



CONTENTS

Executive Summary	1-17
Criterion-I: Curricular Aspects	19-48
Criterion-II: Teaching- Learning & Evaluation	49-75
Criterion-III: Research, Consultancy & Extension	76-100
Criterion-IV: Infrastructure and Learning Resources	101-119
Criterion-V: Student Support and Progression	120-137
Criterion-VI: Governance and Leadership	138-165
Criterion- VII: Innovative Practices and Leadership	166-181
Action Taken Report on Recommendations of the Previous Peer Team	182-186
Certificate	187



EXECUTIVE SUMMARY



INTRODUCTION

The University of Kashmir was established in 1948 as University of Jammu and Kashmir. Initially, it was an affiliating and examining body, but in 1956 teaching programmes were initiated with setting up of Department of English followed by three more departments -- Mathematics, Hindi and Urdu -- in 1958. The University was bifurcated in 1969 through an enactment called Kashmir and Jammu Universities Act, 1969 and two independent universities, namely University of Kashmir and University of Jammu, came into existence. Thus, the University of Kashmir functioned as a separate centre of higher education from 5th September, 1969.

The University has traversed a long way towards excellence in teaching-learning process, scientific research, generation and dissemination of knowledge, promotion of cultural and spiritual values and over the years has developed into an important centre of higher learning in the State. In view of its commitment to provide quality education to all stakeholders, the University of Kashmir was amongst very few universities which volunteered for assessment and accreditation by National Assessment and Accreditation Council (NAAC) in 2002. The Peer team constituted by NAAC inspected the University from 12th to 14th September, 2002 and appreciated the efforts of the University in maintaining high standards in teaching, research and extension activities despite prevailing disturbances. Based on the recommendations of the duly appointed Peer Team, the Executive Committee of the National Assessment and Accreditation Council (NAAC) declared the University of Kashmir, Srinagar as **accredited at the A level** among the universities. To maintain and further improve the standards of teaching and research, the University of Kashmir has undertaken serious efforts for consolidation, expansion and modernization of its teaching-learning resources so as to make it the first choice of students. In this regard, Core Values of NAAC have been the guiding principles of the University. A brief summary of the criteria-wise status of the University during the re-assessment period (i.e. 2002-2007) is given below:

Criterion I: Curricular Aspects

Since the last assessment, the University of Kashmir has grown as an academically vibrant and socially responsible institution of higher learning. It has made significant progress in teaching, learning, research and outreach activities. At present, 36 teaching departments and 15 research centres/ institutes are functioning at the Main campus of the University. In all, the University has 11 faculties: Arts, Commerce & Management Studies, Dentistry, Education, Engineering, Law, Medicine, Music & Fine Arts, Oriental Languages, Science and Social Science. The University offered 131 programmes through formal mode and 12 through non-formal (Distance Education) mode during 2007. The University offered Ph.D programme in 35, and M.Phil in 34 subjects. The number of Masters programmes in Arts, Social Sciences and Sciences were 09, 09, and 16, respectively. Besides 01 computer application and 03 business related programmes, 05 programmes pertaining to Law, professional teaching and allied subjects were also offered.



New post-graduate programmes introduced during the re-accreditation period (2002 – 2007) were:

- Masters programme in Psychology
- Masters programme in Finance & Control
- Masters programme in Clinical Biochemistry
- Masters programme in Social Work
- Masters programme in Bioresources (to be launched from 2008)
- Masers programme in Food Technology (to be launched from 2008)

In addition, B.Ed. and B.A-LLB (5 Year Integrated) programmes were also introduced during the re-accreditation period.

The programmes offered at various affiliated colleges included 13 postgraduate programmes, 18 undergraduate programmes, 22 oriental courses, 14 add-on courses and 4 Diploma and other programmes. Following new programmes were introduced in the colleges during re-accreditation period (2002-2007):

- i. BCA
- ii. BBA
- iii. B.Sc-IT
- iv. LLB
- v. B. Sc Nursing
- vi. BRT (Bachelor's programme in Rehabilitation Therapy)

Besides, three year non-professional graduate programmes with 35 subjects and 68 subject combinations were offered in various colleges. Besides, a dozen professional courses and 14 vocational (add-on) subjects were also offered in various colleges.

During the period under review, the semester system was introduced for almost all postgraduate courses and allied programmes offered by the University. This system resulted in two-fold increase in number of courses and offered flexible options to students in terms of optional courses to choose from.

Curricula of all the programmes/courses were revised in the light of UGC/AICTE/BCI guidelines and inputs provided by students, research scholars, teachers and experts who are provided due representation on the Boards of Undergraduate and Postgraduate studies.

In tune with the modern-day requirements and needs, *Internet Access Centre* was established in the Allama Iqbal Library which offers adequate internet browsing/downloading and e-mail facility to the students, scholars, teachers and others. Through this Centre, the Allama Iqbal Library serves as a gateway to world-wide resources. The Library offers on-line access to various databases of its resources through *On-line Public Access Catalogue* (OPAC) now available on World Wide Web through the university website ***www.kashmiruniversity.net*** or ***www.kashmiruniversity.ac.in***. Besides, the library is having the distinction of being one amongst the few chosen university libraries of the country that offers *Online Journals* through prestigious services under *UGC Infonet* scheme.



The Library also offers full text of the current and back volumes of more than four thousand five hundred internationally reputed journals on Sciences, Social Sciences and Humanities. The online access is provided to the journals and databases through UGC-INFLIBNET Consortium, Questia, EBSCOHOST, INFOTRAC, JSTOR, J-Gate, DELNET.

The use of ICT in teaching-learning process, research and extension activities has been the hallmark of the University during the re-accreditation period. The measures that the University has undertaken to strengthen the popularization and use of ICT in curriculum include production of educational television programmes, production of educational multimedia, development of e-content and learning objects by the Educational Multimedia Research Centre (EMMRC). During 2007 alone, the Centre produced 96 educational films, 32 E-content development modules and 65 Learning Object Repository (LOR).

The EMMRC initiated a very novel programme of *Lectures on Demand (LOD)* from May 2007 in its virtual classroom, and the same is now very popular among the students. Lectures on demand are organized in virtual form from leading experts of the country for the benefit of faculty and students. During 2007 alone, 29 LOD's were organized in the University for the benefit of students and teachers.

Criterion II: Teaching-learning and Evaluation

Teaching-learning and evaluation being a student-centric activity of cardinal importance to an academic institution, University of Kashmir follows a widely publicized and transparent admission policy for all its post-graduate and undergraduate professional programmes. Admissions are made through a common entrance test based on multiple choice questions. While 60% weightage is given to entrance test, 40% marks are allotted to the academic merit of the qualifying examination. In case of engineering and medical graduate courses admissions are made through a combined entrance test conducted by the Board of Professional Entrance Examinations of the Jammu & Kashmir State.

Demand for the programmes offered by the University is very high and on an average about 30,000 aspirants compete for about 3000 seats with an average demand ratio of 13.45 per available seat. While granting admission to students due care is taken of aspirants from weaker and under-privileged sections of the society and 30% of seats are reserved for such categories. Special quota of 2% each is also reserved for students participating in NCC and sports events at the National level. Besides, 3% seats are reserved for wards of police, para-military and defence personnel.

The University plans its teaching-learning process well in advance of the commencement of the academic session through the development and publication of an **Academic Calendar** so that time-bound academic targets are set-forth and accomplished. Despite odds, University ensures that about 200-210 teaching days are possible in an academic session.



Special focus is being laid on interactive learning through promotion and use of Information Communication Technology (ICT) in class room teaching and supplementing the same with virtual classes, lectures on demand via video conferencing through EduSat programme organized by Educational Multi Media Research Centre (EMMRC) of the University.

To upgrade knowledge and keep the faculty abreast with latest developments, University organized 44 faculty development programmes pertaining to 18 subjects, comprising 30 refresher courses and 14 orientation courses during the re-accreditation period (2002-2007) under the aegis of Academic Staff College.

The Allama Iqbal Library (the richest library system of the State) houses 4, 40, 329 and 65, 796 text & reference books, besides 56,000 journals (Hard bound) and 4,500 full text on- line journals, 9,500 on-line journals (contents and abstracts only), 02 on-line data bases, 537 microfilms/micro focus and 803 rare manuscripts. It is also connected to a chain of 55 departmental libraries which house 2, 42, 917 text and 60,321 other reference material. The access to library is provided round the clock (24×7) for the benefit of users. Most library services are available through network enabled computers. The library also houses International Resource Cell, established with the financial support of British High Commission in India to facilitate the dissemination and sharing of knowledge and experiences through electronic resources.

The teachers were assessed on the basis of benchmarks prescribed by UGC, AICTE, NAAC etc and internal quality assurance mechanism was put in place to assess the contribution of teachers in teaching, research, supervision of projects and research scholars, corporate life of the university and organization of faculty development programmes etc.

The faculty is well qualified and about 79% of the current faculty holds doctorate degree, 12% have qualified NET/SET, 3% have M. Phil degree and 6% teachers are with post-graduation in their respective subjects as their highest qualification. Majority of the teachers availed faculty development programmes.

The University of Kashmir has developed an indigenous model of Internal Quality Assurance and has upgraded it from a cell to a Centre. Networking of the internal quality assurance has been carried to grass roots level through establishment of Departmental Internal Quality Assurance Units abbreviated as DIQAU. Each DIQAU has seven members with HOD/Director as its Chairman, and it has representation from faculty, research scholars and students. Its functions are to liaison with the International Quality Assurance Centre, organization of extension lectures on relevant themes, field trips, visit to extension centres/branch laboratories of national laboratories, entrepreneurship development programmes etc. The IQA Center has also developed fast track feed back mechanism wherein in students provide information on three different prescribed formats available free of cost in departmental libraries regarding academic programmes, laboratory & physical infrastructure, learning resource (Library & e-resource) and other facilities at departmental/institutional level. Internal Quality Assurance Centre visits the departments/centres pertaining and seeks information about the academic



programmes, learning resource facilities at departmental/institutional level, organization of curricular/co-curricular activities through their quality assurance units, research and extension activities. This has institutionalised monitoring and assessment system in the University.

The student performance is monitored through continuous assessment scheme for all semesters and in all programmes/courses. 20% of total marks in each course (theory/practical) are evaluated on the basis of continuous assessment (except Business programmes where 30% marks are reserved for continuous assessment). Class tests, quizzes, group discussions, assignments etc are used to examine the students for the continuous assessment component. A student is not eligible to appear in the external examination of a course unless he/she passes the continuous assessment component of that course.

The University has adopted a transparent, student friendly mechanism of evaluation with provision of re-evaluation at UG and PG levels. Method of double evaluation exists for M.Phil and Ph.D programmes.

The University ensures timely conduct of about 400 examinations wherein about 2.50 lacs students appear. About 800 results are processed and declared each year by the University to the satisfaction of the majority of stakeholders. During the re-accreditation period, the University undertook computerization and automation of various examination-related records to promote transparency and efficiency in the system for the benefit of students and other stakeholders.

The University has promoted best practices in all aspects of teaching-learning and evaluation process to the entire satisfaction of the stakeholders.

The institution has also mobilized its internal financial resources through provision of 15-20% self-financed seats for which admission is also made on merit basis as in case of free seats. The institution on this account generated about Rs. 279.93 lac during 2006-07 which has helped the departments to augment their physical & laboratory infrastructure, learning resources and student-related facilities.

Criterion III: Research, Consultancy & Extension

Research

Research is one of the most prioritised activities of the University as the faculty members are actively involved in the supervision of M. Phil and Ph. D programmes, publication of research papers and running of research projects funded and sponsored by various leading national and international agencies. In tune with its stated policy of promotion of quality research, the University is engaged in collaborative research programmes and has signed Memoranda of Understanding (MOU) with several institutions of eminence both in India and abroad. The salient features of research activity during the re- accreditation period (2002-2007) are as under:-

- The University offered Ph. D programme in 35 and M. Phil. programme in 34 subjects/disciplines.



- 393 students were awarded M. Phil & 145 students were awarded Ph. D. degree in various disciplines /subjects.
- 330 students were enrolled for Ph. D. programme in various disciplines.
- Monthly scholarships/fellowships were provided to four students in each department/centre enrolled for M. Phil & Ph. D. programmes in various disciplines for a period of one and two years respectively.
- Research pursuits of the faculty within country and abroad were promoted by way of grant of study leave and sabbatical leave.
- Host of infrastructural facilities like high-end instrumentation at the University Science and Instrumentation Centre (USIC), well equipped Departmental laboratories and libraries, round the clock services of the Allama Iqbal library (Central library) and strong support of ICT were provided to facilitate and promote research activities.
- The faculty members published 1366 research papers, with a good number of them published in indexed journals with reasonably high impact factor.
- 145 books were published by the faculty members during the period under reference.
- The University also published 16 research journals during the said period.
- 19 awards and honours were conferred on faculty members. The distinguished among them were, Prof. Shafi Shauq of the Department of Kashmiri who was awarded Sahitya Academy Award for his outstanding contribution to literature. Prof. Rais Akhtar, from the Department of Geography was the member of IPCC (2007) which was awarded Nobel Peace Prize. Prof. Abdul Aziz from the Department of Mathematics was conferred with Leading Mathematician Award from Ministry of Science, Republic of Croatia and was also honoured with Best Reviewer Award by American Math Society. Prof. M. Ismail Bhat from the Department of Geology & Geophysics was nominated as Advisor, Geostream Consulting, USA.
- 107 major and minor research projects were completed by the faculty members.
- 70 major and minor research projects with a funding of Rs. 1050.63 lac from various national funding agencies were underway during 2002-2007.



- 22 Departments and 3 Research Centres had 110 academic and research collaborations with institutions of international repute both within India and abroad.
- An amount of Rs. 997.39 lac was received as grant for research activities from various national funding agencies like DST, DBT, CSIR, UGC, ICSSR and ISRO.
- 10 Departments were sanctioned a total financial assistance of Rs. 418.70 lac as special grant from national agencies under various programmes like DST-FIST, UGC- SAP, DRS and others.

Consultancy

The avenues regarding provision of consultancy services by the University faculty to various public and private sector agencies are limited due to the geographic location of the University in a region characterised by low accessibility, industrial backwardness and turbulent political situation. In spite of these constraints, the University provided consultancy services in different areas to some public and private agencies, thereby generating some revenue as well. Although the revenue generated was meagre but the nature and extent of consultancy services widened significantly during the said period. The salient features of consultancy services provided during the period is given below

- The consultancy services were provided in broad areas like EIA & EMP of Hydroelectric Projects, Industrial Complexes and Cement Manufacturing plants and Resettlement and Rehabilitation (R&R) planning for displaced population under different developmental projects. In addition to this, consultancy was offered for management of lakes and water bodies, land use planning, financial resource management and also preparation of socio-economic and election survey reports.
- The consultancy services were provided to both public and private agencies like National Hydroelectric Power Corporation (NHPC), New Delhi, Economic Reconstruction Agency (ERA), Government of India, Thermax India Ltd., Departments of Wild Life Protection, Lakes & Waterways Authority, State Industrial Development Corporation, Public Works Department (Government of Jammu & Kashmir).
- 16 consultancy projects with a revenue generation of Rs. 127.70 Lac were completed to the satisfaction of their sponsors.
- A number of Departments like Botany, Environmental Sciences, Geology & Geophysics, Geography & Regional Development, Commerce, Sociology, Political Science and Centre of Research for Development are actively engaged in consultancy services.



Extension Activities

The University commands a vast geographical and demographic hinterland which is characterised by social and economic backwardness. In tune with its stated policy of making the institution socially relevant, the University has additional obligation to serve this huge population by way of providing number of extension services and activities. A summary of the activities carried out in this context is as under:

- Several constituent centres of the university like Adult, Continuing and Extension Education, State Resource Centre, Women's Studies Centre, Entrepreneurship Development Cell, Educational Multimedia Research Centre and Directorate of Distance Education were effectively involved in different extension activities and services.
- The foci of these activities were marginalised sections of the society, especially educated and illiterate unemployed youth, women and children.
- These activities contributed significantly towards social and economic transformation of these marginalised sections by way of imparting basic literacy and training in marketable skills which facilitated their appropriate employment and income generation.
- The domain of extension activities included literacy programmes for illiterates, continuing education for neo-literate, drop-outs and semi literates, basic computer course, electrician and electronic course, digital photography, primary teachers training, plumber/ fitter training, dress , fashion technology and diet management, embroidery work, wicker work and paper bag making.
- Regular awareness camps and workshops on legal literacy, reproductive health and child care for women were organised regularly which helped the women not only to safeguard their rights but also in enhancing their social and health status.
- Literacy and skill development courses were organised for prison inmates of Srinagar Central Jail so as to help in employment generation.
- Entrepreneurship Development Cell encouraged innovative and commercially applicable research among the unemployed youth trained in Science and Technology in order to motivate them for taking entrepreneurship as their career option. EDC provided a platform to local technology inventors to facilitate them with workshop/laboratory facilities for prototype fabrication, expert



guidance on patenting and also project report preparation for establishing small scale industrial units.

- A number of field training activities mostly for girls, were initiated in Ganderbal District under Pre-primary Education for Rural Areas (PPERA) project funded by UNESCO. The main focus of the project was to help in curbing the school dropout rate and promotion of women educational entrepreneurship in rural areas. The project proved to be a successful exercise as majority of the trainees established their own pre-nursery schools. The field activities of this nature have proved effective measure for reducing the incidence of school dropout rate and have also facilitated the transformation of social landscape of the rural areas.
- Directorate of Distance Education offered non-formal higher education opportunities through distance and open learning mode to different sections of the society, namely working population, employed and in-service persons, housewives and adults. The Directorate has diverse social and wide geographical outreach with clientele from remote and largely inaccessible areas, including Kargil & Leh districts of the State. It has developed effective network of study-cum-information centres located at all the district headquarters providing library and other learning material, computational facilities, audio-visual laboratories and study tours to enrolled students. The Directorate offered 12 programmes comprising five postgraduate programmes, two professional courses, four postgraduate diplomas and one undergraduate course with an average enrolment of more than 4500 students.

Criterion-IV: Infrastructure & Learning Resources

Infrastructure

Special focus was laid on improving the infrastructural and learning resources for the benefit of all stakeholders. The major initiative and developments in this regard are summarized as under:

- The University developed into a multi-campus institution by establishing its North and South campuses while some more such satellite campuses are being conceived.
- The University has well developed infrastructure in the form of class rooms equipped with multimedia projection system, spacious departmental libraries, seminar halls, well equipped laboratories. All the departmental buildings are adequately furnished and have separate washroom facilities for boys and girls with regular water supply facilities.



- During the re- assessment period (2002-2007), a number of new academic and extension programmes were introduced for which the requisite quality infrastructure and support system was developed.
- During the re-assessment period a built-up area of 1,12,400 square feet for academic, administrative and hostel buildings, laboratories, guest houses and residential staff quarters was constructed with a total outlay of Rs. 2115.45 lac.
- A number of new buildings/blocks like Science, Media, Examination, Linguistics, Distance Education and Social Science blocks were constructed and commissioned.
- Two hostels, one each for boys and girls, with total accommodation for 400 students were constructed to meet the ever growing need for hostel accommodation.
- Renovation and extension of some of the old buildings, like Computer Science, Departments of Chemistry, Urdu, Persian, Economics, Biological Science, Arts Block, Vice-Chancellor's Secretariat, University Science & Instrumentation Centre (USIC) and working Women's Hostel were undertaken and completed.
- Work on the building infrastructure for Department of Education, Iqbal Institute, Youth Sports Hostel, Quratul-Ain- Hyder Girls Hostel, Guest House at Naseem Bagh, Bio-Resource & Information Technology Blocks, Cafeteria and Gymnasium were initiated.
- A two storeyed building equipped with all modern diagnostic facilities was constructed for Health Centre. Regional Research Institute of Unani Medicine is also located on the campus with fifty bed hospital along with general out-patient department.
- Centralised high grade instrumentation facilities established at UISC were not only shared by a number of departments within the University but were also used by several state-level educational and professional institutions, as well.
- Maintenance and repair of physical infrastructure was looked after by the engineering and other related sections comprising civil, electrical, sanitation, landscape, development and estates wings. The Watch and Ward staff of the proctoral organization is in charge of security affairs of the University assets.

Learning Resources

A brief appraisal of the learning resources available and augmented during the re-accreditation period in the University is presented as under:

- The Central Library known as the Allama Iqbal Library housed in seven storeyed building is the largest library system in the whole state with a total accession of more than five lac titles. Library services are fully computerized, managed by VIRTUA software compatible with RFID technology. It has the facilities of INFLIBNET, DELNET and INFONET.



- Optimum utilization of knowledge resources of the Allama Iqbal Library is ensured through the availability of Online Public Access Catalogue (OPAC) backed up with internet connectivity to all the Departmental libraries.
- Browsing Centre of the library equipped with 100 independent nodes provides online browsing information and data-base service through INFLIBNET. E-resource Centre provides access to more than 4500 full text e-journals and data bases where as 24×7 section houses discussion and reading room equipped with internet facilities, current literature for competitive exams. All these sections remain open round the clock throughout the year.
- Computation facilities with 170 computer systems, reprographic facilities which provide Xerox and other allied facilities to users at nominal charges are also available in the library.
- A net addition of 103,131 titles against a budget of Rs. 116.76 Lac was made to the library during the re-assessment period.
- University established a separate Directorate of Information Technology & Support System (IT&SS) during the re- assessment period which brought ICT revolution in the campus. It not only promoted the use of ICT for optimum use of available learning resources and effective teaching-learning process but also initiated an ambitious programme of e-governance for the University and its affiliated and constituent colleges.
- All the Departments have internet connectivity and majority of the classrooms are equipped with multimedia projectors along with other supporting equipment to impart efficient, effective and interactive classroom teaching.
- The University campus is having Wi-Fi facility.
- Educational Multimedia Research Centre (EMMRC) of the University provided virtual classroom and video-conferencing facility through the availability of Education and Satellite Networking (EDUSAT) facility. The Centre also provided the facility of Lectures on Demand (LOD) to the students as per their need and requirement. About 29 Lectures on Demand on the basis of requisition from the students of several departments were arranged during the year 2007.
- Centralised sophisticated instrumentation facilities are available in the University Science and Instrumentation Centre (USIC) and Centre of Research for Development (CORD), Departments of Biotechnology, Biochemistry and Chemistry.
- The University Herbarium recognised by the International Bureau for Plant Taxonomy & Nomenclature as *KASH* houses about 35,000 plant species representing the rich and varied floristic diversity of the state. Besides this, Kashmir University Botanical Garden (KUGB) spread over an area of 12 acres in the premises of University campus with its adjunct at Gulmarg has got global recognition by the Botanic Gardens Conservation International (BGCI) and it stands now a registered partner in the world-



wide implementation of the international agenda in support of plant conservation, environmental awareness and sustainable development.

- High Altitude Field Station at Gulmarg provides training facilities to research scholars and young scientists in the field of energy and atmospheric physics.
- The University has a full-fledged coaching centre which provided free coaching and counselling to the desirous students appearing for various centre/state level competitive examinations.
- Sufficient infrastructure is available for different sports activities which include cricket, football and hockey grounds, volley ball, base ball, net ball, table tennis, throw ball and badminton courts. Infrastructure for aquatic sports, snow skiing and mountaineering/hiking cum trekking is also available. The sports related infrastructure is looked after by the Directorate of Physical Education.

Criterion V: Student Support and Progression

Total number of students pursuing various professional and non-professional undergraduate and postgraduate programmes offered by the University during the academic session 2006-07 was 84,833. Amongst them 17,427 and 65,567 students pursued professional and non-professional undergraduate programmes, respectively. The student enrolment for post-graduate professional and non-professional programmes was 457 and 1282, respectively. A total of 283 students pursued Certificate and Diploma courses. The enrolment of SC/ST & OBC students during 2006-07 was 409.

During 2006-07, 126 and 51 students were on the rolls of the University for M. Phil and Ph. D programmes, respectively.

The number of students who qualified NET, SET, KAS & allied services during 2006-2007 was 198, including 169 who qualified NET/SET examination and 29 various administrative service examinations. Faculty-wise distribution of NET/JRF students was 56, 47 and 24 in the faculties of Science, Arts and Social Science, respectively. Total number of SET qualified students was 42, out of which 20 were from Faculty of Science, 10 from the Faculty of Social Science and remaining 12 were from the Faculty of Arts.

The placement record of the students during the re-accreditation period in public and private sectors was encouraging. Number of placements during 2005-2007 was 1892; out of which 1214 were in public sector and 678 in private sector.

The University offered annual financial aid to 300 students at PG, M.Phil and Ph.D level, in addition to award of Gold, Silver medals and cash prizes for outstanding meritorious students.

For the benefit of students, the University publishes an *Annual Prospectus* prior to the commencement of the academic session which contains all information relevant to the students aspiring to join the University for pursuit of a programme offered by it.



Women's Studies Centre offered counselling to female students. The faculty actively participated in the academic and professional counselling of the students.

The University also promoted self-employment through Entrepreneur Development Cell and there were 342 beneficiaries during 2007.

The Alumni Association contributed Rs.7.72,000/- towards student-aid fund. Financial assistance was provided to 193 deserving students, besides Rs.3,20,500/- was spent to meet the educational requirements of students belonging to marginalized sections of society.

Dean Students Welfare implemented a number of welfare measures, like establishment of special cell for physically challenged, conduct of social service camps in association with National Service Scheme (NSS) wing, legal literacy programmes in association with Women's Studies Centre.

The University of Kashmir has a full-fledged Directorate of Physical Education & Sports, which organizes sports activities at regional, state and national level. During the re-accreditation period, the Directorate organized 150 events based on 19 different sport activities; comprising 65 inter-college, 58 inter-departmental and 27 inter-university tournaments involving participation of 19, 692 students comprising 16,697 male students and 2995 female students. The Directorate also organized national level events, viz., Kayaking Canoeing in aquatic sports and Skiing wherein students from within and outside the State participated.

The University has institutionalised best practices for proactive and participatory role of students and other stakeholders which include fast-track feedback mechanism from students, representation of stakeholders in various statutory bodies and Quality Assurance Units, enhancement of student facilities and amenities, such as IT, hostel, sports, health care, coaching counselling & career placement, financial assistance/scholarships, for NET/SET, IAS/KAS etc. and ICT-related learning resources etc.

Criteria VI: Governance and Leadership

The University of Kashmir has come out with a clear vision and mission of aspiring to become an internationally reputed institution of excellence in teaching, research and extension in order to build dynamic, responsible, socially conscious citizens of high quality scholarship.

Being a state university, the University of Kashmir follows the rules and regulations enshrined in the University Act. The apex bodies of the University, such as the University Council, the Syndicate, the Academic Council, meet regularly to take stock of academic, administrative and developmental activities and to suggest modification, additions and alterations wherever necessary in accordance with the needs of the time. Other statutory bodies of the University -- Boards of Studies, Boards of Research Studies. Finance Committee, Building Committee, Departmental Committees, College Development Council, etc. -- also contribute to governance of the University. These bodies are fully democratic in-being broad-



based and having representation from various stakeholders, and hence pave way for decentralized decision making system with well established checks and balances. Some of the initiatives undertaken during the re-accreditation period (2002-2007) include:

- Decentralization of powers to Departmental Committees to ensure proactive and participatory involvement of faculty members for efficient academic and financial management.
- Empowerment of Departmental Research Committees to facilitate pursuit of M.Phil/Ph.D programmes by the students and also for ensuring quality research through regular review of research carried out by scholars.
- Mandatory observance of codal formalities while making purchases of various kinds of items.
- Upgradation of Internal Quality Assurance Cell to Internal Quality Assurance Centre for sustenance and furtherance of quality in all spheres of the University.
- Establishment of Departmental Internal Quality Assurance Units in each department/centre with HOD as its Chairman to liaison between the Departments/Centres and the IQAC for implementation of vision and mission of NAAC at grass-roots level.
- Ensuring accountability and efficiency through internal and external audits.

Criterion VII: Innovative Practices

The University of Kashmir established many innovative practices during the re-accreditation period for the overall academic development and progress of the University. The notable innovative practices are briefly detailed below:

- The University upgraded Internal Quality Assurance Cell to the level of Centre and developed an indigenous model of Quality Assurance based on following proactive measures.
- Networking of quality assurance down to grass root level of departments/centres through establishment of departmental Internal Quality Assurance Units designated as DIQAU.
- Each DIQAU has a Nodal Officer who liaisons with the IQAC for implementation of quality-related programmes. Each Departmental Unit has an independent budgetary provision for organization of its activities.
- Active participation of students in assuring quality education imparted by the institution through diverse remedial measures, which included fast-track feedback mechanism on prescribed formats on academic



programmes, assessment of teachers, besides their representation on the Boards of Studies for periodical updating of the curricula.

- Organisation of periodical meetings of representatives of students and scholars by IQAC for sensitising them about institutional rules governing admission, registration for research programmes, examination, evaluation and promotion of interdisciplinary research, scholarship, students/scholar exchange programmes, departmental/ institutional facilities related to teaching-learning process.
- Community development and social service programmes through National Service Scheme wing, Women's Studies Centre and Dean Students Welfare Department were arranged to strengthen pluralistic social system of the society.
- Admission to various academic programmes made through a transparent, effective, efficient and time-tested entrance test. It is in vogue for last many years and its acceptability in the society has increased over the years.
- The Curricula recommended by UGC, AICTE, BCI and other national regulatory bodies were implemented and were supplemented by strong back-up of quality human resource, ICT-blended teaching methodology, accessibility to e-resources, fully equipped laboratories in terms of bench level equipment and gadgets, departmental libraries in addition to central library.
- Class room teaching was augmented by virtual classes, Lectures on Demand, ETV programme etc. This invited attention of national agencies for funding through their special programmes, like, FIST, SAP etc. which enabled the institution to provide state-of-the-art facilities obligatory to face contemporary challenges.
- The institution undertook special measures to achieve gender balance amongst staff and students. This included establishment of Women's Studies Centre, construction of girls' hostels, launching pre-primary education for rural areas (PPERA) to promote motivational strategies for elementary education of girl children, promotion of women educational entrepreneurship in rural and urban areas through PPERA project.
- The institutional policy of 30% reservation for students from reserved/rural/tribal background has further promoted pursuit of higher education amongst marginalized sections of the society. This is supported by a powerful and strong mode of non-formal education.
- Special programmes were organized for skill and vocational development through Centre for Adult Continuing and Extension Education and other centres with such mandate.
- The institution has developed a well established mechanism based on a multi-tier system through involvement of students, scholars, faculty,



Alumni and policy planners for developing, implementing and evaluating academic programmes. Apart from representation in the statutory bodies like board of UG, PG and Research Studies, Academic Council etc., the institution also organised special programmes like “**Meet the Eminent**” and “**Know Your Campus**” to seek involvement of all stakeholders and also anticipated public concerns with current and future programmes.

- The University made a serious effort in introduction of job oriented courses in IT, management, applied sciences & technology, finance & business studies.
- Periodical organization of national/international level conferences, seminars, workshops summer and winter school, cultural exchange programmes involving teachers and students from all the world, in general and SAARC countries in particular.
- A reasonable increase in the number of students qualifying NET/ SET /GATE /JRF/ TOFEL and State/national level administrative services has established credibility of the institution as an institution of high repute.
- The institution introduced various core and optional courses in the existing programmes for promotion of social responsibilities and citizenship roles. In particular, community-related (Masters in Social Work), media and society (Mass Communication), conservation of natural resources and wildlife (Environmental Science) community nutrition, Maternal and Child health (Home Science), social & economic offences, law and society, human rights and family laws (LLB & LLM) childhood care, environmental value and population education (Education), folklore literatures, prose, poetry, social and cultural values (Kashmiri) and rehabilitation and regulation of drug abuse victims (B. Pharmacy/M. Pharmacy) have been implemented.
- The University organized periodic visits through Dean College Development Council for getting feedback about the teaching-learning facilities available to students in the colleges and necessary measures that needed to be undertaken to improve the academic standards of such colleges for the benefit of students and society.
- Dean Students Welfare Department organized inter-college, inter-state debates, seminars workshops and cultural programmes while Directorate of Physical Education and Sports organized national events in sports. All the above activities provided driving force for attracting students for their overall personality development.
- The institution periodically organized State and National-level competitive programmes for promotion of Science, Art, Culture, Language through organization of State-level Science congress, Science Olympiad, Creative writing competition, Theatre Shows, Mushairas and other related activities.



Criteria-wise Evaluation Report



Criterion I: Curricular Aspects

a) Curriculum Design and Development

1.1.1 State the Vision and Mission of the institution

Vision

We aspire to attain the status of an internationally reputed institution of excellence in teaching, research and extension; and building a dynamic and responsible learning community of high quality scholarship with societal orientation.

Mission

We commit ourselves to the participatory engagement of teachers, scholars, students and the civil society in innovative, creative and progressive programmes aimed at intellectual enlightenment and emancipation at individual and societal levels.

The University's core values include:

- To achieve excellence in teaching and research through continuous process of introspection, analysis and innovation.
- To generate and disseminate knowledge in order to build bridges between diverse disciplines, communities and cultures for promotion of educational, economic, scientific, social and cultural growth of the society.
- To empower common masses through knowledge and information so as to produce responsible and productive citizens in order to meet the contemporary socio-economic, environmental challenges and anticipate future concerns as well.
- To cultivate and perpetuate resolute moral and ethical values in order to enhance and improve the quality of human resources.
- To preserve and promote spiritual and humanistic values, and preserve cultural heritage amongst students, staff members and society at large.

1.1.2 What are the major considerations addressed by the goals and objectives of the institution?

The major considerations that the stated goals seek to address are:

- To accelerate the creation and dissemination of new knowledge through quality research and teaching in order to meet the challenges of the current and future times.



- To provide an over-all conducive environment for teaching, learning, research and extension activities to all stakeholders irrespective of creed, caste, colour, class, race, gender and physical ability.
- To make higher education more accessible to people living in remote areas of the State for their social and economical development.
- To promote application of knowledge and innovations in the economic growth of the state.
- To equip students with intellectual acumen, and entrepreneurship skills for various societal needs and nation-building.
- To foster democratic values by ensuring participation of all the stakeholders in formulating policies and programmes of this institution.

1.1.3. How are the institutional goals translated into the academic programmes, research and extension activities of the institution?

The institutional goals enumerated above serve as guiding principles in formulating and designing academic programmes of the institution. Apart from incorporating emerging thrust areas in the existing programmes, new programmes are launched keeping in view the societal needs and employment opportunities of students.

Re-introduction of semester system from 2003 was also in tune with the institutional goal of increasing the number of courses offered under each programme thereby providing more flexibility to students in selecting optional courses.

At present, 36 teaching departments and 15 research and extension centres/institutes are functioning at the University. In all, the University has 11 faculties of Arts, Commerce & Management Studies, Dentistry, Education, Engineering, Law, Medicine, Music & Fine Arts, Oriental Languages, Science and Social Science. The University offered 131 programmes through formal mode and 12 through non-formal (Distance Education) mode at the main campus of the University. Several more programmes, such as Bio-resources and Food Technology are being launched from 2008. Besides, numerous other programmes are run by the colleges affiliated to the University. Details of the programmes offered by the University are given below:

S. No.	Programmes	Number of subjects/ fields
Regular programmes		
1.	Ph. D	35
2.	M. Phil	34
3.	Masters in Arts	09
4.	Masters in Social Sciences	09
5.	Masters in Sciences	16
6.	Business programmes (Masters)	03
7.	Computer application course (Masters)	01
8.	Masters in Education and allied professional teaching programmes	03



S. No.	Programmes	Number of subjects/ fields
9.	Law and allied programmes	02
10.	Postgraduate and other diplomas	12
11.	Certificate courses	07
Programmes offered through Distance mode		
1.	Masters in Arts	02
2.	Masters in Social Sciences	01
3.	Masters in Education and allied professional teaching programmes	02
4.	Masters in Science	01
5.	Business programme (Masters)	01
6.	Law and allied programmes	01
7.	Postgraduate diplomas	04

The programmes offered at various affiliated colleges are:

Postgraduate programmes	= 13
Undergraduate programmes	= 18
Oriental courses	= 22
Diploma and other programmes	= 04
Add-on courses	= 14

Professional programmes offered by various colleges affiliated to the University.	
Name of the College	Name of the programmes
SSM College of Engineering and Technology, Parihaspora, Pattan	Bachelor of Engineering
Govt. Medical College, Srinagar	MBBS/ M.D; M.S; Diplomas in Anaesthesiology; Gynaecology and Ophthalmology
Govt. Dental College, Srinagar	BDS/MDS
Institute of Music and Fine Arts	Bachelors of Arts in Music & Fine Art
Govt. Physical College, Ganderbal	B. P.Ed.
Bibi Haleema College of Nursing, Srinagar	B.Sc Nursing/B.Sc. Post Basic Nursing
Composite Regional Centre, Bemina	BRT, B.Ed.(Special Education)
Govt. College of Education, M.A. Road, Srinagar.	B.Ed. and M.Ed.
Several Colleges	BBA, BCA, B.Sc.-IT, B.Ed, BUMS
Kashmir Law College	LLB
Sopore Law College	

Research activities are encouraged in every department and research programmes taken up by the research scholars for pursuit of the M.Phil. and the Ph.D. programmes in various departments/centres are screened at various levels in order to ensure quality and social relevance. After being discussed in the Departmental Research Committees, the research proposals are considered by the concerned Boards of Research Studies headed by the Vice Chancellor wherein further scrutiny of the proposals by external



experts is carried out vis-à-vis the above stated institutional goals. The research output-based on research publications, books, monographs, reviews etc is assessed on the basis of globally recognized benchmarks, such as *Journal Impact Factor*, *Citation Index* etc.

