understanding.

#### III. Special Attention to Diversities and Inclusion in Curriculum and Teaching:

- **MA in Social Work:** Courses on Child Rights and Protection, Family and Women Welfare.
- **MA in Sociology:** Topics like Population and Society, Rural Sociology, and Sociology of



Marginalized Communities.

- **MA in Linguistics:** Offerings in Sociolinguistics and Field Linguistics.
- **MA in Anthropology/IKS:** Focus on Anthropology in India with an emphasis on Caste and Tribe studies.
- **MA in Gender Studies:** Addressing the Social Status of Women in India.
- **MA in Political Science:** Covering Human Rights, Democracy and Development, and Regional Integration.

**IV. Field Projects and Community Outreach:** Several departments incorporate field projects into their MA programs, allowing students to engage in village and community studies. This hands-on approach fosters interactions with diverse cultural, regional, and socio-economic groups, enriching their academic experience and practical skills.

**V. Research on Diversities and Inclusion:** Research at the University explores various facets of cultural, regional, and socio-economic diversities. Departments within Social Sciences and Humanities focus on themes such as linguistic diversity in Jammu and Kashmir, tribal communities, and the informal sector workforce. Translation work between regional languages and English further enhances accessibility and knowledge dissemination.

**VI. Seminars and Conferences:** The university organizes national-level seminars, conferences, and workshops to promote sensitivity and understanding of cultural, regional, and socio-economic diversities. Departments and research centers regularly host these events, fostering intellectual dialogue and academic exchange.

**VII. Programs by the Department of Students' Welfare:** The Department of Students' Welfare plays a pivotal role in promoting diversity and inclusion through various initiatives:

- **Promoting Communal Harmony:** Social service camps and interactions with counterparts outside Jammu and Kashmir foster communal harmony among students.
- **Socio-economic Inclusion:** Initiatives include scholarships, fee waivers, and financial aid programs aimed at supporting economically disadvantaged students. Educational tours under the Bharat Darshan Initiative enhance their educational experience.
- **Student / Youth Clubs:** Clubs like the Red Ribbon Club, Debate Club, Music Club, Literary Club, and Hobby Club promote diversity and talent among students.
- **Community Engagement:** Outreach programs on cleanliness, HIV/AIDS awareness, drug de-addiction, and mental health initiatives engage communities, promoting social responsibility and awareness among students.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 7.1.9

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

**Response:**

The University places a strong emphasis on sensitizing its students, scholars, and employees about constitutional obligations, values, rights, duties, and responsibilities through a range of academic, extracurricular, and research activities. These initiatives are integral to fostering a deep understanding of citizenship and constitutional principles among its community. The following comprehensive initiatives, actively promotes awareness and understanding of constitutional principles, fostering a culture of civic responsibility, legal awareness, and active citizenship among its academic community and beyond:

**I. Constitution Day Celebrations:** Annually, the University of Kashmir commemorates Constitution Day, dedicated to honoring the Indian Constitution. Organized by the Department of Law and EMMRC, this event is a significant university-wide observance. It features special lectures by invited experts, both internal and external, on various facets of the Indian Constitution. The Vice Chancellor presides over the event, which draws participation from faculty members, students, research scholars, and university staff.

**II. Special Flag Hoisting Ceremonies on Independence and Republic Day:** Republic Day and Independence Day are marked with solemn flag hoisting ceremonies across all campuses of the university. The events include the singing of the national anthem, uniting the university community in patriotic observance.

**III. Special Events on Duties and Responsibilities of Citizens:** Departments such as NSS, EMMRC, and DLL organize various events aimed at sensitizing individuals to their civic responsibilities. Examples include:

- Mega Youth 20 Consultation Meeting under India's G20 Presidency
- Clean India Campaign (Swatch Bharat Abhiyan) in October 2022
- Meri Maati Mera Desh initiative in August 2023
- NSS Cleanliness Drives from 2019 to 2023
- My Town My Pride initiative in 2022
- Azadi Ka Amrit Mahotsav celebration during 2022-23

**IV. Lectures, Seminars, Conferences, Quiz Competitions, Debates:** Numerous departments, including Law and EMMRC, organize educational events such as lectures, seminars, conferences, and student competitions focused on the Indian Constitution, fundamental duties, rights, laws, and citizen responsibilities.

**V. Teaching:** Several departments within the university offer specialized course papers that delve into the intricacies of the Indian Constitution, rights, and duties. These departments include Law, Political Science, Sociology, and Social Work, ensuring comprehensive academic coverage of constitutional studies.

**VI. MOOCs and E-Content:** The Educational Multimedia Resource Centre (EMMRC) of the University produces and hosts various Massive Open Online Courses (MOOCs) related to the Indian Constitution, rights, and duties on the UGC-Swayam platform. These courses, which have garnered substantial student participation nationwide, cover subjects such as Criminal Law, Constitutional Law,

Family Law, Business Law, Administrative Law, Law of Torts, and Corporate Law. Additionally, the EMMRC has developed e-content focusing on critical themes like Social Justice under the Indian Constitution, Judicial Review, Common Law, Constitutional Imperatives, and the Exercise of Discretion by Authorities.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>

### 7.1.10

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

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

**Response:** A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff.	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

#### Response:

#### **Best Practice I : High-end research facilities and sharing the outcome with stakeholders**

##### **Objective**

University has created highly sophisticated instrumentation/facilities to facilitate researchers working in the University and across institutions for quality research. The outcome is shared with key stakeholders in government, sister institutions, affiliated colleges, and civil society, in alignment with the National Education Policy (NEP) 2020.

##### **Context**

University has the distinction of securing during this assessment period some of the most competitive grants, such as **RUSA 2.0 Research & Innovation Grant, DST-PURSE, DBT-BUILDER** which have enabled procurement of high-end scientific equipment and advanced research facilities to support the research. These facilities and the outcome of research done thereof is shared with stakeholders with the spirit of scientific social responsibility.

##### **Practice:**

Key aspects of this practice include:

- Central Instrumentation Facility for the ease of use by researchers.
- Capacity building and hands-on training for faculty and researchers under the Scientific Social Responsibility
- Sharing the outcome of research with the society through a weekly dedicated University Digest 'QUEST', Radio Digest, MERC Times, Media Times and other media outlets.
- Popularizing science among students in collaboration with UT administration and national science Olympiads, INSPIRE programmes etc.
- Promoting innovation among young minds through the Centre for Innovation, Incubation, and Entrepreneurship (CIIE).
- Through the sophisticated IT facilities, developing software solutions for the Government of J&K, including systems for vigilance clearance, property returns, and employee verification.
- Introducing multidisciplinary education and promoting interdisciplinary research through the Centre for Interdisciplinary Research and Innovation (CIRI) as per NEP 2020.

##### **Evidence of Success:**

The University's initiatives have led to substantial success:

- Significant increase in the collaboration network of the University, which has almost doubled its h-Index.
- A large number of hands-on training workshops conducted engaging the relevant stakeholders.

- Innovations supported by CIIE have resulted in the development of prototypes and earned University around 20 patents.
- Over 1.3 lakh NOCs were issued, and 5 lakh verifications processed using the University's IT solution.

#### Challenges:

- Energy issue still remains a challenge during harsh winters.
- Maintenance of these high-end facilities is a challenge.

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### Best Practice II: Community Empowerment through Outreach and Engagement

#### Objectives:

- Engage and mobilize vulnerable communities near university campuses.
- Promote social inclusion and empowerment.
- Enhance livelihood opportunities, vocational skills, and financial literacy.
- Develop employment and entrepreneurial capabilities, especially for women.

#### Context:

University recognized the pressing need to extend its focus beyond academic excellence to address socio-economic challenges in surrounding communities. These areas, characterized by poverty, unemployment, and low literacy rates, required targeted interventions, particularly for women and young girls.

#### Practice:

Key initiatives include:

- **USHA SILAI Schools:** Training women in tailoring, providing sewing machines, and establishing production centers.
- **Project Savera:** Empowering women through skill-building programs.
- **Peace Education with Save the Children:** Offering training in conflict resolution and socio-emotional skills.
- **Sagg Eco Club:** Promoting environmental conservation and climate action.