In addition to teaching departments, the University has certain centres which have the sole mandate of carrying out research in specialized areas. These are:

1. **Centre of Central Asian Studies:** It is a multidisciplinary research centre comprising nine disciplines of the faculties of Social Sciences and Humanities. The function of the Centre is to carry out research on various contemporary and emerging problems of the Central Asia.
2. **Centre of Research for Development:** The main focus of the Centre of Research for Development is to facilitate and promote multi-disciplinary and inter-institutional research on areas like horticulture, plant pathology, limnology, lake conservation, environmental pollution, forest ecology and wildlife conservation, fisheries development, medicinal plants and integrated pest management.
3. **Iqbal Institute:** The focus of the Institute is to conduct research on Dr. Iqbal's philosophy and teachings and their impact on social, political, religious and cultural fabric of Kashmir, in particular, and Indian sub-continent, in general.
4. **Institute of Kashmir Studies:** The Institute endeavours to objectively study, analyse, debate and re-evaluate various dimensions of Kashmir's rich cultural, intellectual and spiritual heritage.
5. **Shaikh-ul-Alam Chair (Markaz-i-Noor):** It is primarily a research centre with a focus on exploring the socio-religious and cultural dimensions of the heritage of Muslim Rishis of Kashmir. In order to attract a large audience across the globe towards the rich inter-religious and cultural heritage of Kashmir, the Centre focuses on the translation of the major biographical works on the Rishis of Kashmir.
6. **Population Research Centre:** The Centre sponsored by the Ministry of Health & Family Welfare, Govt. of India carries out research on the demographic trends in the Jammu & Kashmir State and other health and population related issues.
7. **Women's Studies Centre:** The main objective of the Centre is to conduct research studies pertaining to different gender related issues and problems in the Kashmiri society.

In tune with the institutional goals stated above, the University of Kashmir carried out extension activities by organizing awareness programmes on important educational, social, health, environmental issues under the aegis of Centre for Adult Continuing and Extension Education, Centre of Research for Development, Women's Studies Centre etc. Besides, the University specially focused on the development of entrepreneurship skills among the students through the initiatives of Entrepreneurship Development Cell and other centres.



In order to make higher education more accessible to people living in remote areas of the State so as to ensure their social and economic development, the University of Kashmir has established two satellite campuses at Fatehgarh, Anantnag (South Campus) and Delina, Baramulla (North Campus) during the post-accreditation period. Three more such campuses at Kupwara, Kargil and Leh are in offing.

1.1.4. How does the University guide its colleges to develop programmes based on their regional needs?

In addition to inputs in terms of prescription of curricula for the routine programmes and courses offered by the colleges, the University encourages the colleges to develop and introduce new programmes in accordance with the guidelines of the University Grants Commission and other statutory bodies of the University. The programmes that were introduced in the colleges during the post-accreditation period include:

- i. BCA
- ii. BBA
- iii. B.Sc-IT
- iv. LLB
- v. B.Sc Nursing
- vi. BRT

Besides, a number of add-on courses were also introduced in the colleges depending upon the available expertise and infrastructure as well as regional importance of such courses.

Various vocational (add-on) courses offered by various colleges affiliated to the University

S. No.	Name of the College	Name of the course
1.	S.P. College, Srinagar.	Environment & Water Management Information Technology
2.	A.S College, Srinagar	Tourism & Travel Management Functional English Computer Application Information Technology Video Editing
3.	Islamia College of Science & Commerce, Srinagar	Electronic Equipment Maintenance
4.	Govt. College for Women, M.A Road, Srinagar	Functional English Industrial Chemistry Food Technology Water Analysis Computer Application



S. No.	Name of the College	Name of the course
5.	Govt. College for Women, Nawakadal	Tax Procedure
		Tourism & Travel Management
6.	Govt. Degree College for Boys, Anantnag	Seed Technology
		Electronic Equipment Maintenance
		Computer Application
7.	Govt. Degree College, for Women, Anantnag.	Sericulture
8.	Govt. Degree College for Boys, Baramulla	Industrial Fish & Fisheries
		Information Technology
9.	Govt. Degree College, Budgam	Computer Application

1.1.5. Specify the steps undertaken by the institution in the curriculum development process.

The curricula prescribed for various programmes are reviewed, restructured, modified and updated from time to time. The inputs from following govern the process of curriculum development.

- Curricula prescribed by the National Curriculum Development Committees in various subjects.
- Comparison of the syllabi with what is prescribed for JFR/NET/SET examinations and by other universities within as well as outside the State.
- Current trends in the subject
- Interaction with the teachers serving other universities.
- Inputs from students and research scholars through their representatives.
- Availability of expertise and other infrastructural facilities in the Department/University.

Based on the inputs listed above, the curriculum is designed, updated and developed by the respective Boards of Undergraduate and Post-graduate Studies which meet after ever 3 years. The members of these Boards include experts from other universities, allied departments of the University, faculty members of the concerned department, nominees from affiliated colleges, research scholars and students. The syllabi are discussed thoroughly and feedback from experts as well students is taken into consideration before the curriculum is sent to the Academic Council of the University for approval.

1.1.6. How do the Boards of Studies ensure the currency and relevance of the programme offered?

The Boards of Undergraduate and Postgraduate studies in respective subjects ensure the currency and relevance of the programmes offered by the University through implementation of the suggestions and guidelines of UGC, AICTE and BCI. The Boards of Studies also ensure the relevance of the



programmes by taking cognisance of new and contemporary issues in the curriculum-based on inputs from peers from other universities, students, faculty members and recent advances in the field in order to keep students abreast with the latest developments.

1.1.7. How is employability ensured through curriculum design and development?

Boards of Studies in respect of every programme try to design and develop the curricula keeping in view the syllabi prescribed for various competitive examinations, such as UGC-NET, SET, State and National Civil Service Examinations etc. Certain departments, such as Management Studies, Commerce, Computer Sciences, Electronics etc. design their curricula in tune with the needs and requirements of the cooperate houses.

A programmes like English which is taught as a compulsory subject and continues to be mechanism of instruction from 10+2 in the State, enables students to get teaching jobs in colleges, higher secondary institutions and schools where as programmes like Persian, Arabic, Urdu, Hindi, provide employment opportunities for students not only in colleges and schools as teachers but also in corporate houses, educational institutions, tourisms sector and embassies as translators and interpreters. Post-graduate programme in Education (M.Ed.) has 100% employability.

1.1.8. State specifically the curricular design and model adopted by the University in the organization of its curricula.

The University follows following models and modes of examination for various programmes:-

UG programmes	Knowledge Transmission Annual system model	
PG programmes	Process/Product/Praxis	Semester system
M.Phil	Process	Annual system
Ph.D.	Process	Annual system
MBBS/BDS/MD/ MS /Nursing/ BUMS	Process/Product	Annual system
Engineering	Process	Semester system
B.Ed.	Product	Annual System
Music & Fine Arts Program	Product	Annual System
Programmes run by Oriental Colleges	Process/ Product	Annual System

1.1.9. How are global trends in higher education reflected in the curriculum?

It is accomplished through incorporation of emerging areas of teaching and research in the curricula of different programmes and in this regards recommendations of UGC/AICTE/MCI/DCI/BAR COUNCIL/NURSING COUNCIL are taken into consideration while drafting the curricula. Some of the notable global trends reflected in the curricula are:



- a. Global warming and climate change
- b. Urbanization and its socio-economic fallout
- c. Cell and molecular biology
- d. Conflict resolution
- e. Drug design and delivery
- f. Bioinformatics
- g. Biodiversity and Conservation
- h. Contemporary literary trends
- i. Classical and Contemporary Arabic poetry and criticism
- j. Transcriptome, proteome and genome
- k. Information-communication technology
- l. Phonetics and Phonology
- m. New literatures (in English) and translation studies
- n. Sufism
- o. Kashmiri Shivism
- p. Finance Management
- q. Human Resource Management
- r. Natural Resource Management
- s. Strategic Management
- t. Value education
- u. Human Rights
- v. Signal transduction
- w. GIS and Remote Sensing
- x. e-resource development
- y. Disaster management

1.1.10. How does the institution ensure that the curriculum bears some thrust on national development?

In accordance with the Mission of the University, curricula of the programmes are designed to address the national needs, such as production of academically sound and disciplined human resource for use in various spheres of national development. Besides, sensitisation of students about inter-cultural and inter-faith understanding, energy, security, social, economic, environmental and gender issues also has a salutary influence on national development.

1.1.11. What is the composition of the Board of Studies? Specify PG and UG representation in the BOS if there is only one BOS for both?

The University has separate Boards of Studies in different faculties for undergraduate and postgraduate programmes. As per the statutes, their composition is as follows:

COMPOSITION OF THE BOARD OF UNDER-GRADUATE STUDIES:

1. Head of the University Department concerned (Chairman and Convener);



2. All Professors of the Post-Graduate Department concerned;
3. One Reader of the University Post-Graduate Department concerned in order of seniority by rotation or two Readers in the case of single Department/Faculty where only one Professor is available;
4. One Lecturer of the University Department in order of seniority by rotation;
5. One teacher of an allied subject from the University Department;
6. Three Heads of Departments of Colleges in the subject, in order of seniority by rotation;
7. Two teachers of Colleges in the subject in order of seniority by rotation;
8. A nominee of the Chairman, Board of School Education teaching the subject at the secondary level;
9. Two teachers of colleges in the subjects from other Universities.

COMPOSITION OF THE BOARD OF POST-GRADUATE STUDIES:

1. Head of the university Department (Chairman and Convenor);
2. All other teachers of the University Department concerned;
3. Two teachers of allied subject, from the University Department;
4. Two research scholars with not less than two years standing in the Department;
5. One College teacher of the subject on the basis of seniority;
6. Two subject experts from outside the University.

1.1.12. Does the institution use the UGC/AICTE guidelines for developing or restructuring the curricula?

Yes, the University adopts the syllabi, with slight modifications wherever necessary, prescribed by AICTE, Curriculum Development Committees (CDCs) of UGC, or MCI/DCI. The details are given as under:

- | | |
|------------------------|--------------------|
| • All UG/PG programmes | (UGC guidelines) |
| • B Pharma / M Pharma | (AICTE guidelines) |
| • MD - MS | (MCI guidelines) |
| • BDS/ MDS | (DCI guidelines) |

1.1.13. What percentage of courses focus on experiential learning including practical and work experience? For overall development of students, what measures have been taken in the curriculum design?

About 55% of the programmes offered by the University focus on experiential learning. Besides, in many affiliated/constituent colleges graduate and post-graduate programmes in the Faculties of Science, Engineering and Medicine have compulsory laboratory and practical courses which have to be passed by each student in order to obtain a degree. Departments of Geography, Geology, Environmental Science,



Botany, Zoology have special component of field trips in order to provide students with practical experience of situations/problems/issues under field conditions and possible solutions and also to collect specimens of plants, animals, rocks etc. Departments of Electronics, Clinical Biochemistry, Home Science, Business Administration have an internship in some reputed institution/organization where in students obtain practical training in respective areas of specialization.

Organization of the weekly seminars in English and *mehfils*, *mushiaras* etc. in subjects like Urdu, Hindi, Kashmiri, etc. provide students with opportunities to display their creative capabilities. The students of MERC develop stories on important issues for print and electronic media and hence gain practical experience necessary for making a successful career.

As an important component of practical training programme for students pursuing LLB, the students are required to visit different courts to abreast themselves with the legal issues involved in a particular case(s). The students are encouraged to participate in the Lok Adalats organized by different courts in the valley. These moot courts have also become integral part of the curriculum. The Department of Law encourages and persuades students to participate in moot courts at the State and National level. The Department also runs legal-aid and legal literacy programmes.

1.1.14. What are the courses aiming to promote value education or social citizenship roles?

Keeping in view the rich cultural heritage of tolerance, mutual respect, high moral values and spirituality of Kashmir, the University strives hard to reinvigorate these traditions in order to create socially responsible citizens. It has assumed importance in view of current socio-political environment prevalent in the valley. Following are some the programmes with value-oriented courses:

Programme	Value-oriented courses
Masters programme in Botany	Biodiversity Conservation
Masters Degree in English	Teaching of English as FL/SL
Masters programme in Extension and Communication	Gender and Development Community Organization and Development
Masters programme in Human Development	Mental Health Early Childhood and Education
Masters programme in Sociology	Social Justice Sociology of Religion
Masters programme in Psychology	Conflict, Peace and International Relations
Masters programme in Political Science	Human Rights Peace and Conflict Resolution Social Citizenship



Masters programme in Islamic Studies	Introduction to the study of Quran Islam and Women
Masters programme in Education	Value Education Philosophical basis of Education
Masters programme in Journalism and Mass Media	Media Laws and Ethics Media and Society
Masters programme in Business Administration	Business Ethics and Values
LLB	Professional Ethics, Islamic Jurisprudence, Narcotics and Law
LLM	Law of Peace, Hindu Law

1.1.15. Is there a provision for computer skills to be incorporated in the curriculum for all students?

Computer skills are imparted invariably to students pursuing different programmes in various fields of education, such as Computer Applications, Biotechnology, Chemistry, Commerce, Management Studies, Geology, Geography and Regional Development, Mathematics, Statistics, Electronics, Management Studies etc. have special provision for imparting computer skills. Following departments also offer courses in Computer Sciences:

- a. Commerce
- b. Management Studies
- c. Biochemistry
- d. Biotechnology
- e. Chemistry
- f. Environmental Science
- g. Computer Sciences
- h. Electronics
- i. Mathematics
- j. Physics
- k. Statistics
- l. Pharmaceutical Sciences
- m. Economics
- n. Zoology

Special arrangement in the Allama Iqbal Library has been made for students and research scholars for use of internet and other facilities.

1.1.16. Are women's issues incorporated in the curriculum? If yes, what are the initiatives taken to introduce woman related courses/topics in the curriculum.

The University has consciously introduced many facets of women's issues in the curriculum in order to sensitise the students about gender issues and their importance in the contemporary society. The programmes that have specific courses on women's issues are:

Programme/Centre	Courses
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Masters programme in Education	Adult Education Population Education Women's Education
Masters programme in Sociology	Sociology of Marriage, Kinship & Family Education and Society Women, Children and Society
Masters Programme in English	Gender Studies
B Ed programme	Women Education and Empowerment
M Ed Programme	Gender Studies Education of weaker sections of the Society
LLB	Family and Matrimonial Laws Women and the Law Arbitration, Conciliation and Alternative Dispute Resolution System
LLM	Family and Matrimonial Laws Marriage & Divorce in the Conflict of Law
Adult and Continuing Education Centre	TV and Radio Technology, Battery Fabrication, Diet management, Food/Fruit Preservation, Assembling & Maintenance of Machines, Fashion Technology, Primary Teacher-training programme for women

1.1.17. What programmes are developed for differently abled students and how the same is implemented?

The University does not offer any special programmes for students with special needs. However, a Composite Rehabilitation Centre at Bemina has been established by the Ministry of Social Justice & Empowerment, Govt. of India. The institution is catering to the comprehensive rehabilitation services and special education to locomotor, speech and hearing, mentally challenged, visually impaired and persons with multiple disabilities through well-equipped department of Special Education, Rehabilitation Psychology, Speech and Hearing, Prosthetics and Orthotics, Vocational Training and Employment, Occupational Therapy, Physiotherapy and Model School for Children with special needs. Special Education as a course is offered at B.Ed./M.Ed./M.A levels in the Department of Education. Research studies are also carried out in this field in the Department.

1.1.18. What programmes are developed for Distance Education?

Twelve programmes are offered by the University through the Directorate of Distance Education. The details of the programmes are given below:

Courses offered through Distance mode



1.	Masters in Arts	02
2.	Masters in Social Sciences	01
3.	Masters in Education and allied professional teaching programmes	02
4.	Masters in Science	01
5.	Business programme	01
6.	Law and allied programmes	01
7.	Post-graduate diplomas	04

1.2. Academic Flexibility:

1.2.1 What is the range of programme options available to learners in terms of Degrees, Certificates and Diplomas? Give the cut off percentage for admission at the entry level.

The range of programme options offered by the University together with the cut off percentage of marks in the qualifying examination is given in Annexure 1. However, admission to all programmes (except Ph.D) operated within the University is based on entrance tests.

1.2.2. What programmes are offered for employees/professionals in terms of training for career advancement?

The University has not conducted any training / skill programme on the performance appraisal. However, the Junior Assistants at the entry point are provided basic computer training in the Department of Computer Sciences and knowledge about basic accounts skills is imparted by the concerned officers.

Besides, the University Science and Instrumentation Centre also organizes training programmes for various categories of employees.

1.2.3. Give the inventory of programmes offered by the University for the Colleges to choose from.

Following is the list of programmes offered by the Colleges:

Level	Programmes
Undergraduate level	Bachelor of Arts (BA) Bachelor of Business Administration (BBA) Bachelor of Commerce (B.Com) Bachelor of Computer Application (BCA) Bachelor of Education (B.Ed.) Bachelor of Engineering (BE) Bachelor of Library Science (B.Lib)



Level	Programmes
	Bachelor of Music and Fine Arts Bachelor of Medicine and Surgery (MBBS) Bachelor of Dental Surgery (BDS) Bachelor of Unani Medicine (BUMS) Bachelor of Physical Education (B.PEd.) Bachelor of Science (B.Sc.) Bachelor of Science (B.Sc. IT) Bachelor programme in Rehabilitation Therapy (BRT) B.Sc. Nursing B.Sc. Post Basic Nursing LLB Oriental Colleges Arabic (Moulvi, Moulvi Alim and Moulvi Fazil) Kashmiri (Talib, Mohir, Kamil) Persian (Munshi, Munshi Alim, Munshi Fazil) Hindi (Rattan, Bhushan and Shastri) Sanskrit (Prajna, Visharad and Shastri) Punjabi (Budhiman, Widwan, Gyani) Urdu (Adib, Adib Alim, Adib Fazil) Fazilat (1 st , 2 nd and 3 rd)year
Postgraduate level	Postgraduate programme in Business Administration Postgraduate programme in Commerce Postgraduate programme in Computer Application Postgraduate programme in Chemistry Postgraduate programme in English Postgraduate programme in Environmental Science Postgraduate programme in Geography Postgraduate programme in Home Science (Human Development) Postgraduate programme in Mathematics MD /MS MDS M.Ed.
Diploma level	Diploma in Anaesthesiology Diploma in Gynaecology Diploma in Ophthalmology PG Diploma in Rehabilitation Psychology

1.2.4. What programmes are available for international students?

Though no specific programme is offered exclusively for international students, 2% seats are reserved in almost all programmes offered by the University for persons outside the State including foreign nationals.

1.2.5. Does the University provide twinning programmes? Give details.

No, the University does not provide twinning programmes.



1.2.6. Does the institution offer any self-financing programmes in the institution? If yes, list them.

The University offers fully self-financed programmes of B.Ed and post-graduate diploma in Remote Sensing and GIS. A list of fully and partially self-financed programmes is given as under:-

S. No.	Name of the programme	Total intake capacity	Number of self-financed seats
Faculty of Arts			
1	PG programme in Arabic	85	20
2	PG programme in English	65	15
3	PG programme in Hindi	78	18
4	PG programme in Kashmiri	65	15
5	PG programme in Library & Information Science	28	6
6	PG programme in Linguistics	23	8
7	PG programme in Persian	65	15
8	PG programme in Sanskrit	26	6
9	PG programme in Urdu	85	20
10	PG Diploma in Persian	26	6
11	Diploma in French/German	20	5
12	Diploma in Kashmiri	65	15
13	Certificate course in French/German/Russian	20	5
14	Certificate course in Modern Spoken Persian	26	6
Faculty of Commerce and Management Studies			
15	PG programme in Commerce	85	20
16	PG programme in Finance and Control	39	9
17	PG programme in Management Studies	39	9
Faculty of Education			
18	PG programme in Education	85	20
19	Med	42	10
20	B.Ed	120	120
21	PG Diplomas in Adult & Non-formal Education/Population Education	20 in each	20 in each
Faculty of Law			
22	LLB	130	30
23	PG Diploma in Human Rights & Duties Education	24	4



S. No.	Name of the programme	Total intake capacity	Number of self-financed seats
Faculty of Science			
24	PG programme in Biochemistry	23	5
25	PG programme in Biotechnology	13	3
26	PG programme in Botany	43	10
27	PG programme in Clinical Biochemistry	20	5
28	PG programme in Chemistry	54	12
29	PG programme in Computer Applications	33	8
30	PG programme in Electronics & Instrumentation Technology	26	6
31	PG programme in Environmental Sciences	16	5
32	PG programme in Geology and Geo-physics	20	5
33	PG programme in Home Science (Foods & Nutrition)	13	3
34	PG programme in Home Science (Dietetics and Clinical Nutrition)	8	2
35	PG programme in Home Science (Extension & Communication)	13	3
36	PG programme in Home Science (Human Development)	8	2
37	PG programme in Mathematics	61	14
38	PG programme in Physics	53	12
39	PG programme in Statistics	47	11
40	PG programme in Pharmaceutical Sciences	19	5
41	PG programme in Zoology	42	10
42	PG Diploma in Computer Application	13	3
43	PG Diploma in Remote Sensing & GIS	18	18
Faculty of Social Science			
44	PG programme in Economics	85	20
45	PG programme in Geography & Regional Development	34	8
46	PG programme in History	85	20
47	PG programme in Islamic Studies	51	12
48	PG programme in Mass Communication	26	6
49	PG programme in Political Science	85	20



S. No.	Name of the programme	Total intake capacity	Number of self-financed seats
50	PG programme in Psychology	28	8
51	PG programme in Sociology	52	12
52	PG programme in Social Work	30	10
53	Certificate course in Quranic Studies	26	6

1.2.7. What is the procedure adopted to extend additional programmes of studies to affiliated institutions?

The pre-requisite for introduction of additional programmes is to seek no-objection certificate from the Govt. by the concerned college/institution followed by consideration of the programme by various statutory bodies, like Academic Council, Syndicate and University Council. Besides, inspection of the affiliated institution by a competent committee constituted by the Vice Chancellor is undertaken so as to assess the infrastructural facilities and qualified staff available with the institution to run the programme.

1.2.8. Does the institution follow Annual System, Semester System, Trimester System and Choice Based Credit System (CBSC)?

The University follows two types of systems:

- Undergraduate programmes: Annual System
- Post-graduate programmes: Semester System
- M.Phil and Ph.D programmes: 18 month/2years (min.)

1.2.9. Does the institution provide flexibility to pursue the programme with reference to the time frame (flexible time of completion)?

Yes, the University provides flexibility to pursue a programme. However, a student has to complete a post-graduate programme within 8 years and under-graduate programme within 5 years.

1.2.10 Does the institution has any provision for slow and disadvantaged learners? If yes for what courses.

There are no special provisions for slow and disadvantaged learners. However, the teachers provide them guidance and help as and when required.

1.2.11. How does the institution identify slow and advanced learners? How are the advanced learners facilitated to meet the challenge?



In almost all the programmes offered by the University, performance of the students is continuously assessed through written assignments, quiz tests, seminars and term papers. It is through these devised measures that the slow and the advanced learners are identified. Special attention is paid towards these advanced learners and they are counselled about the academic (JRF/NET/SET) and administrative (State and National Civil Services, Forest Services etc) examinations.

1.2.12. Does the institution provide flexibility to the students to move from one discipline to another? Give details.

Yes, students can move from one discipline to other both at UG and PG level. Flexibility provided to pursue post-graduate programmes offered by the University as provided under statutes in vogue in given below:

Postgraduate level	<ul style="list-style-type: none"> • MLIS programme can be pursued by students with BA/ BSc/B.Com/ BCA degrees. • MA (Linguistics) programme can be pursued by a graduate in any discipline. • MBA programme is open to graduates of any discipline including Agriculture, Law, Engineering, Medicine etc. • MSc (Biochemistry)...Graduate with Biochemistry, Microbiology, Zoology, Botany, Chemistry as primary or subsidiary subjects. • MSc (Clinical Biochemistry)... Graduates with Clinical Biochemistry/ Botany/ Zoology/ Chemistry/ Biotechnology/ Microbiology/ Environmental Science/Biochemistry/ MBBS/B.Pharm. are eligible. • MSc (Biotechnology).... A candidate with Bachelors' degree in /Biological/Agricultural/ Veterinary Science/Fishery Science/ Pharmacy/ Engineering/ MBBS/BDS can opt for this course. • MSc (Electronics)... Graduates with Electronics/Chemistry/ Mathematics as one of the subjects. Students with BCA/BSc-IT/BSc with IT or Electronic Equipment Maintenance as one of the subjects can pursue this course. • MSc (Environmental Science) BSc/BSc Agriculture/ BSc Forestry/BVSc/BSc Technology/ Engineering are eligible to opt for this course. • MA (Economics)... Apart from a graduate with Economics as one of the subjects, BSc with Mathematics and Statistics and BSc Agriculture students can opt for this programme. • MA (Islamic Studies). This programme is open to BA/BSc/B.Com students. • MA (Mass Communication) and MA (Social Work)... These programmes are also open to students with
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	graduation in any discipline.
Undergraduate level	<ul style="list-style-type: none"> • B.Ed. (Graduation in any discipline / subject). • B.Pharm (A student of any biology stream is eligible). • L.LB (Graduate in any discipline can opt for this programme).

1.2.13 Does the institution provide facilities for credit transfer, if the student migrate from one institution to another institution in or outside the country?

Yes, the University has a provision for credit transfer if a student migrates from one affiliated college to another.

1.2.14 Does the institution provide a) Core options b) Elective options c) Enrichment courses?

In all the postgraduate programmes, there are some compulsory core courses which are to be opted by all students and then there are optional courses amongst which student opts the course/s of her or his choice. Besides postgraduate diplomas and other inter-disciplinary courses serve as enrichment courses.

1.2.15 Does the institution provide flexibility of combining the conventional and distance mode of education for students to make use of the combination of courses they are interested in?

Although there is a provision of pursuing two programmes simultaneously one through Distance mode and one through formal mode, there is no provision to have certain courses through Distance mode and certain through regular mode in the same programme.

1.3. Feedback on curriculum

1.3.1. How does the University obtain feedback from:

Students: In addition to feedback that the teachers teaching various courses get from students while teaching, the views of students' vis-à-vis the curriculum are ensured by having representatives of students on the Boards of Undergraduate as well as Postgraduate Studies. Besides, representatives of research scholars of the Department who are members of the Board of Postgraduate Studies too help in obtaining views and comments that lead to necessary modifications and updation of the curriculum from time to time.

Internal Quality Assurance Centre of the University has also initiated a feedback system whereby feedback boxes have been installed at the entry of



each block and the feedback forms are also made available to students in the Departmental Libraries. The feedbacks not only about curricular aspects but also about institutional facilities are also solicited from the students.

Alumni: The alumni of Departments who are well placed in the fields of teaching and research are often invited as practical examiners, members of Boards of Studies who interact with the faculty members about the curriculum and their vital inputs also guide the University in curriculum development.

Employer: Only a few departments, such as Management Studies have started to obtain feedback from the employers.

Community: The views of the people expressed in local print and electronic media also provide vital feedback about the programmes offered by the University and necessary modifications to be incorporated in their curricula.

Academic Peers: External experts on the Boards of Studies of each programme, experts on Academic Councils, Selection Committees, Practical examiners, examiners for conduct of viva voce in respect of project reports, MPhil and PhD theses also provide necessary feedback on curriculum.

Parents: Only through informal interaction but there is no formal mechanism for obtaining the feedback of parents about the curricula.

1.3.2. How are feedbacks used for significant changes in the curriculum?

Feedback obtained from various quarters are used for:

- i. Introduction of new core and optional courses
- ii. Upgradation of curricula of already existing courses
- iii. Restructuring of courses
- iv. Introduction of new practical exercises wherever necessary
- v. Strengthening of project reports

1.3.3. Which courses had major syllabus revision during the last five years? (with change in title and content).

Almost all the departments have introduced major revision in the courses in view of adoption of semester scheme in the post-accreditation period. Besides, many new courses have also been introduced. For details refer to Annexure 2.

1.3.4. By what mechanism does the institution affiliated to the University give feedback and interact?

The Principals and teachers of the affiliated colleges are members of various statutory academic bodies of the University, such as Boards of Studies, Academic Council, Syndicate and University Council wherein they provide



their impressions about the curriculum prescribed for various programmes at undergraduate and postgraduate level. Besides, the Vice Chancellor and the Dean, College Development Council convene regular meetings with the Principals of the affiliated colleges to identify the bottlenecks in the teaching-learning process and other allied facets of the University. The Academic Staff College of the University also conducts interactive sessions/workshops for College Principals periodically to obtain feedback about the affiliated institutions.

1.4. Curriculum update

1.4.1. Does the institution refer UGC/National/International models while updating curricula?

The University strictly adheres to UGC/AICTE/BCI/MCI/DCI guidelines while updating curricula. Almost all the Departments have the syllabi as have been prescribed by the Curriculum Development Committees of UGC for various subjects or All India Council for Technical Education and other such bodies.

1.4.2 What are the interdisciplinary courses introduced during the last five years?

The University introduced following programmes in the post-accreditation period:

- Masters programme in Psychology
- Masters programme in Finance & Control
- Masters programme in Clinical Biochemistry
- Masters programme in Social Work
- Masters programme in Bio-resources (to be launched from 2008)
- Masers programme in Food Technology (to be launched from 2008)

1.4.3. How are the existing courses modified to meet the emerging needs?

The Boards of Studies for each programme deliberate upon the syllabi and suitably modify it in accordance with the emerging thrust areas of interest in the respective subjects. The proposals are submitted to the Academic Council for consideration, adoption, modification or review of suggested modifications.

1.4.4. What value added courses are introduced which would:

- a. develop skills
- b. offer career training
- c. promote community orientation

The value added courses include:



- Pharmacy
- Computer Applications
- Biotechnology
- Clinical Biochemistry
- Bioinformatics
- Electronics
- Business Administration
- MFC
- Remote Sensing and GIS

Besides, Centre for Adult, Continuing and Extension Education regularly organizes value added courses. The following were the short-term courses organized by the Centre during 2007:

1. Electrician Training Course
2. Machine Maintenance Course
3. First-aid Training
4. Tally 7.2 IES Professional
5. Web designing
6. Entrepreneurship Development Course for BUMS doctors
7. Basic Computer Course
8. Plumbing/Fitting Course
9. Willow work Training Course
10. Diet Management Course

University Science and Instrumentation Centre of the University also organized short duration courses relating to assembly, maintenance and repairs of instruments/equipments etc. Certain computer courses were also organized for the benefit of local people.

1.4.5. Does the institution focus on multi-skill development in its programmes? If yes, illustrate.

Though the multi-skill development component is not in all programmes offered by the University but following are programmes that focus on it for the benefit of students.

Programme	Skill development component
Masters programme in Electronics	Circuit design and repairs of electric and electronic devices
Masters programme in Computer Applications	Skill development in respect of programming, hardware repairs etc.
Masters programme in Home Science	Skills pertaining to home management, child development, diet management, preparation and preservation of jams, jellies, pickles and other food items.



Programme	Skill development component
Masters programme in Mass Media	Skill development with respect to preparation of television films, script writing for print media, development of e-content and other educational multimedia.
Masters programmes in Languages	Language skills, communicative skills and translation skills for one language to another language.
Masters programme in Botany/Zoology/Environmental Sciences	Skills with respect to collection, collation and application of data for conservation of biodiversity, management of ecosystems, in Agriculture, Horticulture, Psiculture, Apiculture, Sericulture, Vermiculture etc.
Clinical Biochemistry/Biochemistry	Hands-on training for various clinical/diagnostic tests

1.4.6. What thrust is given to ‘Information Communication Technology’ in the curriculum for equipping the students for global demands?

The use of ICT in teaching-learning process, research and extension activities has become necessary in order to keep pace with rapidly changing world and the strides that take place in various frontiers of knowledge and technology. The following are the measures that the University has undertaken to strengthen the popularisation and use of ICT in curriculum:

- The Educational Multimedia Research Centre (EMMRC) is involved in production of educational television programmes, production of educational multimedia, development of e-content and learning objects. The Centre has a Satellite Interactive Terminal (SIT) for virtual classroom operation through Educational Satellite (EDUSAT). The virtual classroom at EMMRC is ranked as the *Best Centre* at national level. The Educational Television (ETV) programmes produced by the Centre are telecast on DD National, DD Bharti, Gyan Darshan, and Vyas, the higher educational channel of UGC. The Centre provides an excellent opportunity for teachers to share and generate educational content in the form of Educational Television (ETV) programmes, documentaries, multimedia and learning objects and also benefits students by providing them access to vast educational resources available within and outside the state through virtual educational classroom. During 2007 alone, the Centre produced 96 educational films, 32 E-content development modules and 65 Learning Object Repository (LOR).
- The Centre, from May 2007, has started a very novel programme of *Lectures on Demand (LOD)* in the virtual classroom, and the same is now



very popular among the students. Lectures on demand are organized in virtual form from leading experts of the country for the benefit of faculty and students. Because of its popularity, *Lectures on Demand* programme that was started by the Centre became very popular all over the country and was dedicated to the Nation by the Chairman, University Grants Commission (UGC) on September 5th 2007. A list of lectures arranged by the Centre on demand is given below. About 950 students, scholars and faculty members from different departments attended the sessions and interacted with the experts.

List of Lectures on demand arranged by EMMRC

S. No.	Date	Topic	Subject
1.	1 May, 2007	Post-colonial Studies Today	English
2.	8 May, 2007	Literature and Gender	English
3.	15 May, 2007	Urban Systems	Geography
4.	22 May, 2007	Urban Systems	Geography
5.	29 May, 2007	Concept of integrated rural land-use planning	Geography
6.	1 June, 2007	Language Acquisition	Linguistics
7.	4 June, 2007	Language Pedagogy	Linguistics
8.	6 June, 2007	Endangered Languages	Linguistics
9.	8 June, 2007	Computational Linguistics	Linguistics
10.	11 June, 2007	Concepts and Models in Sociolinguistics	Linguistics
11.	13 June, 2007	Language Cognition	Linguistics
12.	18 June, 2007	Reduplication in South Asian Languages Typological framework	Linguistics
13.	22 June, 2007	Stylistics	Linguistics
14.	23 July, 2007	Use of computer in ecological predictions and models	Environmental Science
15.	23 July, 2007	Modelling of air quality, water quality and noise characteristics	Environmental Science
16.	27 Aug, 2007	Photo Chemistry	Chemistry
17.	17 Sep., 2007	Information Sources (Digital sources)	Library & Information Science
18.	1 Oct., 2007	Introduction to Bioinformatics	Bioinformatics
19.	3 Oct., 2007	Linux and Bioinformatics Applications	Bioinformatics
20.	15 Oct., 2007	Science of Climate Change	Geography



S. No.	Date	Topic	Subject
21.	23 Nov., 2007	Advances in processing of fruits and vegetables	Home Science
22.	26 Nov., 2007	Advances in baking technology	Home Science
23.	27 Nov., 2007	Current Nutrition Intervention programmes	Home Science
24.	28 Nov., 2007	Islam and Democracy	Home Science
25.	29 Nov., 2007	Current Nutrition Scenario in India	Home Science
26.	3 Dec., 2007	E-Commerce	Law
27.	4 Dec., 2007	Digital Signatures	Law
28.	6 Dec., 2007	Payment on Internet	Law
29.	7 Dec., 2007	Cyber Crimes	Law

- The Allama Iqbal Library is also making continuous and sustained efforts to use the tools of information technology for efficient information management and optimum utilization of the wide range of available resources. A substantial progress has been achieved in the following sectors of the University Library System:
 - **RETRO conversion of whole collection**
 - **Availability of Online Public Access Catalogue (OPAC)**
 - **Interconnectivity with all Departmental Libraries**
 - **Availability of High Speed Internet Accessibility**
 - **Fully Automated Circulation & Processing Section**
 - **Provision of IT Service to Campus**
- The *Internet Access Centre* is an additional feature of the library. The Centre, with more than hundred computers, offers adequate internet browsing/downloading and e-mail facility to the students, scholars, teachers and others. The Internet Access Centre has enabled the Allama Iqbal Library to function as a gateway to world-wide resources with its mammoth bandwidth of (1Mbps) from *ERNET*, India through *V-sat* under the UGC infonet scheme. It has also subscribed to the Radio Link (1Mbps) from Software Technology Park of India and 2Mbps from *Airtel Bharti*. Global access through these links has made it possible to use the resources available in other world famous libraries by the students and scholars of this university. The library is equipped with the following range and magnitude of the infrastructure and facilities.
- The Library offers on-line access to various databases of its resources through, *On-line Public Access Catalogue* (OPAC), now available on World Wide Web through the university website www.kashmiruniversity.net or



www.kashmiruniversity.ac.in. Besides, the library is having the distinction of being one amongst the few chosen university libraries of the country that offers *Online Journals* through prestigious services under *UGC Infonet* scheme. Besides, the Library offers full text of the current and back volumes of more than four thousand five hundred internationally reputed journals on Sciences, Social Sciences and Humanities. The online access is provided to the journals and databases through **UGC-INFLIBNET Consortium, Questia, EBSCOHOST, INFOTRAC, JSTOR, J-Gate, DELNET.**

1.4.7. How often is the curriculum pertaining to the affiliated institutions updated and diversified?

As per the statutes currently in vogue, the Boards of Undergraduate and Postgraduate Studies of each subject/programme are required to meet after every 3 years in order to consider updating the curriculum in the light of latest developments in the subject, recommendations of the concerned national agencies, inputs from different quarters as detailed earlier. The syllabi are accordingly updated and diversified keeping in view the availability of expertise and infrastructure.

1.4.8. What were the initiatives to restructure the UG courses to make them socially relevant and/ or job oriented?

In view of growing unemployment in the State and its likely socio-economic and political fallout the University undertook following measures with respect of UG courses:

Introduction of new job oriented courses: Various professional courses were introduced at UG-level which included BCA, BBA, B.Sc.-IT, LLB, B.Sc. Nursing, BRT

Introduction of add-on courses: In addition to routine courses/programmes offered by the colleges, a suite of add-on courses were introduced in order to provide vocational training to students. Profile of students admitted to these add-on courses in various colleges during 2007 is given as under:

Number of students admitted to various vocational (add-on) courses in various affiliated colleges during 2007

S. No.	Name of the College	Name of the course	Profile of admitted students		
			Male	Female	Total
1.	S.P. College, Srinagar.	Environment & Water Management	67	29	96
		Information Technology	65	06	71
2.	A.S College, Srinagar	Tourism & Travel Management	30	0	30
		Functional English	30	0	30



S. No.	Name of the College	Name of the course	Profile of admitted students		
			Male	Female	Total
		Computer Application	2	0	02
		Information Technology	-	-	-
		Video Editing	01	0	01
3.	Islamia College of Science & Commerce, Srinagar	Electronic Equipment Maintenance	12	0	12
4.	Govt. College for Women, M.A Road, Srinagar	Functional English	0	40	40
		Industrial Chemistry	-	-	-
		Food Technology	0	05	05
		Water Analysis	0	08	08
		Computer Application	0	06	06
5.	Govt. College for Women, Nawakadal	Tax Procedure	0	24	24
		Tourism & Travel Management	0	24	24
6.	Govt. Degree College for Boys, Anantnag	Seed Technology	78	0	78
		Electronic Equipment Maintenance	06	0	06
		Computer Application	13	0	13
7.	Govt. Degree College, for Women, Anantnag.	Sericulture	0	52	52
8.	Govt. Degree College for Boys, Baramulla	Industrial Fish & Fisheries	16	09	25
		Information Technology	22	08	30
9.	Govt. Degree College, Budgam	Computer Application	03	0	03
Total			345	211	556

1.5 Best Practices in Curricular Aspects

1.5.1. What are the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects with reference to curricular design and development/ academic flexibility/ feedback from stakeholders/ curriculum update?

Following are the measures that the University undertook in respect of curricular aspects during the last five years:

- Introduction of semester system at postgraduate level in order to provide students a broad range of elective and optional courses which in turn resulted in enhanced academic flexibility. It also paved



way for introduction of new courses. In fact, under the annual scheme a maximum of 8-10 courses could be accommodated, while under semester scheme as many as 20-25 courses are accommodated in a two-year post-graduate programme.

- ii. Strict adherence to curricula designed by Curriculum Development Committees of UGC/AICTE/BCI guidelines wherever applicable. Since the curricula are at par with what is prescribed in other universities of India, students are not put to any disadvantage in national-level academic/ administrative examinations.
- iii. Special effort has been made to ensure that the students enrolled for different programmes provide vital feedback on every aspect of the University, including curricula prescribed without having to disclose their identity to anyone except the Director, Internal Quality Assurance Centre, University of Kashmir. In order to encourage students to provide the desired feedback, a format has been prepared and kept available in the Departmental Libraries to be filled by the student at his/her will and convenience and then be deposited in the feedback box available in every department/centre. Besides, meetings with Principals of affiliated colleges or their representatives have been arranged to obtain feedback about the curriculum that is in vogue in different colleges and the necessary modifications, changes, up-gradation to be brought in them.
- iv. Strengthening of support services, such as ICT, Virtual classroom facility for Lecturers on Demand, academic multimedia facilities for e-content and LOR development are some of the additional measures that the University has undertaken for quality sustenance and quality enhancement.

For re-accreditation:

1. What were the evaluative observations made under Curricular Aspects in the previous assessment report and how have they been acted upon?

No specific observation was made under the Curricular Aspects in the previous assessment report. However, the report made implicit mention of need for introduction of programmes and courses that are in tune with needs of the time both at post-graduate and under-graduate levels. The Peer team made following specific recommendations:

- Setting-up of Social Work Cell in the Department of Sociology.
- Establishment of New departments, such as Psychology, Philosophy, Centre for Women Studies
- Introduction of Wildlife studies in the Department of Zoology



- Introduction of B. Ed programme in the University under the aegis of Department of Education and M.Ed programme in Govt. College of Education, M.A. Road, Srinagar w.e.f 2004.
- Establishment of post-graduate centres in some selected colleges.

Follow-up action by the University

Almost all these recommendations have been implemented and details are given as under:

- Instead of a Social Work Cell, a two-year post-graduate programme in Social Work has been introduced in the University.
- As suggested by the Peer team, new departments, such as Psychology and Women's Studies Centre have been established.
- Besides, other specializations being taught in the Department of Zoology, special focus has been laid on Wildlife Studies in the Department.
- B. Ed programme has been introduced in the University in tune with the recommendations of the previous peer team.
- Several post-graduate centres have been established in colleges, such as S.P. College, Srinagar, A.S. College Srinagar, Women's College, M.A. Road, Srinagar, Islamia College for Science and Commerce, Srinagar, Bemina College, Srinagar, Govt. Degree College (Boys), Anantnag, Govt. Degree College, Baramulla.
- Besides, Satellite Campuses at Anantnag and Baramulla are being established to meet the academic requirements of the people living in far-flung areas of the State.

2. What are the other quality sustenance and enhancement measures undertaken by the Institution since the previous Assessment and Accreditation with regard to Curricular Aspects?

As elaborated in response to question 1.5.1 above, the important quality sustenance and enhancement measures with regard to Curricular Aspects are:

- Introduction of semester system at post-graduate level and thereby exponential increase in number of core and optional courses in each programme.
- Increase in academic flexibility by providing many optional courses to students to choose from.
- Introduction of new Masters programmes in Psychology, Finance & Control, Clinical Biochemistry, Social Work etc.
- A rapid, efficient and student-friendly feedback system.
- Up-gradation, modification, revision and introduction of new courses in tune with guidelines of UGC/AICTE, feedback from students, peers, alumni etc./current subject trends.



- ICT support through availability of internet, on-line journals and databases, browsing facilities, multimedia, lectures on demand etc.



Criteria-II: Teaching-Learning and Evaluation

2.1 Admission process & Student profile.

2.1.1 How does the Institution ensure wide publicity & transparency in the admission process?

The University ensures wide publicity of its admission policy through a multi-mode process. Following are the means that are employed to achieve maximum publicity of the admission process undertaken by the University during each academic session:

- University Website: Display of all admission related and allied materials on the Official website of the University.
- Print Media: Publication of relevant notices, circulars etc in leading daily newspapers in English & Urdu.
- Electronic Media: Announcements through University Programme “Quest” in English on local Door Darshan channel, Kashir Channel and University “Digest” Programme broadcast on local station of All India Radio Srinagar.
- Internal Circulars.
- Admission test results are published in leading local dailies in English & Urdu and also displayed on notice boards in respective Dean Offices and departments.

2.1.2 How are the students selected for admission to the following courses?

A) General.

B) Professional

C) Vocational

- A.** Admission to all the programmes is done strictly on the basis of Entrance Examination conducted by the University. The entrance test, comprising 60 multiple choice questions with four options in each question, carries 60% weightage and remaining 40% weightage is given to academic merit based on aggregate marks obtained by a student in the qualifying examination .
- B.** Board of Professional Entrance Examination (BOPEE), J&K State is entrusted with the responsibility of conducting a combined entrance test for Medical, Engineering, Agriculture, Forestry and Para-medical courses. The Common Entrance Test (CET) conducted by BOPEE carries 100% weightage and no weightage is given to the academic merit obtained by a candidate in the qualifying examination.



- C.** The vocational courses are offered in the Centre for Adult Continuing and Extension Education, Educational Multimedia Research Centre (EMMRC) and affiliated colleges. The admission criteria for such courses are based on eligibility and interest/choice of students.

2.1.3 What Strategies are adopted /created to access to:

A) Disadvantaged Community

- The University strictly adheres to the statutory reservations as per policy of Government of India which has provision of 8% reservation for SC /ST students.
- The Centre for Adult Continuing and Extension Education periodically conducts trainings and courses on their personality development and academic enrichment etc.

B) Women: There is no provision of any reservation on gender basis. However, admission test script of all levels are coded to ensure that there is no gender discrimination.

- The University has a reservation policy for recruitment and promotion for persons from disadvantaged community.
- The University has a Women's Studies Centre, which conducts orientation courses and organizes advocacy and legal awareness, skill development programmes, required in Kashmir arts & crafts besides food preservation, technology know how, for self sustenance of women.
- The University has a committee on sexual harassment & also a Womens' Grievance Redressal Cell.
- There are two women hostels offering hostel facilities to 330 girl students. The Habba Khatoon girls hostel has accommodation for 164 girls and Rabia Basri girls hostel provides accommodation to about 166 girl students.
- University offers female health care facilities/expertise through highly qualified and experienced lady doctor, nurses and attendants for hostel boarders and employees.
- University offers equal opportunities without any gender discrimination for pursuit of higher education. The women students of the University constitute 37.71%.
- The female employees constitute over 20% of the total strength of employees.

C) Differently-abled:

There is 3% reservation for differently-abled students in all regular degree courses in conformity with government regulations.

D) Economically weaker sections of the society:



2% reservation is provided for weak and under privileged students. Merit-cum-means scholarships, fee waivers, concessions and other awards are available for economically disadvantaged students.

E) Athletes & sports persons:

University provides 4% reservation of seats for NCC/sportsman/sportswoman in each programme.

2.1.4. How many applications were received and how many were granted admissions for the following courses?

	No. of application	No. admitted
A) Professional Courses (UG/PG)	22,134	17,884
B) General Courses (UG)	65567	65567
C) Vocational Courses	556	556
D) Post-graduate Course (NP)	19,531	1282
(Professional courses: MBA, MFC, M.CA, L.LB, L.LM, B.Ed., M.Ed., B.CA, B.BA, B.Pharm, BUMS, MBBS, MS, MD, BDS, B.Sc. Nursing etc.)		

2.2 Catering to diverse needs:

2.2.1 Is there a provision for assessing student's knowledge/ needs and skills before commencement of teaching programme?

There is an established practice of orientation for all fresh entrants/students with respect to their desired requirement in respect of library, laboratory skills, hostels, health care system, sports, cultural activities, computation, accessibility to e-resources, internet, facilities at departmental, institutional level, used in teaching learning process. Besides, rules & regularization governing evaluation pertaining to external and continuous internal assessment test/ examination, requirement of attendance and provision for condonation of shortage in attendance are hallmarks of this orientation programme.

2.2.2 Does the Institutions provide bridge courses to the educationally disadvantaged students?

No, but there are remedial classes in addition to special classes in languages and basic computer courses.

2.2.3. What programmes are offered to the students from the disadvantaged communities?



No specific programmes are offered to students from the disadvantaged communities. However, a provision of 3% reservation of seats in each programme for such students is provided.

2.2.4. What specific strategies are adopted for facilitating?

A) Advanced students

B) Slow learners

Advanced students are encouraged to take up project and dissertation work, participate in student programmes/ conferences/exhibition related activity or programmes/activities organized by quality assurance units, seminar presentation; state/ national level competitive examinations and short duration visit to centres of excellence and national laboratories within and outside country in addition to student exchange programme to common wealth/ European and SARRC countries.

There is no discrimination on the basis of level of learner's ability, however, these slow learners are identified (without labelling) through class tests, formal assessments & evaluations in addition to class room interaction. Individual teachers counsel such students at their own level and conduct extra-classes, if desirable, without charging any additional fee from students or remuneration to teachers.

2.3. Teaching- Learning Process

2.3.1. How does the institution plan and organize the teaching learning evaluation schedule into the total scheme? Does the University have an academic calendar? How is it prepared?

Yes, the University has a broad based annual academic calendar issued by Dean Academic Affairs, and the same is prepared after due deliberations and consultations with Deans of the Faculties, Heads of Departments and Directors of Centres and other University functionaries, such as Registrar, Controller of Examinations, Dean College Development Council. It is then finally approved by the Vice Chancellor and the same is prominently reflected in the University Prospectus every year.

The inherent flexibility in the academic calendar allows the departments to accommodate their varied activities related to their courses like field trips, study tours, industrial training, practical and seminar presentation etc. The academic calendar for the year 2007-2008 is reproduced below:

Academic Calendar session 2007-08

The academic calendar based on semester/annual system in the University except the Department of Management Studies for the session 2007-08 is as under:



01	Issuance of Entrance Test Notification	05-02-2007
02	Last date for submission of Entrance Test forms	26-02-2007
03	Conduct of Entrance Test	08-03-2007 - 20-03-2007
04	Commencement of 3 rd /5 th Semester classes	01-03-2007
05	Last date for announcement of admission lists, excluding payment seats	05-04-2007
06	Commencement of 1 st Semester classes	06-04-2007
07	Closing date of admission including payment seats	14-04-2007
08	Conduct of 3 rd /5 th Semester Examinations	01-07-2007 – 14-07-2007
09	Commencement of 4 th / 6 th Semester classes	16-07-2007
10	Conduct of 1 st semester examinations	23-07-2007 – 15-08-2007
11	Summer break	06-08-2007 – 15-08-2007
12	Commencement of 2 nd semester classes	16-08-2007
13	Conduct of 4 th /6 th semester examination	19-11-2007 – 30-11-2007
14	Conduct of 2 nd semester examinations	17—12-2007 – 31-12-2007
15	Winter Vacation	01-01-2008 – 29-02-2008
16	Academics/Education/Industrial Tour	During winter vacation (and by no means beyond winter vacation)

The University ensures, as per UGC guidelines, a minimum of 180 teaching days in an academic year. Efforts have been made to increase the number of working days by restricting local holidays.

2.3.2. What are the courses which predominantly use the lecture method? Apart from class room interactions, what are the other methods of learning experiences provided to students?

In all programmes class lectures constitute a major means of teaching and this teaching is supported and supplemented by the available audio-visual aids in the departments. Blending teaching with technology through the use of Information and Communication Technology (ICT) has given it a new flip in respect of expression, presentation and understanding. The Education Multimedia Research Centre (EMMRC) has achieved a rare



distinction of blending teaching with technology through its multi-modal programmes which include lectures on demand (LOD), virtual classes, video conferencing through Edusat besides educational films in almost all subjects. Other methods used to supplement teaching-learning process include case studies, tutorials, assignments, practical demonstrations, laboratory sessions, workshop sessions, computer sessions, power point presentations, field trips, study tours, industrial training programmes, seminar presentation by students, and group discussions. The programmes offered under distance mode also use a multi-modal strategy which includes three weeks contact programme in each semester for interaction with mentors.

2.3.3. How is 'learning' made student-centered? Give a list of participatory learning activities adopted by the Institution, which contributes to self- management of knowledge development and skill formation.

Active and effective interaction and involvement of students in the learning process is ensured by their participation in tutorials, practicals, seminar presentations, study tours, field trips, sessionals, workshops, laboratory demonstrations, hands-on trainings during summer and winter schools. Taking-up of writing assignments, translation projects and participation of students in creative activities are elements of all language programmes.

A number of participatory activities leading to self-management of knowledge and skill development are already in vogue. Some of the representative departments / programmes include publication of *Media Times* by MERC and the media related courses in respect of Print Media Editing and Reporting, Radio Programming, TV Production, Print Journalism, Broadcast Journalism Advertising and Photojournalism.

The Department of Law has also introduced Clinical Legal Education, Moot Courts and other practical training programmes which include Pre-trial Preparation and Participation in Court Proceedings, Public Interest Lawyering Legal Aid and Para Legal Services, Professional Ethics, Accountancy for Lawyers and Bar Bench Relations, Legal Language, Writing, Pleading and Conveyancing.

Industry based programmes in Pharmaceutical Sciences, Food Science and Technology, Computer Sciences and diagnostic training programmes in Bio-Chemistry and Clinical Biochemistry etc. are also conducted.

2.3.4. What are the modern teaching aids used in classroom instructions? What are the other student learning experiences?

OHP, LCD projectors, document visualizers, interactive boards, animations and other audio-visual aids are used by almost all faculty members, depending upon their requirement and utility to the concerned subjects, for



teaching. Students have access to e-resources both in their respective departments as well as in the Allama Iqbal Library. There is a budgetary provision for students for field trips, study tours at master's level. The other student-learning experiences include virtual classes, lecture on demand and video conferences through Edusat programmes.

2.3.5. Is there a practice of having tutorial classes for the students? If yes, for what courses?

Tutorials are held as per requirement and constitute a component of 20% continuous internal assessment. However, in programmes that are offered through distance mode, contact programme of three weeks duration per semester is mandatory in lieu of the continuous assessment.

2.3.6. Is there a provision for counsellors/mentors/advisors for each class or group of students for academic and personal guidance? If yes, specify.

There is no specific provision for counsellors/mentors/advisors for students. However, the departments invariably nominate a teacher to look after student affairs and a teacher incharge for quality assurance unit. Both provide academic, professional and personal counselling to students. In addition, the members of admission committee under chairmanship of Head of the Department provide counselling to students during admission process for open and self-financed programmes in the departments and other post-graduate centers affiliated to the University.

2.3.7 How is the academic progress of each student monitored by the faculty?

Academic progress is monitored through quiz tests, tutorials, class tests, seminar presentation and projects. Students who fail to qualify the internal continuous assessment in any course or courses are not eligible to take external examination in such course(es).

2.3.8. Give details of the course by sessions of work assigned and implemented in the tutorial sessions?

There is a considerable flexibility in course design and the response would vary from faculty to faculty and department to department.

2.3.9. How do the students and faculty keep pace with recent development in the subjects?

Students and faculty members have easy access to learning resources which include text and reference books, journals, e-resources, internet



facility in the respective departmental libraries, in addition to Allama Iqbal Library so as to keep themselves abreast of the latest developments in the concerned subject. They are also continuously benefited by virtual classes, lectures on demand, educational films, video conferencing through Edusat programmes organized by Education Multimedia Research Centre which is ranked as one of the best in the country to supplement teaching through extensive and intensive use of ICT to keep pace with frontiers of development in the subject. Students are encouraged to make presentations before the faculty on recent developments/trends as core component of continuous assessment. Quality Assurance Units of the Departments/Centres arrange extension lectures by nationally reputed subject experts as well as visiting faculties. A minimum of 3-4 weeks study tours to centers of excellence; national laboratories are the means through which the students keep themselves abreast with the latest developments in their subject(s). Participation of students in workshops, seminars & conferences, further facilitates interaction of students with peers within and outside the country. Academic Staff College of the University, in collaboration with respective departments, regularly organizes refresher courses and orientation programmes as core component of the faculty development programmes.

2.3.10 Are there departmental libraries for the use of faculty and students? If yes, give details.

Yes, students and faculty members have library facilities in their departments and also at the Allama Iqbal Library. The departmental libraries house 2,42,917 text books and 60,321 other reference material, while the Allama Iqbal Library houses 4,40,329 text books and 65,796 reference books, in addition to 56,000 journals (back volumes), 297 current journals (hard form) 9,500 online journals (contents and abstracts only) 4,500 full text online journals, 02 online data bases, 537 micro films and micro fiche, 803 rare manuscripts/books. The Allama Iqbal Library is connected to about 50 departmental libraries. The break-up of the books in the departmental libraries and Allama Iqbal Library is reproduced in Annexure 3.

2.3.11 On an average, how many students and faculty use the library per week?

The average number of students and faculty who visit the library for availing different services are as under:

Profile of library users and services		
S. No.	User Category	Number of registered users



1.	Teachers	349
2.	M. Phil. & Ph. D. students	365
3.	Post-graduate students	4,960
4.	Others (including temporary members)	751
Average number of user visits/month		
S. No.	Library service	Number
1.	Library	16,530
2.	Browsing Centre	5,030
Circulation details of books and other related material/month		
S. No.	Attribute	Number
1.	Average number of books issued / month	2741
2.	Average number of books returned / month	2736
3.	Average number of books added / month	1208

2.3.12. What are the initiatives taken to make optimum utilization of INFLIBNET/ DELNET facility by the students and faculty?

The Quality Assurance Unit of the Allama Iqbal Library arranges 2-3 day orientation programmes for the first semester students admitted to all PG/ UG programmes at the University and also for newly appointed faculty in order to have optimum utilization of the INFLIBNET/DELNET and other facilities by them.

2.3.13. How does the library collect books and journals for all departments?

The Departmental Library Committee recommends a list of books to be purchased as per the requirement and budgetary provisions to the Allama Iqbal Library. The Allama Iqbal Library then purchases these books and issues the same to departmental libraries. Faculty members are also deputed to book fairs for on-spot selection of books.

2.3.14. How does the library manage to cater to the needs of teachers and students with access to books and journals and timings?

The Allama Iqbal Library extensively uses tools of information technology for efficient information management and optimum utilization of wide range of available resources. The library manages to cater to the needs of teachers and students through services of its 130 staff members, comprising 42 professionals, 19 semi- professional and 69 supporting staff members. Books, journals, on-line journals and databases cater to the needs of the students, teachers and researchers. The issue and return of books, consultation of print and electronic journals and internet services



are spread across the library. Most services are available through network enabled computers. The 24×7 library is open for 340 days in an academic year. The library also houses International Resource Cell (IRC), which facilitates dissemination and sharing of knowledge through electronic resources. IRC provides active platform for panel discussions, on spot competition, film screening, video conferencing etc, which has evoked tremendous response from intellectuals, researchers, teachers, students, police and media persons.

2.4. Teacher Quality:

2.4.1 What is the faculty strength of the University? How many positions are filled against the sanctioned strength? How many of them are from outside the State?

No. of sanctioned posts	No. of filled posts	No. of teachers from outside the state.
393	308	19

2.4.2. How are the members of the faculty selected? Does the University have the required number of qualified and competent teachers to handle all the courses for departments? If not, how does the University cope with the requirements?

The Board of Post-graduate Studies in each department periodically makes assessment of the requisite human resource needs for teaching core, optional and specialized courses and makes need based recommendations. The Departmental Committees review the nature and number of posts required and forward recommendation through Dean concerned to the Vice-Chancellor, who constitutes a committee under Dean, Academic Affairs for consideration and examination of the proposals. The Committee submits its recommendations for approval of the Vice Chancellor and subsequent placement before University Council/ Syndicate as the case may be. After approval by the university statutory bodies, the matter is referred to Recruitment & Creation Cell, working directly under the overall guidance of Vice Chancellor. Depending on number of available positions, the process of recruitment strictly follows the guidelines of UGC/MHRD and the following course is adopted:

- a. The sanctioned posts to be filled are advertised in the national as well as local dailies to ensure wide publicity.
- b. All applications received in response to the advertisement are screened as per job specification by the competent authority and the Vice-Chancellor finally approves candidates to be invited to appear before the selection committee for interview.
- c. The selection committee comprises the following members.



- i. Vice-Chancellor (Chairman)
- ii. Pro Vice-Chancellor, if any
- iii. Chairman, Public Service Commission or member of the Public Service Commission nominated by him
- iv. The Head of the University Department concerned
- v. One member nominated by the University Council of the University concerned in case of appointment of Professor and Associate Professor and one member nominated by the Syndicate concerned in the case of appointment of Assistant Professor as the case may be;
- vi. Two/three persons not connected with the University having special knowledge of the subject in which the appointment is to be made, nominated by the Vice-Chancellor from the panel of experts approved by the University Council in the case of Professors and Associate Professor and the Syndicate in the case of Assistant Professor.

Note:(The panel is reviewed after every two years)

- d. The Selection Committee after interviewing the candidates submits its recommendations to the University Council/ Syndicate for approval.

The University does have the required number of qualified and competent teachers to handle the courses in each programme offered by the University. However, if required, the University appoints adhoc/contractual teachers or arranges for visiting faculty from other institutions for teaching a particular course/or a part of course.

2.4.3. Does the University appoint substitutes/ additional faculty to teach existing and new programmes? How many such appointments were made during the last year?

Yes, need based substitute appointments and engagement of the guest faculty is made to teach existing and new programmes. For appointing additional faculty, the department makes requisition based on recommendations of the Departmental Committee to the Vice-Chancellor through Dean of the Faculty. Wide publicity is given for contractual engagements through leading local dailies in English and Urdu, besides employment announcement through local station of All India Radio and Doordarshan. The Dean Academic Affairs, Dean of the Faculty concerned, Head of the concerned department, two senior faculty members, besides Vice-Chancellor's nominee constitutes selection committee and conducts the interview.



The appointments are made after approval of the recommendations of the Selection Committee by the Vice-Chancellor. To cope up with the teaching requirement 62 temporary/adhoc teachers were appointed during 2007.

2.4.4. What is the student-teacher ratio?

The average student-teacher ratio of the institution is **1:14** However, department-wise student-teacher ratio is reproduced in the Annexure 4.

2.4.5. What percentage of the teachers have Ph.D as the highest qualification?

The percentage of teachers with Ph. D. as highest qualification is **79%**.

2.4.6 What percentage of the teachers have M.Phil as the highest qualification?

The percentage of teachers with M.Phil as highest qualification is three percent (**3%**).

2.4.7 What percentage of the teachers have completed UGC, NET and SLET exams?

The percentage of teachers with UGC NET & SET as highest qualification is **12%**.

2.4.8 What efforts are made by the management to promote teacher development? (e.g. research grants, study leave, deputation to national/ international conferences/ seminars, in-service training, organizing national/ international conferences etc).

The faculty members for their professional growth and development are encouraged to:

- participate in national and international conferences, seminars, workshops in their respective areas of study for which some financial support is provided by the University.
- participate in training and management development programmes for upgrading their skills and knowledge.
- organize conferences and seminars in their departments.
- publish books, book chapters, abstracts, research papers in referred journals etc
- undertake independent research projects and collaborative research programmes.



- undertake faculty exchange programmes with other institutions both at national and international level.
- to take study leave so as to pursue special course of study or research related to his/her work
- to take sabbatical leave (only for Professors) for undertaking study and research within the country or abroad
- attend refresher courses organised by UGC Academic Staff College within and outside the University.

During the post-accredited period (2002-2007), 196 conferences, including 181 national/regional/local and 15 international, were organised by various faculties as per the following break-up.

S. No.	Year	Faculties	National/ regional	Internat ional
1.	2002-2007	Faculty of Arts	31	3
2.	-do-	Faculty of Commerce & Mgt. Studies	07	05
3.		Faculty of Science	45	01
4.	-do-	Faculty of Social Science	24	03
5.	-do-	Research & Extension Centres	74	03

During the post-accredited period, teachers attended 847 conferences as per the following break-up: 554 national and 187 international conferences and 106 regional/local conferences.

S. No.	Year	Faculties	National/ regional	International
1.	2002-2007	Faculty of Arts	65	17
2.	-do-	Faculties of Commerce & Mgt. Studies/ Education / Law	48	16
3.	-do-	Faculty of Science	189	92
4.	-do-	Faculty of Social Science	157	58
5.	-do-	Research & Extension Centres	201	4

During the post-accredited period teachers from various faculties, as per the following break-up, attended the national / international conferences/seminars and workshops.


Faculties of Arts/Commerce & Management Studies/ Law / Education.

2002-03	2003-04	2004-05	2005-06	2006-07
18	32	33	36	27

Faculty of Science:

2002-03	2003-04	2004-05	2005-06	2006-07
35	53	45	55	93

Faculty of Social Science:

2002-03	2003-04	2004-05	2005-06	2006-07
30	29	44	48	64

Research and Extension Centres

2002-03	2003-04	2004-05	2005-06	2006-07
27	43	26	45	64

Faculty Development Programmes attended by various faculty members during the post accredited period.
Faculties of Arts/Commerce & Management Studies:

2002-03	2003-04	2004-05	2005-06	2006-07
06	08	09	18	25

Faculty of Science:

2002-03	2003-04	2004-05	2005-06	2006-07
08	11	17	18	17

Faculty of Social Science

2002-03	2003-04	2004-05	2005-06	2006-07
05	02	03	05	12



Research and Extension Centres

2002-03	2003-04	2004-05	2005-06	2006-07
04	04	07	04	05

2.4.9 What are the innovations made during the last five years? How are innovations rewarded?

Teaching-learning process has undergone a radical change through innovative methods of ICT. These include organization of virtual classes, lectures on demand from reputed experts of national level, ETV programmes. EMMRC, ranked as one of the best centers in the country, played a leading role in offering these facilities and organising such activities. The accessibility of these teaching innovations to students, scholars and teachers was enhanced through on-line access to different databases offered by the Allama Iqbal Library comprising prestigious UGC infonet, Infilibnet, besides Qestia, EBSOHOST, Infotrac college edition, JStar, Supreme Court Case Finder, J-Gate and Delnet. Classroom teaching witnessed spectacular change due to extensive use of laptops, LCD projectors and interactive boards. This has widened horizons of knowledge of students and teachers.

2.4.10 Does the institution have representation of women among the staff? If yes, what percentage?

The representation of women in teaching faculty is 22.72% and 15.73% in non-teaching staff.

2.4.11 List the faculty who have been recognized for excellence in teaching during the last five years?

The faculty members have been recognized at State and National level for their contribution in teaching-learning process, promotion of higher education through award of fellowships and visiting faculty. The Centre of Internal Quality Assurance (CIQA) conducted teacher evaluation by students on teaching-learning component comprising 15 parameters using prescribed format. For details please refer to Departmental Profiles, column No. 16.

2.4.12 List the faculty who have undergone staff development programmes during the last five years (refresher course, orientation programmes and staff training conducted by the University and other institutions).

Faculty Development Programmes attended by various faculty members during the re-accreditation period is given below:


Faculties of Arts/Commerce & Management Studies/Education/Law:

2002-03	2003-04	2004-05	2005-06	2006-07
07	02	05	07	14

Faculty of Science:

2002-03	2003-04	2004-05	2005-06	2006-07
06	05	18	14	16

Faculty of Social Science:

2002-03	2003-04	2004-05	2005-06	2006-07
06	03	05	11	04

Centres and Extension Centres:

2002-03	2003-04	2004-05	2005-06	2006-07
05	03	06	05	02

(For further details please refer to Annexure 13)

2.4.13 What percentage of the faculty served as resource persons in workshops seminar/ conferences during the last five years? (Average)

On an average, the percentage of the faculty who served as resource persons for faculty development programmes within and outside University is 25% per year.

2.4.14 What percentage of teaching staff participated in workshops/ seminars/ conference & presented papers during the last five years? (Average)

Nearly 100 % teachers have participated in the workshops/ seminars/ conference, during post accredited period.

(For further details please refer to Annexure 19)

2.4.15 Has the faculty been introduced and trained in the use of

- Computers**
- Internet**
- Information Technology**
- Audio Visual Aids**
- Computer Aided Package**



Yes, Directorate of Information Technology & Support System, and the Computer Centre have provided need-based training programmes for teaching, technical & non-teaching staff members in the use of above facilities.

2.4.16 Does the University have an Academic Staff College? If yes, give the details of programmes it offers.

The Academic Staff College was established in 1988 and is one of the premier institutions in the State to offer a wide spectrum of faculty development programmes. The College conducted 44 programmes comprising 14 orientation courses and 30 refresher courses during the post-accredited period. Four hundred forty-one (441) participants attended the orientation courses which include 397 local participants and 44 non-local participants. Seven hundred seventy four (774) participants attended 29 refresher courses in 18 subjects which comprises 565 local participants and 209 non-local participants. The details and date of conduct of courses and the nature of the participants is given as under:

General Orientation Courses

Year	No. of programmes conducted	Total No. of participants	Male	Female	Local	Out-station
2002-03	03	103	64	39	83	20
2003-04	02	69	53	16	68	01
2004-05	02	48	33	15	48	01
2005-06	04	121	62	59	121	--
2006-07	01	46	36	10	24	22
2007-08	02	53	29	24	53	--
Total	14	440	277	163	397	44

Refresher Courses

Year	No. of programmes conducted	Total No. of participants	Male	Female	Local	Out-station
2002-03	06	122	77	45	87	35
2003-04	04	114	73	41	108	06
2004-05	04	117	82	35	105	12
2005-06	06	180	108	72	98	82
2006-07	06	149	103	46	96	53
2007-08	04	92	58	34	71	21
Total	30	774	630	366	565	209



Information regarding Refresher Courses

(Year-wise and subject-wise)

Year	Subject	Total No. of courses	Total No. of participants		
			Total	Local	Outstation
2002-03	a) Persian	01	13	09	04
	b) Human Rights	01	12	12	00
	c) Bio-Science	01	31	11	20
	d) Physics	01	28	14	04
	e) Commerce	01	19	19	00
	f) Political Science	01	19	12	07
		06	122	87	35
2003-04	a) Math	01	32	31	01
	b) Botany	01	29	26	03
	c) Zoology	01	22	22	00
	d) Chemistry	01	31	27	04
		04	114	106	08
2004-05	a) Chemistry	01	34	34	00
	b) Physics	01	36	32	04
	c) Lib. Science	01	20	13	07
	d) Com and Mgt.	01	27	26	01
		04	117	1025	12
2005-06	a) Human Rights	01	30	20	10
	b) Chemistry	02	63	40	23
	c) Northern Indian Language	01	31	12	19
	d) Env. Science	01	29	16	13
	e) Bioscience	01	27	10	17
		06	180	98	82
2006-07	a) Math	01	26	16	10
	b) Chemistry	01	25	15	10
	c) Urdu	01	19	08	11
	d) Research Method.	01	42	30	12
	e) Comp. Appl.	01	27	23	04
	f) Northern Ind. L.	01	10	04	06
		06	149	96	53
2007-08	a) Math & Statistics	01	19	17	02
	b) Comp. Appl	01	31	25	06
	c) Northern Ind. L	01	19	10	09
	d) Bio-Science	01	23	19	04
		04	92	71	21



2.5 Evaluation process and reforms:

2.5.1 Does the University evaluate teachers on teaching and research performance? How does the evaluation help in the improvement of teaching and research?

The University has adopted mechanism for evaluation of teachers directly by the students based on prescribed format comprising 15 parameters pertaining to different aspects of teaching-learning process. The principal components include information content about the subject, communicative skills, time management, status of the subject material, use of ICT, assessment of students and the coverage pertaining to syllabi. For detailed format please refer to Annexure 5.

2.5.2 Has the institution introduced evaluation of the teachers by the students? If yes, how is the feedback analysed and implemented for the improvement of teaching and learning?

Yes, the Centre of Internal Quality Assurance gets feedback from the students directly on prescribed format displayed above under 2.5.1. The feedback is evaluated and the results are communicated confidentially to the teachers through a report card highlighting their strong and weak areas which need to be improved. The report card is signed by the Director CIQA and the Vice-Chancellor. The entire process is highly confidential. For format of report card please refer to Annexure 6.

2.5.3 Does the institution promote self-appraisal of teachers? If yes, how often? Self appraisal.

Yes, the self-appraisal of teachers is in vogue and it is a mandatory requirement for teachers seeking promotions under CAS (For self-appraisal format please see Annexure 7).

2.5.4 Is the appraisal by the teachers reviewed by the head of the institution and used to improve the quality of teaching?

Yes, the appraisal of a teacher is reviewed at the level of Dean of the concerned faculty, and Head of the Institution.

2.5.5 Does the institution have an academic audit of the department? If yes, illustrate.

Yes, the Centre of Internal Quality Assurance (CIQA) conducts academic audit of the departments / centers. The prominent benchmarks include diverse aspects of teaching-learning process based on curricular and co-curricular activities. Some of them are reproduced for reference.



- Teaching plan – coverage of the prescribed syllabi, conduct of PG Board of Studies for upgradation of syllabi.
- Use of Information and Communication Technology (ICT) in teaching-learning process and research.
- Organization of extension lectures by guest faculty through Departmental Internal Quality Assurance Unit (DIQAU).
- Conduct of field trips and study tours.
- Learning resource facilities which include library facility, laboratory facility, internet accessibility, use of ICT gadgets.
- Student facilities, like wash rooms, internet, computation, Xerox facilities and physical infrastructure.
- Research – periodicity of the Departmental Research Committee (DRC) meetings, upgradation of research facilities, funding of research projects by State / National funding agencies, research publications, publication of books and book chapters.
- Special Assistance Programmes (SAP), Funding for Improvement of Science and Technology – (FIST),
- Organization of seminars, conferences and workshops.
- Linkages with national / international academic and research bodies.
- Student progression based on number of students who have qualified NET / SET and other administrative services (IAS/KAS and allied etc.).
- Awards / recognitions to the faculty.

2.5.6 Based on the recommendation of academic audit what specific measures have been taken by the institution to improve the teaching, learning and evaluation?

The quality initiatives taken by the institution to improve teaching-learning and evaluation system based on the recommendation of the audit report conducted by the CIQA are:

- Periodical upgradation of the syllabi in accordance with guidelines of UGC and other national bodies.
- Establishment of Departmental Internal Quality Assurance Units (DIQAU) to facilitate organization of the extension lectures by guest faculty on curricular and co-curricular aspects.
- Establishment of fast-track feedback mechanism on prescribed format directly from the students on teaching-learning process,



course content, department / institutional facilities and student friendly transparent evaluation system.