#### Evidence of Success:

- Trained 150 women in tailoring and provided sewing machines.
- Established Skill Centers in multiple trades, benefiting over 4,000 individuals.
- Empowered women in Ganderbal through income-generating initiatives.

#### Challenges and Needs:

- Community expectations for immediate benefits clash with the long-term nature of the programs.
- Limited resources and space hinder the full implementation of initiatives.
- There is a need for greater recognition of outreach work in academic roles and more financial resources.

- Cultural barriers and the need for effective coordination among stakeholders pose ongoing challenges.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

The climate change seriously threatens the Kashmir Himalayan endemic biodiversity and ecosystem integrity, which in turn affects the livelihoods and overall human wellbeing in the region. Commensurate with its vision, University of Kashmir has a special focus on such areas of immediate societal concerns. Hence, one of the worth mentioning areas where the University has made a distinctive and outstanding contribution is **documentation and characterization of Himalayan biodiversity**, understanding and predicting the trends and impacts of climate change and evolving effective mitigation strategies. These areas also comprise a significant part of our curricula in the Departments of Botany, Environmental Sciences, Earth Sciences, Geography & Disaster Management and Zoology etc. The remarkable research contribution on Himalayan ecology, biodiversity, biological invasions and climate change over the years has earned the University many national and international recognitions, awards and some special centers of excellence. Some of the outstanding distinctions of the university in this area of distinctiveness are briefly outlined below:

#### Research

The University has outstandingly significant research contribution in the areas of critical importance vis-à-vis ecology & environment, biodiversity and climate change covering whole range of ecosystems, such as mountains, forests, grasslands, freshwater lakes, wetlands, rivers, springs, and glaciers. The University's exceptional contribution in the **areas of biodiversity and biological invasions, glaciology, freshwater ecology**, and other allied disciplines has earned it a special name and fame. The contribution is substantiated not only by the very high-quality research publications and a large number of sponsored projects earned and successfully executed, but also the state-of-the-art infrastructure created. In recognition of such a contribution, the University has been granted two major Centers of Excellence(COE).

- **National Mission for Sustaining the Himalayan Ecosystem (NMSHE), National Action Plan on Climate Change** : CoE for Glacial Studies in Western Himalaya sponsored by Department

of Science & Technology (DST).

- *Centre for Potential of Excellence in Himalayan Biodiversity* sponsored by UGC under its CPEPA scheme.

The University has successfully undertaken more than **50 major research projects** during past 5 years specifically in this area if distinctiveness, besides having earlier implemented some international bilateral research projects awarded to the University including **Indo-US** and **Indo-German projects** on invasive species, **Indo-Canadian project** on bio-monitoring of water quality, Indo-Australian and Indo-French projects on plate tectonics and glaciology. Of late, the University has been invited to be part of some major global networks, such as PhenObs – a global research network of Botanical Gardens for phenology and climate change, BugNet – a global collaborative research network for plant-herbivore interactions. Besides many **national network projects** in areas, such as recovery of glacial retreat dynamics, threatened species, improving growth and yield of saffron, obtaining valuable bio-actives from invasive plants and mushrooms, genetic profiling of apple, alpine flora dynamics in the context of climate change and so on. The detailed list of projects undertaken by the University on various facets of ecology and environment during the assessment period is given in the Criterion 3. Pertinently, a faculty member of the University was a lead author of Chapter 4 of the latest **United Nations-Intergovernmental Policy Platform for Biodiversity & Ecosystem Services (IPBES) Assessment Report** on the Sustainable Use of Wild Species in 2023.

### Consultancy

In view of the valuable expertise in different areas of ecology and environment, the University of Kashmir is one of the very few **NABET accredited institutions** for providing consultancy. In this regard, consultancy services have been provided by the University during the last five years. So far the major development projects have been in the following areas: **Environmental impact assessment** of interventions for Dal lake management, and other government funded developmental projects such as Pahalgam Master Plan, Yousmarg Master Plan, Makhdoom Sahib Ropeway, Wular lake Willow Removal project etc. The faculty of the University have served/are serving on the important and high profile committees of the government, such as Scientific Advisory Committee of Dal Lake management Authority, Biodiversity Council of J&K, State Environmental Appraisal Committee, Wetland Authority of Delhi, various Project Advisory Committees of Govt. of India, to name a few. Such engagements of the University with different ministries/funding agencies on the basis of its strengths in consultancy services get some collateral benefits in terms of the research grant as well. It is pertinent to mention that the University has generated a considerable amount of revenue through such consultancy projects. The J&K Chapter of Himalayan Knowledge Network (HKN), an initiative supported by National Mission on Himalayan Studies, under the aegis of NITI Ayog and Ministry of Environment, Forest and Climate Change, Government of India has been established in the University, which has submitted two crucial reports to NITI Ayog on J&K's Water resources and Biodiversity.

### Extension and outreach:

Besides high-end research and consultancy, the University is deeply engaged with the society through its highly active role in the **extension and outreach** to various stakeholders. During past five years only more than 50 specific hands-on training workshops, conferences, extension and outreach programmes in

the aforementioned area of distinctive to our vision. Besides, the University has undertaken various environmental awareness campaigns, conservation initiatives, science popularization programmes, public talks, debates and art/drawing competition for students from time to time. University celebrates World Environmental Day, International Biodiversity Day, Earth Day and other such events in which respectable members from civil society, various Government organizations and NGOs, students from various schools, colleges and other backgrounds participate. Every year there is a special plantation drive that starts on the world environment day through the involvement of NSS and Dean Students Welfare Department. In the recent past, some of the departments such as Department of Botany guided and encouraged its pass outs to own a tree on the campus so as to have a sustained sense of belonging to the campus. Besides, the University has over the years propagated the idea of one student one plant slogan on the campus. It is pertinent to mention that the Kashmir University propagates conservation messages through its various Museums, internationally recognized herbarium called 'KASH' and Botanical Garden, which is a repository of a huge diversity of plants in the valley with separate sections such as Coniferatum, Medicinal, and Aromatic Plant section, Rosery, Shruberry, Rock Garden and a small pond. The University is well networked with its neighbourhood and carries out a range of activities pertaining to ecology and environment therein.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

### Additional Information :

- During the G20 presidency of India, university had the distinction of being selected by the Govt. of India for hosting Youth-20 consultation summit on “**Climate Change and Disaster Risk Reduction: Making Sustainability a Way of Life**” highlighting the role of youth in shaping the future of global governance and international cooperation in which delegates from most of the G20 countries participated. The university also had the honour of hosting “**Civil-20 Gender Equality and Disability Working Group**” to bring civil society’s perspectives into the G20 discussions.
- The University has been at the forefront of handholding the remote colleges of the valley for undergoing accreditation under the ‘**Margdarshan Programme**’ of the NAAC.
- The University practices innovative initiatives through its Central Library, including “**Books on Call**” for the specially-abled students and expecting mothers and “**Books on Wheels**” for the students of the satellite campuses.
- The University has significantly augmented its sports infrastructure and commissioned state-of-the-art **Synthetic Athletic Track, Physiotherapy Lab**, besides having in place a **Water Sports Centre** with 24 boats for Kayaking and Canoeing, Basket Ball Court, Cricket Stadium, **Gymnasium, Yoga hall**, etc. The university has organised and participated in a range of sports activities under “Khelo India” Program.
- In order to have a transparent mechanism of working and continuous feedback, the University has undertaken audit exercises such as **Academic Audit, Green Audit, Gender Audit, CAG Audit**, etc.
- The University actively organizes festivals and events of national importance, such as “**Independence Day**”, “**Republic Day**”, “*Meri Maati Mera Desh*”, “**International Yoga Day**”, “**Electoral Literacy Campaign**”, besides celebrating various events depicting the cultural diversity of the country.
- The University significantly augmented its hostel facilities for the convenience of students during the assessment period and aspires to be a completely residential campus by 2030.
- The University recognizes and rewards the best performers in terms of giving away the **Best Teacher Awards, Most Influential Scientist recognitions** and recognizing the winners of Sahitya Academy Award.
- The University hosted **25 newly-appointed Vice-Chancellors** for a roundtable conference in collaboration with Association of Indian Universities to promote the effective academic leadership in higher education.