- Fair conduct of the continuous assessment of students based on group discussion, quiz, surprise test, attendance, creative writing etc.
- Copy of the teaching plan, syllabi covered per course along with inputs regarding organization of co-curricular activities are being communicated by the Head of the Department to Dean of the Faculty concerned and Dean Academic Affairs.

2.5.7 How does the institution monitor the performance of the students? (Annual/ Semester exam, Trimester Exam, Midterm Exam, Continuous assessment, Final exam, etc.).

The institution has adopted a flexible monitoring system of assessment regarding performance of the students which varies from annual pattern to semester system depending upon the requirements of the programme and the guidelines of the national bodies, such as UGC, AICTE etc. All postgraduate programmes have a semester scheme of examination. However, in B. Pharmacy, B.Ed. and all PG diploma and certificate programmes the University follows an annual system. All UG courses in the affiliated/constituent colleges also follow annual pattern of examination

The weightage for the external examination conducted by the University is 80% while remaining 20% are allotted for the continuous assessment in all the courses (except in case of business programmes where it is 30%). The continuous assessment is part of the evaluation of the student performance during the semester which is regularly conducted by the concerned teachers through quiz tests, tutorials, creative writings etc. The importance of this continuous assessment can be judged from the fact that any candidate who fails to qualify the continuous assessment in any course is not eligible for appearing in the end examination conducted by the University.

2.5.8 Are the evaluation methods communicated to the students at the beginning of the year? If yes, how?

Yes, the students are well informed about the various evaluation methods through:

- The University Prospectus available at the time of admission
- The University website which carries adequate information about evaluation methodologies.
- The Academic Calendar which reflects the schedule of holding of semester examinations.
- The syllabi wherein the break-up of marks i.e. marks allocated for external examination, internal assessment and practical's are given.

**2.5.9 What is method of evaluation followed? (central, door, double evaluation, etc)**

The University follows a central evaluation method. However, in case of M.Phil and Ph.D. double evaluation method is followed.

2.5.10 What is the mechanism for redressal of grievances regarding evaluation?

The University has adopted a student friendly and transparent mechanism for redressal of grievances regarding evaluation which includes rechecking and re-evaluation. The candidate under rules can apply for re-checking and re-evaluation of their answer scripts within 20 days from the date of declaration of their results. The eligibility for re-evaluation is that the candidate must not require more than 10% marks for qualifying the course. After re-evaluation the higher marks are being considered for award.

In the event of any grievance, a student can approach information /enquiry cell and register their complaint/grievance. They are also allowed to see any officer, including the Controller of Examinations after 2:00 p.m. on all working days.

2.5.11 When are the examination results declared? Give the time frame.

The results of the examinations are declared within two to three months from the date of completion of examination.

2.5.12 Does the institution communicate to the parents regarding the evaluation outcome?

The University adopts a transparent and widely publicised means of communicating the results for easy accessibility to all stakeholders including students and their parents. The mode of communication includes both print and electronic media, University gazettes as well as its display on the University website.

2.5.13 How long has the current system of evaluation been in practice?

The framework of the present system of evaluation has been introduced in the mid 80's with continuous reforms and improvements for further refinements to make it student friendly, transparent and efficient.

2.5.14 Has the institution developed any evaluation reforms?

In order to expedite the early declaration of the results the University has adopted several initiatives. For instance, the University has adopted a



policy of internal and external evaluation of the courses in the concerned programmes on a 50:50 basis for all post-graduate programmes in order to rationalize the process of evaluation. The internal evaluation is being adopted for I and II semesters while external evaluation is followed for III and IV semesters. The external examination is monitored by different coordinators appointed by the University for the purpose from amongst the central and reputed universities of the country who expedite evaluation through experienced and reputed subject experts in their respective institutions. For reforms in re-evaluation please refer to 2.5.10 also.

2.5.15 What are the reforms made with reference to evaluation? (Double evaluation, open book examination, question Bank, Moderation, Internal Assessment)

For details please refer to **2.5.10** and **2.5.14**

2.5.16 Is evaluation procedures made transparent, If yes, how? Illustrate the different stages of evaluation till the declaration of results?

The evaluation process is completely transparent. However, secrecy is maintained in respect of evaluators and the concerned result assimilating agency.

The stages of evaluation are as under:

- Answer scripts are received in sealed packets and stock entries are made in stock register
- The answer scripts are handed over to code officer for coding in sealed packets.
- Answer scripts are returned to the store after coding.
- Answer scripts handed over to authorised evaluators for table or door evaluation.
- Marks file and award files created by the evaluators are received.
- Marks file forwarded to the authorized agency / tabulators for assimilation of results along with the code file.
- Decoding done and initial mismatch cleared and sent back to the agency
- Final mismatch received by the University
- Final mismatch cleared and sent back to the agency; in case of manual result collectors collate the results from two different sets of results registers.
- Result registers and gazettes prepared by the agency and sent to the University



- Result declared by the University.

2.5.17 Does the University have continuous assessments, If yes, please specify the weightage?

Yes, the University follows the continuous assessment system; its weightage is 20% for all courses both in theory and in practical's (except business programmes where it is 30%).

2.5.18 What is the scheme/ system of examination in practice for the affiliated institutions?

The mode of examination is annual in case of undergraduate programmes offered in the colleges. However, post-graduate programmes offered by various colleges follow semester system as is in vogue in the University for such courses.

2.5.19 Give details of the number of question papers set, examinations conducted per year.

UG Professional and Non-Professional (annual / Bi-annual)	= 1848
PG Professional and Non-Professional	= 2542
Others and miscellaneous	= 18
Total	= 4408

2.5.20 Mention the number of malpractices cases reported and how they are dealt with.

The number of malpractice cases reported varies from time to time. However, on an average not more than 240 cases have been reported during the academic session in the post-accredited period. The reported cases are reviewed by a high powered committee comprising following members:

Vice-Chancellor	- Chairman
Dean Academic Affairs	- Member
Controller of Examinations	- Member
Syndicate nominee	- Member
Principal of affiliated college	- Member
Senior faculty member of the University	- Member



The Committee reviews the cases and takes decisions on case to case basis which is then communicated to candidates prior to commencement of the ensuing examination in that course.

2.5.21 Does the University provide the photocopy of answer scripts to students? If yes give details of the practice.

The University proposes to provide the photocopies of the answer scripts to the students as a step forward for ensuring complete transparency and student friendly mechanism in the evaluation system.

2.5.23 Give details regarding the computerization of the examination system?

Computerization of results, registration records in all undergraduate and postgraduate courses have been introduced. Besides, the computerization of other records is also underway.

2.6.1 What innovations/ best practices are followed by the institution with regard to teaching, learning and evaluation? With reference to admission process, student profile/ catering to diverse needs/ teaching – learning process/ teacher quality/ evaluation process and reforms or any other quality initiatives?

Best Practices:

- Admission to all post-graduate programmes is through Common Entrance Test, with 40% weightage to academic merit at the UG level and remaining 60% merit to entrance test.
- Provision of 20-30% seats on self-financing basis in order to generate internal resources to supplement ICT gadgets, laboratory bench-level equipment, sponsorship of field trips, besides computation, xerox facilities for students.
- Organisation of virtual classes, lectures on demand, Educative Television programmes by EMMRC and on-line access to e-resource covering various databases under the UGC infotrac. scheme, inflibnet, Delnet, Jstar, J-Gate. Infotrac college edition, Ouestionia are also available in the Allama Iqbal Library for the benefit of students, scholars and faculty.
- Organisation of extension lectures by the quality assurance units of the departments/centers by reputed subject experts on topics/ thrust areas of concern at national / international level, like global warming & climate changes, nanotechnology, domestic violence etc. health awareness programmes (HIV- AIDS/Cancer)



and burning social issues, besides routine curriculum related activities.

- Promotion of faculty development programmes through participation of teachers in refresher and orientation courses, seminars, conferences and workshops held at regional, national & international level.
- Introduction of the multi-modal instruction for distance learners.
- Strengthening system of continuous assignments through introduction of flexible options in designing assignments in monitoring student progression.
- Using ICT support in preparation and publication of results.

For Reaccreditation:

1. What were the evaluative observations made under Teaching-Learning and Evaluation in the previous assessment report and how have they been acted upon?

The Peer team of the NAAC while visiting the University for its assessment made following observations about the teaching-learning and evaluation aspect:

- Mandatory status of seminars and group discussions.
- Provision for bridge courses.
- Implementation of semester scheme in all the courses/programmes.
- Moderation by Board of Moderators in each subject.
- Provision for re-evaluation at UG / PG level.
- Use of ICT in teaching-learning process.
- Maintenance of teaching schedule of 180 working days as stipulated by UGC.

Follow-up action by the University

- As per the statutes in vogue governing external and internal evaluation, the status of seminars and group discussions have been included in evaluation of students for the internal assessment scheme in all the courses.
- The University has introduced several certificate and diploma courses which serve as bridge courses in certain disciplines.
- During the post-accredited period, the institution has adopted semester system in all the post-graduate and under-graduate programmes offered at the University.
- Moderation of question papers by a Board comprising concerned teaching faculty member(s) under the chairmanship of the Head of the Department is now in vogue.
- The University of Kashmir has adopted a student friendly and transparent mechanism of evaluation during the post-accredited period. Provision of re-evaluation is now operational, and the re-evaluation is open for students who have fall short by 10 marks in a paper/ course.
- Focus has been to make teaching-learning process student-centric by blending technology with teaching through extensive and intensive use of virtual classes, lectures on demand, ETV programmes



organised on regular basis by EMMRC in consultation with faculty members of different departments/research centres.

- The University has achieved a target of 200 to 210 working days by restricting local holidays and keeping the departments functional for teaching-learning process even on Sundays in case any working day evokes a shutdown on account of abnormal situations in the Valley.

2. What were the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regard to Teaching-Learning and Evaluation.

- Introduction of semester system resulted in increase in number of courses offered during a programme and thereby allowed for inclusion of new and optional courses.
- Strict adherence to Academic Calendar helped the University to achieve the target of 200-210 working days during the post-accreditation period.
- Provision of multi-media facilities in classrooms of most departments for ICT-enabled teaching-learning process.
- Accessibility to online e-resources through multi-modal facilities has been provided by the Allama Iqbal Library under prestigious UGC Infonet scheme, which includes Infilibnet, Qestia, EBSCOHOST, Infotrac, Infotrac college edition, Jstar, Supreme Court case finder, J-Gate and Delnet.
- Promotion of the networking of library system with availability of the OPAC (online publication access catalogue), interconnecting of departmental libraries, full automatic circulation and processing centre, book search through varied access points have also been introduced.
- Provision of Internet Access Centre with more than 100 computers functions as a gateway to the worldwide resources through its mammoth bandwidth for use of students, research scholars and teachers.
- Though 79% of the teachers have Ph.D as highest qualification, evaluation of teachers by students was also introduced during the re-assessment period.
- The University has introduced 14 add-on courses approved and financed by the UGC in its constituent/affiliated colleges to facilitate study of inter-disciplinary, skill development and job-oriented courses.
- Special emphasis was laid on obtaining feedback about teaching-learning process from students in order to sustain and promote quality.
- During the re-assessment period 44 faculty development programmes were organised by Academic Staff College of the University. Besides, 126 conferences/seminars/workshops etc were organised by the University and 848 attended by faculty members during the period wherein teachers, research scholars and students were exposed to recent trends in their concerned subjects.
- Departments were encouraged to seek assistance under several schemes like FIST (DST, New Delhi), SAP (UGC, New Delhi) etc. for augmentation of teaching and learning resources.



Criterion- III: Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1. Is there research committee to facilitate and monitor research? If yes, give details.

Yes, the University is having a systematic mechanism to facilitate and monitor research activities. Currently the University offers a five-year integrated M. Phil and Ph. D programme in 36 Departments and 06 Research Centres/Institutes. At the first stage, admission to the M. Phil programme is done through the entrance test at the faculty level by the Deans of concerned faculties where as eligibility for admission to Ph. D programme is M. Phil with grade “B” and above. At the second level, the research proposals are scrutinized through two statutory bodies; one at departmental level designated as the Departmental Research Committees (DRC) and the other at faculty level designated as the Board of Research Studies (BORS). The DRC is constituted for each subject and comprises the following members:

- Head of the Department/Director of the Research Centre/Institute as its Chairman,
- All Professors in the Department,
- One Associate Professor in the Department(by rotation) ,
- One Assistant Professor in the Department(by rotation) ,
- Any other teacher whose participation might be considered essential by the Chairman.

The tenure of the DRC is three years and is required to meet twice a year. The primary function of the DRC is to monitor the conduct of research in Departments/ Research Centers /Institute. Besides, specific functions of DRC are to:

- Identify the areas of research
- Allocate supervisors and co-supervisors
- Recommend research proposals to the Board of Research Studies (BORS) after proper screening
- Prescribe the syllabus for the theory papers of the M. Phil programme

The scrutinized research proposals by the DRC are referred to statutory body designated as the Board of Research Studies (BORS) for final approval for grant of registration in the M. Phil and the Ph. D. programmes. The BORS is constituted for each faculty and comprises the following members:

- Vice-Chancellor
- Pro-Vice-Chancellor, if any
- Dean of the concerned faculty



- Heads of the University departments of the subjects comprised in the faculty with power to co-opt members
- Expert in the subject concerned may be invited to advise on a particular matter relating to each subject.
- Registrar

The BORS is supposed to meet twice a year and has various powers and functions especially with regard to:

- consider and grant registration for pursuit of research degrees in the light of the recommendations made by the DRC concerned,
- appoint supervisors for the guidance of research studies,
- suggest changes in the research proposals,
- submit to the Academic Council suggestions and proposals for organizing or improvement of the research studies in the University.

3.1.2. Is research a significant activity of the University, if yes, how does the institution promote faculty participation in research?

Yes, research is an important activity of the University and the faculty members are actively involved in the supervision of the M. Phil and the Ph.D. programmes, publication of research papers and running of research projects funded and sponsored by various leading national and international agencies. In tune with its stated policy of promotion of quality research, the University is engaged in collaborative research programmes and has signed *Memoranda of Understanding* (MOU) with several institutions of eminence both in India and abroad. The University provides following necessary support to promote and encourage research activities of the faculty members:

- Library facilities with a collection of more than 5 lac books
- Advanced laboratory facilities
- Free access to online journals (full text)
- Round the clock internet access facilities
- Round the clock 24×7 e-resource facility
- Financial assistance to the M.Phil and the Ph.D. scholars in the form of tenure based monthly fellowship
- Financial assistance for collaborative research programmes with national and international agencies and for exchange of faculty/research scholars
- Research grants received from various agencies like UGC, CSIR, ICSSR, DST, DBT, ICAR etc.
- Study leave to the faculty members for pursuit of research programmes and projects
- Deputation of faculty to national/international seminars/conferences and workshops



- Publication grant to Departments and Research Centres/ Institutes for publication of journals
- Publication grant to faculty members for publication of books.

3.1.3 What provision is made in the budget for research and development?

The University earmarks separate head in the budget for research and development each year which covers financial support to M. Phil and Ph. D students, publication grant for books and journals, travel grant to faculty for attending seminars and conferences, minor projects of the faculty, establishment of research laboratory facilities in departments and research centres/institutes. In addition, financial grants are received for major research projects from several national agencies and allocation under special programmes and unassigned grants, travel grants etc. from the UGC. The amount allocated by the University under this head varies annually as per the budgetary provisions and requirements as indicated below;

Year	2002-03	2003-04	2004-05	2005-06	2006-07
Rs. (in lac.)	46. 72	61 .11	55.38	63.16	128.66

3.1.4 Does the University promote participation of students in research in the academic programme?

Yes, a number of research components, such as project reports, dissertation, field studies etc. form part of the post-graduate curricula in certain programmes. In some courses, like Environmental Sciences, Home Science, Geography, Psychology, Education, Sociology and Social Work, the preparation of dissertation under the approved supervisor is a pre-requisite for completion of the Masters Programme.

3.1.5 What are the major research facilities developed and are available to faculty and students on the campus?

A host of following facilities is available on the campus to faculty and students to facilitate the research activities:

- i) Central Library with the following wide range of facilities;
 - Collection of more than 5 lac books
 - Availability of current journals (hard form) with back volumes
 - Access to 4500 online journals (full text)
 - Access to online database (INFOTRAC & EBSCO)
 - Availability of Online Public Access Catalogue (OPAC)
 - Availability of Internet services through ERNET
 - Inter Library LAN Services



- UGC-INFLIBNET consortium enabling access to more than 4500 full text journals
 - Archive of Digitised Manuscripts
- ii) Departmental Libraries
 - iii) Departmental Computer Labs. with internet facility
 - iv) Research laboratories with modern infrastructure under special programmes such as DST-FIST, DRS-SAP etc.
 - v) Resources for the distance learners at the Directorate of Distance Education
 - vi) Virtual class room and Lectures on demand (LOD) facilities available at University's Educational Multimedia Research Centre (EMMRC)
 - vii) The University has also central instrumentation facilities available in the University Science and Instrumentation Centre (USIC) in addition to facilities in the respective Departments/Centres. Following is the state- of- art instrumentation available:
 - Scanning Electron Microscope (SEM)
 - Atomic Absorption Spectrophotometer
 - Ultra-centrifuge
 - Ion- Chromatograph
 - Trinocular Microscope
 - UV-Visible spectrophotometer
 - De-ionized water Purification System
 - Tensiometer
 - viii) Green House facility
 - ix) Remote Sensing and GIS lab. facility

3.1.6 Does the University subscribe research journals for reference as per the different departmental requirements?

Yes, the Allama Iqbal Library subscribes annually to research journals as per the requirements of departments/research centres. The list of required journals is sought from the departments/research centres as per their priorities. This is in addition to the INFLIBNET and the DELNET facilities.

3.1.7 Does the University extend recognition to National Institutions that provide research training leading to research degrees?

The recognition of various national level institutions is governed by the section 26 (3) of Kashmir and Jammu Universities Act, 1969, which states that the Academic Council of the University shall have the power to appoint the Standing Committee of the members of Academic Council who have the



power to invite experts wherever necessary for review on a particular matter under consideration and also recognise the examination equivalent to the corresponding examination of this University in light of merit position of syllabi and course of study offered by the National Institutions, provided these institutions are members of the Association of Indian Universities.

A number of University students registered for M. Phil and Ph. D programme and faculty members working on different research projects are availing laboratory facilities in several National Institutes, like the Indian Institute of Integrative Medicine (IIIM), the National Institute of Technology (NIT), Regional Sophisticated Instrumentation Centre, Guru Nanak Dev University, Amritsar, Central Drug Research Institute, Lucknow, Indian Toxicology Research Institute, Lucknow, Tata Institute of Fundamental Research, Mumbai, Indian Space Research Organisation (ISRO) Ahmedabad and All India Institute of Medical Sciences, New Delhi.

3.2. Research and Publication Output

3.2.1. Give details of the ongoing minor and major projects.

The University is actively involved in pursuing research projects funded and sponsored by various national and international agencies. The University is also providing consultancy services to a multitude of industrial and corporate houses. In tune with its stated policy of promotion of quality research, the University has signed *Memoranda of Understanding* with several institutions of eminence both in India and abroad. While 107 research projects were completed during 2002-07, about 70 major and minor projects with a funding of Rs. 1050.63 lac from several agencies are currently underway. The detail of some of the major research projects is given as under. (Kindly refer to Annexure-15 for further details).

Principal Investigator	Project Title	Funding Agency	Grant (in Rs. Lac)
Dr. Z. A. Reshi Dr. M. S. Reddy TIET, Punjab	Molecular characterization of the ectomycorrhizal fungi of some important conifers of Kashmir Himalaya and the role of these fungi in sustainable rehabilitation of the degraded forest ecosystem	DBT	46.89
Dr. M. A. Zargar	Medicinal Plants and Rheumatoid Arthritis	AYUSH, Ministry of Health & Family Welfare, GOI	10.00
Prof. K.I.	Exploring the potential of consumable herbs of	ICMR	43.00



Principal Investigator	Project Title	Funding Agency	Grant (in Rs. Lac)
Andrabi, Dr. K.M. Fazili Dr. M.A Zargar	Kashmir region as a source of signal transduction modulators (STMS) to serve as modern drug leads		
Dr. F.A. Khanday	Expression and regulation of Eps8 and E3b1 proteins: Implication on Rac1 induced reactive oxygen species production.	DST	11.64
Prof.K.I. Andrabi (Co-PI)	Proteome profile of heat shock proteins in oesophageal cancer	ICMR	6.00
Prof. Azra N. Kamili	Standardization of protocol for in vitro culture of <i>Juglans regia</i> (walnut) in Kashmir Valley	ICAR	25.86
	<i>Micro propagation of Crocus sativus</i>	DBT	17.17
Prof. M.I. Bhat	Neo-tectonics and Seismic hazard assessment in the Kashmir Valley	Ministry of Earth Sciences, Govt. of India, N. Delhi.	44.00
	Crustal deformation studies in Kashmir Himalaya using GPS aided geodetic technique	Ministry of Earth Sciences Govt. Of India, N. Delhi.	66.35
Dr. S.A. Romshoo	Snow and glacier studies in Kashmir Himalayas	Indian Space Research Organization, Ahmadabad.	21.00
	Integrated Environmental Analysis of Lidder using Remote Sensing and Geographic Information System	Ministry of Environment & Forest, Govt. Of India, N. Delhi.	25.00
	Desertification studies using SAR data	Indian Space Research Organization, Ahmadabad.	6.50



Principal Investigator	Project Title	Funding Agency	Grant (in Rs. Lac)
	Developing a Desertification Vulnerability Index Model	Do	10.00
	Assessing the Flood Vulnerability of Jhelum Basin	UGC	9.00
Dr. Gh. Jeelani	Isotope studies of springs of Kashmir Valley	Bhaba Atomic Research Centre, Mumbai.	15.00
Prof. Farooq Ahmad (PI) Dr. Sajad Masood & Dr. Naseer Iqbal(Co-PI)	Development of an Optical Observational Facility at Gulmarg	DST	22 .00
Prof. S. Javid Ahmad (PI) & Dr. Gowhar Bashir (Co-PI)	Symmetry –Projection in mesoscopic Systems of metallic clusters & Atomic nuclei	DST	13.00
Dr. Naseer Iqbal (Co-PI)	Archaeo astronomy in Indian context	Jamshed- Ji Tata Trust, Mumbai	32.00
Dr. Imtiaz A. Khan	Dietary essential amino acid, N3 and N6 fatty acid requirement of India Catfish species with a view to develop nutritionally balanced feed for intensive culture	DST	17.00
Prof. M. Z. Chishti	Biodiversity of Parasites of Ruminants of J&K State	DST	28.00
Dr. Fayaz Ahmad	Epidemiological and Hemato-Biochemical Studies of Gastrointestinal Helminth infection in the Children of Kashmir Valley	DST, Govt. of J&K	6.3 0
Prof. M. Z.	Study of the factors	ICAR	8.00



Principal Investigator	Project Title	Funding Agency	Grant (in Rs. Lac)
Chishti (PI) & Dr. Fayaz Ahmad (Co-PI)	responsible for decline of native freshwater fish <i>Schizothorax</i> in Kashmir waters with special reference to Limnology, pathology and pollution		
Prof. M. Z. Chishti (PI) & Dr. Fayaz Ahmad (Co-PI)	Gastrointestinal Parasitic Fauna in Ruminants of J&K State with emphasis on Prophylaxis	DST	16.00
S. M. Shafi	Floral Potential of J&K	DSIR	11.30
Prof. Majeed Muzmar	A Critical History of Urdu Short Story	UGC	5.32
Dr. A. S. Bhat (Co-PI)	J& K State Human development Report	UNDP	40 .00
Prof. G. M. Bhat	Health Services in J & K State- Present Status and Future Planning	UGC	4.67
Prof. B. A. Dabla	Life conditions of child labourers in Handicraft sector in Kashmir	ICSSR	3.50
Dr. Pirzada M Amin	Assessing impact and implementation of Hariyali :Experiences from Doda and Bhallesa in J &K	Ministry of Rural Development, Deptt. of Land Resources, Govt. of India	3.5
Prof. Khursheed A Butt	Industrial Sickness in Modern Small Scale Industries in J&K State	ICSSR	5.56

3.2.2. Does the university have research funding from the Government, Industry, NGO or international agencies? Give details.

The research activity in the University is funded by various agencies like, UGC, ICSSR, CSIR, DST, DBT, ISRO, ICAR etc. The research grants received in the past five years is given below:



Grant Agency	Grant Received (in Rs. Lac)				
	2002-03	2003-04	2004-05	2005-06	2006-07
UGC	243.29	212.23	209.34	94.12	35.14
ICSSR	-	1.50	1.00		2.00
DST	9.00	4.97	7.00	26.20	6.45
CSIR	10.54	7.70			-
DBT	13.50	27.0	2.20	6.68-	10.31
ISRO	-	-	-	-	23.00
Others	-		35.80	3.36	5.04

3.2.3**Does the University have Ph. D students currently registered for Ph.D?**

Yes, the University has 330 students currently registered for Ph. D programme in eleven faculties.

3.2.4 Does the University provide fellowship/scholarship to research scholars?

Yes, in tune with its social commitments and responsibilities, the University has instituted some scholarships which are annually awarded to needy and meritorious students through a well established procedure. In addition, fellowships and scholarships for research scholars are also provided under various projects, schemes and special programmes. Following is the summary of the scholarships:

Category	No. of Scholarships	Amount/Head /Month (Rs.)
Post- Graduate	140	200
M. Phil	70	2500
Ph. D	70	3000

3.2.5 Does the University have post-doctoral fellows currently working in the institution?

The University does not have any position of post-doctoral fellowship. However, such fellowships are offered by national agencies like UGC, ICSSR, CSIR, ICAR etc.

3.2.6 Give the highlights of collaborative research done by the faculty.

More than hundred national and international joint collaborative programmes are underway in the University. (Please refer Annexure-14 for details)



3.2.7 What research awards and patents were received by the faculty during the last five years?

The faculty have earned numerous awards, honours and distinctions by way of making outstanding contributions in the field of research and extension activities during the last five years. The details of some noteworthy awards/honours earned by the faculty members during 2007 are given as under. For details of Patents kindly refer to the Profile of Departments.

Name of the Teacher/Recipient	Award/Honour and	Agency
Prof. Shafi Shauq (Deptt. of Kashmiri)	Sahatya Academy Award	Sahatya Academy, New Delhi
Prof. Shafi Shauq (Deptt. of Kashmiri)	Best Translation Award	Do
Prof. Rais Akhtar (Deptt. of Geography)	Member Inter-governmental Panel on Climate Change(IPCC) which was awarded Nobel Peace Prize	Noble Peace Prize Committee, Norway
Prof. Nazir A Nadeem	Saraswati Award-2006	University Grants Commission
Prof. M. I. Bhat (Deptt. Of Geology& Geophysics)	Advisor, Geostream Consulting, USA	Geostream Consulting, USA
Prof. Abdul Aziz (Deptt. of Mathematics)	Leading Mathematician Award	Ministry of Science, Republic of Croatia
Prof. Abdul Aziz (Deptt. of Mathematics)	Best Reviewer	American Math Society
Dr. S. Peerzada (Deptt. of Mathematics)	Young Scientist Award	Department of Science & Technology
Prof. Akbar Masood(Deptt. of Biochemistry)	Fellowship Award	International Biotechnology Society, Indore
Dr. Shajural Amin (Deptt. of Biochemistry)	The Environmentalist of the year 2007	National Environmental Science Academy, India
Dr. Firdous A. Khanday Deptt. of Biotechnology)	Innovative Young Biotechnologist Award	Department of Biotechnology, New Delhi
Prof. G. H. Dhar	Fellow of the Indian	Association for



Name of the Teacher/Recipient	Award/Honour and	Agency
(Deptt. of Botany)	Association for Angiosperm Taxonomy (FIAT)	Angiosperm Taxonomy
Prof. A. R. Yousuf (Centre of Research for Development (CORD))	Prof. E. P. Odum Medal	International Society for Ecological Communications
Do	Bioved Fellowship Award	Bioved Research Society, Allahabad
Mr. Shafqut Habib (Educational Multimedia Research Centre- EMMRC)	Best Programme in Sports & Health	Consortium of Education Communication (CEC), New Delhi
Mr. Akmal Hanan (Educational Multimedia Research Centre- EMMRC)	Best Video Production	19 th , UGC Consortium of Education Communication (CEC), New Delhi

3.2.8. Are there research papers published in refereed journals periodically by the faculty? If yes, specify.

The faculty publish regularly research papers in refereed and indexed journals. During the re-assessment period a considerable number of publications---1366 research papers and 145 books--- have been published. A modest number of research papers have been published in international journals with impact factor and citation index. (Please refer Annexure – 17 for details of publications)

3.2.9. Give the list of publication by faculty members

- a. Books
- b. Research Papers
- c. Abstracts
- d. Proceedings
- e . Thesis etc.

The faculty members during the last five years (2002-07) published:

Books:	145
Research Papers:	1366
Abstracts:	980



3.3. Consultancy

3.3.1 List the broad areas of consultancy services provided by the institution during the last five years.

The broad areas of consultancy services provided by the institution during the last five years are as under:

- Environmental Impact Assessment (EIA) and Environmental Management Planning(EMP) of Hydroelectric Power Projects, Industrial Complexes and Cement Manufacturing Plants
- Resettlement & Rehabilitation(R&R) planning for displaced population under different developmental projects
- Pollution Control
- Management of Lakes and Water Bodies
- Land-use Planning
- Natural Resources Development
- Preparation of Socio-economic and Political Survey Reports
- Natural, Social, and Economic disaster damage assessment studies
- Entrepreneurship Development
- Financial Resources Management
- Development of Fisheries

3.3.2 Does the institution publish the expertise available for consultancy services?

The expertise available for consultancy services is published in various booklets, newsletters and fliers of the institution and the concerned departments and research centres/institutes. Besides, the available expertise for consultancy services is listed on University website and is also notified in the press through the Public Relations Centre of the University.

3.3.3 Give details regarding the nature of consultancy and revenue generated.

The University has provided consultancy services to different public and private agencies. A modest amount of Rs 127.7 lac has been generated on account of consultancy services by the faculty members. The detail of some of the major consultancy projects is given as under:-



Consultants	Area of Consultancy	Funding Agency	Amount Sanctioned (Rs. In Lac)
Prof. A. R. Yousuf, Prof. G. H. Dar, Dr. Z. A. Reshi, Prof. G. M. Bhat, Dr. M. S. Bhat	EIA & EMP of Hydroelectric Project, Uri-II, Jammu & Kashmir	National Hydroelectric Power Corporation (NHPC), New Delhi	19.03
Do	EIA & EMP of Hydroelectric Project, Nimo – Bazgo, Ladakh	Do	18.8
Do	EIA & EMP for Mughal Road Project	Public Works Department, Govt. of J&K,	16.5
Prof. A. R. Yousuf, Prof. G. M. Bhat, Prof. G.H. Dar, Dr. Z. A. Reshi. Dr. M. S. Bhat and Dr. S. A. Romshoo	EIA & EMP of Lassipora Industrial Growth Centre, Pulwama	State Industrial development Corporation (SIDCO), Govt. of J&K	8.50
Prof. A. R. Yousuf & Dr. M. S. Bhat	Resettlement & Rehabilitation (R&R) Plan for Displaced Families of Kishanganga Hydroelectric Project, J&K	NHPC, New Delhi	5.50
Prof. A. R. Yousuf	Water & Air Analysis	Economic Reconstruction Agency (ERA), Government of India	8.50
Do	Environmental Impact of Cement Factories on Dachigam National Park	Department of Wildlife Protection, Govt. of J&K	1.65
Do	Environmental Analysis of Sewerage Treatment Plant (STP), Dal Lake	Lakes & Waterways Development Authority, Govt. of J&K	0.12



Consultants	Area of Consultancy	Funding Agency	Amount Sanctioned (Rs. In Lac)
	,Srinagar		
Do	Water Analysis of STP of Srinagar City	Thermax India Ltd.	0.65
Do	Monitoring of STP at Brarinambal, Srinagar	Urban Environment Engineering Department (UEED), Srinagar, Govt. of J&K	0.15
Dr. M. S. Bhat	Master Plan of Greater Srinagar	Srinagar Development Authority (SDA), Govt. of J&K	1.80
Prof. A. S. Bhat (Joint Consultancy)	J&K State Human Development Report	UNDP	40.00
Dr. G. M. Wani	State of the Nation, Survey, wave-III	HT, CNN & IBN	3.50
Do	Indo-Pak Poll	CDS, CNN & IBN	3.00

3.4. Extension Activities

3.4.1 What outreach programmes are organized by the institution? How they are integrated with the academic curricula?

The University commands a vast geographical and demographic hinterland which is characterized by extreme social and economic backwardness. In tune with its stated policy of making the institution socially relevant, the University has additional social obligation to serve this huge population by way of providing a number of extension services and activities through the establishment of a network of developmental, research and extension centres. The Centres of the University which are productively involved in offering different extension activities and services are Centre for Adult, Continuing & Extension Education, State Resource Centre, Educational Multimedia Research Centre (EMMRC), Directorate of Distance Education and Women's Studies Centre. A brief summary of these centres is produced as under:

- **Centre for Adult, Continuing & Extension Education:** The Centre has developed a very effective interface with the grass-root level society, especially the marginalized and economically weaker sections by conducting socio-economically relevant and productive courses and programmes. The courses are vocational and skill-based, which enhance



employment opportunities among the target population. The Centre has contributed significantly in facilitating and promoting self-employment among unemployed youth and imparting skill-based training programmes to women folk. These programmes have left a profound impact on different rural development strategies that are focused on the eradication of rural poverty so as to ensure social transformation. Besides, following programmes constitute a regular feature of the Centre:

- Literacy programmes for illiterates
- Continuing education for neo-literates, drop-outs and semi-literates on part-time basis
- Professional/vocational courses for educated unemployed youth for income generation, skill development, employability and self-sustenance. These courses include:
 - Basic Computer Course
 - Electrician and Electronics Course
 - Digital Photography
 - Primary Teachers Training
 - Plumber/Fitter Training
 - Maintenance of Machines
 - Dress/Fashion Technology & Diet Management
 - Embroidery Work, Wickerwork & Paper Bag Making

The Centre also organizes awareness camps and programmes on various challenging issues like Health/Hygiene, Reproductive Health, Preventive/Curative Measures, Population Education, Drug Addiction, Environmental pollution, HIV AIDS, Women Empowerment etc. The clientele of these programmes include women, children, anganwadi workers, health workers, educated unemployed youth, auxiliary nurses and midwives (ANM), Lady Health Volunteers (LHV), physically challenged people, volunteers/activists, pregnant and lactating mothers, adolescents and aged people.

- **State Resource Centre:** Funded by Ministry of Human Resource Development (MHRD), Govt. of India, the Centre has a specific purpose to provide academic and technical support in terms of material, training, field programmes, media back up, research, monitoring and evaluation to the literacy movement in J&K State. This Centre caters to the requirements of all the twenty two districts of the State as it prepares the basic as well as post-literacy and continuing education material in the twelve approved spoken languages of the State in addition to the Urdu and the Hindi languages. The Centre has five separate functional components viz; Material Production, Training, Monitoring & Evaluation, Media & Research and Population and Development Education units. The training division caters to extension activity of the Centre as it designs and organises training programmes for adult education/TLC functionaries, non-governmental organisations, self- help groups,



Panchayat functionaries, Integrated Child Development workers etc. Some of the innovative extension programmes of the Centre are:

- Literacy and skill development courses for Jail inmates, where literacy is coupled with various employment generation schemes;
 - Craft based literacy centres for illiterate and adult women with craft courses to enable the learners to be self- reliant; and
 - Model literacy and skill development courses(Earn while you Learn)
- **Entrepreneurship Development Cell (EDC):** The focus of this Cell is on entrepreneurship development and self-employment among unemployed persons so as to motivate them to choose entrepreneurship as their career and become job providers instead of job seekers. The Cell encourages innovative and commercially applicable research which will enable the academia to develop an interface with the society by integrating suitable technology with the regional industry leading to generation of additional employment and economic growth in different sectors of the State economy. Entrepreneurship Development Cell (EDC) provides a platform for the local inventors and the technology innovators for prototype fabrication, expert guidance on patenting and also project report preparation for establishing small scale industrial units. EDC also focuses on bridging the gap between such prospective entrepreneurs and the funding agencies. For further details of extension activities, kindly refer the profile of Departments /Research Centres/Institutes.

3.4.2 How does the University promote neighbour network in students acquiring training, which contribute to sustained community development?

The Centres of Adult, Continuing and Extension Education, State Resource Centre, Departments of Physical Education and Environmental Sciences in collaboration with Department of Dean Students Welfare and NSS ensure mass participation of students from the University in the following neighbourhood activities related to community development.

- Plantation drive along banks of water bodies, roads and wastelands
- Awareness camps regarding conservation of lakes and water bodies
- Campaign against social evils
- Conduct of literacy programmes
- Conduct of coaching classes for weaker sections of society
- Conduct of disease awareness programmes

3.4.3 How does the institution promote the participation of the students and faculty in extension activities of NSS, NCC, YRC and other NGOS? How often and in what roles are they involved?

The University has a well established National Service Scheme (NSS) Centre which has a network of 80 units with 53 institutions linked to it. The



organisation has played a significant role in inculcating the spirit of voluntary work among students and teachers through sustained community interactions. It aims to train students and teachers to combine knowledge and action in order to achieve results which are desirable for community development. The major focus of NSS is conduct of regular activities in adopted villages, college/school campuses and urban slums during weekends or after working hours. In addition to this, special camps of ten day duration are organized in adopted villages or urban slums on specific projects, involving the participation of local communities. The participation of students and faculty in the NSS activities is encouraged in the following ways:

- Students receive performance/participation certificates while attending different programmes organized by the NSS.
- Debates and symposia are being organized on challenging issues in which students are awarded prizes.
- Students are provided with an opportunity to develop leadership and voluntary work skills by way of organizing different types of camps on various days of public/religious importance.
- Regular workshops of social relevance especially with regard to the preparedness and management of different disasters are organized to train the students for their role in these crucial events.
- The programme officer and the deputy programme officers appointed from the teaching staff are provided with necessary support to conduct and organize different activities of the NSS.

3.4.4 Is there any research or extension work to ensure social justice and to empower under-privileged sections in particular, women and children?

The research and extension work to ensure social justice and to empower under-privileged sections is carried out by a number of Centres of the University, like Women's Studies Centre, Centre for Adult, Continuing and Extension Education, State Resource Centre, Pre-primary Education for Rural Areas (PPERA) and Entrepreneurship Development Cell (EDC), as a part of their outreach activities. The main focus of various activities of these centres is to impart training to the weaker sections of the society especially women and to provide them with basic knowledge and skills needed for their social and economic development. These programmes are vocational and skill-based, facilitating appropriate self-employment and income generation. The skill-based training programmes cover dress/fashion technology, embroidery work, wickerwork, paper-bag making, knitting, cutting and stitching of ladies clothes and food preservation. A large number of participants in these programmes are the women from the Self- Help Groups (SHG). In addition, awareness camps are regularly organized on various challenging issues, like Girl Child Rights, Legal Literacy, HIV AIDS and Reproductive Health.



Women's Studies Centre conducts research pertaining to different gender related issues and problems faced by the local society. The Centre is actively involved in the conduct of training programmes, seminars and workshops in collaboration with different agencies and institutions associated directly or indirectly with formulation, execution and implementation of various policies and programmes for gender improvement and development. The Centre is also actively involved in extension activities like documentation, publication, dissemination and transmission of multi-faceted issues faced by the womenfolk. The Centre conducted a number of workshops on following themes: *Sensitisation of police and media Personnel visa-vis Women, Leadership Development amongst Women, Nutritional needs of Adolescent Girls, Rights of the Girl Child and Role of Law, and Awareness about Breast Cancer.*

Pre-Primary Education for Rural Areas (PPERA) is another project-based extension activity centre of the University funded by UNESCO, which envisages to curb the school dropout rate in rural and urban areas of Kashmir and Ladakh. It provides motivational strategies for the universalisation of elementary education for girls making available the most attractive and psychologically effective schemes of mass enrolment of children in the age group of 3-6 years in selected locality. It also covers their retention for learning in school at advanced stages and encourages educational entrepreneurship among the rural educated girls. The project has been established to realize the following societal objectives:

- Promotion of women educational entrepreneurship in rural and urban areas.
- Identification of educationally backward and socially disadvantaged groups in the area.
- Organizing comprehensive training for prospective pre-nursery teachers.

Field-training activities for girls initiated in the vicinity of Ganderbal district have proved successful as majority of the trainees established their own pre-nursery schools. The field activities of this nature are vital and effective for reducing the incidence of school dropout rate and also to facilitate transformation of the social landscape of rural areas. Besides training, academic and technical support, the trainees are being provided an infrastructural package of aid in the form of educational kit and furniture. The batch-wise detail of the trainees is given as under:

Batch	Year	No. of Candidates Admitted	No. of Candidates Qualified	No. of Candidates Who opened Pre-Nursery Schools
1 st .	2003	33	31	25
2 nd .	2004	32	27	23
3 rd .	2005	30	17	17
4 th	2006	35	25	23



5th	2007	34	30	27
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Please refer to Part-II of the report for further details about the profile of activities of these Centres.

3.4.5 What is the impact of extension on the community? Specify.

Several extension programmes run by the University have a profound impact on different sections of society as these have contributed significantly in their social and economic transformation. The courses run by the Centre of Adult, Continuing and Extension Education, State Resource Centre, Entrepreneurship Development Cell, Women's Studies Centre, Directorate of Distance Education and Educational Multimedia Research Centre have imparted basic education and training to people in marketable skills. The marginalised sections - especially educated and illiterate unemployed youth, women and children have been the beneficiaries of these programmes. There has been special focus on women empowerment through the conduct of skill-based training programmes which help in their appropriate employment and income generation. The regular awareness camps and workshops on legal literacy, reproductive health and child-care have empowered women not only to safeguard their rights but also to enhance their social and health status. For details of impact of extension activities, kindly refer sections, 3.4.1, 3.4.4 and Profile of the research centres /institutes given in Part-II of the main report.

3.5. Collaborations

3.5.1. How many linkages does the institution have for research and extension?

The University through its sustained efforts has fostered linkages in the form of research collaborations with several national and international institutions of repute. These collaborations are at both formal and informal levels. The number of linkages during the pot-accreditation period was around 110 and the details of collaborations are given in Annexure -14.

3.5.2 List the organizations and the nature of linkage and expected outcomes.

List of major collaborations and associations which have been formalised through Memoranda of Agreement /Understanding are given in Annexure-14.

3.5.3 How does linkages promote

- Curriculum development
- Internship
- On-the-job training
- Faculty exchange and development
- Research



- Consultancy
- Extension
- Publication
- Student placement

a) Curriculum development

The exchange of students and staff with national and international institutions under collaborative programmes has not only helped in framing and improving the curriculum of various courses but also facilitated in introducing the innovative courses like Bio-informatics, Bio-resources and Geo-informatics.

b) Internship

A limited number of students and staff have undertaken an internship through summer/winter school fellowship for a brief period of 2 -3 months sponsored by various national institutes/agencies during different collaborative programmes.

c) On-the-job training

Students and staff received valuable trainings during the tenure of the course in case of few programmes like the training programme for the students of Geography at Regional Remote Sensing Centre's (RRSC-ISRO), Department of Space, Government of India.

d) Faculty exchange development

A number of Memoranda of Agreements/ Understanding include the provision of exchange of faculty as in case MOUs of the Centre of Central Asian Studies (CCAS), Centre of Research for Development (CORD), Departments of Biochemistry, Biotechnology, Chemistry and Home Science etc.

e) Research

The research activity has been the core component of the national and international collaborations which has helped in capacity building for promotion of quality research.

f) Extension

A number of extension programmes offered by different departments/ centres/institutes of the University have been the result of the collaborations and linkages with UNESCO, UNDP, International Action Aid, Red Cross etc.

g) Consultancy

The consultancy has been limited to national, public and private industry and agencies in several specialized areas. A number of departments/centres like Environmental Sciences, Applied Geology & Geophysics, Botany, and Centre of Research for Development



(CORD), Geography & Regional Development, Economics, Sociology & Social Work, and Commerce & Management Studies have offered consultancy services.

g) Publication

There is a provision for joint publications in the national and international collaborations. As a result, a number of quality research publications of international standard with impact factor and high citation index have been produced by the faculty under the framework of such linkages.

h) Student placement

The student placement does not figure amongst the provisions of collaborations and linkages. However, the students get benefited by way of making use of the opportunities provided by the collaborations and linkages.

3.6. Best practices in Research, Consultancy and Extension

3.6.1 Describe the best practices in research, consultancy and extension with reference to promotion of research/ publication output/ consultancy and extension activities/ collaborations?

The University through its sustained efforts has focussed on promotion of quality research and publication output, expanding the scope of consultancy and widening its outreach in the form of extension activities. Some of the best practices strengthened and introduced since the last assessment include:

- Increase in quality research publications in refereed and cited journals with high impact factor.
- Provision of research grant/ honorarium for research projects.
- Provision for study leave for research, travel assistance and deputation for attending national/international conferences/seminars and workshops.
- Liberal consultancy norms for faculty members to encourage consultancy works.
- Enhancement of number and amount of fellowships for M. Phil and Ph. D programmes.
- Establishment of advanced laboratory facilities for conduct of quality research.
- Lending free ICT support for research activities.
- Incorporation of research components in the post-graduate curricula.
- Supporting programmes to extend the benefits of research to the grass root community level.



For Re-accreditation

1. What were the evaluative observations made under Research, Consultancy and Extension in the previous assessment report and how they have been acted upon?

The observations and recommendations of the last Peer Team are given as under:

- To encourage teachers, University may provide special infrastructural facilities to pursue R&D activities in the frontier areas.
- Teachers are in general not involved in sponsored research and consultancy activity. In most of the departments this activity is only symbolic with only a few teachers involved. The University should explore other areas where the experts can provide consultancy service.
- A collective effort on behalf of the extension centres is necessary to bridge the gap between the educational objectives and social needs. Professional experts in the University in the specialised field should be encouraged to organise various programmes through continuing education to update and upgrade knowledge and skills of professionals working in the industries.
- While appreciating the remarkable work done by Centre of Central Asian Studies (CCAS), it is strongly felt that a centre/unit for Buddhist studies should be established. There is also an urgent need to revive the studies relating to the silk route which had and could pave the way for effective trade and culture. Expeditions could also be undertaken under this programme. It is also recommended that effective coordination be developed between similar institutions across the country.
- There is a need for establishment of translation bureau in the Department of History with the exclusive responsibility of translating the valuable classic and manuscripts available in the various centres/departments of the university relating to the ancient and medieval periods.
- There are a few symbols of synthesis and emblems of composite culture which need to be emphasized. One of these is Shaivite philosophy, the study of which needs to be undertaken as it is significant for understanding the common points of our mutual heritage.
- The journals published by the various Departments/Centres need wide circulation in order to acquaint outsiders with the progressive development of scholarship in the region.

Follow up action by the University

- Modernised laboratory infrastructure with sophisticated instrumentation facilities, updated knowledge resources in the form



of rich libraries and strong ICT support have been made available to the faculty for pursuit of research and development. It has yielded positive impact as the number of research projects funded by several national agencies and research output in the form of quality publications in the indexed national and international journals with reasonable impact factor has increased considerably during the post accreditation period.

- Despite the fact that the University being located in the remote geographical region characterised by limited accessibility, industrial and economic backwardness which offers a limited scope to attract sponsors, the area of consultancy services has broadened during the post- accreditation period. The faculty has completed about twenty projects generating revenue of Rs. 127.70 lacs. Consultancy services have been promoted by way of devising some encouraging norms and wide publicity.
- In tune with its stated policy of making the institution socially relevant, the extension centres like Adult Continuing Education and Extension, State Resource Centre, Women's Studies Centre, Educational Multimedia Research Centre and Directorate of Distance Education have developed a very effective interface with the grass-root level society especially the marginalized sections comprising educated and uneducated unemployed youth, women and children. These Centres have contributed significantly through organizing regular extension and training programmes for imparting skill to unskilled youth, up- graduation of skill of personnel particularly womenfolk working in different professional institutes. These programmes have a profound impact on socio-economic conditions of the targeted and beneficiary population by way of creating employment and income generation opportunities.
- A unit for Buddhist Studies has been established in the Centre of Central Asian Studies during the post-accreditation period. The Centre has undertaken the ambitious research project on *Revival of Silk Route* for which first three phases of *Expedition Survey* have been completed. The Centre has forged collaborative research links in common areas of research activity with *Centre of Central Asia & East European Studies*, Jawhar Lal Nehru University, New Delhi and *Maluna Abul-Kalam Azad Intitute of Asian Studies*, Calcutta.
- The Department of History is in the process of establishing a translation bureau.
- The studies pertaining to the evaluation of the contribution of the various mystical, spiritual and religious traditions including the Shaivite Philosophy are undertaken in the Institute of Kashmir Studies established during the post-accreditation period.
- The Department of Botany has taken a series of steps for documenting the medicinal plant diversity in the Kashmir Himalayan region. Based



on surveys conducted in different parts of the Kashmir Himalaya, an inventory of 450 species belonging to 276 genera and 101 families has been prepared. Special efforts are underway for cultivation of several medicinal plant species in the Botanical Gardens at University Campus and Gulmarg. Detailed scientific investigations on reproductive biology have been carried out on prized medicinal plant species such as *Aconitum heterophyllum*, *Arnebia benthamii*, *Artemesia absinthium*, *Atropa acuminata*, *Digitalis* spp., *Dioscorea deltoidea*, *Dipsacus* sp., *Inula racemosa*, *I. royleana*, *Picrorhiza kurroa*, *Podophyllum hexandrum*, *Rheum emodi* etc. Agro-techniques for mass multiplication of certain species have been standardized. Use of micropropagation techniques for multiplication are also being explored in the Centre of Research for Development and protocols are standardized and perfected for production of quality plant material. Besides, attempts to conserve critically endangered and commercially important elite medicinal plants are also underway. In fact, the Department has identified conservation of medicinal plants as one of the thrust areas under its proposed Special Assistance Programme (SAP) to be submitted to University Grants Commission (UGC) for funding.

- A number of measures have been taken by the University to ensure wider circulation of the journals published by various departments and research centres which include prompt postal delivery of journals to different universities and academic institutions of the country, distribution of journals on important events like conferences, seminars, workshops and board of research studies. A wide publicity of these journals is also given through flyers and newsletters and Public Relations Centre of the University. The information regarding the published journals is also hosted on the University website.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Research, Consultancy and Extension?

Research and extension activities have been among the most prioritised areas of the University. A number of initiatives like provision of high end instrumentation facilities, ICT support and establishment of special infrastructural facilities have been undertaken to pursue and promote quality research in the frontier areas. The faculty is actively engaged in collaborative research programmes with national and international institutes and agencies. Publications, project grants, revenue on account of consultancy services and extension courses have increased considerably. The budgetary allocation to research and development has increased during the post-accreditation period. The faculty is supported to prepare and present research proposals. During the post-accreditation period 107 research projects were completed while 88 minor and major research projects are underway funded by several



institutes like DST, DBT, UGC, ICSSR, ISRO, ICAR etc. A separate research and development section has been established to provide support systems for ensuring the smooth functioning of research projects. The faculty are provided grants under different schemes to attend national and international conferences, seminars and workshops in order to explore and encourage collaborative research activities.

A modest effort has been made by a number of departments and research centres like Centre of Research for Development (CORD), Environmental Sciences, Botany, Geology & Geophysics, Geography & Regional Development, Commerce, Political Science, Economics and Sociology to take up consultancy services during the post-accreditation period. The expertise available for consultancy is being regularly published in various publications of the University and is also listed on the university website to attract consultancy services from public and private institutions and agencies.

The University places considerable emphasis on extension activities and services in order to make these socially relevant. A number of Centres, like Adult, Continuing & Extension Education, State Resource Centre, Women's Studies Centre, Multimedia Education Research Centre, and Directorate of Distance Education are effectively involved in offering different extension activities and services. These services have yielded a profound impact on the marginalised sections of the society especially educated and illiterate unemployed youth, women and children in view of the special focus of these services on income and employment generation, skill development, literacy and awareness programmes about issues of social, health and environmental importance. The nature, outreach and magnitude of these activities during the post-accreditation period have been listed in the responses to questions from 3.4.1 to 3.4.5.



Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 How well endowed is the University in terms of Physical Infrastructure? (Classroom, administrative buildings, transport, water, power supply etc., to run the academic programme). Enclose the master plan of the University campus indicating the existing building and the projected expansion in the future.

The physical infrastructure of the University is spread over main campus and two satellite campuses:

- Main campus located at Hazratbal, Srinagar is spread over an area of 350 acres.
- North campus located at Delina, Baramulla has an area of 76.88 acres.
- South campus located at Fatehgarh, Anantnag is spread over an area of 32.37 acres

The Main Campus houses 36 teaching departments and 15 research and extension centres. It is well endowed with physical infrastructure in terms of class rooms, laboratories, libraries and hostels. The Main Campus has separate buildings for Administration, Examination Wings, Directorate of Distance Education, Students Welfare Department, Academic Staff College, Health Centre, Boys and Girls Hostels, Guest Houses, Public Relations Office, Coaching Centre, Convocation Centre, Bank, Post office and Shopping complex. A number of new building blocks for Science Departments, Educational Multimedia Research Centre, Social Sciences, Directorate of Distance Education, one boys and one girls hostel blocks and Health Centre have been constructed during the re-accreditation period. The constructed built up area during the last five years (academic, administrative, hostel buildings and residential staff quarters) is around 1,12,400 square feet. A number of projects are under execution or processing. A copy of the master plan of the main campus exhibiting existing buildings is enclosed.

4.1.2 What are the infrastructure facilities available for

a) Academic Facilities

- i. The University has well developed infrastructure in the form of classrooms equipped with multimedia projection systems, departmental libraries, seminar halls and state-of -the-art laboratories.
- ii. Most of the Departments have Computer laboratories with internet facilities and Wi-Fi connectivity.



- iii. The University has a rich Central Library known as the Allama Iqbal Library housing a collection of more than five lac books. The library provides online access to more than 4500 journals besides providing the INFLIBNET and DELNET facilities. The library has also an internet browsing centre available for the use of students, research scholars and faculty members.
- iv. Virtual class room and lecture on demand (LOD) facilities are available at University's Educational Multimedia Research Centre (EMMRC).
- v. High-end instrumentation facilities are available in the University Science and Instrumentation Centre (USIC) and Centre of Research for Development (CORD), Departments of Biotechnology, Biochemistry, Chemistry and High Altitude Laboratory at Gulmarg, Kashmir.
- vi. The University has separate Centres, which offer facilities for coaching, career planning and counselling for various national level competitive examinations like UGC-CSIR NET, IAS, Olympiad, GATE and as well as for state-level competitive exams, like State-level combined civil services examination, State Eligibility Test for Lectureship (SET), science talent hunt etc. These centres also provide counselling to students to assist them in their pursuit of employment and career advancement.
- vii. The University has a Staff Academic College which offers regular faculty development and training programmes not only for the University faculty and affiliated colleges but also to the faculty from other Universities of the country as well.
- viii. The University has a Herbarium which houses about 35,000 plant specimens representing heritage collection of the rich and varied floristic diversity of Kashmir, Ladakh and Jammu regions. The Herbarium is recognized by the International Bureau for Plant Taxonomy and has an acronym of *KASH*. In addition to this, there is a Botanical Garden spread over an area of 12 acres in the premises of the University campus. The Kashmir University Botanical Garden (KUBG) has recently got global recognition by the Botanic Gardens Conservation International (BGCI) and is now a registered participant in the world-wide implementation of the international agenda in support of plant conservation, environmental awareness and sustainable development.
- ix. The University has also established a High Altitude Research Field Station at Gulmarg in order to impart training to research scholars and young scientists in the fields of energy and atmospheric physics.



- x. Directorate of Distance Education established in the University offers 12 courses through distance and open learning mode to different sections of the society, who lack access to formal mode. The Directorate has diverse social and wide geographical outreach serving more than ten thousand students annually. The Directorate has established about 15 study-cum-information centres housing books and other relevant material at different locations in the State.
- xi. The Department of Education has adopted Kashmir University Model School as its Lab. School. The school is catering to the educational needs of around 400 students mostly belonging to disadvantaged sections of the society within the neighbourhood of University Campus.

b) Co-curricular activities

There are three auditoriums with 3000, 500 and 250 seating capacities for organising various cultural and academic functions. A separate Department for Dean Students Welfare is established to organise and regulate the co-curricular activities of the students. In addition to this, separate office spaces for NSS, NCC and employees unions have been provided on the campus.

c) Sports

The Directorate of Physical Education looks after the sports activities of the University. At the Main Campus, there are separate playgrounds for football, volley-ball, hockey, base-ball and cricket. Presently an indoor stadium and gymnasium centre is under construction. For further details on availability of sports infrastructure, kindly refer to 4.5.3.

4.1.3 Has the institution augmented the infrastructure to keep pace with academic growth? If yes, specify the facilities and the amount spent during the last five years.

During the re-accreditation period of 2002-07, the University has developed into multi-campus University with the establishment of its north and south campuses. A number of new academic and extension programmes have been introduced, for which new building blocks, laboratories, residential staff quarters and hostels have been set up. The extension, repairing and renovation of existing building infrastructure, laboratories, hostels, residential accommodation and other support infrastructure has also been carried out during this period. To keep pace with growing demands, a number of constructional projects are under process of initiation and execution. The details of the major physical infrastructure projects completed/under execution and the amount of money spent during the period is given below:



Year	2002-03	2003-04	2004-05	2005-06	2006-07
Amount (Rs.Lac)	321.22	353.30	129.33	590.39	721.21

S. No.	Name of Building/Department/Guest House/Cafeterias.	Room Unit capacity
1- List of new buildings constructed during the period 2002-2007		
1.	Science Block	124
2.	Media block	180
3.	Examination Block	600
4.	Social Science Block	180
5.	Distance Education	200
6.	Sheikh-ul-Alam Chair (Markaz-i-Noor)	80
7.	Health Centre	12
8.	Shopping Complex	5 Nos
9.	Languages Departments.	38
10.	Lavatory block near Examination Block	2 Nos.
2- List of Extension works carried out during the period 2002-07.		
1.	Computer Science Department.	60
2.	Chemistry Department	40
3.	University Sciences & Instrumentation Centre (USIC)	20
4.	Biological Sciences Block	40
5.	Department of Urdu Block	60
6.	Department of Persian Block	60
7.	Vice-Chancellor's Secretariat	5 Nos.
8.	Department of Economics (Library)	40 Nos.
9.	Arts Block	20 Nos.
10.	Class -IV Quarters.	24
11.	Working women's Hostel	8
3- Guest Houses, Hostels along with Room Unit Capacity, Laboratories, Common Rooms and Washrooms constructed during the period 2002-07.		
1.	Maulana Anwar Shah Kashmiri Boys Hostel.	190 Students
2.	Rabia Basri Girls Hostel.	200 Students.
3.	Laboratories for Science Block.	6 Nos.
4.	Common Room for Girls Hostel.	2 Nos.
5.	Renovation of lavatory block of Administration Block.	2 Nos.
5- Details of construction and extension works for water supply.		



S. No.	Name of Building/Department/Guest House/Cafeterias.	Room Unit capacity
1.	Construction of overhead water tanks.	
2.	Providing and fixing of pipes for irrigation facilities at Naseem Bagh Campus.	
3.	Providing and fixing of pipes for irrigation facilities at Main Campus.	
6- Details of projects completed since 2007		
1.	Humanities Block.	
2.	Moot Court, Depart of Law.	
3.	Departments of Home Science/Psychology/Women's Studies Centre Block.	
4.	Guest House for Directorate of Distance Education.	
5.	Providing and laying of water distribution pipe line.	
7- Details of projects under execution since 2007		
1.	Education Block.	
2.	Iqbal Institute.	
3.	Youth Sports Hostel.	
4.	Examination Halls.	
5.	Quratul-Ain Hyder Girls Hostel.	
6.	Cafeteria.	
7.	Guest House at Naseem Bagh Campus.	
8.	Up gradation of S.A. Boys Hostel.	
9.	Extension of A.D. Block.	
10	Construction of I.T. Block.	
11	Bio-Resources Block.	
12	Construction of Gymnasium.	

4.1.4 Has the institution provided facilities like common room, wash/rest room for the women students and staff?

Yes, separate washroom facilities for women students and staff are available in all the Departments, Administrative and Examination blocks. However, separate common rooms are available for women students and staff in a few Departments/Centres.

4.2.1 What is the budget allocation for the maintenance of

- Land
- Building
- Furniture
- Equipment & Computers
- Transport



The budget allocation for the year 2007-08 for the maintenance of the following is as under:

• Land	Rs. 14.94 Lac
• Building	Rs. 164.50 Lac
• Furniture	Rs. 1.20 Lac
• Equipment & Computers	Rs. 3.09 Lac
• Transport	Rs. 6.12 Lac

4.2.2 How is the budget optimally allocated and utilized?

The financial expenses of the University are met/mobilised from the sources comprising State government grants, self-generated revenues and plan grants from the University Grants Commission. The University has established the Development and Budget sections which are endowed with the responsibility of compilation of budget estimates of annual expenditure for different heads like salaries, purchase of books and journals, equipment, furniture, chemicals, computers and building infrastructure. The compilation process takes place under the supervision of different committees, like Purchase Committee, Library Committee, Building Committee, Equipment Purchase Committee etc. established by the University for ensuring optimum allocation and utilization of the budget. These estimates are finally put up before different statutory bodies like Finance Committee, University Syndicate/Council having representation from the State government, as well. These committees allocate and approve expenditure to various budget heads and sub-heads on the basis of their authenticity and other financial requirements. All the expenditures are to be incurred by following the financial codal procedure of the University and are subjected to internal and external audit.

4.2.3 Are their staff appointed for maintenance or repair? If not how are the infrastructure facilities, services and equipments maintained?

Yes, the University has established Engineering wing with civil and electric sections. Besides, Sanitation wing, Landscape Development Department, Estates Division, University Science and Instrumentation Centre and Proctoral Wing with requisite staff are also available for the maintenance and repair of equipments and physical assets of the University. In addition, the University also enters into annual contract with different companies for the maintenance of widely used student facilities, like photocopying machines and computers.

4.2.4 How is the infrastructure optimally utilized?

Optimal use of infrastructure is ensured through its maximum use by students and staff of the University for academic and extension activities.



Some of the infrastructure facilities are shared by a number of departments or on inter-departmental basis like Departmental Libraries, Laboratories, Examination Halls, Conference and Seminar Halls. There are also some centralised facilities established at the University Science and Instrumentation Centre (USIC) and Centre of Research and Development (CORD) that are shared by students, research scholars and the faculty of the different departments as well as by other institutions, like Sher-i-Kashmir University of Agriculture Sciences and Technology (SKUAST), National Institute of Technology (NIT), Sher-i -Kashmir Institute of Medical Sciences (SKIMS), National Regional Research Laboratory (NRRL) and affiliated and constituent colleges. Besides, the infrastructure and services available at the convocation complex, bank, post office, coaching and career counselling centre and the Model school located in the premises of the Main Campus have also been thrown open to the larger society for ensuring their optimal usage.

4.3 Library as Learning Resource

4.3.1 How does the library ensure access, use and security of materials?

The Allama Iqbal Library ensures access to reading materials by providing membership to students, research scholars and faculty members. They are given the membership cards against which they can borrow books and other reading material and can have the access to the e-resources and internet facility. The reading material is accessed through Online Public Access Catalogue (OPAC) and through open access in reading room, reference and periodical section. RFRID and CCTV cameras have been installed to ensure surveillance and security of reading materials. Fire extinguishers have been installed at appropriate locations for the safety of the library. The library is managed and run with the help of qualified library staff on all the working days for 12 hours and on holidays for seven hours.

4.3.2 What are the facilities available in the library? (Computers, Internet, Reprographic facilities etc.).

In order to ensure efficient management and optimum utilization of wide range of available resources, the library is substantially equipped with the latest tools of information technology. Following facilities are available for the users:

- Availability of Online Public Access Catalogue (OPAC)
- Internet connectivity with all departmental libraries
- Internet browsing centre with following features:
 - 100 independent nodes
 - Campus area network
 - 2 mpbs radio link from STPI, Srinagar



- 512 kpbs VSAT connectivity through ERNET and UGC INFONET scheme
- Web server (within the university premises)
- E-mail server (within the university premises)
- Network security server (cyber room)
- Computation facilities having the availability of 170 computer systems
- Reprographic facilities which provide xerox and allied facilities to users at nominal rates.

4.3.3 How does the library collection cater to the needs of the users?

The library has compartmentalised its range of service into following distinctive sections/segments, granting each segment its designated function so as to better manage the resources and cater to diverse requirements and needs of the users.

- **Acquisition Section:** Procurement of books and processing of bills
- **Circulation Section:** Provides membership and issue-return of books
- **Reference Section:** Provides reference services for all subjects
- **Text-book Section:** Provides text books on all disciplines
- **Periodical Section:** Houses current journals, back volumes and also maintains archives of national and local newspapers
- **E-resource Centre:** Provides access to more than 4500 full text e-journals and data bases
- **Browsing Section :** Provides online browsing information and data base service through INLFIBNET
- **Display Section :** Displays the current titles
- **Processing Section :** prepares catalogue of books for central & departmental libraries
- **Automation Section :** Computerization/Automation and data generation
- **24×7 Section:** Remains open for 24 hours, comprising of discussion & reading room equipped with internet services, current literature for competitive examinations, current magazines and newspapers.

4.3.4 How does the Library ensure purchase and use of current titles, important journals and other reading materials?

The Allama Iqbal Library and all other Departmental libraries have constituted library committees which are in constant touch with publishers and receive catalogues continuously throughout the year This practice keeps them abreast about the arrival of new titles, journals and other reading material. Further, the central library resorts to wide publicity regarding the arrival of current titles, important journals and other reading material through the circulation of notices to all the departmental libraries. Above all,



the new titles are being prominently exhibited in the new books display section for the wider attention of the users. The purchases are then made after receiving the recommendations of the library committees from different departments.

4.3.5 If the library has an archive section, to what extent is it used by readers and researchers?

Yes, the library has an archive section which comprises rare manuscripts, more than hundred years old printed books, e-paper archives and open access archives. This section also possesses donated books of Fayzee collection, Trilok Chand Mehrom collection and Usmania collection. The collection is mainly used by researchers, and visiting scholars working mainly in the disciplines of history and literature.

4.3.6 How are online and internet services in the library used by students and faculty? Specify the hours and frequency of use.

The library has an independent e-resource/browsing centre. This centre is equipped with 100 nodes and provides on-line access to more than 4500 full text journals, books and different databases. The departmental computers are linked to the campus area network having the availability of on-line and internet access through IP authentication. The Centre remains open for 24 hours on all working days. About 170 users comprising faculty members, students and research scholars use the internet facility per day in this Centre.

4.3.7 Are the library services computerized? Does the institution make use of ININFLIBNET/DELNET/IUC facilities? If yes give details.

The library services are fully computerized. Earlier on, the library used the software SOL which was developed by INFLIBNET for in-house processes like acquisition, processing, cataloguing, and circulation. Presently the library has shifted to new user friendly software (VIRTUA) compatible with the RFID (Radio Frequency Identification Device) technology. The library has signed MoU with DELNET to use their resources and is also a part of UGC-INFONET consortium.

4.3.8 For how many days is the library kept open in an academic year? How many hours is the library open per day?

The library is open throughout the year except on national and gazetted holidays. The library remains open for 12 hours from 9.00 A.m. to 9.00 P.M. for all working and for 6 hours from 10.00 A.M. to 4.00 P.M on holidays. The 24x7 section and e-resource/Browsing Centre remain open round the clock.



4.3.9 Does the library have an advisory committee? What are its functions?

The library has an Advisory Committee known as Library Committee. It is a statutory body and comprises following members:

- Vice –Chancellor
- Pro Vice- Chancellor, if any
- Deans of the faculties
- Eight heads of the departments (representing all the faculties by rotation)
- One Principal of the constituent college
- Two persons not being the employees of the University/ College
- One person by rotation from:
 - a. Sher-i-Kashmir Institute of Medical Sciences (Deemed university)
 - b. Sheri Kashmir University of Agricultural Sciences & Technology (SKUAST)
 - c. Jammu & Kashmir State Library
- Registrar
- Librarian (Member Secretary)

The Advisory Committee frames rules for functioning of the Allama Iqbal Library and Departmental libraries and also considers the proposals for the development of the library system in the University.

4.3.10 Amount of money spent for new books, journals during the last five years.

-The number of books and journals along with the amount of money spent for their purchase during the last five years is given as under:-

Year	No. of Books purchased	Budget (in Lac Rs.)	No. of Journals Purchased	Budget (in Lac Rs.)	Budget for departmental/ Research centre libraries (in Lac Rs)
2006-07	14133	33.39	47	29.57	71.46
2005-06	27108	47.99	-	22.00	238.62
2004-05	20385	12.00	-	42.00	51.08
2003-04	25964	11.08	14	39.00	121.70
2002-03	15541	12.30	-	37.00	43.22



4.3.11 How does the library motivate students/teachers to read existing and new arrivals?

The new arrivals are exhibited on display boards. Exhibition of new books by publishers and book sellers are also arranged periodically on the campus. Recently, the Central library has initiated the practice of conducting book review sessions by a panel of experts for new arrivals in the Ibn Khaldun auditorium of the library where the research scholars, students and faculty members participate in the discussion and deliberations. These initiatives have invoked appreciable response among users and motivates them to use the available knowledge resources in the library.

4.3.12 What are the special facilities offered by the library to the visually challenged and physically challenged persons? How are they used?

The library has procured reading material in audio format from National Association of Blinds for visually disabled students. Wheel chair, ramp and elevator facilities have been kept for the physically challenged persons. Moreover, the concerned library staff is extending all possible help and support to these persons for making the best use of available library resource.

4.3.13 List the infrastructure development of the library over the last five years.

The following infrastructure has been added during the last five years:

- Installation of LAN
- Establishment of internet browsing centre with 100 independent nodes
- 512 kbps VSAT connectivity through ERNET under UGC-INFONET scheme
- Establishment of computation facilities centre with 50 computers, printing and scanning facilities
- Establishment of e-resource centre which provides access to 6000 full text e-journals and databases
- Establishment of international resource cell a joint venture of university of Kashmir and British Council
- Establishment of 24×7 library facilities centre
- Installation of Radio Frequency Identification Device (RFID)
- Installation of CCTV cameras.



4.4 ICT Learning Resources

4.4.1 How is the computer facility extended to all faculty and students?

All Departments, Research Centres and Hostels are connected through campus area network having round the clock internet facility. The Departments have computer labs. with internet facilities, where internet access is provided to the students, research scholars and faculty. The University has also provided laptops and desktops to all the teaching faculty members and officers/officials to facilitate teaching/research work and expedite/improve the administrative functioning of the University.

4.4.2 How are the faculty facilitated to prepare computer aided teaching/learning materials? What are the facilities available in the University for such efforts?

The Department of Computer Sciences, Directorate of Information Technology and Support System (IT&SS) and Educational Multimedia Research Centre (EMMRC) facilitate the preparation of teaching and learning materials. These Centres organise free training programmes for faculty members on varied application of ITC including preparation of teaching /learning material. The class rooms of almost all the departments are equipped with multi-media projectors, laptops and desktops and other supporting equipment to impart efficient, effective and interactive classroom teaching. Educational Multimedia Research Centre (EMMRC) of the University provides virtual classroom and video-conferencing facility through the availability of Education and Satellite Networking (EDUSAT) facility. The Centre also provides the facility of Lecture on Demand (LOD) to the students as per their need and requirement. About 29 Lectures on Demand on the basis of requisition from the students of several Departments were arranged during the year 2007.

4.4.3 Is there a central computing facility? If yes how favourable are its timings, access and cost to both the students and faculty?

The computing facilities are available at the Department of Computer Sciences, Allama Iqbal Library and Directorate of Information Technology and Support System (IT&SS) of the University. The Allama Iqbal Library provides twenty four hours internet facility to students and research scholars against a charge of Rs 150/- per annum and free access to the faculty members. Computer Centre provides training to the employees, students, research scholars and faculty members in the processing and management of different databases. IT&SS provides various IT-enabled services, programming, development of software and technological support for efficient functioning and management of the different constituent administrative and academic units of the University.



4.4.4 How are the computers and accessories maintained in the departments?

The University has annual maintenance contract for the repair of computers, printers and other accessories installed in various departments/offices. There is a separate provision in the budget approved by the University for each department for the purpose.

4.4.5 What is the output of the various departments in developing ITC packages for their discipline?

The Educational Multimedia Research Centre & Directorate of Information Technology & Support System (IT&SS) extend their support to develop computer aided learning material for various disciplines. Special packages and softwares have been developed for activities like entrance test for admission to various programmes, registration of students, accounting and library etc. Most of the departments have ICT facilities in accordance with their teaching and research needs. However, some advanced and sophisticated packages and software used in the Science Departments are purchased from the concerned companies.

4.5 Other Facilities

4.5.1 How many students stay in the Hostel? How many rooms are there in the hostel? Is the accommodation sufficient to meet the demand?

The University has six hostels, four for boys and two for girls. These hostels have 246 rooms having an intake capacity of 888 students. However, this accommodation is insufficient to meet the ever growing demand of the students seeking admission in various courses/ programmes as only 40 percent out of 2850 students have been provided hostel accommodation in 2007.

What facilities are provided in the hostel?

The facilities provided in the hostels include:

- Common room with television, LCD and Internet facility
- Reading rooms with daily newspapers and magazines
- Modernized kitchen facilities equipped with refrigerators, micro-wave ovens, water purifiers fitted with water coolers and other utensils
- Dining halls fitted with air conditioners
- Washrooms fitted with hot water geysers
- Uninterrupted power supply backed by diesel generator sets
- Limited indoor game facilities
- First aid facility with neighbourhood access to resident doctor in the campus.



4.5.2 What are the facilities provided by the health centre?

The Health Centre located in the main campus of the University provides round the clock medical services to students, hostel boarders, day scholars and employees. The Centre is manned by one male senior medical officer, one female medical officer, dental surgeon and three medical assistants. The following facilities are available at the Centre:

- Clinical laboratory
- Automatic blood cell counter
- Bio-chemical analyser
- Electrolyte analyser
- Dental treatment
- ECG facility
- X-Ray
- Mini Surgical Theatre
- Observation Room
- Ambulance Service

In addition to above facilities, the Regional Research Institute of Unani Medicine funded by Ministry of Health and Family Welfare is a fifty bed hospital along with a general outpatient department (GOPD) located on the main campus. The institute provides health care facilities to the people of remote areas of Jammu & Kashmir. The institute is equipped with six Biomedical /Diagnostic laboratories, X-ray, ECG & USG facilities.