### Concluding Remarks :

Significant strides in both qualitative and quantitative metrics presented in this SSR, and consistent ranking of the University in top 50 universities of the country over the last few years witness its remarkable progress in key parameters across all criteria during the assessment period. After the successful implementation of the choice-based credit system, the University became one of the first Universities in the country to take lead in the implementation of the National Education Policy (NEP) -2020, having successfully implemented it at the UG level and is in the active process of implementation at the PG level too. It was followed by undertaking a series of reforms in the examination and evaluation system through technological interventions, flashing results instantly with the ease of access, creating a single window system to make the process completely hassle-free for the students, development and use of e-content and massive open online courses (MOOCS) to supplement the traditional pedagogical practices. The University has made a quantum jump in comparison to previous

accreditation cycle both in the number and quality of research publications and extramurally funded research projects as is evidenced by the increasing trend of citations, high footprint across all major publishing global databases, and a quantum jump in the h-index from 35 to 62. Having created the Centre of Innovations, Incubation and Entrepreneurship (CIIE) and a separate Patent Cell, one of the remarkable achievements has been in the number of patents from zero in the previous accreditation cycle to 22 at present including 8 granted and 15 published. Deep engagement with the society and stakeholders is depicted through a series of extension and outreach programs during the assessment period. The number of students supported through different fellowships and scholarships has significantly increased and so has improved the number of students qualifying various national and state level competitive exams. Through prestigious extramural competitive institutional grants, the University was able to augment its infrastructure during the last five years across all existing campuses, besides establishing and commissioning new campuses. Almost all the classrooms are ICT enabled, all auditoriums, conference halls and convocation complex are equipped with modern gadgets and a range of new laboratories created and many renovated besides enriching them with additional equipment and facilities. The library facilities for students and faculty have been tremendously improved, automated and expanded in terms of number and diversity of books, e-resources and infrastructure. Implementation of a series of e-governance initiatives over the years has transformed the governance part and most of the key services provided by the University have been completely automated. The in-house built software solutions provided by the University to the Government have been immensely useful to them. The University has introduced and institutionalized a series of best practices such as promoting grass-root level innovations, hand-holding schools/affiliated colleges/sister institutions, adopting villages, and reaching out to the student community of border areas. Nevertheless, without any sense of complacency, the University continues its endeavours to overcome challenges and achieve newer milestones.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><b><i>Structured feedback for curriculum and its transactions is obtained regularly from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken &amp; communicated to relevant body and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed, action taken &amp; communicated to relevant body and feedback hosted on the institutional website</p>																																								
2.1.2	<p><b><i>Percentage of seats filled against reserved categories (SC, ST, OBC, etc.) as per applicable reservation policy for the first year admission year-wise during the last five years</i></b></p> <p><b><i>2.1.2.1. Number of actual students admitted against the reserved categories in the first year of the programme year-wise during the last five years</i></b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>564</td><td>533</td><td>601</td><td>545</td><td>620</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>564</td><td>533</td><td>601</td><td>545</td><td>620</td></tr></table> <p><b><i>2.1.2.2. Total number of seats earmarked for reserved category as per GOI or State Government rule year-wise during the last five years</i></b></p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1863</td><td>1366</td><td>1358</td><td>1274</td><td>1213</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1863</td><td>1366</td><td>1358</td><td>1274</td><td>1213</td></tr></table> <p>Remark : As per documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	564	533	601	545	620	2022-23	2021-22	2020-21	2019-20	2018-19	564	533	601	545	620	2022-23	2021-22	2020-21	2019-20	2018-19	1863	1366	1358	1274	1213	2022-23	2021-22	2020-21	2019-20	2018-19	1863	1366	1358	1274	1213
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1863	1366	1358	1274	1213																																					
2.4.2	<p><b><i>Percentage of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt. during the last five years</i></b></p> <p><b><i>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B/ Superspeciality/L.L.D/D.S.C/D.Litt during the last five years.</i></b></p> <p>Answer before DVV Verification : 302</p>																																								

	Answer after DVV Verification: 302
2.5.3	<p><b><i>Status of automation of Examination division along with approved Examination Manual/ordinance</i></b></p> <p>Answer before DVV Verification : A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)</p> <p>Answer After DVV Verification: A. 100% automation of entire division &amp; implementation of Examination Management System (EMS)</p>
3.1.3	<p><b><i>Percentage of teachers receiving national/ international fellowship / financial support by various agencies for advanced studies/ research during the last five years.</i></b></p> <p>3.1.3.1. <b><i>Number of teachers who received national / international fellowship / financial support from various agencies, for advanced studies / research; year-wise during the last five years.</i></b></p> <p>Answer before DVV Verification : 235</p> <p>Answer after DVV Verification: 57</p>
3.1.4	<p><b><i>Percentage of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years</i></b></p> <p>3.1.4.1. <b><i>The Number of JRFs, SRFs among the enrolled PhD scholars in the institution during the last five years.</i></b></p> <p>Answer before DVV Verification : 737</p> <p>Answer after DVV Verification: 640</p> <p>3.1.4.2. <b><i>Number of PhD Scholars enrolled during last five years.</i></b></p> <p>Answer before DVV Verification : 1051</p> <p>Answer after DVV Verification: 1051</p> <p>Remark : As per supporting documents the value updated</p>
3.2.1	<p><b><i>Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years</i></b></p> <p>3.2.1.1. <b><i>Total Grants for Research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, Endowment Research Chairs during the last five years (INR in Lakhs).</i></b></p> <p>Answer before DVV Verification : 12146.08973</p> <p>Answer after DVV Verification: 11162.97</p> <p>Remark : As per documents excluding the beyond assessment period the value updated</p>
3.3.2	<p><b><i>Number of awards received for research/innovations by the institution/teachers/research scholars/students during the last five years</i></b></p> <p>3.3.2.1. <b><i>Total number of awards received for research/innovations by institution/teachers/research scholars/students during the last five years.</i></b></p> <p>Answer before DVV Verification : 48</p>

	<p>Answer after DVV Verification: 40</p> <p>Remark : Value updated as per documents</p>										
3.4.1	<p><b><i>The institution ensures implementation of its stated Code of Ethics for research through:</i></b></p> <p><b><i>1. Inclusion of research ethics in the research methodology course work</i></b> <b><i>2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc.,)</i></b> <b><i>3. Plagiarism check through software</i></b> <b><i>4. Research Advisory Committee</i></b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>										
3.4.2	<p><b><i>Number of Patents awarded during the last five years..</i></b></p> <p>3.4.2.1. <b><i>Total number of Patents awarded during the last five years..</i></b> Answer before DVV Verification : 22 Answer after DVV Verification: 12</p>										
3.4.5	<p><b><i>Number of books and chapters in edited volumes published per teacher during the last five years</i></b></p> <p>3.4.5.1. <b><i>Total number of books and chapters in edited volumes / books published during the last five years.</i></b> Answer before DVV Verification : 2515 Answer after DVV Verification: 2528</p>										
3.4.6	<p><b><i>E-content is developed by teachers :</i></b></p> <p><b><i>1. For e-PG-Pathshala</i></b> <b><i>2. For CEC (Undergraduate)</i></b> <b><i>3. For SWAYAM</i></b> <b><i>4. For other MOOCs platforms</i></b> <b><i>5. Any other Government Initiatives</i></b> <b><i>6. For Institutional LMS</i></b></p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>										
3.6.2	<p><b><i>Number of extension and outreach programs conducted by the institution through organized forums like NSS/NCC with involvement of community year wise during the last five years</i></b></p> <p>3.6.2.1. <b><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</i></b> Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>46</td><td>52</td><td>56</td><td>34</td><td>26</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	46	52	56	34	26
2022-23	2021-22	2020-21	2019-20	2018-19							
46	52	56	34	26							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	46	50	29	24

Remark : As per data template and documents excluding the day programmes and other than outreach activities the values updated

**4.3.3 Institution has the following Facilities for e-content development and other resource development**

1. Audio visual center, mixing equipment, editing facilities and Media Studio
2. Lecture Capturing System(LCS)
3. Central Instrumentation Centre
4. Animal House
5. Museum
6. Business Lab
7. Research/statistical database
8. Moot court
9. Theatre
10. Art Gallery
11. Any other facility to support research

Answer before DVV Verification : A. Any 7 or more of the above

Answer After DVV Verification: A. Any 7 or more of the above

**5.1.4 The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

**5.1.7 Attending to learners' queries in DDE**

**Modes/approaches employed by the DDE to attend to learners' queries include:**

1. Automated interactive voice response system
2. Call centre
3. Online Help Desk/ teleconferencing/ Web-Conferencing
4. Social media
5. App based support
6. Chat Box
7. E-mail Support
8. Learner Services Centre/ Inquiry Counter
9. Postal communication
10. Details of Student Grievance Redressal Cell (SGRC)

Answer before DVV Verification : A. Any 8 or more of the above  
 Answer After DVV Verification: B. Any 6-7 of the above  
 Remark : Data updated as per the HEI clarification response

5.2.3	<p><b><i>Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years..</i></b></p> <p><b><i>5.2.3.1. Number of students qualifying in state/National/International level Examination during last five years (eg. SLET, NET, UPSC etc)..</i></b> Answer before DVV Verification : 1628 Answer after DVV Verification: 1197</p>																				
5.3.1	<p><b><i>Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national/international events (award for a team event should be counted as one) during the last five years..</i></b></p> <p><b><i>5.3.1.1. Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/ national/international level (award for a team event should be counted as one) year-wise during the last five years..</i></b> Answer before DVV Verification:</p> <table border="1"><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>69</td><td>41</td><td>17</td><td>5</td><td>25</td></tr></table> <p>Answer After DVV Verification :</p> <table border="1"><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>41</td><td>36</td><td>14</td><td>05</td><td>16</td></tr></table> <p>Remark : As per documents the value updated</p>	2022-23	2021-22	2020-21	2019-20	2018-19	69	41	17	5	25	2022-23	2021-22	2020-21	2019-20	2018-19	41	36	14	05	16
2022-23	2021-22	2020-21	2019-20	2018-19																	
69	41	17	5	25																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
41	36	14	05	16																	
6.2.2	<p><b><i>Institution Implements e-governance in its operations</i></b></p> <p><b><i>e-governance is implemented covering the following areas of operations:</i></b></p> <p><b><i>1. Administration including complaint management</i></b> <b><i>2. Finance and Accounts</i></b> <b><i>3. Student Admission and Support</i></b> <b><i>4. Examinations</i></b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
6.3.2	<p><b><i>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</i></b></p> <p><b><i>6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years</i></b></p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
460	293	209	281	189

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
302	271	178	259	170

Remark : As per data template and documents multiple financial supports provided to teacher in a year has been considered once only, the value updated accordingly

**6.3.3 Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

**6.3.3.1. Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
271	172	364	153	194

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	146	287	119	117

**6.5.2 Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: A. Any 5 or more of the above

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



	<ol style="list-style-type: none"> <li><b>1. Solar energy</b></li> <li><b>2. Biogas plant</b></li> <li><b>3. Wheeling to the Grid</b></li> <li><b>4. Sensor-based energy conservation</b></li> <li><b>5. Use of LED bulbs/ power efficient equipment</b></li> <li><b>6. Wind mill or any other clean green energy.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li><b>1. Rainwater harvesting</b></li> <li><b>2. Borewell /Open well recharge</b></li> <li><b>3. Construction of tanks and bunds</b></li> <li><b>4. Wastewater recycling</b></li> <li><b>5. Maintenance of waterbodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the institution</b></p> <p><b>The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1.Green audit /Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3.Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion and sustainability activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li><b>1. The institutional Code of Conduct principles are displayed on the website</b></li> <li><b>2. There is a committee to monitor adherence to the institutional Code of Conduct principles</b></li> <li><b>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li><b>4. Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<b>Number of Full-time teachers in the institution year-wise during last five year</b>

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
326	352	364	376	394

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
326	352	364	376	394

1.2 ***Total Number of full time teachers worked/working in the institution(without repeat count) during the last five years:***

Answer before DVV Verification : 326

Answer after DVV Verification : 326