4.5.3 What are the physical and infrastructure facilities available for sports and physical education?

The Directorate of Physical Education takes care of sports activity and has following physical and infrastructural facilities:

S. No.	Name of the Sports	Facilities
1	Badminton (Men & Women)	3 Courts
2	Base Ball (Men & Women)	One Ground
3	Cricket (Men & Women)	2 Fields, 3 wickets (International Size)
4	Football (Men)	2 Fields
5	Gym (Men)	Gymnasium Hall
6	Hand-Ball (Men)	2 Courts
7	Hockey (Men & Women)	2 Fields
8	Judo (Men & Women)	One Ground
9	Kabbadi (Men)	One Ground
10	Kho Kho	2 Courts
11	Net Ball	4 Courts
12	Swimming (Men)	3 Traditional Boats



S. No.	Name of the Sports	Facilities
13	Table Tennis (Men & Women)	1 Hall & Table
14	Throw ball (Women)	2 Courts
15	Volley ball (Men & Women)	5 Courts
16	Water sports (Men & Women)	24 Kayaks & Canoes
17	Snow Skiing (Men & Women)	Skies available
18	Mountaineering/hiking cum Trekking	Relevant Equipment available
19	Chess room	01
20	Billiards	01

4.5.4 How does the institution ensure participation of women in intra and inter-institution sports competitions?

The University organizes different sports events every year for both male and female students. There is wider participation from different post-graduate teaching departments and students from affiliated colleges. Besides this, the University has also kept 2 percent reservation under sports category for admission in all post- graduate programmes/courses which also proves a motivating factor for greater participation of students in different sports activities.

4.5.5. Does the institution have a workshop/instrumentation centre? If yes, what are the physical and infrastructure facilities available in the centre?

Yes, the University Science and Instrumentation Centre (USIC), Departments of Biotechnology and Pharmaceutical Sciences are the two places which provide sophisticated and advanced instrumentation and maintenance facilities to various departments and research centres. The USIC is housed in two storeyed concrete building with separate workshop, servicing and maintenance facilities for analytical instruments, electrical/electronic instruments, glass blowing design and fabrication of different mechanical jobs. The Centre houses the following state-of-the-art instrumentation facilities:

- Scanning Electronic Microscope (SEM)
- Atomic Absorption Spectrophotometer (AAS)
- Ultra-Centrifuge
- Ion-Chromatograph
- Trinocular Microscope
- De-ionized water Purification system
- UV-Visible Spectrophotometer



Best Practices in the Development of Infrastructure & Learning Resources

4.6.1 Describe the best practices for the development of infrastructure and learning resources adopted by the University with reference to physical facilities and its maintenance/ library as learning resources/ ICT as learning resource and other facilities to create learning ambience?

- Establishment of Directorate of Information Technology and Support Services (IT&SS) for enhanced use of ICT in teaching/ learning and e-governance of the University.
- Creation of 24×7 section in the Allama Iqbal Library, which remains open round the clock having a discussion/reading room housing literature and reading material on current affairs and is also equipped with internet facilities
- Establishment of e-resource centre providing access to more than 4500 full text e-journals and other data bases
- Establishment of browsing centre in the Allama Iqbal Library equipped with a network of 150 nodes for use of internet facilities for students, research scholars and staff members.
- Availability of centralised high grade research instrumentation facilities at the University Science & Instrumentation Centre (USIC), and at the Departments of Biotechnology, Biochemistry and Chemistry.
- Majority of class rooms are equipped with multi-media projectors and internet facility for efficient teaching and learning process.
- Availability of virtual class room facility at Educational Multimedia Research Centre (EMMRC) of the University.
- Arrangement of lecture on demand (LOD) facility provided against requisition by students at Educational Multimedia Research Centre (EMMRC).
- Laptops provided to majority of the faculty members and officers of the University for promoting the use of ICT.
- Establishment of geographically dispersed network of Nodal Offices by Directorate of Distance Education (DDE) of the University to provide learning resources at door steps to distance learners.

For Re-accreditation

1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

The observations and recommendations of the last Peer Team are reproduced as under:

- The Computer Centre with good infrastructural facilities needs a concerted effort for proper utilization of the facilities of this Centre particularly for the balanced academic growth of the University.



- The University Science and Instrumentation Centre (USIC) needs further strengthening of its workforce and training which may enhance the capabilities of the Centre.
- There are only three hostels for boys and one hostel for girls with an approximate capacity of around 600. There, however, appears to be a need for more residential facilities for students on the campus and transport facilities for students living outside the campus.
- The University must have a separate Coaching and Guidance Centre to provide coaching for all India competitions such as NET, IFS, IAS, PCS and other competitive exams. A separate Examination Centre should be established for the NET examination at Kashmir University to save the good but poor students from hassles of travelling to Jammu for this purpose.
- Physical Education Department should be strengthened by way of providing necessary advanced facilities for aquatic sports etc.
- There should be an extra effort to strengthen out-patient department of the Unani Medicine.
- The University may seriously consider the establishment of Regional Centre and field offices of INFLIBNET (UGC) at University of Kashmir for effective coordination of the growing IT related academic activities.
- Since some valuable work is being done by the Departments of Pharmaceutical Sciences, Physics, Kashmiri, Biotechnology, and Library & Information Sciences they should be provided with a better space and accommodation along with additional facilities.
- It has been observed that there is an essential need to have a guest room in the girls hostel.

Follow up action by the University

- Sustained effort has been made to make the optimum use of infrastructure available in the Computer Centre of the University. Besides, offering MCA programme, the Centre organises regular training programmes for non-teaching and teaching staff and research scholars for promotion of computer application and ICT use in administration, teaching-learning process and pursuits of research.
- University Science and Instrumentation Centre (USIC) has been reinforced with additional recruitment of human resource and continuous efforts are being made to utilize and enhance the capabilities of the Centre by upgrading and modernising the available range of sophisticated instrumentation.
- Residential accommodation of students has been augmented during the post-accreditation period by constructing two new hostels for boys and girls with an additional capacity of 400 units. However, keeping in view the ever growing demand for hostel accommodation on account of rapid academic expansion of the University, additional projects of hostel construction are being considered for execution.



- A separate Coaching Centre has been established which provides free coaching and counselling to the desirous students appearing for various centre/state level competitive examinations. Examination centre for conduct of NET examination has been also sanctioned and is presently functioning successfully.
- Directorate of Physical Education has been equipped with infrastructure of aquatic sports particularly Kayaks, Canoes and water boats.
- A new spacious three storied building has been constructed for Regional Research Institute of Unani Medicine, funded by Ministry of Health & Family Welfare, Govt. of India. The institute has a fifty bed hospital with a general outpatient department also.
- Allama Iqbal Library has signed *MoU* with DELNET to use their resources and is also a contract partner of UGC-INFONET consortium.
- Departments of Pharmaceutical Sciences, Kashmiri, Biotechnology, and Library & Information Sciences have been provided new spacious accommodations while as additional accommodation was provided to the Department of Physics in the existing building. The laboratory and learning resources of all these departments have been upgraded and augmented considerably during the post accreditation period.
- A number of separate guest rooms have been made available in the old and new girls hostels.

2. What are the other quality sustenance and enhancement measures undertaken by the Institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

The University has developed into multi-campus institution after establishing north and south campuses during the post-accreditation period. There is considerable physical infrastructural and academic growth of the University as a number of new academic and extension programmes like Masters Programme in Psychology, Clinical –Biochemistry, MFCI, Social Work, Food Sciences & Technology, Bio-resources, have been introduced and initiated. The residential accommodation for students has been enhanced as two new hostels one each for boys and girls with a capacity of 400 units and fully equipped with modern facilities have been constructed. In addition, the campus has moderate physical infrastructure in the form of two guest houses for accommodation of visiting faculty. Even the health centre, located in the main campus, has been upgraded and equipped with modern diagnostic testing facilities. The Regional Research Institute of Unani Medicine too has been upgraded to fifty bed hospital catering to the requirements of huge population located in the hinterland of the University premises.

The Information Technology & Support System (IT&SS) established in the post-accreditation period has made significant contribution by promoting



the ICT use for teaching-learning process and initiating e-governance system within the institution. The University has campus wide LAN and all the departments/centres have 24 hour access to internet facilities. Majority of the classrooms are equipped with multi-media projectors. Virtual class-room and lecture on demand facilities at Multimedia Education Research Centre (EMMRC) of the University. The IT&SS has focussed on developing and implementing e-governance based system that has facilitated transparent, efficient and accountable administrative and academic systems.

The Allama Iqbal Library having a total accession of more than five lac books and equipped with modern facilities is the leading knowledge resource centre of the State. The library provides round the clock access to its learning resources through INFLIBNET and DELNET facilities. The browsing centre provides online browsing facilities and the e-resource centre provides access to more than 4500 full text e-journals and other data bases. In addition, the international Resource Centre (IRC), a joint venture of the University of Kashmir and the British Council has made the Allama Iqbal library a hub of academic activities capable of organizing regular extension lectures, debates and discussions on issue of national and international importance.



Criterion V: Student Support & Progression

5.1. Student Progression

5.1.1. What is the student strength of the institution for the current academic year? Give the data gender-wise, state-wise and nationality-wise, along with analysis and commandment?

	Undergraduate (UG)						Postgraduate (PG)					
	Professional			Non- Professional			Professional			Non-professional		
	M	F	T	M	F	T	M	F	T	M	F	T
Students from the same state where the university is located	3231	2154	5385	37234	28333	65567	352	105	457	791	491	1282
Students from the other states of India	4817	7225	12042	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
NRI Students / Foreign students	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Grand total	8048	9379	17427	37234	28333	65567	352	105	457	791	491	1282

Number of Students	M.Phil			Ph.D			Diploma/ Certificate		
	M	F	T	M	F	T	M	F	T
Students from the same state where the university is located	75	51	126	33	18	51	205	78	283
Students from the other states of India	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
NRI Students / Foreign students	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil



Grand total	75	51	126	33	18	51	205	78	283
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5.1.2 Details of the last two batches of students and their profile (SC/ST, OBC, BC, General etc.) prefixing the Socio-economic profiles also

Year	Total No. of students	SC /ST Students			OBC Students			General Students		
		M	F	T	M	F	T	M	F	T
2006	2269	66	23	89	276	268	544	982	654	1636
2007	2206	85	45	130	174	105	279	1079	718	1797

5.1.3 What percentage of the students on an average progress to further studies? Give details for the last five years.

On an average 20%-25% of the students pursue higher studies. However, there is no formal mechanism to maintain the data.

5.1.4 What is the dropout rate for the different years after admission?

Dropout rate is very minimal and varies from department to department. Please refer to Self Study report, Part II, Section II, Evaluative report pertaining to the Departments at S. No. 6

5.1.5 What proportions of the graduating students have been employed for the last three years? Provide placement record for the last three years.

The placement record of the students during last three years shows a reasonable increase in employment of pass-outs of the University in both private and public sectors. This is a positive indicator in respect of academic, professional and technical expertise of pass-outs. The University has a good track record of employment of its graduates and during last three years it registered employment of 2346 students with some of the faculties, like Science, Arts, Commerce and Management, Education and Law registering more placement of students. For details please refer to Annexure 8

5.1.6 How many students appeared/ qualified in UGC-CSIR-NET, SLET, IAS, GATE/CAT/ GRE/TOFEL/ GMAT/ Central/ State services, etc. through competitive examination (Last two years).

The number of students who qualified NET / SET / KAS/ IAS and allied services during 2006 and 2007 was 198, with 169 qualifying NET/ SET and



29 administrative services examinations. Number of NET qualified students in the faculties of Science, Arts and Social Sciences was 56, 47 and 24, respectively. The success strength of SET qualified students was 42, out of them 20 were from the Faculty of Science, 10 from Social Science and remaining 12 from the Faculty of Arts. (For details refer to Annexure 9.

5.2.1 Does the institution publish its updated prospectus and handbooks annually? If yes, what is the information contents disseminated to students?

The office of the Dean Academic Affairs publishes updated prospectus of the University annually. The salient features of the prospectus are:

- A brief introduction and overview of the University about its establishment, location, status, number of campuses, number of faculties, list of constituent and affiliated colleges and the programmes offered by it.
- Roster of courses taught in the University and its affiliated and constituent colleges.
- Details about student services including information about library, hostel, health care, sports, cultural, student aid and scholarship facilities.
- Rules & regulations governing evaluation /re-evaluation examination, continuous assessment, promotion, attendance and quality assurance, assessment & evaluative mechanism pertaining to teaching- learning process.
- Admission policy indicating the eligibility criteria for open & reserved categories, modus operandi of Common Entrance Test, prescribed fee structures for open merit and self-financed seats, reservation for state nominees from school education for master's programme in basic sciences.
- Teaching departments, programmes offered, facilities and services available in all the faculties, intake capacity and thrust areas of research.
- Research centers and other institutes, central facilities etc.
- PG centers, list of programmes, intake capacity etc
- Administrative hierarchy and apex statutory bodies of the University.

5.2.2 Does the institution provide financial aid to students? If yes, specify the type and number of scholarships/ free ships given to the students last year?

i) Student Aid Fund

The University provides annual financial aid to poor and physically challenged students who are also meritorious students. Besides, the University facilitates financial aid to students coming from tribal/pahari



areas of the State through the Department of Social Welfare, Government of Jammu and Kashmir. The Kashmir University Alumni Association is also furthering cause of such under-privileged students by way of financial assistance.

ii) Student Scholarships

In view of its social commitment and responsibilities, the University has instituted some scholarships which are annually awarded to needy and meritorious students through a well established procedure. Following is the summary of such scholarships:

Category	Number of scholarships
Under-graduate scholarships	13
Post-graduate scholarships	140
M.Phil. scholarships	70
Ph.D. scholarships	70

iii) Student Awards

To recognize and reward students for their outstanding merit, the University of Kashmir and other organizations present medals and cash prizes each year to such students of the University who make a mark in the programmes/courses pursued by them. (For details please refer to Annexure 10).

iv) KU Alumni Scholarships/Financial Assistance

The Alumni Association of the University also provides financial assistance to poor meritorious students, orphans and physically challenged students.

5.2.3 What types of support services are available to overseas students?

There are no overseas student admitted in the University, consequently there is no separate provision for any support service for such category of student.

5.2.4 What support services are available to SC/ST students?

The University Coaching Centre and Centre for Adult Continuing and Extension Education, periodically organize coaching programmes and skill development courses for SC/ST students without any fee. The University has also set-up a full-fledged Coaching Centre in 2004 that provides quality education and counselling facilities to the desirous candidates appearing in



various centre/state level civil service and other competitive examinations. More than seven hundred students, majority of them hailing from far-flung areas, were enrolled in the Centre and provided coaching in subjects, which include general studies, history, political science, geography, bio-science, economics, current affairs, zoology, botany, and sociology. Guest lectures were also arranged to prepare the students for such national-level tests. The Centre has been actively involved in creating awareness by organizing workshops, Seminars, and interactive sessions with the qualified IAS/KAS officers. The Centre also aims to identify bright students from various academic disciplines to provide them with appropriate in-sight and understanding about various civil service examinations.

Main objectives of the Centre:

- ☞ To create awareness among youth about various competitive examinations.
- ☞ To identify bright students from SC/ST and other backward classes, train and prepare them for competitive examinations.
- ☞ To create linkages with all other top training centres and supporting agencies of the country.
- ☞ To act as main training centre with single window system at the campus.

5.2.5 What are the support services made available to differently-abled students?

The University took up initiatives to offer support services to differently-abled students. These include availability of wheel chairs for transportation, sloping ramps at the entry points at departments/centers and specially designed washrooms. Besides, scholarships are also given to differently-abled students.

5.2.6 Does the institution offer placement and counselling service to students?

The Placement Cell as a constituent of Centre for Career Planning and Counselling was established with an aim to enable students of different departments to make better and creative career choices and to arrange summer and final placement of students. Key elements of the Centre for Career Planning and Counselling are:

- To assist all students in their pursuit of employment and career advancement.
- Work with local and regional employers to identify part-time jobs and full-time career opportunities for students and alumni.



- Prepare students with proficient job search skills that will enable them to effectively present themselves to prospective employers.
- Provide an opportunity for prospective employers and students/alumni to meet and interact; and
- Enhance faculty support and interest in professional employment process.

Despite many challenges and problems, the Cell succeeded in facilitating placement of 1864 students in government and private sector who pursued various programmes under different faculties in different departments of the University as per the following break-up:

Faculty of Arts	:	443
Faculty of Commerce and Management Studies	:	253
Faculty of Education	:	203
Faculty of Law	:	146
Faculty of Social Science	:	272
Faculty of Science	:	547

For further details please refer to 5.1.5

5.2.7 Is there a counselling service for women students?

Yes, the Department of Student's Welfare in collaboration with Women's Studies Centre organizes counselling for women students in respect of educational, career prospectus involving the services of the expert counsellors.

5.2.8 Does the faculty participate in academic and personal counselling? If yes, how many have participated last year?

Members of Departmental Committee and Departmental Research Committee offer personal and career counselling to students. Heads of Departments/ Directors of Centres are Chairmen of the said committee besides 3-4 senior faculty members actively participate and offer counselling to students.

5.2.9 Has the employment cell encouraged students to be self-employed during the last five years?

Yes, the University through Entrepreneurship Development Cell (EDC), which functions under the aegis of University Science & Instrumentation Centre (USIC), with financial support from Department of Science &



Technology (DST), Govt. of India encourages students to opt for self-employment. The EDC focuses on entrepreneurship development and self-employment opportunities among unemployed youth in Kashmir and thus motivates them to choose entrepreneurship as their career and become job providers instead of job seekers. The Centre encourages innovative and commercially applicable research that enables the academia to develop an interface with the society by integrating suitable technology with regional industry leading to generation of additional employment and economic growth in different sectors of the state economy. EDC provides a platform for the local inventors and the technology innovators and helps them in prototype fabrication, provides expert guidance on patenting and project report preparation for establishing Small Scale Industrial (SSI) units. Following are the activities that have been carried out during 2007.

Workshops/ Entrepreneurship Awareness Camps -2007

Workshops and entrepreneurship awareness camps organized in the Kashmir division.				
S. No.	Theme	Duration (Days)	Venue	No. of Participants
1	Patent: What, Why & How.	2	The University of Kashmir, Srinagar	58
2	Grass-roots Innovation & Entrepreneurship Development	2	Sagam, Kokernag, Anantnag	73
3	Medicinal & Aromatic Plants Cultivation, Extraction & Marketing.	2	Asian Institute of Medical Sciences, Srinagar.	96
4	General Entrepreneurship	1	Institute of Management & Public Administration, Srinagar.	47
5	General Entrepreneurship	2	Department of Management Studies, University of Kashmir	68

5.2.10 Does the institution have an Alumni Association? If yes, what are its activities?

Yes, Alumni Association, which includes 175 life members, was established in year 2002 with the following objectives:

- To provide a common platform to the Alumni (former students) of University of Kashmir who are spread throughout the globe and are engaged in various lawful professions/occupations and are willing to contribute to the development of the University.



- To assist in overall development of educational standards in the State, in general, and the Valley, in particular.
- To help the University in the development of infrastructure by extending professional and financial support.
- To organize lectures, seminars and conferences and impart education to poor students free of cost.
- To provide scholarships and prizes for outstanding performance of students and to provide scholarships /financial assistance to the poor and orphan students.
- To establish the educational network in the Valley in a phased manner for imparting free education to the poor, orphans and downtrodden sections of the society.

Major activities of the Association:

- The Alumni Association granted scholarships and financial assistance to 193 students hailing from down-trodden segments of the society, including orphans and physically challenged. In addition, meritorious students were provided scholarships to the tune of Rs. 1.5 lacs so as to enable them to continue their studies without any impediment.

Year	No. of beneficiaries	Nature of assistance	Amount
2003	49	Financial assistance	Rs. 1,00,500/-
2004	23	-do-	Rs. 74,000/-
2005	47	-do-	Rs.77,500/-
2006	61	-do	Rs. 2,07,150/-
2007	10	-do-	Rs.12,850/-
Total			Rs. 4,72,000/-

- The Alumni Association provides schooling to the poor children at their door steps. As a part of this endeavour, the Association established a school at Anchar, Soura, Srinagar where education is imparted free of cost to poor students. At present there are 155 students enrolled in the school. The school has also generated employment for some unemployed youth.
- The Association has incurred an expenditure of Rs.3,20,500/- on account of different components for running the school as per the following break-up:



- Salary to staff Rs. 1,88,416/-
- Books for students Rs. 38,927/-
- Furniture Rs. 11,157/-
- Rent of the building Rs. 82,000/-
- The Association has paid an amount of Rs 5,56,500/ on account of scholarship/financial assistance to the poor and physically challenged
- An amount of Rs. 20,000/- was paid on account of merit scholarship.

5.2.11 List the names of top 10 most renowned Alumni of the University along with their designation?

S. No.	Name	Department	Designation
1	Mr. Ghulam Nabi Azad	Zoology	Union Health Minister and Ex. Chief Minister J&K State.
2.	Prof. Arif Wani	Physics	Professor of Computer Sciences, California University, USA.
3	Mr. Farooq Ahmad	Zoology	DIG/IG State Police Department
4	Prof. R. N.K Bamzai	Zoology	Professor, Jawaharlal Nehru University, New Delhi.
5	Dr. Zafar A Handoo	Zoology	United States Department of Agriculture (USDA), USA.
6	Dr. Syeda Mir	Zoology	University of Jordan
7	Mr. Mohd. Shafi Uri	Law	Member Parliament, Rajya Sabha
8	Mrs. Mehbooba Mufti	Law	Leader of Opposition, J&K Legislative Assembly
9	Justice A M Mir	Law	Judge, J&K High Court
10	Justice Mohd Yaqoob Mir	Law	Judge, J&K High Court
11	Justice Hasnain Masoodi	Law	Judge, J&K High Court
12	Dr. Haseeb Drabu	Economic	Chairman, Jammu and Kashmir Bank, and former, Advisor, J&K Govt.
13	Mr. Ali Mohammad Sagar	Law/ Economics	Minister for Law, Parliamentary Affairs & Rural Development, J&K Govt.



14	Dr. Pushpati Razdan	Chemistry	Vice-Chancellor, Orissa University
15	Dr. Uppendra Dhar	Botany	Director, G.B Pant Institute of Himalayan Environment and Development
16	Molvi Shafat Ahmad	Botany	Chief Conservator of Forests, J&K Government
17	Mrs. Naseem Lankar	English	Secretary/Commissioner, Kashmir.

5.2.12 Are the alumni contributing to the development of the institution? If yes, Please specify how?

Yes, the alumni are contributing for the development of institution in respect of following:

- a. Providing feedback on curriculum based on industry / market needs
- b. By holding interactions / counselling with students

5.2.13 Does the institution have a Grievance Redressal Cell? If yes, what are the functions?

Yes, the University has a Grievance Cell working under the aegis of Department of Students' Welfare. The students have an easy access for registration of their grievance. The Cell has a good track record of addressing the complaints within shortest possible time to their satisfaction. The functioning of the Cell has established a cordial relationship between students and the University management.

5.2.14 List the number of grievances redressed during the last two years.

No grave and serious grievance has been registered with the Grievance Cell during last two years. However, day to day grievances received mostly pertain to lack of communication, ignorance about working of the system in the University, registration of the examination records dispatched from the concerned colleges and the available facilities for students in respective departments and hostel accommodation etc.

5.2.15 Is there a provision for welfare schemes for students? If yes, specify.

Yes, the Department of Student's Welfare has already launched social welfare schemes for students belonging to socially backward and under privileged class for promotion of higher education through financial



assistance. The Department has an established mechanism of processing the applications of deserving students from all departments/ centres of the institution.

The Department of Students Welfare also has a special cell for specially challenged students and a Coordinator is looking after the specific requirements of these students in respect of following:

- Facilitate admission for students with special challenges
- Provide guidance and counselling to specially challenge students
- Create awareness through organization of seminars/workshops/ orientation programmes / counselling about their requirements, general issues concerning disabilities.
- To acts as a bridge between University authorities and specially challenged students.
- To facilitate their rehabilitation, collection of research data and implementation of human rights.

The Department also conducts social service camps on special religious occasions like, the birthday of the Prophet ^{PBUH}, (Eid-i-Milad), Muharam, Mela Kheer Bhavani, Guru Purabs to strengthen the social and pluralistic structure of the society.

5.2.16 What were the specific measures initiated by the institution to enhance the quality of education with reference to student support and progression?

The specific measures initiated by the University to enhance quality education with respect to student support and progression are:

- Introduction of job oriented courses/programmes.
- Use of ICT gadgets for teaching-learning process.
- Organization of virtual classes and lectures on demand from nationally reputed experts through Edu-sat programme by EMMRC.
- Enhancement of learning resources through extensive use of ICT for management and optimum utilization of resources in the following sectors of the library system.
- RETRO conversion of whole collection
- Availability of Online Public Access Catalogue (OPAC)
- Interconnectivity with all Departmental Libraries
- Availability of high speed internet accessibility
- Fully automated circulation & processing section



- Provision of IT service to campus
- Availability of database accessible through OPAC of SOUL
- Book search through following access points: (a) Author (b) Class No. (c) Corporate Body (d) ISBN (e) Key words (f) Publisher (g) Series/ Volume / Note (h) Title i) Word in title.
- Access to search for: a) Location of book b) Availability of the book c) Membership Status.
- Upgradation of world class infrastructure facilities for winter and water sports.

5.2.17 Is there a cell to prevent sexual harassment? How effective is the cell?

Yes, the Vice-Chancellor has constituted Women Empowerment and Grievance Committee which takes care of the sexual harassment cases.

5.2.18 What are the efforts to provide legal literacy to women?

The Women's Studies Centre of the institution organizes legal literacy programmes for women through organization of seminars, workshops, short term legal sensitising orientation courses.

5.3 Student activities

5.3.1 What are the incentives given to students who are proficient in sports?

The University encourages students who participate actively in sports by way of following incentives:

- 2% reservation in admission to all post-graduate programmes
- Award of medals and prizes on the basis of their performance and representation at regional/state /national levels.
- Condonation of period of absence on account of participation for in sports activity representing the University in and outside the State.

5.3.2 Give details of the participation of the students in sports and the outcome, at the state, regional, national and international levels, during the last two years?

The University has a full fledged Directorate of Physical Education and Sports, which organizes sports activities at regional, state and the national level. During the post-accredited period, the Directorate organized 150 events based on 19 different sports activities comprising 65 inter-college, 58



inter-departmental and 27 inter-university and won award / prizes. (For details refer to Annexure 11).

The break-up of the students participation is as under:-

Inter-departmental			Inter-college			Inter-University		
Total	Male	Female	Total	Male	Female	Total	Male	Female
7867	7777	90	11408	8545	2863	417	375	42

The student's participation in these events was 19,692 comprising 16,687 male and 2,995 female. The student's participation in the inter-departmental events was 7,867 comprising 7,777 male and 90 female students.

The University sponsored 80% of the events; however, the remaining 20% of the events were sponsored by the other agencies including certain corporate houses.

Number of sports events organized by Directorate of Physical Education & Sports, University of Kashmir (2002-2007)

Sports Activity	Number of participants in the following events								
	Inter College			Inter Department			Inter University		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Cricket	2141	400	2541	2344	Nil	2344	92	13	105
Football	1776	Nil	1776	2112	Nil	2112	97	Nil	97
Hockey	1320	366	1686	780	Nil	780	78	Nil	78
Volley Ball	1150	400	1550	900	Nil	900	48	Nil	48
Badminton	420	220	640	335	60	395	04	Nil	04
Table Tennis	296	199	495	346	Nil	346	Nil	Nil	Nil
Kabaddi	581	Nil	581	300	Nil	300	11	Nil	11
Kho Kho	132	516	648	300	Nil	300	Nil	Nil	Nil
Handball	252	Nil	252	Nil	Nil	Nil	Nil	Nil	Nil
Throw ball	Nil	204	204	Nil	Nil	Nil	Nil	Nil	Nil
Athletics	365	Nil	365	Nil	Nil	Nil	Nil	Nil	Nil
Road Race	246	190	436	120	Nil	120	Nil	Nil	Nil



Cycle Race	309	77	386	160	Nil	160	Nil	Nil	Nil
Swimming	1128	Nil	1128	Nil	Nil	Nil	Nil	Nil	Nil
Baseball	312	160	472	Nil	Nil	Nil	45	29	74
Kayaking/ Canoeing	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Judo	104	41	145	50	Nil	50	Nil	Nil	Nil
Skiing	150	90	240	30	30	60	Nil	Nil	Nil
Trekking	14	Nil	14	Nil	Nil	Nil	Nil	Nil	Nil

5.3.3 How does the Institution collect feedback from students for improving the support service?

The Centre of Internal Quality Assurance (CIQA) has evolved a rational mechanism for fast transmission of the feedback from students and scholars on prescribed formats designed in different colours to suit the specific feedback requirement pertaining to curricular activities, co-curricular activities and supporting services available at departmental/ institutional level. Students have access to the feedback forms available in the respective departmental libraries and are provided free of cost. Students as per their requirement fill up the feedback forms and drop it in the feedback boxes installed at the doorsteps of Departments/Centres. The CIQA team periodically collects these forms to have the assessment of the feedback and transmits the desired inputs to the concerned Head of the Department, the teacher concerned and Head / Director of the supporting service concerned for further improvement. This has reposed faith in the mechanism developed for the management of the institution. The formats for above activity are reproduced as Annexure 20.

5.3.4 Does the Institution collect feedback from employers? If yes, how is the feedback used? Illustrate the outcome.

There is no formal mechanism for collecting the feedback from the employers.

5.3.5 Furnish information regarding the participation of students in extracurricular activities and recreational activities?

The Department of Student's Welfare has organized 72 multi-component activities through its different units based on following major areas:

- Social Service Activities 06
- Art and Cultural activities 20



• Competitive Literary Programmes	10
• Educational Tours	07
• Youth festivals/melas	05
• Competitive creative writing in different languages	08
• Stage / theatre shows	05
• Student interaction with foreign delegates	04
• Panel discussion programmes	07

5.4 Best practices in student Support Progression

5.4.1 Describe the best practices in student support and progression practiced by the institution in terms of student progression/ student support/ activities.

The University has developed a mechanism for participatory role of students for student progression / support and activities. The prominent practices include:

- Collection of feedback from students on student support services on prescribed formats.
- Representation of students and scholars in Departmental Quality Assurance Units for assessment of student support services and student progression. This is followed by pro-active role of the CIQA on the recommended remedial follow-up measures for further improvement.
- Enhancement of student facilities, like computation, Xerox, Internet accessibility, separate washroom for girls, organization of field trips, quarterly Mushaira's, publishing of Media Times and competition for creative writing.
- Upgradation of hostel facilities for both boys and girl students.
- Special health care system for all students and 24 hour medical services for hostel boarders.
- Establishment of helpline service for students regarding rules governing admission, examination and evaluation system.
- Financial aid to students through social infrastructural fund of the University including alumni association, Social Welfare Department J&K State apart from merit-cum-means scholarships.
- Development of Information Technology and Support System for catering to different student services.



- Coaching Centre for NET/SET and state, national level administrative services etc.
- Establishment of International Resource Cell (IRC) with the financial support of British High Commission in India. The IRC has rich collection of books and journals on international relations, law, social work, peace building, conflict management and women studies. The Cell has provided a pro-active platform for panel discussion on specific themes, video conferencing, film screening etc. and is evoking tremendous response from students, scholars, intellectuals and media persons.

For Reaccreditation

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

Perusal of the Peer team report reveals that following points were identified by them for their redressal during the post-accreditation period:

- Addition of foreign journals to Central Library to facilitate research, students and guides to upgrade their knowledge in the respective fields.
- Addition of more internet terminals to cater the needs of the majority of the students.
- Construction of the gymnasium for promotion of the sports activity.
- Establishment of the placement cell in the departments to facilitate the placement of students as per their specialization.

Follow-up action by the University

- The Allama Iqbal Library has substantially augmented its learning resource facilities for the benefit of a wide spectrum of its users. These include availability of back volume journals 5,600; 297 foreign journals (hard form) 9,500 online journals (contents and abstracts only), full text online journals 4,500, in addition to 02 online data bases INFOTRAC and EBSCO.
- The library has fully exploited the tools of information technology for efficient information management and optimum utilization of the wide range of available resources.
- To disseminate ICT-related information to its affiliated / constituent colleges, the University has established Information Centre in some of these colleges to begin with.



- The University has a gymnasium/ health club divided into two halls with dimensions of 30x42 fts. and 5 equipments, namely Treadmill with LCD, Cross Trainer, Recumbent Bike, Elliptical /Impulse Cycle and Massage Chair are installed.
- The institution has offered centralized facility of the Placement Cell under the auspices of Centre for Career Planning and Counselling with an aim to enable the students of different departments to make better and creative career choices and to arrange summer and final placement of the students. The Cell is playing a pro-active role to facilitate the student in respect of the following:
 1. To assist all students in their pursuit of employment and career advancement;
 2. Work with local and regional employers to identify part-time jobs and full-time career opportunities for the students and alumni;
 3. Prepare students with proficient job search skills that will enable them to effectively present themselves to prospective employers;
 4. Provide an opportunity for prospective employers and the students/alumni to meet and interact.

2. What were the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression.

The other quality sustenance and enhancement measures that were taken with regard to student support and progression were:

- Introduction of new programmes both at post-graduate and undergraduate levels for the benefit of students.
- Revision of syllabi and introduction of new courses in frontier areas.
- Introduction of semester scheme in almost all the programmes offered by the University which helped to increase the number of core and optional courses per programme.
- Upgradation of infrastructure in terms of classrooms, laboratories, reading rooms.
- High-end centralized instrumentation facilities for use by research scholars.
- Augmentation of learning resources and IT-enabled services for use by students.



- Special emphasis on skill development, career counselling and placement of students.
- Encouragement for submission of research proposals to national agencies for financial support.
- Increase in residential facilities to students hailing from far flung areas.
- Round-the-clock healthcare facilities for students and research scholars.



Criterion VI: Governance and Leadership

6.1. Institutional Vision and Leadership

6.1.1 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientation, vision for the future etc.?

Yes, the mission statement of the University reproduced below clearly emphasizes the participatory role of all stakeholders, including society, students, academicians etc. to fulfil genuine aspirations and needs of the citizens in accordance with the envious academic and spiritual traditions of Kashmir.

“We commit ourselves to the participatory engagement of teachers, scholars, students and the civil society in innovative, creative and progressive programmes aimed at intellectual enlightenment and emancipation at individual and societal level”.

6.1.2 What are the goals and objectives of the institution? How are they made known to the various stakeholders?

The University has following objectives:

- To provide quality teaching blended with information and communication technology tools and techniques to students in order to enhance their knowledge base and necessary skills to make them responsible and productive citizens of the country.
- To reach out to people living in far-flung areas of the Kashmir Division and make higher education accessible to them so as to redress their sense of alienation and ensure their participation in the socio-economic development of the State as well as the Country.
- To carryout quality research of high international standards and generate new knowledge that potentially can contribute to overall development of the state, society and citizens through organized outreach and extension activities.

6.1.3 Does the institution have a mission statement and goals reflecting quality? If yes, give details.

Yes, the vision and mission statements of the University reflect the importance attached to the quality by the University. In fact the University aspires to achieve excellence in teaching, research and outreach activities in order to attain the status of an internationally reputed institution.



6.1.4 What measures has the institution taken to translate quality into its various administrative and academic units?

Acknowledging the importance of quality in higher education, the University established a full-fledged Centre of Internal Quality Assurance as a post-accreditation quality sustenance initiative with the objective of developing and institutionalising a system that ensures quality in all spheres of the University.

Following are some of the additional measures that have been taken by the University to translate quality into its various administrative and academic units.

- Improvement in examination related activities has been a major concern of the University. The University with a view to infuse quality in the system took up the challenging task of e-governance of all the examination related units. By now a major portion of it has been automated which made the system more accountable, effective, transparent and student friendly.
- The section dealing with the Registration of students for various courses has also been automated which provided great relief to the student community. E-based services have also been introduced for students seeking migration within and outside the State. On-line submission of forms by students within and outside the state has helped the disposal of these cases with minimum time.
- The University has also automated the process of its admission to various post graduate programmes and now the aspirants are informed about the admission related activities through e-based services.
- During the second phase, the University is bringing Administrative Units under the ambit of e-governance so as to infuse quality and transparency in the system.
- The University has undertaken a programme of training its employees to equip them to meet contemporary requirements. While teaching community is being deputed to various seminars, symposia, conferences and workshops within and outside the country, some non-teaching employees in the administration have been imparted need-based training relevant to their work. The training programmes covered secretarial, accounting and office related spheres in addition to computer applications in office. Training has been imparted in general computer applications and in respect of those soft ware solutions that are specific to their job. Officers in the University have been deputed to various management development programmes relevant to university administration.



6.1.5 What are the leadership functions of the head of the institution? How is the leadership system established in the University?

The University has a hierarchical structure of leadership. The Governor of the State is the Chancellor of the University and presides over University Council which according to the University Act No. XXIV of 1969 is the supreme authority of the University. The Chief Minister of the State is the Pro Chancellor of University and a Vice Chancellor as the executive head of the University exercises powers in accordance with the University Act and relevant Statutes.

6.1.6 Is the faculty involved in decision-making? If yes, how?

Adequate representation of faculty members on the decision-making bodies, such as University Council, Syndicate, Academic Council, Boards of Studies etc. ensures involvement of teachers/researchers in making rules and regulations related to academic, administrative and financial matters.

6.2 Organization Arrangements

6.2.1 Give the organizational structure and the details of the statutory bodies?

The Kashmir and Jammu Universities Act, 1969, Act No. XXIV of 1969. provided for the establishment of the University of Kashmir in the State of Jammu & Kashmir, besides the University of Jammu. Organizational structure of the University as contained in the University Calendar (Vols. I & II) as under:

The Chancellor:

The Governor is the Chancellor of both the Universities. He is the head of both the Universities and when present, presides at the meetings of the University Council and at the Convocations of the University. The Chancellor shall have such powers as may be conferred on him by this Act or the Statutes.

The Pro Chancellor:

The Chief Minister of the Jammu & Kashmir State is the ex-officio Pro Chancellor of the University. The Pro Chancellor when present, in the absence of the Chancellor, presides at the meetings of the University Council and at the Convocations of both the Universities.

The Vice Chancellor:

The Vice Chancellor is either a whole-time paid or a part-time honorary officer of a University as the Chancellor may determine and is appointed by the Chancellor in consultation with the Pro Chancellor from amongst the



persons whose names have been submitted to him by a Committee constituted in accordance with the provisions of the Act.

The Pro Vice Chancellor:

Pro Vice Chancellor for a University is a whole-time officer of the University and is appointed by the Chancellor in consultation with the Pro Chancellor in the manner provided for the appointment of the Vice Chancellor. The term of office of the Pro Vice Chancellor is the same as that of the Vice Chancellor.

The Financial Advisor:

The Secretary to Government, Finance Department, or any other Officer nominated by the Government of Jammu & Kashmir is the ex-officio Financial Advisor to the University. The Financial Advisor may exercise general supervision over the funds of the University and will advise it as regards its financial policy.

The Registrar:

The Registrar of the University is a whole-time officer and is appointed by the University Council on the recommendation of the Selection Committee. The terms and conditions of service and the emoluments of the Registrar may be such as the University Council concerned may from time to time prescribe.

The Registrar of the University acts as the Secretary of the University Council, the Syndicate and the Academic Council, the Faculties, the Boards of Studies, the Boards of Inspections, the Boards of Research Studies and other bodies of the University and keep the minutes thereof. He is the custodian of records and has the powers to realize and receive all moneys due to the University and sign and grant receipts for the same, to make all disbursements on account of the University.

The Controller of Examinations:

The Controller of Examinations of a University is a whole-time officer of the University and is appointed by the University Council on the recommendations of the Selection Committee. It will be the duty of the Controller of Examinations of a University to make arrangements connected with the setting and printing of question papers for all the examinations held by the University including their safe custody and all other matters connected therewith.

Director College Development Council:

The Director College Development Council shall be appointed by the University Council on the recommendations of the Selection Committee appointed. He shall be a whole-time officer of the University and perform such duties and exercise such powers as may be assigned to him by the University Council, the Syndicate or by the Vice Chancellor.



The following are the Statutory bodies of the University:

The University Council

The composition of the University Council is:

- i. **The Chancellor,**
- ii. **The Pro-Chancellor,**
- ii. **The Education Minister, Jammu & Kashmir Govt.,**
- iii. **The Vice-Chancellor of the University concerned,**
- iv. **The Vice-Chancellor of the other University established under the provision of Kashmir and Jammu Universities Act., 1969,**
- v. **The Pro-Vice Chancellor of the University, if any,**
- vi. **The Financial Advisor; (Financial Commissioner), Jammu & Kashmir Government,**
- vii. **The Educational Advisor to the Government or the Officer designated by the Government to be in charge of Higher Education,**
- viii. **Two Deans of the Faculties of the University concerned nominated by the Chancellor, by rotation,**
- ix. **One Principal of an affiliated / constituent college of the University concerned nominated by the Chancellor by rotation,**
- ix. **Two members of the teaching staff belonging either to the University or the constituent / affiliated colleges to be nominated by the Chancellor in consultation with the Pro-Chancellor, and**
- x. **Two nominees of the Chancellor.**

The University Council of the University is the supreme authority of the University and has the following powers, namely:

- a. to make statutes under this Act and to amend and repeal the same in consultation with the Syndicate;
- b. to make regulations in consultation with the Syndicate;
- c. to approve the financial estimates framed by the Syndicate of the University;
- d. to approve plans of development and expansion of the University;
- e. to consider and pass resolutions on the annual reports; and
- f. save as otherwise provided in this Act, to appoint officers of the status of Joint Registrar, Deputy Librarian and above and teachers of the status of Readers and above and to define their duties. Provided that no officer shall be appointed by a University Council until provision has been made for his salary in the approved budget of the University concerned.



The Syndicate

The Syndicate is the Chief Executive Authority except in respect of the matters falling within the purview of the University Council concerned in accordance with the provisions of this Act and it consists of the following members:

The composition of the Syndicate is.

- i. **The Vice-Chancellor,**
- ii. **The Pro-Vice Chancellor, if any,**
- iii. **The Educational Advisor to the Jammu & Kashmir Govt. or the officer designated by the Government to be in charge of higher education.,**
- iv. **The Financial Advisor, (Financial Commissioner), Government of Jammu & Kashmir,**
- v. **Two Deans of the Faculties of the University by rotation to be nominated by the Vice-Chancellor,**
- vi. **Two Deans of faculties of the other University by rotation to be nominated by the Chancellor,**
- vii. **Two Principals of affiliated or constituent colleges by rotation to be nominated by the Vice-Chancellor with the approval of the Pro-Chancellor,**
- viii. **One member of the Academic Council of the University concerned elected by the Council amongst its members,**
- ix. **Two members of the Syndicate of the other University elected by the body, and**
- x. **Three nominees of the Chancellor at least one of whom shall be a woman connected with academic life.**

Subject to the provisions of this Act, the Statutes and the Regulations, the Syndicate of the University may exercise and perform the following powers and functions:

- a. to frame the budget estimates of the University and to submit these to the University Council at a time to be prescribed by Statutes;
- b. to recommend the draft statutes and regulations or amendments or revocation thereof and other proposals for consideration by the University Council;
- c. to hold control, and administer the funds, property and other assets of the University;
 Provided that no expenditure shall be incurred which has not been included in the approved estimates except with the sanction of the University Council;
 Provided further that the Syndicate shall have powers of re-appropriation in accordance with the regulations to be prescribed in this behalf;
- d. save as otherwise provided in this Act to appoint officers (below the



status of Joint Registrar and Deputy Librarian) and teachers (below the status of a Reader) and to define their duties;

Provided that no officer or teacher shall be appointed by a Syndicate until provision has been made for his salary in the approved budget of the University concerned;

- e. to admit new colleges to the privileges of affiliated or constituent colleges of the University subject to the conditions to be laid down in the Statutes;
- f. to arrange for and direct the periodical and special inspection of the colleges and other institutions and hostels;
- g. to award scholarships, prizes, fellowships, exhibitions, bursaries and other such awards in accordance with the procedure prescribed in this behalf;
- h. to control and manage the libraries of the University concerned;
- i. to provide buildings, premises, furniture, apparatus, equipment and other means and facilities needed for carrying on the work of the University concerned;
- j. to invest any moneys belonging to the University concerned including a unapplied income in any of the approved securities, or to place on fixed deposit in any bank, approved by the Government in this behalf, any portion of such moneys not required immediately for expenditure;
- k. to demand and receive such fees as may from time to time be prescribed Statutes and Regulations;
- l. to constitute committees for specific purposes and to assign such duties to them as may be deemed necessary;
- m. to recommend to the University Council the plans for development and expansion of the University;
- n. to appoint paper setters and examiners for all the examinations held by the University in accordance with procedure prescribed in the Statutes;
- o. to give directions for holding of examinations and compilation and publication of results;
- p. to give directions for the editing, printing and publishing of such text books for various examinations in the University as may be considered necessary for this purpose;
- q. to maintain proper standards of teaching and examination in consultation with the Academic Council of the University concerned;
- r. to enter into, vary, carry out and cancel contracts on behalf of the University;
- s. to direct the form, custody and use of the common seal of the University;
- t. to accept donations, bequests or transfer of any movable or immovable property on behalf of the University concerned;



- U. to exercise such other powers and perform such other duties as may be conferred upon or assigned to it by this Act or the Statutes; and
- V. to delegate, whenever necessary, appropriate financial and administrative powers to the Vice Chancellor, the Pro Vice Chancellor, the Registrar, the Heads of the Post-graduate departments, the Controller of Examinations or any other officer of the University concerned.

Academic Council

The Academic Council of the University consists of the following persons, all of whom are ex-officio members:

The composition of the Academic Council of the University is:

- i. **The Vice-Chancellor of the University concerned,**
- ii. **The Pro-Vice Chancellor; of the University concerned, if any,**
- iii. **The Deans of Faculties of the University concerned,**
- iv. **The Heads of Departments of the University concerned having the status of Professor or Reader,**
- v. **Six Principals from the constituent and affiliated colleges of the University concerned by rotation nominated by the Vice-Chancellor,**
- vi. **Four Professors from colleges of the University concerned representing subjects other than those represented by the Principals, nominated by the Vice-Chancellor,**
- vii. **Deans of faculties of the other University established under the provisions of this Act., and**
- viii. **The Academic Council of the University shall have a power to co-opt not more than five persons possessing special knowledge of subjects not otherwise adequately represented on the Academic Council.**

The terms and conditions of the office of the co-opted members of the Academic Council shall be such as may be prescribed by the Statutes in this behalf.

The Academic Council of the University has following powers and functions:

- i. to control and regulate the standards of teaching and examinations in the University;
- ii. to prescribe the syllabi and the courses of study for all the examinations held by the University except such text books as may be got edited, printed and published by the Syndicate direct in accordance with the procedure laid down in the Regulations;
- iii. to make proposals to the Syndicate and the University Council for the institution of Professorships, Readerships, Lecturerships, or other



- teaching posts and in regard to the duties and emoluments thereof in accordance with the provisions of this Act;
- iv. to formulate, modify or revise, subject to control of the Syndicate and the University Council, schemes for the constitution of Faculties and for the assignment of subjects to the Faculties;
 - v. to nominate teachers or specialists to the Faculties;
 - vi. to promote research within the University and to require reports of such research from persons engaged therein;
 - vii. to advise the Syndicate and the University Council on academic matters; and
 - viii. to make proposals to the higher authorities of the University for supplementing the teaching provided in the constituent and affiliated colleges.

The Academic Council shall not take any decision on any academic matter falling within its competence which involves financial and administrative implications, without obtaining the previous approval of the Syndicate or the University Council, as the case may be.

The Academic Council of a University shall have the powers to appoint a Standing Committee of the members of the Academic Council of which not less than two-thirds shall be University Professors, Readers, Principals or teachers of affiliated and constituent colleges not lower in rank than that of a Professor and to delegate to it such of its powers as it may deem fit. The Standing Committee shall have power to invite experts, whenever necessary, for advice on a particular matter under consideration.

Faculties

The University of Kashmir has the faculties one each for Arts, Science, Social Sciences, Commerce, Education, Engineering, Medicine, Agriculture, Unani Medicine, Oriental Learning and such other faculties as may be prescribed by the Statutes of the University.

Each Faculty of the University has the following powers:

- a. subject to the control of the Academic Council to organize the teaching work of the University in the subjects assigned to the Faculty;
- b. to suggest to the Academic Council the syllabi and courses of studies for different examinations after consulting the Boards of Studies, except such text-books as may be got edited, printed and published in the manner prescribed under the Regulations;
- c. to recommend to the Academic Council the conditions for the award of degrees, diplomas and other distinctions;
- d. to deal with any matter referred to it by the University Council or the Syndicate or the Academic Council;
- e. to discharge such other functions as may be prescribed by the Statutes and Regulations, and
- f. to transact such other business as may be approved by the Deans of the Faculties.



Boards of Studies

In a University there is a Board of Studies for a subject or subjects comprised in a Faculty in accordance with the provisions of the Regulations.

Each Board of Studies except in the case of Boards assigned to the Faculties of Medicine, Engineering, Agriculture, Law and Unani Medicine shall consist of the following members, namely:

- i. the Professors of the University Department in the subject assigned to the Board, if there are any;**
- ii. the Readers of the University Department in the subject assigned to the Board, if there are any;**
- iii. the Head of the Department in the subject concerned from each constituent college, not lower in rank than that of a Professor;**
- iv. the Head of the Department in the subject concerned from each affiliated college, not lower in rank than that of a Professor;**
- v. one person who is not a teacher in any affiliated or constituent college of the University or a Department of the University, nominated by the Faculty.**

It is the duty of each Board of Studies to make suggestions to the Faculty concerned regarding:

- a. syllabi for the subject or subjects of instruction;
- b. combination of subjects permitted in various courses;
- c. new courses of study except such text books as may be got edited, printed and published by the Syndicate of the University concerned in accordance with the regulations prescribed in this behalf;
- d. appointment of paper-setters and examiners; and
- e. any matter referred to it by the University Council, the Syndicate, the Academic Council or the Faculty concerned.

The Boards of studies shall also discharge such other functions as may be prescribed by the Statutes or the Regulations.

Board of Research Studies

There are Boards of Research Studies, one each for Arts, Science, Social Studies and such other fields of study as may be specified by the Syndicate concerned after having consulted the Academic Council of the University concerned. Each Board consists of the Vice Chancellor, the Pro Vice Chancellor, the Registrar, the Dean and the Heads of the University Departments of subjects comprised in the Faculty with power to co-opt members.

Provided that an expert in the subject concerned may be invited to advice on a particular matter relating to each subject. The co-opted members shall hold office for a period of three years. The Vice Chancellor shall be ex-officio Chairman of each Board and in his absence, the Pro Vice Chancellor acts as Chairman.



Each Board organizes research studies under the guidance of the Academic Council and in accordance with the Statutes and Regulations prescribed in this behalf.

Each Board has the following powers and functions:

- a. to consider and approval for registration for the research degrees in the light of the recommendations made by the Head of the Post-graduate Department concerned;
- b. to appoint supervisors for the guidance of research studies;
- c. to prescribe the maximum number of research scholars to be guided by an approved supervisor;
- d. to submit to the Academic Council suggestions and proposals for organizing or improvement of the research studies in the University; and
- e. to consider any other matter referred to it by the Academic Council, the Syndicate and the University Council.

Boards of Inspection

Board of Inspection in the University consist of the following members:

- a. the Vice Chancellor of the University, if any;**
- b. the Pro Vice Chancellor of the University, if any;**
- c. the Educational Advisor to the Government or the officer designated by the Government to be incharge of Higher Education;**
- d. two Deans of Faculties of the University concerned by rotation, nominated by the Vice Chancellor;**
- e. two Principals from colleges nominated by the Vice Chancellor by rotation; and**
- f. the Registrar**

Subject to the provisions of this Act and the Statutes and Regulations made there-under the Board of Inspection performs the following functions:

- i. receive all applications for recognition or affiliation of colleges and other teaching institutions including all applications for recognition of new courses or subjects referred to it by the Syndicate and cause an inspection to be made and lay its report before the Syndicate for decision;
- ii. appoint inspectors for the inspection of a college once atleast within a period of three years after granting it privileges of an affiliated or constituent colleges or after the inspection last held, consider the report of the inspectors and forward it to the Syndicate with its recommendations.

The inspection of colleges and other teaching institutions applying for affiliation or recognition shall be conducted [by a Committee to be appointed by the Board of Inspection]. In the case of a college applying for recognition



in new courses or subjects the Committee of Inspection consists of the following members:

- a. one member of the Board of Inspection nominated by the Vice Chancellor;
- b. the Heads of the University Departments concerned, if there are any in the subjects; and
- c. the Dean of the Faculty concerned.

6.2.2. Give details of the meetings held, the decisions made regarding finance, infrastructure, faculty, academic research, extension, linkages and examinations held during the last year.

Statutory Body	Total number of meetings held in 2007	Date of meeting held in last year	Total number of decisions made on the above said items.
University Council	1 (2006)	18-10-2006	113 (2006)
Syndicate	1	2-7-2007	49 (2007)
Finance Committee	1	2-7-2007	7
Academic Council	2 (SCAC)	27-02-2007 15-09-2007	26 20
Board of Studies	15	--	96
Board of Research Studies	4	--	

6.2.3 How frequently are the meetings of the different statutory bodies held? What are the major outcomes?

Statutory Body	Frequency of meetings	Major outcomes
University Council	Twice in year	* Introduction of new Courses
Syndicate	Twice in year	* Establishment of new departments
Finance Committee	Twice in year	* Establishment of Satellite campuses
Academic Council	Once in year	* Approval to Expansion proposals
Board of Studies	Twice in year	* Resolution of budget and financial matters
Board of Research Studies	One in year	* Revision of syllabus of various courses
		* Revision of statutes for M Phil and Ph D



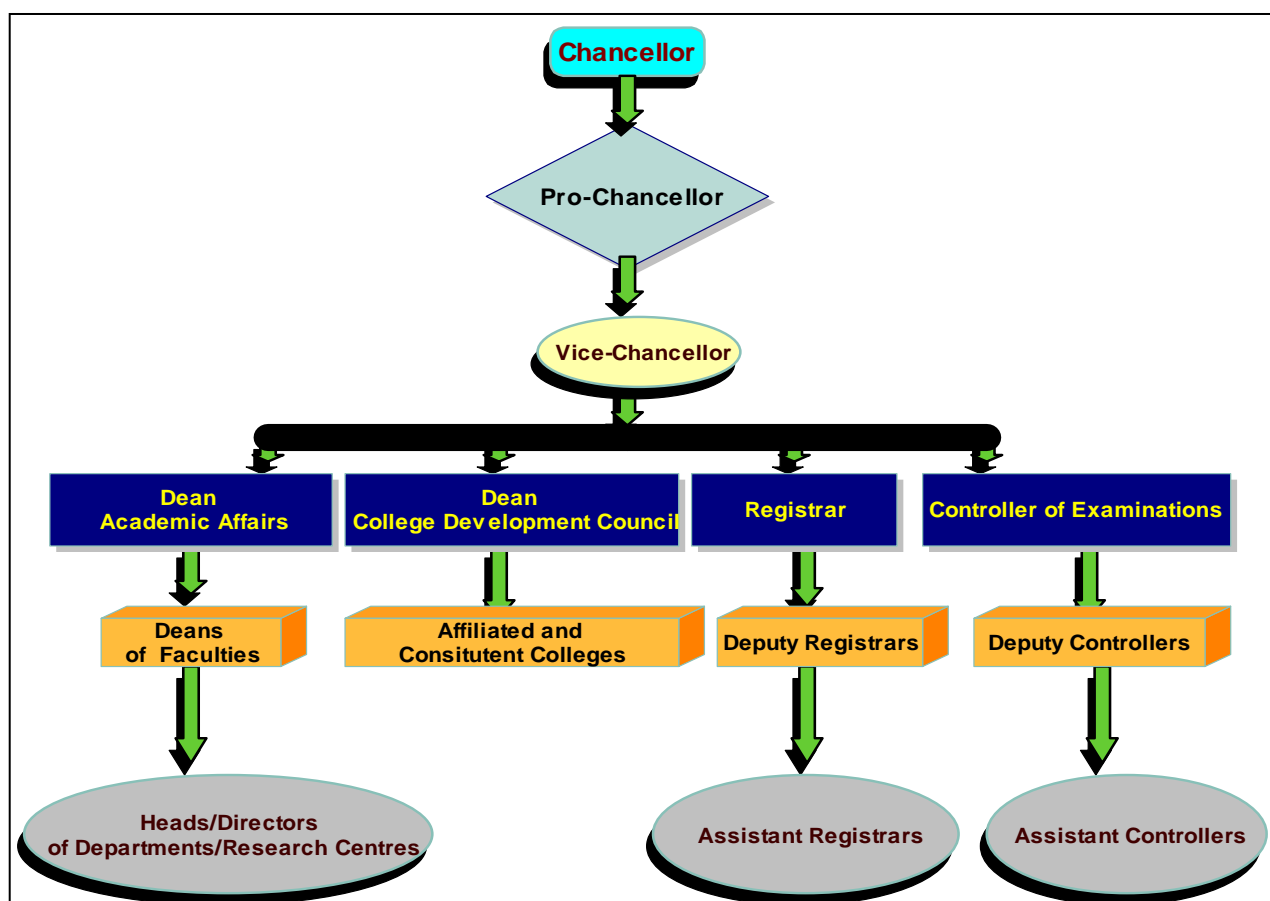
6.2.4 What percentage of the management council's resolutions are implemented during the last year?

The present mechanism ensures 100% implementation of the proposals approved by the University Council. The Council is informed about the action taken on its decisions of its previous meeting. It ensures adequate implementation besides further guidance whenever requested for practical implementation.

6.2.5 How is the administration decentralized? Illustrate the organization Chart.

The organizational chart clearly indicates that decentralization in respect of academic matter is extended to the Departments/Centres wherein the Head of the Department takes decisions in consultation with the Departmental Committee (which include all the members of teaching faculty). Administrative powers have also been decentralized and extended up to Heads of the Departments and Deputy Registrars in accordance with the Statutes and Regulations of the University Act.

Organisational Chart of the University





6.2.6. Does the institution have an effective internal coordination monitoring mechanism? If yes, specify.

The Centre of Internal Quality Assurance has developed an indigenous internal coordination mechanism wherein each and every department/centre has a Departmental Internal Quality Assurance Unit with a Nodal Officer who maintains a liaison with the CIQA. It is through these units that the Centre of Internal Quality Assurance monitors the activities of the Department/Centre.

6.2.7. How many times does the management meet the staff in an academic year? What are the major issues discussed?

Top Management in the University has a set procedure of meeting the teaching and non-teaching community at least once a year. In addition, meetings are held with their representatives and office bearers of their associations very frequently where their demands are discussed and things speedily sorted out. Besides, the Management convenes a meeting with officers of the University regularly where both routine as well as extraordinary problems are discussed and sorted out.

a) What are the norms to extend affiliation to a new Institution?

The norms governing grant of affiliation to a new institution are as follows:

Concurrence of the State Government for opening a new College (Government or non-government) is mandatory and in case of professional colleges (medical, dental, technical, management, nursing etc), permission of concerned All India Statutory Body is also required. Application for grant of affiliation to new college/institution is received by the Dean College Development Council who places it before the Board of Inspection. Subsequently an inspection team is constituted which conducts the inspection of the proposed institute. The inspection report is submitted to the Board of Inspection which after its consideration forwards the same, along with its recommendations, to the Syndicate for final decision.

b) What are the procedures for conferring permanent affiliation to a college?

All colleges in the government sector are considered for grant of permanent affiliation after successful completion of 5 years from the date of their establishment. However, colleges in the non-government sector are initially granted temporary affiliation and the permanent affiliation of such colleges is considered by the College Development Council on the basis of criteria set forth by the Council. The other requirements include fulfilment of all conditions of affiliations,



attainment of the academic and administrative standards as prescribed by the university from time to time.

6.2.8. Does the University have a College Development Council (CDC) or Board of College and University Development (BCUB)? If yes, give the details of its structure and function.

Yes, University has a College Development Council comprising the following:

- i. Vice Chancellor (Chairman)**
- ii. Commissioner/Secretary Higher Education Department, J&K Government**
- iii. Dean, College Development Council**
- iv. Four Deans of the Faculties to be nominate by the Vice Chancellor by rotation**
- v. Dean/Director, College Development Council, University of Jammu**
- vi. Three Professors of the University to be nominated by the Vice Chancellor by rotation**
- vii. Registrar of the University**
- viii. Controller of Examinations of the University**
- ix. Three Principals of the affiliated colleges to be nominated by the Vice Chancellor by rotation**
- x. Two teachers of the affiliated colleges to be nominated by the Vice Chancellor by rotation.**

The members of the Colleges Development Council other than ex-officio members hold office for a period of three years.

The functions of the College Development Council are as follows:

1. The College Development Council serves as an academic guide to the college system and ensures the availability and the use of facilities in the University Departments to the teachers in the colleges.
2. The College Development Council takes all steps as it may think fit for promotion, coordination and raising the standard of education in colleges. For the purpose of performance of its functions, CDC will:
 - a. Function as a policy making body in regard to proper planning and integrated development of colleges.
 - b. Get surveys conducted of all the affiliated colleges with a view to prepare and maintain an up-to-date profile of each college affiliated to the University. It also includes reviewing the existing facilities and identifying the gaps that need to be filled up for the development of colleges and make such information available to the UGC and other concerned bodies;
 - c. Advise the University on all matters relating to the development of affiliated colleges, such as provision of adequate facilities



academic and physical for raising thereof learning, teaching and research standard and its periodical evaluation for enabling the University to maintain reasonable continuity of policy in regard to the development of colleges;

- d. Prepare perspective plan for the development and opening of new colleges to enable the University and State Education authorities to take long-term decisions on the planning and development of colleges and advise the University on matters relating to different disciplines taught in colleges at different levels of University education;
- e. Advise the University with regard to rationalization and implementation of University policy on affiliation of colleges;
- f. Help the University with the implementation of the regulations framed by the UGC regarding minimum standard of instruction for the award of first degree and also regarding restructuring of courses at the undergraduate level;
- g. Help in development of colleges, to remove regional imbalances and also assist the colleges to realize their potential and in identification of colleges for autonomous status;
- h. Evaluate and assess the impact of the UGC grants utilized by the colleges for improvement of various development projects;
- i. Ensure close and continued contact and other interactions between the academic faculties at the University teaching departments and at the colleges and to perform such other functions as may be prescribed or as may be deemed necessary by the University for advancing the cause of collegiate education.

6.2.9. How does the university promote 'autonomous status' to the affiliated institutions?

The University Statutes do not contain any provision for granting autonomous status to its affiliated institutions. However, the affiliated institutions have academic and financial autonomy as permissible under the existing statutes.

6.3. Strategy Development and Deployment

6.3.1. Does the institution have a perspective plan for institutional development? How are the various constituencies involved in the process of planning?

Yes, the University has a perspective plan for the development of the institution.

Broad features of this plan are:



- a. Consolidation of existing programmes and expansion through development of new satellite campuses (Anantnang, Baramulla, Kupwara, Kargil and Leh) so as to achieve the gross enrolment ratio of 15% set by the National Knowledge Commission and to make higher education more accessible to people living in remote areas of the Kashmir Division for their social progress and economic development.
- b. Introduction of new programmes, such as Psychology, Finance and Control, Clinical Biochemistry, Social Work, Food Technology, Bioresources, B.Tech., M.Pharm, M.P.Ed., Geoinformatics, Natural Resource Management, Disaster Management, Urban Ecology, Molecular Biology, Bioinformatics etc. in phased manner in order to increase academic flexibility and programme options to students.
- c. To reach the unreached through non-formal mode of education with particular emphasis on skill and entrepreneurship development of students in order to increase their employability.
- d. Increase the use of Information Communication Technology (ICT), such as Virtual Classroom facility and lectures on demand in teaching-learning process and promotion of faculty exchange programme so as to improve standards of teaching and learning.
- e. Augment the laboratory infrastructure and purchase of state-of-the-art instruments as central facilities to facilitate research in areas of science and technology. Meaningful and mutually beneficial academic collaborations with national and international research centres/institutions of repute would be encouraged.
- f. Monitor and evaluate the teaching-learning process through student evaluation of courses as well as teachers. Evaluation of the quality of research output on the basis of international benchmarks-such as Journal Impact Factor, Citation index, co-authorship with foreign scientists etc.
- g. Introduction of *e-governance* in a phased manner. Computerization of all records of students registered with the university, followed by networking of affiliated colleges with the University so as to optimise resource use and introduce efficiency and transparency in the system.
- h. Special emphasis to be laid on resource generation and resource mobilization through introduction of self-financed programmes, self-financed seats, consultancy and other services.
- i. Strengthening of student-support services, such as hostel, sports, healthcare, library, placement, entrepreneurship facilities.



- j. Increased interface with the society and outreach activities so as to make the University as a vehicle of social change and regional development.

The involvement of various stakeholders in formulation and execution of above-mentioned perspective plan is ensured through both top-down and bottom-up approaches. Various committees at the level of departments/centres/sections propose a developmental or academic plan after discussing its pros and cons; the same is then discussed at various bodies (statutory or constituted by the Vice Chancellor) before its placement before the appropriate decision making body, such as Academic Council, Syndicate, University Council. Similarly, top-down approach is also practiced for implementing the plans proposed by the Chancellor and Pro-chancellor.

6.3.2. Does the institution follow an academic calendar? How effectively is it prepared?

The University strictly adheres to an academic calendar which is annually issued by the Dean, Academic Affairs on the basis of inputs received by him from various relevant quarters. Periodic meetings of all concerned are convened to review the progress of various academic activities enunciated in the calendar.

6.3.3. During the last five years, specify how many plan proposals were initiated/implemented? Give details.

Following are the plan proposals that were successfully implemented during the re-accreditation period.

Year	Proposal initiated	Status of the proposal
2002-03	Examination block, University Health Centre, Shiekh-ul-Alam Chair,	All Completed
2003-04	Construction of Science block, construction of Centre of Distance Education, construction of Boys Hostel, Girls Hostel, Humanities Block, Convocation complex, Construction of AVRC, MERC, Home Science /Psychology / Women's Studies Centre block, Moot court building, Construction of RRIUM.	All Completed
2004-05	Construction of extension of chemistry block, construction of various blocks at SOUTH CAMPUS, construction of extension of Arts and	All Completed



Year	Proposal initiated	Status of the proposal
	Biology Block	
2005-06	Construction of various blocks at North Campus, construction of Sir Syed, Roomi and Naseem Bagh, renovation of 3 storied staff quarters, construction of 3 storied working women hostel.	All Completed
2006-07	Construction of Extension of B-pharmacy, construction of extension of two overhead tanks, fixing of street lights, upgradation of interior roads,	All Completed
2007-08	Renovation of Kashmir Studies Centre, Renovation of Vice-Chancellor's Lodge, renovation of old guest house (Zabarwan Guest House), construction of boundary walls (eastern side, main campus and Mirzabagh campus) upgradation of telephone exchange.	All Completed

6.3.4 What are the mechanisms evolved by the University to meet the developmental needs of the affiliated institutions?

The mechanism evolved by the University to meet the academic development of its affiliated colleges is through inclusion of Principals/representatives of the affiliated colleges in various academic and administrative bodies of the University wherein issues pertaining to the development of affiliated colleges are highlighted and discussed. Besides, inspection teams inspecting the colleges also deliberate upon the needs and requirements of the colleges and make necessary recommendations for consideration by the competent authority. Meetings of the College Principals are also convened wherein all issues pertaining to the development of the colleges are discussed at length and suitable proposals formulated for approval and adoption.

6.3.5 How often is the functioning of the affiliated institutions inspected and supervised? When was the exercise done last? Give details.

The University has a statutory requirement for carrying out inspection of the affiliated colleges and the procedure for the same is as follows:

The Board of Inspection shall arrange periodical inspection of the affiliated/constituent colleges and other institutions affiliated to the university once in three years after grant of privileges of affiliation/recognition or after the inspection last conducted. For this purpose, the Board of Inspection shall appoint Inspectors and no inspection fee shall be charged from the college/institution for the purpose.



The Vice Chancellor shall fix the date for inspection of a college/institution well in advance so that the intimation is sent to the institution at least two weeks prior to the date of actual inspection. The duty of the Inspectors is to satisfy themselves fully that the students of the college/institution live, work and receive instruction under congenial conditions and in accordance with the academic standards prescribed by the University. Besides, it shall be also the duty of Inspectors to satisfy themselves that the institutions comply with the conditions on which the privilege of affiliation/recognition was originally granted. There should be no attempt at interference with the teaching work of teachers, in their own special subject, but the Inspectors can suggest in the report any improvements in the working of the institution that, in their opinion, would promote its efficiency.

Before proceedings to the institution for inspection, the Inspectors should obtain from the Director, College Development Council copies of the previous inspection reports of the college/institution together with any remarks made or action taken upon them by the authorities.

Inspectors shall, as soon as possible, upon arrival at an institution make a cursory inspection of the buildings, grounds and of the classes (seeing them at work, if possible), the library, laboratories, etc. so that they may form a general impression of conditions. They shall then spend some time in studying the records of the institution and familiarize themselves with the details of its conditions and life. In this part of the inspection they may call for any information that they may require from Head of the institution, members of the teaching staff, or the office.

As soon as Inspectors feel that they have sufficiently familiarized themselves with the conditions of the institution as revealed in reports, returns, etc. they shall proceed to a closer inspection with particular reference to the points detailed in these Statutes.

As an important part of the inspection, the Inspectors would have informal discussion with Head of the institution and in some cases with individual members of the staff. The team would also meet the members of the Managing Committee of the institution and impress upon them to ensure fulfilment of urgent requirements of the institution.

Inspectors should prepare their report with a brief statement of the procedure and of the time consumed by the inspection. They should then report in detail the steps taken by the institution to comply with the recommendations made in previous reports. The report should be signed by all the Inspectors.

6.3.6 Has the university conducted an academic audit of its affiliated colleges? If yes, give details.

Yes, the University conducts academic audit of the affiliated colleges and some of the specific aspects that are particularly focused during such audits include:



- a. Quality of human resource and procedure of selection
- b. Adequacy of infrastructure vis-à-vis academic programmes offered
- c. Laboratory and library infrastructure in relation to student intake
- d. Student support services
- e. Use of ICT in teaching-learning process
- f. Evaluation of colleges based on performance of their students in terminal examinations.

6.4. Human Resource Management

6.4.1 How are the staff recruited? Illustrate the process.

The process of recruitment is initiated through publication of an advertisement notice in local and national dailies. The advertisement notice is also made available on the website of the University and electronic media is also utilized for widespread dissemination of information about the posts available in the university and the essential and desirable qualifications (set by the concerned authorities as laid down in the Statutes) prescribed for each post. Wherever necessary, a written test is conducted for short-listing of applicants for personal interview.

The recommendations of the selection committee constituted in accordance with the Statutes are forwarded to Vice Chancellor/Syndicate/University Council as the case may be, for approval. Subsequent to the approval by the competent authority, the appointment orders are issued in respect of applicants selected against the advertised posts.

As per the UGC guidelines presently in vogue in the University, the percentage of direct and promotion quota fixed by the UGC is 75% through direct recruitment and 25% by promotion in case of Deputy Registrar and 50:50 in respect of Assistant Registrar. There is no ratio fixed by the UGC for the teachers.

6.4.2 How does the University assess the need for the staff recruitment?

In view of the expansion of the University and its Departments/Centres, an assessment of the requirements of the staff is undertaken at the level of Departments/Centres/Sections by the concerned officers (Heads of Departments/Directors of Centres/Assistant and Deputy Registrars) and the same is forwarded to the Registrar for assessment and consolidation. The requirements of the staff along with justification is placed before the Syndicate or the University Council for consideration and approval.



6.4.3 What percentage of faculty is recruited from other institutions, other states and other countries? Give details.

Number of teacher from other states is nineteen (19).

6.4.4 What is the ratio of teachers to non –teaching staff?

1:5

6.4.5 Does the institution have a ‘self-appraisal method’ to evaluate the performance of the faculty in teaching, research and extension programmes? How far has it motivated the teachers?

Yes, there is a self-appraisal method in vogue that is used to evaluate the performance of the faculty members. It is being progressively improved in order to make it more effective in motivating the teachers for discharging their duties (teaching, research and extension) to the best of their capabilities. In future, the annual performance report of the faculty members will be linked to release of annual increments and promotions.

6.4.6 Does the institution appraise the performance of the teaching staff? If yes, specify.

Yes, the University has devised an annual self-appraisal proforma which is to be filled by each teacher duly endorsed by the concerned Head of the Department or the Director of the Research Centre.

6.4.7 Does the institution appraise the performance of the non-teaching staff? If yes, specify.

The Annual Performance Reports of non-teaching staff are confidentially written by the reporting officers which are then perused, reviewed and appropriately dealt with by the superior officer/s. the APR,s form part of the promotion/upgradation process.

6.4.8 Has there been any study conducted during the last five years by the university/government or by any other external agencies on the functioning of any aspect of academic and administrative management? If yes, give the details of the reports.

Following studies have been made on functioning of different aspect of academic and administrative management:

- **Study of Human Resource Development (HRD) System in Indian Universities**

A survey-based study was made by Prof. A.M. Shah & Prof. S. Mufeed Ahmad of University Business School to study the HRD systems in



Universities. The study covered 12 Universities including the University of Kashmir and some Central Universities as well. The survey was financed by the Ministry of HRD at a total out lay of Rs 6.00 lacs.

- **Study of HRD Practices in the Universities of the J & K State**

An extensive (doctoral) study of HRD Practices in the Universities of J & K State was made by Dr. Feroz. A. Gurkoo, a scholar of the Business School and now Assistant Registrar in the University. The study among others included the University of Kashmir.

- **Total Quality Management in Business Schools**

A doctoral study of the quality of Business Schools which among others included the Business School of the University was made by Dr. Meiraj-ud Din, Asstt Professor, Islamia College of Science & Commerce, Srinagar.

- **AIMA survey on quality of Business schools**

All India Management Association conducted a survey of the Business Schools throughout the Country and on the basis of the survey the University Business Schools was ranked at 4 in the country.

6.4.9 Has the institution conducted any programme for skill upgradation and training of the non-teaching staff based on the performance appraisal? Give details.

Several skill upgradation and training programmes for non-teaching staff have been conducted by the Centre of Adult, Continuing and Extension Education, University of Kashmir. Junior Assistants at the entry point are also provided basic computer training in the Department of Computer Sciences and basic accounts skills by the concerned officers.

6.4.10 Does the institution conduct staff development programme for the teaching staff and non-teaching staff? Illustrate.

Yes, the University organizes various programmes for both teaching as well as non-teaching staff. The Academic Staff College of the University organizes orientation, refresher and other courses for teachers, academicians and others.

Besides, University Science and Instrumentation Centre (USIC) also organized several programmes for the benefit of the non-teaching employees of the university.



6.4.11 How are the teaching staff encouraged to use the computers, internet, audio-visual aids, computer aided packages etc.?

Besides, having full-fledged computer laboratories in certain departments, each faculty member has a PC with an internet connection whereby the faculty members are provided incentive to use computer as well as the internet facility for the furtherance of the academic standards of the university. Besides, LCD,s overhead projectors and other related equipments are provided to the departments and centres for their judicious use. Training in the use of these electronic devices is also provided by the university. Special cubicles are also available to teachers in the Allama Iqbal Library for use of internet and other facilities. Similar facilities are also extended to student as well, in departments as well as in the Allama Iqbal Library.

6.5. Financial Management and Resource Mobilization.

Given the expansion plans of the University and growing demands of the State Government for enhancing the internal resource mobilization to finance majority of University development projects, the University has been taking serious steps to ensure self-financing of the projects especially in respect of introduction of job oriented courses. As a result of these efforts a good number of activities have been launched under self-financing pattern. Since the thrust areas are IT, major projects under this domain have come up under IT and e-governance.

6.5.1. Provide income/expenditure statement for the last financial years? (provide the same to the peer team during the onsite visit).

The income and expenditure statement of the University is given as under:

Receipts

S. No.	Head of account	Rupees in lacs
1	Opening Balance	8.56
2	University Receipts	1358.50
3	Grant-in-aid	2500.18
4	Balance GID	845.56
5	Loan raised from other account	185.00
Total		4897.81

Expenditure



S. No.	Head of account	Rupees in lacs
1	Salary	2699.88
2	Pension	524.23
3	Office Contingencies	1666.35
Total		4890.49
Closing balance		7.32

6.5.2. Is the operating budget of the institution adequate to cover the day-to-day expenses? If not, how it is managed.

The budget of the University is not enough and the shortfall is being compensated from internal resources.

6.5.3. Is the maintenance budget of the institution adequate with reference to its infrastructure and learning resources?

As per norms, 2% of the asset cost is to be allotted for Maintenance and Repairs (M&R) but the University manages to allot only 0.7% of asset cost. An allocated amount of Rs. 41.12 lacs only is being annually provided for M&R.

6.5.4 Have the accounts been audited regularly? What are the major audit objections and how are they compiled with?

Yes, the accounts are audited regularly. There are no major audit objections. The observations raised by the audit Party of the Account General's Office, Srinagar (subordinate office of the Comptroller and auditor General of India) during their last audit have been responded well in time.

6.5.5 Does the institution have a mechanism for internal and external audit? Give details.

Yes, the University has a mechanism for internal and external audit. This fact has also been acknowledged by the previous Peer Team of NAAC. In fact, the University has a multi-tier auditing system and the grants received from various funding agencies other than those of State Government are audited by the Chattered Accountant regularly. The local funds of the departments are audited by the Internal Audit Unit of the University. In addition to above, the A.G's Office, Srinagar and Finance Department of the State Government conduct the audit on all kinds of funds at regular intervals.



6.5.6 What are the current tuition and other fees?

Details of the fee structure in various courses is given in Annexure 12.

6.5.7 How often is the fee revised?

There is no fixed schedule for the revision of the fee structure. However, depending upon the inputs received from departments/centres, the fee is revised keeping in view the needs and requirements of students.

6.5.8 What is the quantum of resources mobilized through donations? (other than block grants). Give details.

The University has not received any major donations.

6.6 Best practices in Governance and Leadership

6.6.1 Describe best practices in governance and leadership adopted by the University in terms of institutional vision and leadership/organizational arrangements/ strategies development/ human resource management/ financial management and resource mobilization.

Visionary leadership by the top management has evoked good response and concerted efforts have ensured openness, transparency and accountability in the system of governance. IT and e-governance have been used as an effective tool for infusing these values in the governance system. Following are the major practices adopted in this regard:

- Laying down the vision and mission of the University in consultation with all stakeholders.
- Strict adherence to Academic Calendar and timely conduct of examinations and declaration of results.
- Establishment and strengthening of Internal Quality Assurance Centre (IQAC) for quality assurance and sustenance.
- Participatory decision making through constitution of various committees.
- Promotion of transparency, accountability and efficiency at all levels.
- Strict adherence to Codal procedure while making purchases of various items/equipments.
- Student evaluation of teachers
- Inspection of affiliated and constituent colleges to ensure congenial academic atmosphere.
- Mobilization of resources through introduction of self-financed courses/seats.



- Conduct of orientation and refresher courses for human resource development.
- Consolidation of existing programmes/facilities/infrastructure and planned expansion through introduction of new programmes and establishment of post-graduate centres/satellite campuses.
- Promotion of academic exchange through organization of and participation in conferences/seminars/symposia etc.
- Academic collaborations with national and international institutions of repute.
- Activation of Grievance and Redressal Cell.
- Upgradation of University Website for the benefit of all stakeholders.
- Expansion of Public Relations Centre to establish a purposeful reciprocal link between the university and involved stakeholders.

For Reaccreditation

1. What were the evaluative observations made under Organization and Management in the previous assessment report and how have they been acted upon?

The Peer Team of the NACC has made following observations in the previous assessment report:

- Assessment of teachers by students about various aspects of teaching-learning process be introduced.
- Best Teacher Award to recognise the efforts of concerned teachers be instituted.
- Encouragement to teachers be provided for participation in conferences, workshops and faculty development programmes.
- Training programmes for non-teaching staff be organized in order to enhance the efficiency in the administrative functioning.

Follow up action by the University

All the above observations have been addressed to a larger extent and details of the follow up action are given below:

- The practice of assessment of teachers by students has been introduced and teachers are now assessed by the students. The outcome of this assessment is confidentially communicated to teachers.
- Best Teacher Award has been instituted and the parameters on the basis of which it would be given have been developed. Besides, Best Department and Best Research/Extension Awards have also been instituted to recognize the efforts of concerned teachers and Departments/Centres.



- University has adopted a liberal policy of granting duty leave and financial assistance within budgetary provisions to teachers for participation in conferences, workshops, seminars, symposia etc. so as to orient the faculty with new perspectives of teaching and research.
- While some courses were organised for non-teaching staff at the University Science and Instrumentation Centre, but a systematic programme of imparting training to non-teaching staff could not be developed.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Organization and Management?

The University has taken many initiatives in all its spheres, such as teaching-learning, research, extension and outreach, administration, financial management, quality assurance and sustenance. Some notable initiative are:

- Strict adherence to rules, regulations and statutes in order to promote transparency, accountability and efficiency.
- Constitution of Committees comprising faculty members drawn from different departments to facilitate smooth conduct of academic, administrative and financial business of the University.
- Decentralization of powers to Departmental Committees to ensure proactive and participatory involvement of faculty members for efficient academic and financial management.
- Empowerment of Departmental Research Committees to facilitate pursuit of M.Phil/Ph.D programmes by students and also for ensuring quality research through regular review of research carried out by scholars.
- Mandatory observance of codal formalities while making purchases of various kinds of items.
- Upgradation of Internal Quality Assurance Cell to Internal Quality Assurance Centre for sustenance and furtherance of quality in all spheres of the University.
- Establishment of Internal Quality Assurance Units in each department/centre with HOD as its Chairman to liaison between the Departments/Centres and the IQAC for implementation of vision and mission of the NAAC at grass-root levels.
- Upgradation of syllabi in accordance with guidelines of national agencies such as UGC/AICTE/BCI etc; and introduction of Semester the System.
- Ensuring accountability and efficiency through Internal and External Audits.



Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

7.1.1 What mechanism has been developed by the institution for quality assurance within the existing academic and administrative system?

The University has taken a lead in developing an indigenous model of the Quality Assurance through following pro-active measures.

- Upgradation of Internal Quality Assurance Cell to a full fledged Centre.
- Networking of the Quality Assurance down to the grass root level of departments/centres involving participatory role of teaching faculty, research scholars and students through establishment of Departmental Internal Quality Assurance Unit (DIQAU).
- Clear mandate to the DIQAU with respect to its composition and function to carry forward quality-related measures in teaching-learning, evaluation process and support services.
- Appointment of fifty Nodal Officers representing the CIQA at departmental level to implement its programmes on curricular and co-curricular activities by organizing extension lectures and other allied activities.
- Conduct of academic audit of departments, research and extension centres on prescribed benchmarks developed by the CIQA as per the NAAC guidelines.
- Separate and independent budget provision for Departmental Internal Quality Assurance Units (DIQAU) to facilitate student centric activities.

7.1.2. What are the functions carried out by the above mechanism in the quality enhancement of the institution?

The above mechanism has equipped the Departmental Quality Assurance Units to provide the leadership in development of student facilities at departmental/ institutional level, besides organizing the faculty development programmes, seminars, workshops etc.

This model has provided a platform for all stakeholders to play an active role in management of the department in respect of the academic activities. It



has also facilitated sensitisation of students for quality enhancement and quality sustenance institutional measures.

7.1.3 What role is played by Students in assuring quality of education imparted by the institution?

Students play a defining role in the quality of education imparted by the institution through following remedial measures:

- Fast transmission of feedback on prescribed formats on curricular and co-curricular activities.
- Assessment of teachers by students on prescribed format, the award of assessment is communicated to teachers concerned for further improvement, if necessary.
- Assessment of the academic programmes by students in respect of their information content, marketability, social relevance and scientific enrichment in the context of national / international scenario in the concerned course.
- Representation of students in Board of the UG and the PG studies for reviewing and updating the curriculum.

7.1.4. What initiatives have been taken up by the institution to promote best practices in the institution? How does the institution ensures that the best practices have been internalised?

The University has taken following measures for promotion of the best practices and their internalisation at all levels amongst students, scholars, non-teaching and teaching faculty:

- Periodical interactive meetings with the student representatives for sensitisation of students about institutional rules governing admission, examination, evaluation and teaching-learning process.
- Election of the class representatives in the I and IV semesters for their participatory role in the management and organization of departmental / institutional activities.
- Involvement of students for community development and social service programmes through the National Service Scheme (NSS).
- Organization of competitive activities regarding debating, creative writing, literary and cultural activities at regional, state and national level.
- Award of scholarships on merit-cum-means basis.
- Organization of winter and water sports tournament.



7.1.5 In which way the institution added value to student's quality enhancement?

The University is making serious and sustained efforts to provide value addition to its students through following pro-active measures:

- To provide quality human resource, physical infrastructure, lab infrastructure through augmentation of learning resources involving extensive and intensive use of the ICT so as to generate quality end-product in terms of its pass outs. This is achieved through generation of financial resources from concerned national funding agencies on account of award of Special Assistant Programmes (SAP) and Fund for Infrastructure in Science and Technology (FIST), which directly contributes to value addition to students.
- Introduction of re-evaluation and double evaluation system.
- Organization of field trips and educational tours to centres of excellence in the country.
- Publication of Media Times, a lab journal of the students of Media Education Research Centre.
- Introduction of vocational, add-on and contemporary job oriented courses at the UG and the PG levels.
- World class infrastructure for winter and water sports.
- Social orientation of girl students.
- Accessibility to online e-resource.
- Establishment of International Resource Cell (IRC) as interactive platform for panel discussions, book reviews, film screening and video conferencing etc.
- Optimum utilization of the ICT in management of library resources and services.
- Technology-blended teaching, utilizing facilities of virtual classes, lectures on demand and video conferencing through Edusat programme.
- Conduct of National and International conferences/seminars provides our students an opportunity to interact with the experts from within and outside the Country and thereby enrich their knowledge and skills in their respective fields.

7.2 Inclusive Practices

7.2.1 What practices have been taken up by the institution to provide success to students from the following sections of the society?

a) socially – backward



b) economically-weaker and

c) differently-abled

The University, in tune with its social commitment to offer higher education at the door steps of the socially backward and economically weaker sections of the society, has taken following bold and sustainable measures:

- Establishment of satellite campuses in south and north Kashmir.
- Augmentation of non-formal mode of education offering 12 courses comprising 05 Postgraduate, 04 PG Diploma, 02 Professional and 01 Undergraduate courses through Directorate of Distance Education.
- Establishment of 08 study-cum-information centers by the Directorate of Distance Education at the District Headquarters to reach out to learners of the remote areas.
- 8% reservation in academic courses for SC/ST, 3% differentially-abled, 12% for residents of backward areas, and 2% for weak and underprivileged classes.
- Financial assistance to students in terms of free studentship, scholarships financial aid through alumni association,
- Organization of vocational courses and skill development programmes by Centre for Adult Continuing and Extension Education, the prominent one's include primary teachers training, maintenance of machines, web designing and basic computer course.
- Support services for differentially-abled in respect of brail books and equipment and audio books, purposely built ramps, wheel chairs and specially learning software.

7.2.2. What efforts have been made by the institution to recruit staff from the disadvantaged communities? Specify?

a) teaching

b) non-teaching

The University upholds meritorious credentials for recruitment of teaching and non-teaching staff without any gender, class, linguistic or regional bias. There is no special reservation for any category of applicants. The University administration facilitates priority allotment of staff quarters, housing loans, festival advances, transport facility, medical and group insurance in respect of the disadvantaged communities.

7.2.3 What special efforts are made to achieve gender balance amongst students and staff?

The University has initiated special efforts to address the issue of gender balance, which include:



- Establishment of Women's Studies Centre
- The construction of new Girls Hostels
- Increasing seats for women students in the Hostels
- Launching of Pre-Primary Education for Rural Areas (PPERA) to provide motivational strategies for elementary education of a girl child.
- Promotion of women educational entrepreneurship in rural and urban areas through the PPERA project.
- Improving infrastructure for women's participation in Sports.
- Construction of more washrooms for women
- Priority allotment of quarters to women members of the staff without any alternative accommodation.
- Setting up of committee for gender awareness and sexual harassment.

7.2.4 Has the institution done a gender audit and / or any gender related sensitising courses for the staff / students? Give details.

Yes, the gender audit revealed the following information

Faculty Data

Designation	Men	Women	Total
Professor	65	11	76
Associate Professor	45	12	57
Assistant Professor	128	47	175
Total			308

Student Data

Total No. of Student	Male students	Female students	Local students	Non-local students	Nationality
4405	2741	1664	4405	-	All Indian

7.2.5 What intervention strategies have been adopted by the institution to promote overall development of the student from rural / tribal background?



The University has a provision of 30% reservation for the students of rural / tribal background to promote their chances for pursuit of higher education. This is supplemented also through a very strong non-formal mode of education which has a positive impact on the marginalized sections of the society. Special programmes in respect of coaching and guiding for vocational and professional courses are also organized for these students through Centre for Adult Continuing and Extension Education.

The University also organizes special camps in rural, urban and slum areas by the NSS volunteers for creating awareness amongst students belonging to these areas. Being a state University, the J&K Govt. also offers scholarships through its Social Welfare Department to these students.

7.2.6 Does the institution have a mechanism to record the incremental academic growth of the students admitted from the disadvantaged sections?

There is no regular mechanism for compiling the records for calculating the incremental academic growth of students from disadvantaged sections. However, periodically on request from state and central government agencies pertinent information is compiled and communicated to the concerned quarters based on inputs from the academic records of the departments/centers.

7.3 Stakeholder relationship

7.3.1 How does the institution involve all its stakeholders in planning, implementing and evaluating the academic programmes?

The University has an established mechanism for involving all its stakeholders in planning, implementing academic programmes in a phased manner. This is based on a multi-tier system involving research scholars, faculty, students, industry managers and alumni through a well established feedback system on prescribed format. The comments are placed before the statutory bodies-which include the UG, the PG Studies and the Board of Research Studies and the appropriate action is initiated.

7.3.2 How does the institution develop new programmes to create an overall climate conducive to learning?

The main driving force for development of new programmes is guided by the scope of employment opportunities, skill development etc.



7.3.3 What are the key factors that attract students and stakeholders resulting in stakeholder's satisfaction?

The following are the key factors which attract students and stakeholders for pursuing higher education to their satisfaction in the University of Kashmir.

- a. The University of Kashmir is the first and the only “A” grade University of the state, accredited by National Assessment and Accreditation Council (NAAC).
- b. The institution has an established student friendly mechanism of examination, evaluation/ re-evaluation with resolute degree of transparency in all its academic programmes.
- c. Establishment of satellite campuses to reach out to the aspirants of the higher education at their doorsteps.
- d. The state-of-the-art technology based on physical infrastructure, lab infrastructure and world class learning resources with accessibility to e-resource besides technologically blended education involving virtual classes, lectures on demand, educational films through the EMMRC.
- e. National / international standards in education and research which have attracted state and national level funding agencies for sponsorship through their development programmes including FIST, SAP besides, major research projects.
- f. Continuous organization of faculty development programmes for teaching faculty.
- g. Establishment of quality benchmarks in teaching-learning, examination and evaluation system based on fast track feedback mechanism from students and scholars.
- h. The University of Kashmir has emerged not only as a centre of excellence but also as a major hub of cultural, sports, co and extra-curricular activities through periodical organization of state and national level events especially in aquatic and winter sports.
- i. An exponential increase in the number of NET / SET / GATE/ JRF/ TOFEL and state / national level administrative services are indicators of the quality education which attract students and stakeholders for pursuit of knowledge in the University of Kashmir.
- j. A good track record of placement of pass-outs in multi-national / national, private sector industries in management, IT, pharmaceutical industries, banking, state educational sector, national research laboratories, electronics and telecommunication sector etc.



7.3.4 How does the institution elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation the personal / spiritual development of the students?

The University elicits cooperation from all its stakeholders for overall development of the students through following mechanism:

- Involvement of alumni and learned members of civil society
- Soliciting feedback from social organizations, State Public Service Commission, State Higher Education Department and other recruiting agencies.

7.3.5. How does the University anticipate public concerns with current and future programmes offering and operations?

The University has committees at different levels pertaining to academics and administration having representation from subject experts, the Principals of the affiliated / constituent colleges, nominees of the Chancellor etc. through which the University becomes aware of the public concerns regarding the present and future programmes vis-à-vis functioning of the University.

Under the auspices of the International Resource Cell of the Allama Iqbal Library the University organizes a programme captioned “**MEET THE EMINENT**” wherein the leading luminaries of the state interact with the faculty, research scholars and students on their personal and professional development, besides, commenting on the current and future programmes offered by the University.

The Dean Academic Affairs periodically organizes a programme captioned “**KNOW YOUR CAMPUS**” wherein the people of eminence / alumni / public personalities / senior citizens are invited to attend the programme in order to have an overview of the academic, technological, professional development of the institution.

7.3.6 How does the institution promote social responsibilities and citizenship roles among the students? Does it have any exclusive programme for the same?

The University has prescribed core and optional courses in the diverse disciplines to promote social responsibilities and citizenship roles amongst the students. A brief overview of the said courses is presented for reference.

Programme	Course
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Masters in Social Work (MSW)	Community organization; community work and social action
Media Education Research Centre (MERC)	Media and Society
Environmental Science	Natural resources, conservation and promotion of wildlife.
Home Science	Maternal and child health, community nutrition.
Law	Social and economic offenses, law and society, human rights and family laws.
Education	Childhood care, environmental, value and population education
Kashmiri	Folklore, literature, prose, poetry, social and cultural values
Pharmaceutical Sciences	Rehabilitation and regulation of drug abuse victims.

7.3.7. What are the institutional efforts to bring in community-orientation in its activities?

In addition to the programmes / courses already reflected in the question No. 7.3.6 aimed at bringing in the community orientation in the institutional activities, the research and education extension centres play a pivotal role in supplementing such efforts. The prominent amongst them include Centre of Adult Continuing and Extension Education, Women's Studies Centre, Entrepreneurship Development Cell, Population Research Centre (PRC). These Centres have developed a very effective interface with local society, especially the marginalized and economically weaker sections, by conducting pioneering socio-economically productive vocational and skill development courses in order to generate employment opportunities and also promote self employment. These programmes have a profound impact on social fabric of the rural areas through alleviation of rural poverty.

(For details of these programmes please refer to "evaluative report" of Research and Extension Centres)

Some of the departments and supporting services of the University also actively contribute towards developing programmes having community orientation which includes regular polio-immunization camps, diabetic detection camps, public awareness programmes pertaining to preventive



and risk factors of the different forms of cancer, HIV – AIDS organized by the Health Centre of the University.

The Department of Geology and Geophysics in collaboration with National Service Scheme (NSS) conducts programmes pertaining to preventive measures of natural hazardous like earthquake etc. through disaster management.

The Department of Law has a legal aid cell which provides legal advice to indigent people, organizes legal awareness camps and extension lectures in the remote areas of the Kashmir province through its field study and legal literacy programmes.

7.3.8 How does the institution actively support and strengthen the neighbourhood communities? How does the University identify the community needs and determines areas of emphasis for organizational involvement and support? How do the faculty and students contribute in these activities?

The curriculum requirement in some of the departments in the faculties of Social Science and Science include project work based on surveys pertaining to various community needs. The departments mostly involved in this exercise are Education, Economics, Islamic Studies, Geography and Regional Development, Sociology and Social Work, History, Home Science, and Environmental Science. The Research and Extension Centres also contribute significantly in identification of community needs and the centres involved are Population Research Centre, State Resource Centre, Centre of Adult Continuing and Extension Education, Women's Studies Centre, Department of Students Welfare, National Service Scheme (NSS) and Directorate of Physical Education and Sports. The faculty and the students actively contribute in these activities.

The Department of Education is running a high school that caters to the educational needs of socially disadvantaged learners drawn from communities living in the neighbourhood of the University Campus.

7.3.9 Describe how the institution determines student's satisfaction, related to academic benchmarks? Does the institution update the approach in view of the current and future educational needs and challenges?

The Internal Quality Assurance Centre has evolved a fast-track feedback mechanism wherein students provide feedback regarding teaching-learning process, physical, laboratory infrastructure and student facilities at departmental and institutional level. The prescribed feedback forms are available in all departments / centres free of cost. The students register their feedback on these forms and post it in the feedback box available in



each building block. The officials of the Centre collect these feedback forms for assessment and necessary institutional measures as per the benchmarks prescribed by the UGC and the NAAC.

The student representation in the academic statutory bodies like Board of Undergraduate Studies, Board of Postgraduate Studies and Departmental Internal Quality Assurance Unit provides them an active platform to voice their opinion vis-à-vis curriculum in vogue and this paves the way for its updating of curriculum and identifying thrust areas, after thorough deliberations with the faculty and the subject experts from outside the state.

7.3.10 How does the institution build relationships.

- **To attract and retain students**

Dean, College Development Council (DCDC) periodically arranges visits of the students from affiliated and constituent colleges for updating their knowledge with respect to the modern learning resources, ICT gadgets for imparting teaching, bench level and advanced science instruments, coaching, counselling and placement facilities, career options, market oriented and professional courses available in the University.

Dean Students Welfare organizes inter-state, inter-college cultural programmes, debates, seminars and workshops.

The Directorate of Physical Education and Sports organizes national events in aquatic and winter sports.

All the above programmes provide a chance for a participant to have first hand information about the institution and the state-of-art available which has proved driving force to attract students for various professional and academic programmes.

- **To enhance students performance**

Dean, Students Welfare periodically organizes competitive inter-college, inter-state programmes like debates, creative writing competitions, painting, stage drama and theatre shows based on our rich culture heritage in order to provide a platform for the students to enhance their competitive skills and appreciate their talent through awards and certificates of merit and appreciation.

- **To meet their expectation of learning**

The faculty of science in association with the state and national agencies periodically organizes programmes for promotion of science through wide spectrum of activities which mainly includes the following:



- Science Exhibition at Secondary and Undergraduate level.
- Science Congress at State and Regional level.
- Science Olympiad at national level.
- Conduct of the NET / SET competitive examinations.
- Conduct of competitive examination for science Talent Scholarship.
- Industry – varsity collaboration.

7.3.11 What is the institution's complaint management process? How does the institution ensure that these complaints are resolved promptly and effectively? How are the complaints aggregated and analysed for use in the improvement of the organization, and for better stakeholder-relationship?

The institutional complaint management process is transparent, employee/student friendly based on principal of accountability and right to information involving multi-tier system. Based on the nature of the complaint, the following is the brief overview of the complaint management process which ensures prompt and effective redressal as well as better satisfaction of the stakeholder relationship.

Nature of complaint	Redressal authority
Administrative / Academic	Vice-Chancellor
Administrative	Registrar
Academic Affairs	Dean Academic Affairs
Monitoring and assessment of teaching-learning process and infrastructural facilities	Director, CIQA
Paper setting, conduct, evaluation and declaration of results	Controller of Examination.
Monitoring of academic programmes at faculty level	Dean concerned faculty.
Implementation of academic / research programmes and their evaluation	Head / Director
Implementation of welfare programmes /	Dean, Students Welfare



Nature of complaint	Redressal authority
schemes for students	
Learning resource facilities	Librarian, Allama Iqbal Library
Organization of sports events and management of the sports facilities	Director, Directorate of Physical Education and Sports
Hostel facilities	Provost
Health care facilities	Medical Officer
Regulation of security / safety measures for the institution	Chief Proctor
Physical infrastructure and its maintenance	Executive Engineer
High grade central Instrumentation facilities	Director, USIC
Organization of faculty development programmes	Director, Academic Staff College.

For Re-accreditation

- How are the Core Values of NAAC reflected in the various functions of the institution?**

The University of Kashmir has taken many initiatives to familiarize all the stakeholders about the Core Values of NAAC, which have been the guiding principles of the University in all its teaching, research and extension activities. A brief appraisal of the contribution of the University towards these Core Values is given below:

Contribution to National Development

The University has contributed towards national development by way of increasing opportunities and access to higher education. In fact, demand ratio based on total number of applicants to number of available seats was about 1:13.5. To address this issue, University of Kashmir took initiative for establishing satellite campuses at Fatehgarh (Anantnag) and Delina (Baramulla) so as to reach out to students belonging to weaker and disadvantaged sections of the society. Besides, new programmes and new colleges were introduced/established during the



re-accreditation period (2002-2007) for the benefit of students. The endeavour of the University has been to produce responsible and productive citizen who could then contribute significantly towards national development.

A number of extension programmes pertaining to skill and entrepreneurship development programmes were organised through its extension centres so as to address the critical issue of unemployment, particularly among the marginalised sections of the society. Programmes dealing with health and hygiene, reproductive health, population education, drug addiction, environmental pollution and conservation were also organised to promote awareness and involvement of masses in social and environmental problems.

Programmes, such as Pre-Primary Education for Rural Areas (PPERA) were launched to curb school dropout rate in rural and urban areas. Motivational strategies are being used for universalisation of elementary education for girls to ensure social justice and empowerment of underprivileged sections of the society.

University also encouraged teachers, researchers and students to participate in academic and research activities in other universities within and outside India to inculcate and foster global outlook in them.

Cultural exchange programmes, sports events, educational tours were encouraged and organized for promoting universal brotherhood and national integration.

Fostering Global Competencies

In order to foster global competencies among the students, teachers and other stakeholders, the University has established academically rewarding and demanding linkages with institutions of national and international repute.

Memoranda of Understanding have also been signed with certain universities of Central Asian Republics for joint collaborative research on social, political, economic and cultural aspects of Central Asian region.

The International Resource Cell (IRC) was established in 2007 with the help of British High Commission in India to facilitate dissemination and sharing of knowledge and experiences through electronic resources.

Inculcating a Value System Among Students

The University, through organization of seminars, debates and other extra-curricular activities on issues of social concern, promoted infusion of moral and ethical values in students in accordance with highest cultural and religious traditions of Kashmir.



Many programmes offered by the University have courses on moral education which also help in inculcating and promoting spiritual and humanistic values.

Promoting the Use of Technology

The University has taken recourse to use of Information Communication Technology (ICT) in teaching-learning process, research and extension activities in a big way in order to keep pace with rapidly changing world.

Special effort has been directed towards production of educational television programmes, educational multimedia, development of e-content and learning objects.

The Internet Access Centre with its mammoth bandwidth of (1Mbps), in the Allama Iqbal Library, is a gateway to global resources available in other world famous libraries. The Allama Iqbal Library of the University is having the distinction of being one amongst the few chosen university libraries of the country that offer *Online journals* through prestigious services under *UGC Infonet* scheme. Besides, the Library offers full text of the current and back volumes of more than four thousand five hundred internationally reputed journals on Sciences, Social Sciences and Humanities. The online access is provided to the journals and databases through **UGC-INFLIBNET Consortium, Questia, EBSCOHOST, INFOTRAC, JSTOR, J-Gate, DELNET.**

The University has campus wide LAN and all the departments/centres have 24 hour access to internet facilities. The Directorate of Information Technology and Support System is developing and implementing e-governance-based system so as to develop transparent, efficient and accountable administrative and academic systems.

Quest for Excellence

In its quest for excellence, the University has taken certain far-reaching initiatives to attain the status of an internationally reputed institution as enshrined in its vision statement. Upgradation of Internal Quality Assurance Cell to Internal Quality Assurance Centre for sustenance and furtherance of quality in all spheres of the University is one such initiative. Besides, establishment of Internal Quality Assurance Units in each department/centre with HOD as its Chairman to liaison between the Departments/Centres and the IQAC has been the hallmark of this indigenous model of quality assurance and it has paved way for implementation of vision and mission of the NAAC vis-à-vis quality assurance and sustenance.

Evaluation of teachers by students is another step that has infused accountability in the system and strict adherence to international benchmarks of research, such as Citation Index, Journal Impact Factor.



Upgradation of syllabi in accordance with guidelines of national agencies such as UGC/AICTE/BCI etc; and introduction of Semester System. Ensuring accountability and efficiency through Internal and External Audits is also a noteworthy step in achieving excellence.

An efficient feedback mechanism and grievance redressal system has been devised to help students provide information about curricular, co-curricular and other support services provided by the University.



Recommendations of the previous Peer Team and action taken by the University.

S. No.	Recommendation of Peer Team	Action taken by the University
1	Setting-up a Social Work Cell in the Department of Sociology.	Master's programme in Social Work launched in the Department of Sociology.
2	Establishment of a unit of Buddhist Studies in the Centre of Central Asian Studies.	A unit for Buddhist Studies has been established in the Centre of Central Asian Studies during the post-accreditation period.
3	Revival of studies relating to the silk route.	The Centre has undertaken the ambitious research project on <i>Revival of Silk Route</i> for which first three phases of <i>Expedition Survey</i> have been completed. The Centre has forged collaborative research links in common areas of research activity with <i>Centre of Central Asia & East European Studies</i> , Jawhar Lal Nehru University, New Delhi and <i>Maluna Abul-Kalam Azad Institute of Asian Studies</i> , Calcutta.
4	Establishment of a Translation Bureau in the Department of History.	The Department of History is in the process of establishing a translation bureau.
5	Study of Shaivite Philosophy	The studies pertaining to the evaluation of the contribution of the various mystical, spiritual and religious traditions including the Shaivite Philosophy are undertaken in the Institute of Kashmir Studies established during the post-accreditation period.
6	Establishment of new Departments, such as Psychology, Philosophy, Centre for Women Studies.	Department of Psychology and Centre for Women's Studies have been established by the University.
7	Strengthening of History Museum	The Heritage Museum has been enriched by addition of relics and artefacts
8	Preservation of rich collection of manuscripts in Arabic, Persian and Sanskrit languages.	Necessary measures are taken to ensure preservation of such manuscripts and digitisation of such manuscripts has been also undertaken.



S. No.	Recommendation of Peer Team	Action taken by the University
9	Establishment of a unit of Wildlife Studies in the Department of Zoology.	Wildlife Studies has been introduced as another major specialisation in the Department of Zoology.
10	Separate Coaching and Guidance Centre.	A separate Coaching Centre has been established which provides free coaching and counselling to the desirous students appearing for various centre/state-level competitive examinations.
11	Establishment of NET Examination Centre at the University of Kashmir	Examination Centre for conduct of JRF/NET examination of CSIR/UGC has been also sanctioned to the University and such tests are being conducted to the entire satisfaction of the concerned agencies.
12	Strengthening of advanced facilities for aquatic sports.	Directorate of Physical Education has been equipped with infrastructure of aquatic sports, particularly Kayaks, Canoes and water boats.
13	Collaboration between AVRC, MERC and SRC.	Several measures have been undertaken to ensure active, fruitful and academically rewarding collaboration between AVRC and MERC.
14	Increase in circulation of Departmental Journals.	Circulation of Departmental Journals has been significantly increased so as to ensure wide dissemination of information contained in these journals. Some journals are now on-line also.
15	Establishment of data-bank of medicinal plants	The Department of Botany has taken a series of steps for documenting the medicinal plant diversity in the Kashmir Himalayan region. Based on surveys conducted in different parts of the Kashmir Himalaya, an inventory of 450 species belonging to 276 genera and 101 families has been prepared. Special efforts are underway for cultivation of several medicinal plant species in the Botanical Gardens at University Campus and Gulmarg. In fact, the Department has identified conservation of medicinal plants as one of the thrust areas under its proposed Special Assistance Programme (SAP) to be submitted to UGC for funding.
16	Strengthening of the Out-patient	A two storeyed building equipped with all modern diagnostic facilities was



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	Department.	constructed for Health Centre. Regional Research Institute of Unani Medicine is also located on the campus with fifty bed hospital along with general out-patient department.
17	Establishment of Regional Centre and Field Offices of INFLIBNET (UGC).	Allama Iqbal Library signed MoU with DELNET to use their resources and is also a contract partner of UGC-INFONET consortium.
18	Effective coordination and academic collaboration among the Departments of Computer Science, Electronics and Bioinformatics Centre.	Efforts in this direction are underway.
19	Better space and additional accommodation to the Departments of Pharmaceutical Sciences, Physics, Biotechnology and Library and Information Science.	Departments of Pharmaceutical Sciences, Kashmiri, Biotechnology, and Library & Information Sciences have been provided new spacious accommodations while as additional accommodation was provided to the Department of Physics in the existing building. The laboratory and learning resources of all these departments have been upgraded and augmented considerably during the post accreditation period.
20	Strengthening of linkages with industry, public sector and other governmental organisations for extension activities.	Several initiatives have been undertaken whereby the desired linkages have been identified and established. However, much needs to be done in this regard.
21	Enhancement of hostel and transport facilities for students.	Residential accommodation of students has been augmented during the post-accreditation period by constructing two new hostels for boys and girls with an additional capacity of 400 units. However, keeping in view the ever growing demand for hostel accommodation on account of rapid academic expansion of the University, additional projects of hostel construction are being considered for execution. Transport facilities for students who live in far-off places are provided from some district headquarters.
22	Need of guest rooms in the Girls'	A number of separate guest rooms have been established in the old and new girls



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	Hostels	hostels.
23	Strengthening of the Department of Sanskrit in terms of offering courses.	The Department of Sanskrit offers several programmes, such as Postgraduate programme in Sanskrit, Master of Philosophy in Sanskrit and allied subjects (M.Phil), Doctor of Philosophy in Sanskrit and allied subjects (Ph.D.), Post-graduate Diploma in Sanskrit, Certificate Course in Sanskrit.
24	Extension of Audio Lab. facilities in the Departments of English, Foreign Languages and Arabic to other language departments.	The facilities are provided wherever required.
25	Introduction of B. Ed. programme in the Department of Education	The Department of Education of the University has launched B.Ed programme, in addition to other programmes offered by it.
26	Setting-up of scholarships	The University provides annual financial aid to poor and physically challenged students who are also meritorious students. Besides, the University facilitates financial aid to students coming from tribal/pahari areas of the State through the Department of Social Welfare, Government of Jammu and Kashmir. The Kashmir University Alumni Association is also furthering cause of such under-privileged students by way of financial assistance.
27	Improvement in the landscaping, lighting and laying of better roads on the campus.	The Landscape Development Department has improved the landscaping of the Campus through development of new parks and, introduction of high quality ornamentals and mechanical petrol/ electricity-driven lawn mowers. A fountain lawn with lighting arrangement has also been developed. Besides, all the roads on the Campus have been macadamised.
28	Establishment of Postgraduate Centres in some colleges where infrastructure is available.	Several post-graduate centres have been established in colleges, such as S.P. College, Srinagar, A.S. College Srinagar, Women's College, M.A. Road, Srinagar, Islamia College for Science and Commerce, Srinagar, Bemina College, Srinagar, Govt. Degree College (Boys), Anantnag and Govt.



S. No.	<i>Recommendation of Peer Team</i>	<i>Action taken by the University</i>
		<p>Degree College, Baramulla.</p> <p>Besides, Satellite Campuses at Anantnag and Baramulla are being established to meet the academic requirements of the people living in far-flung areas of the State.</p>
29	Grant of autonomy to some well-established departments/centres and also to affiliated colleges which get accredited by NAAC.	The grant of autonomous status to Islamia College of Science and Commerce is under consideration.



University of Kashmir

Hazratbal, Srinagar.

DECLARATION BY THE HEAD OF THE INSTITUTION

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer Team will validate the information provided in this Self Study Report during their visit to the University.

Signature of the Head of the Institution

with seal

PLACE: Srinagar

DATE: