



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

UNIVERSITY OF KASHMIR

UNIVERSITY OF KASHMIR HAZRATBAL, SRINAGAR, JAMMU AND KASHMIR

190006

kashmiruniversity.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The University of Kashmir was established in the year 1969 after the erstwhile University of Jammu and Kashmir founded in 1948 was bifurcated into two full-fledged Universities. Over the years, the University has expanded substantially into a multi-campus institution with seven campuses across all regions of the State. The University, currently due for the 3rd cycle of accreditation, had been accredited as Grade 'A' University with a CGP of 3.11 in the year 2011. Post reaccreditation, the University has left no stone unturned to maintain and further improve its standards of teaching-learning, research and extension, besides having undertaken serious efforts for consolidation, expansion and modernization of its resources and infrastructure to make this institution as the first choice of students. This is reflected by the significant improvements in the quality of teaching, research and extension activities together with considerable progress in infrastructure development and expansion of satellite campuses across the valley including Leh and Kargil areas of Ladakh region. Testimony of this progress is its ranking in the top 50 Universities of the country in 2018 with the 47th position under the National Institutional Ranking Framework by the MHRD. The progress of the University is evident in a number of landmarks achieved by it which include: the introduction of Choice Based Credit System both at UG and PG levels, the establishment of new satellite campuses, use of ICT for teaching-learning process, transparent feedback system, e-governance and an improved examination and evaluation. The noteworthy increase in various indices of quality research, publication count in high impact journals, number of research grants in terms of national and international network projects, prestigious fellowships and awards earned by the University during the assessment period speaks volumes about the progress of the University over the years. In its march towards being an institution of excellence, the core values of NAAC which are also envisaged in its Strategic Plan have been the guiding principles of the University for its commitment towards contribution to the national development, fostering global competencies, and inculcating value system among the students, besides promoting the use of technology and quest for excellence.

Vision

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

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Some of the major strengths of the University are:

- Admission through a credible and transparent Entrance Test.
- An upgraded and robust Directorate of Internal Quality Assurance.
- A good number of Departments funded under schemes such as SAP, FIST, BSR, VPHD, etc.
- A separate office of Dean Research to promote research activities.
- The only institution in J&K State with NABET Accreditation for the conduct of EIA and EMP.
- One of the few universities in the country with a well-established EMMRC for the production of a variety of resources for learning and teaching.
- Being a seat of highest learning in the geographically and eco-climatically distinctive Himalayan region, the varisity is of special interest to researchers from across the world especially in the areas of geology, ecology, biodiversity, anthropology, glaciology, culture and heritage.
- The University offers a diverse basket of courses under the choice based credit system to meet the requirements and interest of students from diverse backgrounds evidenced in the high student demand ratio.
- Established formal collaborations with national and international universities in executing bilateral and multi-lateral international projects, national network collaborative projects and signing formal MoUs.
- The University has taken a lead in the production of e-contents, e-tutorials and massive open online courses to face the eventuality of unforeseen circumstances and supplement traditional modes of teaching.
- The University has a state-of-the-art facility in terms of laboratory infrastructure especially in biological and earth sciences.
- The Library is the first ISO certified University Library in India, fully automated using Integrated Library Management Software “Virtua” with diverse collection on a wide range of subjects.
- The University has put in place e-governance initiatives and interventions in key sectors of administration, examination, evaluation, recruitment and accounts to ensure transparency and efficiency.
- The University was ranked in top 50 Universities of India under the latest National Institutional Ranking Framework (NIRF) undertaken by the MHRD, Govt. of India.
- The University has earned more than 200 extramurally funded research projects worth more than 90 crores during the last five years emerging thereby as one of the successful institutions from the perspective of funding agencies.

Institutional Weakness

Some of the weaknesses are given below:

- Lack of institutional foreign exchange programmes for students is one of the major grey areas which deprive students and the faculty of having necessary international exposure.
- The University of Kashmir produces a high-quality human resource, but its lack of industries, remote geographical location and turbulent situation have affected its prospects for effective placement.
- The University does not have enough space for the growing number of students/scholars and staff to accommodate them in hostels and residential quarters.
- Lack of a central instrumentation facility.
- Shortage of funds to realize its full potential.

Institutional Opportunity

There is a great scope to work in niche areas and carry out transformative research. Though the

peculiar geographical location of the valley and its turbulent situation continue to be tough challenges for the University, it is precisely due to such challenges that new areas of research ranging from geographical to cultural and historical can be explored and the potential therein tapped. Some of the opportunities are listed below:

- Having been awarded the Centre for Kashmir Himalayan Biodiversity by UGC under its CPEPA scheme, the University can apply for 'University with Potential for Excellence' which would ultimately open the gates for more collaborative research, better funding and better opportunity for students and researchers.
- Potential of translating some of the existing interdisciplinary centres into Centres of Excellence depending on locational advantages and scientific expertise.
- Further augmentation of facilities in some cutting-edge areas of research such as nanotechnology, big data analytics, smart-cities, internet of things, paleoclimate studies, molecular ecology etc.
- Availability of technological products/solutions and accompanying talent of human resources
- There is an opportunity for increasing the number of MoUs with national and international institutions of excellence to promote research and extension which can improve research exposure to faculty, scholars and students.
- Can provide services of the 'nodal centre for learning' to the State.
- The strides made in the use of ICT in the teaching-learning process through the efforts of EMMRC are substantial. A huge opportunity exists to reach out to those who are not able to join the University on regular basis by the creation of quality e-content, organizing of lectures through A-View, EDUSAT, and similar initiatives.
- There is a scope of improvement in showcasing the strengths and achievements of the University to improve its public perception which can make the University an attractive destination for foreign faculty and scholars.
- Strengthening of the on-campus recruitment for adjusting University pass-outs.
- Credit transfer could be worked upon so that students could take up courses from international universities/forums.
- Insufficient support from non-governmental organizations.

Institutional Challenge

Some of the challenges are listed below:

- Some of the experienced and senior faculty members have left or are in the process of leaving the University for other Universities particularly the Central University of Kashmir, where the minimum retirement age is sixty-five. At the same time, it is challenging to retain committed students for pursuing research since there is little in-house financial support for MPhil and PhD. The University is beset with a challenge to be the first choice for the students of this region in view of the growing number of Universities that have come up in the state over the last decade.
- Politically volatile and climatically extreme conditions reduce the number of working days that disturb the academic calendar and impact research output.
- There is no provision/scheme for retaining the meritorious Alumni for serving their alma mater and the society on the whole.
- Lack of Human Resources Development policies for qualified non-teaching staff and IT professionals.

- Attracting students and faculty from outside the State and outside the country for different academic programmes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Post reaccreditation, the University has grown as an academically vibrant and socially responsible institution of higher learning. It has made significant progress in teaching, learning pedagogies, research and outreach activities. At present, 43 teaching departments and 13 research centres/ institutes are offering 66 PG programmes, 12 UG programmes, 47 PhD programmes 18 diploma and certificate courses. The University has switched over to a School system, instead of Faculty system, with 11 Schools in place to facilitate cross-disciplinary learning.

The University has implemented Choice Based Credit System (CBCS) in almost all the postgraduate and undergraduate programmes. Accordingly, 1482 new courses were introduced in the last five years and the syllabus revision was carried out in 78% programmes in the light of UGC/AICTE/BCI guidelines. Mentioning the programme outcome and course objectives helped the students in choosing a particular course from allied departments as well as departments from other Universities.

Ten new postgraduate programmes were introduced during the current assessment period (2013 – 2018) including M. Tech in Embedded Systems and Solutions, M. Tech in Computer Sciences, Masters programmes in Disaster Management, Kashmir and South Asia Studies, Microbiology, Nanotechnology, Information Technology, Archaeology, Women's Studies, and B.Sc. Nursing. Besides these, three integrated Masters programmes in Kargil campus including Botany, Arabic and Information Technology were introduced. Institute of Engineering and Technology at Safapora (currently managed by the State Government) and Institute of Technology at Zakura, have been set up during the re-accreditation period and offer Bachelors programmes in Electronics and Communication Engineering, Computer Science Engineering, Mechanical Engineering and Electrical Engineering.

The University has paid considerable attention to strengthening its ICT infrastructure to adopt contemporary pedagogical practices. Online Tutorials have been developed and made available to students. Moreover, Educational Multimedia Research Centre has continued to produce educational television programmes, production of educational multimedia, development of e-content and learning objects.

The comprehensive interdisciplinary curricula prepare the students for various competitive examinations at national and state levels besides allowing them to earn research fellowships in the frontier areas of science, technology, social sciences, arts and humanities.

Teaching-learning and Evaluation

The University has promoted best practices in all aspects of teaching-learning and evaluation process to the satisfaction of the stakeholders. The University's Common Entrance Test is completely transparent and highly credible with strict adherence to the reservation policy in admissions as per the State Government and taking due care of aspirants from weaker and under-privileged sections of the society. The average demand ratio of the last five years is quite high at 9:51.

The University plans its teaching-learning process well in advance of the commencement of the academic session through an *Academic Calendar* so that time-bound academic targets are set-forth and accomplished. To compensate for the loss of time due to the unforeseen circumstances peculiar to Kashmir valley, special compensatory arrangements are made through e-contents, e-tutorials and virtual classes. During the assessment period, more than 1400 e-contents were developed by EMMRC. The University has the distinction of being one of the few premier institutions in the country to offer Massive Open Online Courses (MOOC's) that make 24x7 learning possible not only for the students on campus but off campus and outside the State as well.

The Student - Full-time teacher ratio is 12.57:1 and almost 100% of teachers use ICT for effective teaching. More than 90% of full-time teachers are Ph.D. degrees holders. All departments have a mentor-mentee system in place in addition to having one faculty member as Academic Counsellor, for advising students on matters related to their academic and research. A Course Review Committee headed by the Dean of the School with two student representatives reviews the course completion before the onset of examination.

The University has undertaken a series of reforms to ensure transparency and efficiency in the evaluation process. This has reduced the average percentage of student complaints/grievances about evaluation. The average pass percentage is 94.68%. The institution has also mobilized its internal financial resources through the provision of 15-20% self-financed seats for which admission is also made on a merit basis, generating thereby a significant amount of finances that is then used to augment infrastructure, learning resources and student-related facilities.

Research, Innovations and Extension

Guided by its stated policies of promotion of research and consultancy, the University focuses specially on research which is evident from the ever-growing number of extramurally funded research projects, expanding the network of national and international collaborations, increase in research output, and the number of students who have been awarded M.Phil and PhD degrees. Progress in research is also substantiated by the upsurge in quantity and quality of research publications, consistent increase in the number of citations of research papers and a quantum jump in h-index. A total of 6,843 publications of the University appeared in major globally reputed databases such as Scopus and Web of Science, etc. from 2013 to 2018 with total citations of 17,879 depicting the University's progress in quality research. Also, the h-index of the University in Scopus has witnessed a quantum jump from a paltry number of 15 in the previous cycle to 47 at present. The University has signed Memoranda of Understanding with several institutions of eminence both in India and abroad.

During the present assessment period, the University was sanctioned more than 200 research projects with a total outlay of about Rs. 90 crores, including some major international projects such as Indo-US, Indo-Canadian, Indo-German, Indo-Australian, Indo-Polish and Indo-French projects. The University was awarded the **Centre for Kashmir Himalayan Biodiversity by UGC under its CPEPA scheme**. The number of departments receiving special financial assistance under DST-FIST, UGC- SAP etc. increased from 10 in the previous accreditation cycle to 13 in this cycle.

During the last five years, the University awarded 471 Ph.D degrees. During this period, 21 teachers were awarded international fellowship and 16 awards for innovation were won by the institution. During the period under assessment, 680 research scholars were supported through different fellowships, scholarships and research grants. Notwithstanding the limited avenues regarding the provision of consultancy services due to the remote geographic location with low accessibility, industrial backwardness and turbulent political situation, the

University provided consultancy services to some public and private agencies, generating thereby 8.95 crores post reaccreditation. The University also conducted a series of extension programmes during the last five years.

Infrastructure and Learning Resources

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

- The University developed into a multi-campus institution by establishing its Leh, Kargil, Kupwara campuses and a sub-office at Jammu, besides the already existing North and South campuses.
- The University has a well-developed infrastructure in the form of 225 classrooms equipped with modern gadgets, internet through LAN and Wi-Fi, multimedia projection system, about 100 spacious well-equipped departmental laboratories, and 30 seminar halls with state-of-the-art modern facilities. 12 laboratories were renovated under RUSA with state-of-the-art infrastructure and comfortable ambience in these five years.
- The University has completed many infrastructural projects during the assessment period such as International Students Hostel, Research Scholars hostel (girls), Girls Hostel, Administrative Block, buildings for Career Counselling and Planning, Law, Bio-resources and Bio-informatics in the main campus. Further, boys and girls hostels were constructed at Zakura and North Campuses. The Education and Business Management Block, Library and Auditorium, Distance Education Block, Administrative Block, Social Science Block, Arts Block, Science Block and other facilities were created in the South Campus.
- The average percentage of budget allocation for infrastructure augmentation alone during the last five years was 35.45% while 64.55% is the average expenditure incurred on maintenance of physical facilities and academic support facilities excluding the salary component during this period.
- The University has a well-automated Library system that consists of the Central Library, 57 Departmental Libraries and 6 Libraries in different satellite campuses. The online resources subscribed by the library have more than doubled (4500 to 9500) in comparison to the previous accreditation period. Since the last accreditation, the Library has added a 24x7 Centre, more Internet Browsing Centres, Reading Halls, Career Corner, Book Bank, and Division for Visually Impaired Students besides enriching its collection. The Library has added 171.82 Lakhs average annual expenditure for purchase of books and journals during the last five years.

Student Support and Progression

During the last five years 12,706 students were benefitted by various institutional and government scholarship schemes.

The average percentage of placement of outgoing students during the last five years has been quite satisfactory as a total of 4,281 (39.82%) students were well placed during the last five years. Equally encouraging has been the number of students progressing to higher education and qualifying various competitive examinations such as NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services and other State Government examinations.

A total of 45 national, 5 international, and 5 regional awards have been won by the students of the University. The University has an active Student Council comprising of students of each department under the aegis of the Department of Students Welfare that maintains an interface with the administration and other committees of the

institution. The University has a full-fledged Directorate of Physical Education which organizes a number of sports activities at regional, state and national levels. A total of 273 sports and cultural activities were organized which include inter college, interdepartmental and inter-university tournaments.

The University has an Alumni Association that contributed more than 50 lakh rupees during the assessment period, besides running some schools for the disadvantaged section of the society. Regular meetings of Alumni are held at the departmental and institutional level and the University plans to organize a massive Alumni meeting to record and disseminate all the major success stories from across the world to inspire the students.

Governance, Leadership and Management

During the current assessment period (2013-2018), the University has significantly improved the quality of governance and management. The strategic plan (2012-2022) of the University contains the vision and mission of the University which is to be a world class University committed to create and disseminate knowledge for human development and welfare and to create an intellectually stimulating environment, promote excellence in teaching, research and extension activities and facilitate academic freedom, diversity and harmony.

Significant improvement has also been made in areas such as administrative setup, functions of various bodies, procedures for recruitment, promotional policies, decentralisation, participative management and grievance redressal mechanism. Reforms carried out in Finance Management stand out due to their importance in the future growth of the University.

Another worth-mentioning feature in this area is the unprecedented increase in the collaborations with some reputed National and International Universities/Institutions which has opened new vistas of growth and change in the University.

Yet another hallmark of progressive management is the full implementation of e-governance which has led to dramatic improvement in all domains of University functioning. The Directorate of IT &SS has achieved the benchmarks of success through the implementation of various projects and has been collaborating with several multinational organizations. Noteworthy among its achievements is the impact of e-governance on student-related activities like admission, examination and declaration of results which have witnessed a fundamental change in making these processes highly transparent, fool-proof and less time-consuming. The highly effective implementation of e-governance is sure to help the University achieve its goal of excellence.

IQAC has evolved as a robust and efficient unit during the last few years. Reviewing of the teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals, critical review of the research footprint of different departments in standard international databases through an independent agency, identifying best departments, best faculty/researchers and encouraging them have been among the remarkable achievements of IQAC.

Institutional Values and Best Practices

The University has taken a number of measures to promote institutional values, professional ethics, gender sensitivity, environmental consciousness and sustainability. Some notable best practices for academic development and progression during the re-accreditation period are:

24x7 facilities in the Central Library which is a huge repository of books, rare manuscripts, e-resources, with state-of-the-art facilities including those for the specially-abled persons.

- Online feedback system about teachers from students collected in a completely transparent manner. The probation clearance of newly recruited faculty is linked to the feedback, besides other parameters.
- Development of e-contents, e-tutorials and MOOC's as a supplement to the classroom teaching and innovative way to compensate for the time loss due to the prevailing circumstances in the valley.
- Putting in place a series of e-governance initiatives to improve transparency and efficiency.
- Transparency in teaching-evaluation systems including student representatives in Course Review Committees, provision for students to sign their answer scripts after evaluation, instant SMS/email alert service to students as the awards are uploaded by the teachers.
- Organizing colloquium lectures and the series 'Know the Nobel Laureates' are some of the new good practices initiated.
- Gender-sensitive environment is promoted through Women's Studies Centre, a vibrant Women's Grievance Redressal Cell, Committee on Sexual Harassment, provision for a lady Proctor in the Proctorial wing, administration of Girl's hostels by female officers, fairly good representation of women in key administrative positions and University faculty, and separate transport facilities for women.
- A number of courses with an emphasis on ethics and social responsibility have been introduced.
- To preserve and nourish the spiritual dimension in the context of increasing urbanisation and material progress, the teachings of some well-known saints and poets are highlighted. Shiekh-ul-Alam Chair, dedicated to the teachings of the patron-saint of Kashmir, Sheikh Nuruddin Wali, regularly organizes programmes focussed on spiritual and moral values.
- Observing the National Education Day, Tagore Day and organizing national youth festivals also contribute to the goal of creating a spiritual awareness.
- Special plantation drives are undertaken every year through NSS and DSW beginning on *Nauroz* (the plantation day) to propagate the idea of '*one student one plant slogan*'.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the University | |
|------------------------------------|--|
| Name | UNIVERSITY OF KASHMIR |
| Address | University of Kashmir Hazratbal, Srinagar, Jammu and Kashmir |
| City | Srinagar |
| State | Jammu And Kashmir |
| Pin | 190006 |
| Website | kashmiruniversity.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|---|-------------------------|------------|------------------|--------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Vice Chancellor | Talat Ahmad FNA FASc FNASc JC Bose National Fellow | 0194-2272000 | 9419530211 | 0194-227208 6 | diqa@uok.edu.in |
| IQAC / CIQA coordinator | Manzoor Ahmad Shah | 0194-2272016 | 7780806013 | 0194-227200 6 | mashah75@yahoo.com |

| Nature of University | |
|----------------------|------------------|
| Nature of University | State University |

| Type of University | |
|--------------------|-------------|
| Type of University | Affiliating |

| Establishment Details | |
|--|------------|
| Establishment Date of the University | 05-09-1969 |
| Status Prior to Establishment, If applicable | Other |
| Establishment Date | 01-01-1970 |
| Any Other, Please Specify | |

| Recognition Details | | |
|--|-------------|-------------------------------|
| Date of Recognition as a University by UGC or Any Other National Agency : | | |
| Under Section | Date | View Document |
| 2f of UGC | 05-09-1969 | View Document |
| 12B of UGC | 05-09-1969 | View Document |

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

| Location, Area and Activity of Campus | | | | | | | |
|--|--|------------------|-----------------------------|---------------------------------|-------------------------------|------------------------------|--|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. | Programmes Offered | Date of Establishment | Date of Recognition by UGC/MHRD |
| Main campus | University of Kashmir Hazratbal, Srinagar, Jammu and Kashmir | Urban | 246.85 | 519081 | UG PG and Research Programmes | | |
| Satellite Campus | South Campus, Anantnag, Kashmir | Rural | 43.75 | 67949.93 | UG PG and Research Programmes | 01-12-2004 | 31-12-2004 |
| Satellite Campus | North Campus | Rural | 119.37 | 43446 | UG PG and | 01-05-2003 | 30-04-2004 |

| | | | | | | | |
|---------------------|--|-------|--------|----------|---|------------|------------|
| | , Baram ulla, Kashmir | | | | Research Program mes | | |
| Satellite Campus | Kargil Campus , Kargil | Hill | 75.1 | 50430.8 | UG and PG | 01-04-2011 | 30-04-2011 |
| Satellite Campus | Zakura Campus , Srinaga r | Urban | 37.5 | 48777 | Undergra duate pro grammes only | 01-04-2009 | 30-04-2009 |
| Satellite Campus | Leh, Ladakh, Jammu And Kashmir | Hill | 102.46 | 35280.53 | Post Graduate Program mes | 10-10-2015 | 31-10-2015 |
| Satellite Campus | Kupwar a, Jammu And Kashmir | Rural | 42 | 12342 | No Progr ammes Offered at Present | 01-12-2013 | 31-12-2013 |
| Regional Centres | Bathindi , Jammu Jammu And Kashmir | Urban | 1.5 | 10200 | No Progr ammes Offered at Present | 09-03-2017 | 31-03-2017 |

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

| Type of Colleges | Permanent | Temporary | Total |
|--|-----------|-----------|-------|
| Law | 0 | 4 | 4 |
| Education/Teachers Training | 0 | 74 | 74 |
| Business Administration/Commerce/Management/Finance | 0 | 3 | 3 |
| Fine Arts/Performance Arts/Visual Arts/Applied Arts | 1 | 1 | 2 |
| Engineering/Technology/Architecture/Design | 0 | 1 | 1 |
| Medicine & Surgery/Ayurveda/Unani/Homeopathy/Health & Allied Sciences/Paramedical/Sciences | 4 | 4 | 8 |
| Universal/Common to All Disciplines | 47 | 0 | 47 |
| Science | 0 | 1 | 1 |
| Professional | 2 | 2 | 4 |
| Humanities | 0 | 5 | 5 |

Furnish the Details of Colleges of University

| Type Of Colleges | Numbers |
|---|---------|
| Constituent Colleges | 2 |
| Affiliated Colleges | 149 |
| Colleges Under 2(f) | 41 |
| Colleges Under 2(f) and 12B | 41 |
| NAAC Accredited Colleges | 24 |
| Colleges with Potential for Excellence(UGC) | 2 |
| Autonomous Colleges | 1 |
| Colleges with Postgraduate Departments | 6 |
| Colleges with Research Departments | 1 |
| University Recognized Research Institutes/Centers | 1 |

| | |
|--|-------|
| Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA) | : Yes |
|--|-------|

| | |
|-------------|--|
| SRA program | Document |
| INC | 100028_1647_7_1542711900.pdf |
| BCI | 100028_1647_8_1538634341.pdf |
| AICTE | 100028_1647_1_1540301312.pdf |

Details Of Teaching & Non-Teaching Staff Of University

| Teaching Faculty | | | | | | | | | | | | |
|------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned | 65 | | | | 131 | | | | 368 | | | |
| Recruited | 26 | 3 | 0 | 29 | 41 | 8 | 0 | 49 | 271 | 70 | 0 | 341 |
| Yet to Recruit | 36 | | | | 82 | | | | 27 | | | |
| On Contract | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 | 38 | 0 | 109 |

| Non-Teaching Staff | | | | |
|--------------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 1286 |
| Recruited | 892 | 250 | 0 | 1142 |
| Yet to Recruit | | | | 144 |
| On Contract | 30 | 18 | 0 | 48 |

| Technical Staff | | | | |
|-----------------|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned | | | | 489 |
| Recruited | 300 | 82 | 0 | 382 |
| Yet to Recruit | | | | 107 |
| On Contract | 13 | 4 | 0 | 17 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ph.D. | 67 | 12 | 0 | 35 | 10 | 0 | 154 | 44 | 0 | 322 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 10 | 0 | 38 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 7 | 0 | 58 |

| Temporary Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | 0 | 11 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Distinguished Academicians Appointed As

| | Male | Female | Others | Total |
|--------------------|-------------|---------------|---------------|--------------|
| Emeritus Professor | 4 | 0 | 0 | 4 |
| Adjunct Professor | 0 | 0 | 0 | 0 |
| Visiting Professor | 7 | 3 | 0 | 10 |

Chairs Instituted by the University

| Sl.No | Name of the Department | Name of the Chair | Name of the Sponsor Organisation/Agency |
|--------------|----------------------------------|--------------------------|--|
| 1 | Centre of Sheikh ul Alam Studies | Sheikh ul Alam Chair | J and K Art and Cultural Academy and University of Kashmir |

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

| Programme | | From the State Where University is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 558 | 0 | 0 | 0 | 558 |
| | Female | 409 | 0 | 0 | 0 | 409 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 2452 | 0 | 0 | 0 | 2452 |
| | Female | 2892 | 0 | 0 | 0 | 2892 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 4 | 0 | 0 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 497 | 0 | 0 | 0 | 497 |
| | Female | 357 | 0 | 0 | 0 | 357 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 21 | 0 | 0 | 0 | 21 |
| | Female | 10 | 0 | 0 | 0 | 10 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 10 | 0 | 0 | 0 | 10 |
| | Female | 12 | 0 | 0 | 0 | 12 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| | |
|---|-----|
| Does the University offer any Integrated Programmes? | Yes |
| Total Number of Integrated Programme | 0 |

| Integrated Programme | From the State where university is located | From other States of India | NRI students | Foreign Students | Total |
|-----------------------------|---|-----------------------------------|---------------------|-------------------------|--------------|
| Male | 157 | 0 | 0 | 0 | 157 |
| Female | 133 | 0 | 0 | 0 | 133 |
| Others | 0 | 0 | 0 | 0 | 0 |

Details of UGC Human Resource Development Centre, If applicable

| | |
|--|------------|
| Year of Establishment | 01-11-1987 |
| Number of UGC Orientation Programmes | 20 |
| Number of UGC Refresher Course | 28 |
| Number of University's own Programmes | 18 |
| Total Number of Programmes Conducted (last five years) | 66 |

Accreditation Details

| Cycle Info | Accreditation | Grade | CGPA | Upload Peer Team Report |
|------------|---------------|-------|------|----------------------------------|
| Cycle 1 | Accreditation | 86.45 | A | NAAC Cycle 1.pdf |
| Cycle 2 | Accreditation | 3.11 | A | NAAC Cycle 2.pdf |
| Cycle 3 | Accreditation | | | |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|--------------------------------|-------------------------------|
| Arabic | View Document |
| Biochemistry | View Document |
| Bioresources | View Document |
| Biotechnology | View Document |
| Botany | View Document |
| Centre Of Cental Asian Studies | View Document |

| | |
|--|-------------------------------|
| Centre Of Research For Development | View Document |
| Centre Of Sheikh Ul Alam Studies | View Document |
| Chemistry | View Document |
| Clinical Biochemistry | View Document |
| Commerce | View Document |
| Computer Sciences | View Document |
| Computer Sciences And Engineering In North Campus | View Document |
| Directorate Of Physical Education And Sports | View Document |
| Earth Science | View Document |
| Economics | View Document |
| Education | View Document |
| Electrical And Electronics Engineering At Iot In Zakura Campus | View Document |
| Electronics And Instrumentation Technology | View Document |
| English | View Document |
| Environmental Science | View Document |
| Food Science And Technology | View Document |
| Geography And Regional Development | View Document |
| Hindi | View Document |
| History | View Document |
| Home Science | View Document |
| Information Technology And Support Services | View Document |
| Institute Of Kashmir Studies | View Document |
| Institute Of Music And Fine Arts | View Document |
| Institute Of Nursing In South Campus | View Document |
| Iqbal Institute Of Culture And Philosophy | View Document |
| Kashmiri | View Document |
| Law | View Document |
| Library And Information Science | View Document |

| | |
|---|-------------------------------|
| Linguistics | View Document |
| Management Studies | View Document |
| Mathematics | View Document |
| Mechanical Engineering At Iot In Zakura Campus | View Document |
| Media Education Research Centre | View Document |
| Persian | View Document |
| Pharmaceutical Science | View Document |
| Physical Education College Gandrbal Constituent College | View Document |
| Physics | View Document |
| Political Science | View Document |
| Psychology | View Document |
| Sanskrit | View Document |
| School Of Earth Sciences At Leh Campus | View Document |
| School Of Humanities In Kargil Campus | View Document |
| School Of Humanities In Leh Campus | View Document |
| School Of Information Technology In Kargil Campus | View Document |
| School Of Life Sciences In Kargil Campus | View Document |
| School Of Management Studies At Leh Campus | View Document |
| Shah I Hamadan Institute Of Islamic Studies | View Document |
| Social Work | View Document |
| Sociology | View Document |
| Statistics | View Document |
| Urdu | View Document |
| Zoology | View Document |

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 169 | 157 | 156 | 156 | 149 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of departments offering academic programmes

Response: 59

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

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 6636 | 6538 | 6831 | 6715 | 6300 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of outgoing / final year students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 2634 | 2083 | 2261 | 1866 | 1972 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2785 | 2263 | 2398 | 2132 | 2077 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of revaluation applications year-wise during the last 5 years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1 | 167 | 212 | 243 | 235 |

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2901 | 3037 | 3349 | 2850 | 2047 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

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

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 528 | 442 | 401 | 365 | 355 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

Number of sanctioned posts year-wise during the last five years

| | | | | |
|---|---------|---------|-------------------------------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 564 | 534 | 526 | 469 | 469 |
| File Description | | | Document | |
| Institutional Data in Prescribed Format | | | View Document | |

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 36823 | 33587 | 38369 | 36385 | 35789 |
| File Description | | Document | | |
| Institutional Data in Prescribed Format | | View Document | | |

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 1017 | 990 | 1063 | 1201 | 966 |
| File Description | | Document | | |
| Institutional Data in Prescribed Format | | View Document | | |

Total number of classrooms and seminar halls

Response: 250

Total number of computers in the campus for academic purpose

Response: 3864

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|----------|----------|
| 4401.14 | 7255.89 | 8917.7 | 10099.99 | 11256.38 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Response:

The University envisions being a world-class University committed to create and disseminate knowledge for human development and welfare. The mission of the University is to create an intellectually stimulating environment, promote excellence in teaching, research and extension activities and facilitate academic freedom, diversity and harmony. Guided by this vision and mission, the basic aim of the curriculum development process is to offer education that meets the prerequisites of quality assessment standards of the University. Accordingly, the core objectives of the process of curriculum design and development as envisaged by the University are:

- To promote diversified thinking in the process of curriculum development with an aim to accommodate local national and global needs.
- To avoid the fragmentation of the curricula by taking all measures to integrate the strengths of different curricula to make them interdisciplinary, result-oriented and competitive; and
- To create curricula with other leading institutions of higher learning and research.

The aforementioned objectives of the process of designing and developing the curriculum are attained by a rigorous and regular review of courses and modifications through a standard process initiated by the respective Boards of Studies of various departments of the University. The recommendations of the Boards are finally examined and approved by the Academic Council of the University. Every teaching department has Boards of PG & UG Studies which meet after every two to three years, or more frequently if required. The Boards comprise of subject experts from other universities, allied departments of the University, faculty members of the concerned departments, nominees from the affiliated colleges & representatives of research scholars /students. The Boards of Studies ensure the relevance of the curriculum by taking into consideration the current trends & advancements in the subjects. Necessary clues and inputs, in tune with contemporary challenges and needs, are regularly obtained from various sources such as National Curriculum Framework, syllabi prescribed for various competitive exams such as NET, JRF, SET, Civil Services exams. Besides this, inputs from teachers serving in other universities, representatives of students & research scholars and concerned subject experts are taken into account.

Sensitive to the fact that most students choose to study at University to enhance their career prospects, the University undertakes an independent evaluation of the student trends. It is largely because of our updated and relevant curriculum in tune with contemporary challenges that some of our pass-outs get post-doctoral positions in various research institutions within (INSPIRE, Ramalinga, C.V. Raman fellowship, Kothari fellowship) and outside country as their first employment while a major chunk gets placements in various Government departments and private companies.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

| 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years | |
|---|-------------------------------|
| Response: 77.98 | |
| 1.1.2.1 How many programs were revised out of total number of programs offered during the last five years | |
| Response: 131 | |
| 1.1.2.2 Number of all programs offered by the institution during the last five years | |
| Response: 168 | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Details of program syllabus revision in last 5 years | View Document |
| Any additional information | View Document |

| 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years | | | | | | | | | | | |
|---|-------------------------------|---------|---------|---------|---------|---------|------|------|------|------|-----|
| Response: 37.65 | | | | | | | | | | | |
| 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1371</td> <td>1371</td> <td>1325</td> <td>1325</td> <td>200</td> </tr> </tbody> </table> | | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1371 | 1371 | 1325 | 1325 | 200 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | |
| 1371 | 1371 | 1325 | 1325 | 200 | | | | | | | |
| File Description | Document | | | | | | | | | | |
| Program/ Curriculum/ Syllabus of the courses | View Document | | | | | | | | | | |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document | | | | | | | | | | |
| Average percentage of courses having focus on employability/ entrepreneurship | View Document | | | | | | | | | | |

1.2 Academic Flexibility

| 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years | |
|---|-------------------------------|
| Response: 10.45 | |
| 1.2.1.1 How many new courses are introduced within the last five years | |
| Response: 1482 | |
| 1.2.1.2 Number of courses offered by the institution across all programs during the last five years | |
| Response: 14184 | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

| 1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented | |
|--|-------------------------------|
| Response: 92.9 | |
| 1.2.2.1 Number of programs in which CBCS/ Elective course system implemented. | |
| Response: 157 | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |

1.3 Curriculum Enrichment

| |
|---|
| 1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum |
| Response: |
| The University has a systematic mechanism in place for the design and development of curriculum that integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics and other issues. The flexibility of choices and the diversity of courses in the basket under the choice-based credit system, has especially helped a great deal in the holistic development of |

students and inculcating in them professional competency, ethical values and eco-conscience and other related attributes side by side. As an unwritten policy matter, the curriculum is so designed that it not only integrates the aforementioned cross-cutting themes but is also supportive of flexible organizational designs, gender neutralism and transformational leadership. A brief description of courses in this regard is given below:

Gender: The University promotes gender sensitivity, both in theory and practice, as is evident from the range of gender-related courses and a gender-sensitive environment on the campus. The University not only runs a certificate course on Women and Law but recently got the approval of the University Council for a full-fledged masters programme in Gender Studies. The other courses such as Women and Management, Women and Society in India, Family Women and Child Welfare, Women and Entrepreneurship, Women in Everyday Life: Society, Culture and Politics are reflective of the gender sensitive nature of our curricula. These courses help a great deal in sensitizing the students conceptually and practically about gender so as to prompt them to work towards gender sensitivity and equity. It is pertinent to mention that the University has a dedicated Women's Studies Centre that acts as a catalyst for promoting and strengthening women studies through teaching, research, curriculum development, field and extension work, training and continuing education. Guided by gender-sensitive curricula, the centre not only studies various gender-related aspects but also conducts gender audit and plays a pivotal role in creating awareness about women's rights, issues and laws.

Environment and Sustainability: The University has a full-fledged post-graduate Department of Environmental Sciences. Besides, courses like ecology, environment and sustainability form an important part of the core courses in the curricula of departments such as Botany, Earth Sciences, Geography and Regional Development, Zoology etc. Besides, the elective courses under CBCS are indicative of the emphasis that our curricula lays on the Environment and Sustainability. Motivated by such curricula, a celebration of World Environment Day, Plantation Week, and Earth Day etc. is organized annually where huge participation of students contributes significantly towards the cause of Environment and Sustainability.

Human Values and Professional Ethics: Many courses have a component related to human values, especially those offered by Departments in the Schools of Arts, Humanities and Social Sciences. For instance, courses such as Human Values for Business, Human Rights: Western and Islamic Tradition, Fundamentals of Social Work, Bioethics in Clinical Research, Social Problems, Environment and Society are a testimony to the emphasis that our university on Human Values and Professional Ethics.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | View Document |

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 348

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 348

| File Description | Document |
|--|-------------------------------|
| List of value added courses | View Document |
| Brochure or any other document relating to value added courses | View Document |

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 45.97

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4045 | 4066 | 3735 | 2684 | 761 |

1.3.4 Percentage of students undertaking field projects / internships

Response: 39.33

1.3.4.1 Number of students undertaking field projects or internships

Response: 2610

| File Description | Document |
|--|-------------------------------|
| List of programs and number of students undertaking field projects / internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above**Response:** A. Any 4 of above

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback processes of the institution may be classified as follows:**A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |
| URL for feedback report | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.04

2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 10 | 2 | 0 |

File Description

List of students (other states and countries)

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 9.52

2.1.2.1 Number of seats available year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3805 | 3798 | 3944 | 3846 | 3620 |

File Description

Demand Ratio (Average of Last five years)

Any additional information

Document

[View Document](#)

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 78.4

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 910 | 861 | 839 | 920 | 580 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The University shares the mission of helping every student reach his/her full potential. However, the admission process for the University is quite robust and highly competitive, therefore the problem of having many slow learners is not so common. Yet faculty members often find students in a class showing much diversity in their needs and interest. In fact, students differ a lot in their interests, prior knowledge, intelligence, skills, learning styles, motivation and backgrounds. To tap each student's potential, faculty members value each student as an individual capable of making progress. Embracing learning diversity has been recognized an important direction in teaching-learning in the University. Accordingly, there is a suite of measures in place for assessing and addressing the needs of slow learners and also for advanced learners.

For slow learners:

- Frequent interactions between faculty members and slow learners after the routine class work business in the departments.
- Appointment of Academic Councillor in every department who interacts with slow learners to identify their specific needs and advises the Heads of the Departments for further action.
- Providing opportunities to the students who don't fare well in the internal assessments for improvement.
- Emphasising on developing writing and speaking skills for slow learners in Language departments
- Augmentation of the classroom teaching by providing accessible and useful reading material to the students which especially helps the slow learners.
- Use of ICT facilities in the departments for communicating concepts through smart board illustrations and use of audio-visuals for slow learners.
- Offering bridge courses in various programmes for helping the weak students to coup up and overcome weaknesses.

For advanced learners:

- Orientation and coaching to the advanced learners to prepare for competitive exams such as IAS, KAS, NET and SET. They are acquainted with the syllabi of these exams, provided access to relevant books and literature, and encouraged directly and indirectly.

- The publication of annual student magazine, namely *Gulala*, with bright students and advanced learners as Editors and authors of various articles
- Encouraging and facilitating the learners to participate in seminars, symposia, debates, and competitions for which the University is an active hub.
- Allotment of challenging assignments and projects that can potentially help the students to fetch not only quality project reports and masters' dissertations but also some publications.

2.2.2 Student - Full time teacher ratio

Response: 12.57

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.39

2.2.3.1 Number of differently abled students on rolls

Response: 26

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Institutions of higher learning in India have undergone a drastic change over the past few years with the sole aim to improve the quality of their programmes. The University of Kashmir too has taken a number of measures to ensure that the programmes offered to students not only prepare them for employment but also improve the skilled workforce quantitatively and qualitatively for the economic growth of the country. For this purpose, the University is guided by a student-centric philosophy which is substantiated by the following measures taken by the University:

- Group-based assignments, group discussions, case reporting, field work, special assignments, presentations and seminars in the teaching-learning process in the programmes of the University.
- Holding of interactions of students with members of Civil Society, Government and Private Organizations to enable them to have better exposure to the dynamics of the outside world. For instance, students of law attend assembly sessions and court proceedings, conduct moot courts and youth parliament sessions for enhanced practical-based learning. Students from departments such as Pharmaceutical Sciences, Biotechnology, Business School, Electronics, Food Science and Technology attend internships in various labs, companies and corporate houses for experiential learning.
- Participation of students in extracurricular activities, art exhibitions, blood donation camps, red

ribbon clubs, plantation drives and various cultural activities adds a student-centric dimension to the vibrant academic environment of the campus. Kashmir University youth festival, *Sonzal*, is a classic example of student learning through participative methods.

- Regular participation of students in various co-curricular extra-curricular activities, various intra- and inter-university sports events ensure the holistic development of students.
- Holding of tutorials and conduct of project work under the choice-based credit system mark a shift from a lecture-based mode of teaching.
- In consonance with the NSDC mission, the University has added multi-skill development components in some of its programmes for the benefit of students. Besides, the Entrepreneurship Development Cell (EDC) of the University organizes series of Skill Development Training Programme (SDTP). Some of the courses with skill development component are tabulated below:

| Programme | Skill Development Component |
|--|--|
| M.Sc. Electronics | Mobile repairing, Circuit design and repairs of other electro |
| MCA | Skill development in programming, software designing repairs |
| M.Sc. Food Technology | Food processing Biopreservation of food products. |
| Mass Communication & Journalism | e-content development, preparation of television films & c & script writing |
| Clinical Biochemistry/Biochemistry | Clinical/diagnostic tests. |
| M.Sc. Botany/Zoology/Environmental Sciences | Skills of plant collection & preservation, pisciculture, epi c culture, water analysis |
| M.Sc. Home Science | Skills related to child development, diet management management |
| M.Sc. IT | Software Development |
| M.C.A. | Computer Hardware and software development |
| Directorate of Lifelong Learning (Skill Development Programmes) | <ul style="list-style-type: none"> • Basic Computer & Internet • Tally ERP9 • Mobile Phone Repairing • Financial Accounting • Spoken English and Personality Development • AutoCAD 2d+3d • Stereotyping • Web Designing • Electrician • Plumber • CCNA • Repairing of Home Appliances • A+ Hardware • Advanced Cutting Tailoring • Fashion Designing • Papier Machie |
| L.LB/ L..LM | Moot courts to develop skills for the students to be professi |

| | |
|--|-------------------------------|
| B.E.d/M.Ed. | Special Skills for teaching |
| 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. | |
| Response: 100 | |
| 2.3.2.1 Number of teachers using ICT | |
| Response: 528 | |
| File Description | Document |
| List of teachers (using ICT for teaching) | View Document |
| Provide link for webpage describing the " LMS/ Academic management system" | View Document |

| |
|---|
| 2.3.3 Ratio of students to mentor for academic and stress related issues |
| Response: 15.84 |
| 2.3.3.1 Number of mentors |
| Response: 419 |

2.4 Teacher Profile and Quality

| | |
|---|-------------------------------|
| 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years | |
| Response: 81.23 | |
| File Description | Document |
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

| 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| Response: 72.51 | | | | | | | | | | |
| 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>376</td> <td>321</td> <td>290</td> <td>269</td> <td>258</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 376 | 321 | 290 | 269 | 258 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | |
| 376 | 321 | 290 | 269 | 258 | | | | | | |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.11

2.4.3.1 Total experience of full-time teachers

Response: 6920

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 2.87

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 2 | 2 | 6 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | View Document |

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 3.89

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 19 | 20 | 20 | 20 | 20 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |

2.5 Evaluation Process and Reforms

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

Response: 50.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 45 | 51 | 50 | 45 | 60 |

| File Description | Document |
|--|-------------------------------|
| List of programs and date of last semester and date of declaration of result | View Document |

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.75

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20 | 12 | 15 | 10 | 29 |

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 4.41

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 12 | 15 | 24 |

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

It is pertinent to mention that the University of Kashmir has a well-established examination system in place that is governed by a set of statutes pertaining to the conduct, evaluation and post-evaluation processes as detailed in Volume-II of the University Calendar. Over the years, the University has improved the system of examination and evaluation through technological interventions in order to ensure transparency and efficiency. Some of the measures in this regard are summarized below:

Examination/Evaluation procedures

- Course Review Committee that comprises of Dean of the Schools, Head of the Department, faculty members who teach different courses of the semester/s and two student representatives reviews the course completion and provides a certificate before the conduct of the examination.
- The provision of showing the evaluated papers to students has been put into practice. Student endorsement of the evaluated papers is essential before the upload of awards by the teacher concerned.
- From 2016-17 onwards, students would be in a position to instantly approach the chairperson of the Departmental Committee with their grievances for a resolution within three days. If a student is still not satisfied, s/he will be at liberty to register his/ her grievance before the concerned Dean and also the Dean Academic Affairs, if needed. S/he can also apply for rechecking of the answer script. Similarly, if a candidate requests a photocopy of his/her answer scripts, the same can be provided under RTI Act.
- Furthermore, for the PG entrance test, all the students retain a copy of their OMR sheets as well as question booklet.
- For the security and sanctity of the evaluation system, the answer scripts are first coded and then delivered to the evaluators for evaluation.
- Surprise visits by the top officials of the Examination Wing to ensure that guidelines are followed are carried out.
- The examiners upload the awards from their own account created for each examiner. The same is being used by the Automation Section for the preparation of result.

Processes integrating IT

- The University introduced the single window admission process with the policy of One Student One Form, No Semester Examination Form, Single Programme Enrolment Number, Single Transcript with a chip-enabled Degree Certificate;
- The University has done away with the practice of manual awards. The evaluation is done through Centralized Evaluation Centres headed by Head Examiners and the data entry of awards is done in the evaluation centres;

- The University has introduced Live Marks system whereby the students get an SMS alert soon after the awards are uploaded by the evaluators;
- In-house built student friendly mobile App is used by students to manage most of their examination related and other affairs. The students can pay their examination fee online;
- University email ID granted to all students and scholars under @uok.edu.in and @kashmiruniversity.ac.in which they can use to approach authorities for any examination related issues; and
- Of late the University introduced Continuous Assessment based examination system to do away with the hassles of End Semester Examinations.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

2.5.5 Status of automation of Examination division along with approved Examination Manual A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

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

| File Description | Document |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | View Document |
| Current Manual of examination automation system | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (Cos) for almost all the programs offered by the institution are stated in the curricula of the programmes and properly displayed on the University website. In tune with the vision and mission of the University, the learning

outcomes are defined to ensure that:

- The Learning outcomes are clearly stated and are measurable on some standard scale.
- The outcomes are assessed, though using different tools in different disciplines, with commonality to identify the extent to which programmes and courses taught have been effective.
- The resources in terms of faculty, library, laboratories, tools and other facilities and pedagogic strategies adopted for effective course delivery and student learning corroborate with the learning outcomes to be achieved.
- The skills as enshrined in the skill-based courses are imparted to students who feel confident in using them in life.
- Students face and qualify competitive examinations at the State or National level and that is an indirect indicator of the successful course outcome in terms of their learning.

These outcomes are communicated to the students and other stakeholders through the following means:

1. Conducting induction workshops at the departmental level immediately after the admissions.
2. In the introductory class of every fresh batch and each semester, teachers sensitize students about the programme outcomes and course outcomes.
3. A proper display on the University website.
4. Hosting the programme outcome and course outcome details on the University website.
5. The University publishes the detailed prospectus annually giving details of all the courses offered by the university a copy of which is given to each student desirous of admission.

Students are also sensitized about the prospects and various opportunities available to them on the successful completion of their respective academic programme.

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Since the objectives of the programmes and courses are well defined, the University assesses the attainment of POs, PSOs and COs through different ways. Some of these are mentioned below:

?????a) Continuous Assessment:

In view of some issues with the year-end or end-semester examination system, the University switched recently to the continuous assessment based system for more effective attainment of programme and course outcomes. Although continuous assessment would have the weightage of 20% earlier too, yet the University has of late revised the weightage to 50% for a regular assessment of the attainment of POs, PSOs and COs. This has significantly helped to overcome the issues with End semester Examination in which it was difficult to assess the level of attainment of POs, PSOs and COs at the end of the year/academic session.

b) The Course-Review Assessment:

Earlier there was no system in place in the University to assess the extent and quality of the completion of courses. To fix this issue, the University constituted the Course Review Committees (CRCs). The CRCs under the chairpersonship of concerned Deans with Heads of Departments, teacher concerned and student representatives as members, undertake the detailed review of not only the course completion but also the attainment of COs and eventually POs. It is on the recommendations of the CRC that the decision of final examination is held.

c) The Departmental Assessment:

The Heads of the Departments convene meetings routinely towards the end of the semester to critically review the status of course completion vis-à-vis the stated outcomes. In view of the feedback from concerned teachers and students, the gaps, if any, are plugged by taking appropriate measures in terms of remedial classes, extra guidance, and distribution of relevant teaching material.

2.6.3 Average pass percentage of Students

Response: 94.68

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 2634

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 2782

| File Description | Document |
|---|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | View Document |
| Link for annual report | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.07

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Any additional information | View Document |
| URL of Policy document on promotion of research uploaded on website | View Document |

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

Response: 10

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 50 |

| File Description | Document |
|---|-------------------------------|
| Minutes of the relevant bodies of the University | View Document |
| List of teachers receiving grant and details of grant received | View Document |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View Document |
| Any additional information | View Document |

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 20

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 4 | 3 | 8 |

| File Description | Document |
|---|-------------------------------|
| List of teachers and their international fellowship details | View Document |
| e-copies of the award letters of the teachers. | View Document |

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 680

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 227 | 116 | 141 | 82 | 114 |

| File Description | Document |
|---|-------------------------------|
| List of research fellows and their fellowship details | View Document |
| Any additional information | View Document |

3.1.5 University has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research/Statistical Databases

Any four facilities exist

Three of the facilities exist

Two of the facilities exist

One of the facilities exist

Response: Any four facilities exist

| File Description | Document |
|---|-------------------------------|
| List of facilities provided by the university and their year of establishment | View Document |
| Link to videos and photographs geotagged | View Document |

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Response: 22.03

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Response: 13

| File Description | Document |
|---|-------------------------------|
| List of departments and award details | View Document |
| e-version of departmental recognition award letters | View Document |

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|-----------------------------------|-------------------------------|
| List of project and grant details | View Document |

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Response: 7181

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1968 | 1226 | 1273 | 608 | 2106 |

| File Description | Document |
|---|-------------------------------|
| e-copies of the grant award letters for research projects sponsored by government | View Document |
| Any additional information | View Document |

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 2.06

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

Response: 173

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 419

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| Link for funding agency website | View Document |

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The University has undertaken a series of reforms and measures over the past few years to create and sustain an ideal ecosystem for Research and Innovation in a competitive environment. Some of the relevant details in this regard are as under:

Faculty recruitment and development

- Rationalized shortlisting norms are in place for entry-level faculty based on empirical credentials.
- Even the criteria for appointing contractual faculty have been brought on par with regular faculty.
- Our University duly recognises Ramalinga Swami Fellows; INSPIRE fellows/faculty and similar scholars.
- The newly recruited faculty is groomed through a series of orientation/ refresher courses, mentorship by senior faculty.

Creating infrastructure for innovations

- The University has made a mark during the assessment period in earning extramural research grants from national and international funding agencies. Besides the University earned some major international projects such as Indo-US, Indo-Canadian, Indo-German, Indo-French and Indo-Australian to improve the footprint of foreign students and faculty on the campus for promoting innovative research.
- The University also created a special centre with the potential of excellence through integrated expertise of its five important departments under UGC's CPEPA scheme to promote interdepartmental collaboration for interdisciplinary research on various facets of the Himalayan biodiversity.

Entrepreneurship Development Cell (EDC) and Incubation Centres

- With highly qualified and well-trained faculty in the nuances of entrepreneurship, the University has created a vibrant entrepreneurial culture with an aim to convert "Job-Seekers" to "Job-Generators" through the entrepreneurial route. For this purpose, the University has:
 - **Entrepreneurship Development Cell (EDC)**
 - **Incubation Centre in the Department of Food Technology** approved by the Food Security and Services Authority of India (FSSAI)
 - **New Generation Innovation and Entrepreneurship Development Centre (NewGen IEDC)** has been established in the Business School of the University under the aegis of National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science & Technology (DST), Government of India
 - **Patent facilitation centre** to facilitate innovators to file patents for their innovations. So far 49 patents have been filed since 2011 and five have been licensed.
 - **Grass Root Innovation and Augmentation Cell**
 - **Brainstorming sessions, conferences and workshops**
- The University has become a hub of activities to facilitate networking and establish collaborations for undertaking interdisciplinary and multi-disciplinary research. Eminent experts and stalwarts including Nobel Laureates for lectures and interactions with students and faculty are part of the programme

International Student Cell

- The University has a dedicated Dean Research office as a single window system to cater to all research related aspects in a hassle-free manner.
- International Student Cell not only attracts foreign students but also facilitates its own students for joining internships and opting for courses abroad.
- The University of Kashmir has designated an official as Coordinator Student Affairs in MadanJeet Singh Institute of Kashmir Studies to cater to the needs of students from foreign countries, especially from the SAARC countries.

| File Description | Document |
|---------------------------------|-------------------------------|
| link for additional information | View Document |

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years**Response: 11**

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 1 | 5 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during the last 5 years | View Document |

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years**Response: 15**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 2 | 0 | 4 |

| File Description | Document |
|--------------------------------------|-------------------------------|
| List of innovation and award details | View Document |
| e- copies of award letters | View Document |
| Any additional information | View Document |

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 27

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 13 | 6 | 8 |

| File Description | Document |
|---|-------------------------------|
| List of startups details like name of startup, nature, year of commencement etc | View Document |
| e- sanction order of the University for the start ups on campus | View Document |
| Any additional information | View Document |

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of patents and year it was awarded | View Document |

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.61

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 471

3.4.4.2 Number of teachers recognized as guides during the last five years

Response: 292

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| Any additional information | View Document |
| URL to the research page on HEI web site | View Document |

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 7.88

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 888 | 626 | 689 | 695 | 397 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 2.38

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 295 | 148 | 264 | 170 | 120 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 5.43

| File Description | Document |
|--|-------------------------------|
| BiblioMetrics of the publications during the last five years | View Document |

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 31.5

| File Description | Document |
|---|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the University | View Document |

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual**Response:** Yes

| File Description | Document |
|---|-------------------------------|
| Soft copy of the Consultancy Policy | View Document |
| Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy | View Document |
| URL of the consultancy policy document | View Document |

3.5.2 Revenue generated from consultancy during the last five years**Response:** 1178.87

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 368.11 | 379.93 | 228.58 | 127.15 | 75.102 |

| File Description | Document |
|---|-------------------------------|
| List of consultants and revenue generated by them | View Document |
| Audited statements of accounts indicating the revenue generated through consultancy | View Document |
| Any additional information | View Document |

3.5.3 Revenue generated from corporate training by the institution during the last five years**Response:** 0.93

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.07 | 0.16 | .265 | .215 | .215 |

| File Description | Document |
|---|-------------------------------|
| List of teacher consultants and revenue generated by them | View Document |
| Audited statements of account indicating the revenue generated through training | View Document |
| Any additional information | View Document |

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

University of Kashmir has been promoting serious engagement of teachers, students and non-teaching staff with communities in the neighbourhood for their holistic and sustained development. Our various units and departments like DLL, NSS, DSW, Law society of Kashmir, Law School, Social Work, Sociology, Botany, IMFA, CORD, EMMRC and University Landscape Development Division (ULD) actively participate in these activities.. Some of the activities are outlined below:

- 1. Adopted villages in neighborhood** – In many *mohallas* of *Mir Behri* village of SaidaKadal, Dal Lake, Srinagar, the lab was transferred to the field under the aegis of *Skill School* for imparting various skills and undertake courses on papier-mâché, cutting/tailoring, plumbing, computer skills. Health and medical awareness camp in collaboration with SKIMS, Soura and another camp on Thyroid related issues jointly with AIIMS were also conducted.
- 2. Extension activities through NSS** – During the last five years, the NSS has undertaken 85 extension programmes on a variety of themes such as plantation drives, Disaster Preparedness, blood donation camps, child development, human health, drug abuses, cycle rallies, social service camps, relief to flood-hit victims and so on. NSS volunteers not only planted more than 250000 saplings in different campuses of the KU and in many colleges placed in rural and urban centres but also took Swatch Bharat Abiyan to innumerable villages popularizing the message *SWATCHTA HI SEWA HEY*.
- 3. Legal Aid and “Know the Law”** - Every Year, the Law Society, KU travels to parts of Srinagar city and the countryside of Kashmir to create awareness through its programmes known as "Legal Aid at your doorstep". Programmes on human values, demonetization and digital payment, traffic rules, cleanliness, green environment and tree plantation, gender sensitization and empowerment of girls and rights of the girl child have been organized.
- 4. Documentaries and Films** – University’s EMMRC has produced some award-winning short films and documentaries covering important societal and environmental themes which have proved to be of immense importance in sensitizing students and other stakeholders in the community about crucial issues of immediate concern. The University also outreaches the society through its weekly TV programme “Quest” through Doordarshan and weekly Radio Digest through Radio Kashmir, Srinagar.
- 5. State Resource Centre** – The J&K State Resource Centre has provided academic and technical support base in terms of material, training, field programmes, media backup, research, monitoring

and evaluation to literacy programmes in all the three regions of the State.

6. **Kashmir University Botanical Garden** is actively engaged with neighborhood communities in the environmental education and conservation of regional biodiversity. During the assessment period, 24 institutions, including the colleges and higher secondary schools were provided plant material to develop their herbal gardens.

7. **Educating children in neighbourhood:** The University runs a Model School for the kids of neighborhood hamlets and low paid employees of the University wherein teacher/s of the University also deliver lectures and engage classes periodically.

Besides the above our DSW, Women's Study Centre and KU Health Centre regularly organise blood donation camps and free health check camps engaging local community also.

| File Description | Document |
|---------------------------------|-------------------------------|
| link for additional information | View Document |

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 21

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5 | 6 | 6 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | View Document |
| e-copy of the award letters | View Document |

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 172

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 42 | 20 | 30 | 33 | 47 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |
| Any additional information | View Document |

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 79.17

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5689 | 2077 | 6352 | 5902 | 6142 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Average percentage of students participating in extension activities with Govt. or NGO etc. | View Document |
| Any additional information | View Document |

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 4.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3 | 5 | 3 | 3 | 10 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |
| Any additional information | View Document |

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 54

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 17 | 11 | 8 | 5 | 13 |

| File Description | Document |
|---|-------------------------------|
| e-copies of linkage related Document | View Document |
| Details of linkages with institutions/industries for internship | View Document |

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 24

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 6 | 6 | 3 | 2 | 7 |

| File Description | Document |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View Document |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The University of Kashmir has an exceptionally beautiful campus among the Indian Universities. Spread over 247 acres of land, it has adequate facilities and appropriate infrastructure for teaching-learning. The University has separate buildings housing Administration Block, Examination Wing, Directorate of Distance Education, Students Welfare Department, UGC Human Resource Development Centre, Health Centre, Hostels for Boys and Girls, Guest Houses, Public Relations Centre, Centre for Career Planning and Counseling, Convocation Complex, Model School, Preparatory School, Bank, Post Office and Shopping Complexes besides having the accommodation for all teaching departments and research centres.

The University is committed to provide an intellectually stimulating environment for productive learning to enhance the educational environment of the region. The University possesses many infrastructural facilities like libraries, laboratories, museums, computer labs, language labs, sports facilities, facilities for specially-abled persons etc.

1. The University has **225 classrooms** with basic and Hi-tech facilities.
2. The University has **30 Conference and Seminar halls** equipped with modern facilities.
3. The University of Kashmir has more than **100 laboratories** in all Science and Technology.
4. The University has state-of-the-art **computing equipment** (Hardware & Software). The Software available in various departments and computer labs include SPSS, EVies, Gritel, Origin, DEEP, DEA, Stata, Urkund, Virtua, DSpace, etc.
5. The University has a state-of-the-art infrastructure for E-Content Development Technology.
6. The **University Convocation Complex (UCC)** is one of the largest auditoriums in North India with a seating capacity of 2500 persons.
7. The University has an active **“International Students Cell”** to cater to the requirements of foreign students and scholars.
8. The University has ISO-certified Central Library with more than **7, 30, 500** collections which are fully automated with the **“Virtual Library Software”** and Radio Frequency Identification System (RFID) technology.
9. The University has a well-equipped Persian **language lab**.
10. Kashmir University Herbarium (KASH) houses **50,000 plant specimens** representing heritage collection of the rich and varied floristic diversity of Kashmir, Ladakh and Jammu regions.
11. **Kashmir University Botanical Garden (KUBG)**, established in 1961, is presently spread over an area of 10 acres, which is mostly utilized for growing the wild flora of Kashmir Himalaya. It has 500 indigenous species and more than 200 exotics.
12. The University has also a **Botanical Museum** with 519 types of species.
13. The **Zoological Museum** of the University contains a rich collection of about 1,100 animal specimens, skeletons, charts and models (local and exotic) in number.
14. The **Central Asian Museum** has almost 1150 Artifacts and Antiquities that are very important to visualize the relationship between central Asia and Kashmir in ancient times.
15. In a nutshell, the University has all facilities for curricular, co-curricular and extra-curricular

purposes including games, sports, and cultural activities. The academic community makes optimum utilization of these facilities and services. The University website provides an extensive view of all kinds of facilities available in the main and satellite campuses.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

The University has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.) and cultural activities:

A) Sports Facilities

The Directorate of Physical Education and Sports looks after the sports activities of the University. The details of sports facilities are:

| 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 |
| 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 |

2. Health Club

The University Health Club provides facilities to students and employees to maintain their health and physical fitness. Some of these are:

- Chest Press K-001
- Pec-Fly Rear Delt K-002
- Lat pull Down K-012
- Biceps Curl –K-006
- Leg Extension –K-014
- Leg Curl/Hack squat-K-013A
- Dual Cable Crossover- K-005
- Seated rowing-K-012A
- Smith machine K-020, etc.

3. Yoga Centre

The Kashmir University has a yoga centre facility as well where lovers of yoga including students, scholars, sportspersons, and staff come for various yoga exercises.

4. Kayaking and Canoeing Centre

One with (Kayaks, Canoes, Dragon Boards and Hanger)

5. Sports Hostel

Sports hostel to accommodate 200 persons with modern amenities like recreation halls and common rooms etc.

6. Water Sports

The University has one water sports centre at the Nigeen club adjacent to the campus.

B) CULTURAL ACTIVITIES

1. Kashmir University Culture & Literary Club

The Cultural/Literary Club under the auspices of the **Department of Students Welfare** organizes numerous programmes which help students to develop their personalities. The Club organizes various activities including seminars, debates, quiz programmes, elocutions, Creative Writing Competitions, Fine Arts, Theatre Events, Youth Festivals, Cultural/Literary Tours, Youth Exchange Programmes at Local, Zonal, National and International levels.

2. KU Red Ribbon Club

The Club provides awareness about HIV/AIDS through various interaction programmes. The Club also organises blood donation camps.

3. Red Cross Unit

The Unit stands for humanitarian assistance programme executed through University Volunteers.

4. Centre for Youth Affairs

The Centre conducts debates, discussions, youth parliaments and encourages students to take part in cultural and literary events and promotes concepts of national integration.

5. Students' Grievance Cell

The Cell looks after the grievances of the students and acts as a bridge between the University authorities and the students.

6. Special Cell for Differently-abled Students

The Cell provides facilities for Differently-abled students within and outside the University.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

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

Response: 90

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 225

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| Link for additional information which is optional | View Document |

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 35.45

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1050 | 3680.70 | 3750.47 | 3258.81 | 3188.73 |

| | |
|--------------------------------|-------------------------------|
| File Description | Document |
| Audited utilization statements | View Document |

4.2 Library as a Learning Resource

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

Response:

The library is fully automated using the Integrated Library Management System (ILMS)

| | |
|--|------------------------|
| Name of the ILMS software | Virtua software |
| Nature of automation (fully or partially) | Fully |
| Version | 16.0 |
| Year of automation | 2008 |
| Update | Yearly |

The University has a well automated Library System comprising of the Central Library (Allama Iqbal Library), Fifty-Seven (57) Departmental Libraries and Six (6) Campus Libraries. The Allama Iqbal Central Library is one of the biggest libraries in India housing a collection of **7, 30,475** books, **56,503** back volumes of journals, **26,500+** e-books collection (subscribed 9500+ and digitized 17500+), and **7,204** rare books, **432** manuscripts and **1435** of Theses/Dissertations in which **806** are available on Shodhganga. The online resources subscribed by the library have more than doubled (4500 to 9500) in comparison to the previous accreditation period. From the last accreditation, the Library has added more Internet Browsing Centres, Reading Halls, Career Corner, Book Bank, and Division for Visually Impaired Students besides enriching its collection. The Library has added a 24x7 Centre that remains open round the clock throughout the year and provides a wide area for reading. **The Library is fully automated with Integrated Library Management Software “Virtua Library Software” and Radio Frequency Identification System (RFID) Technology.** The Virtua software (considered one of the best commercial library software) is developed by Virginia Technology Library Solutions (VTLS) Inc: a leading library automation vendor at Blacksburg, USA. It is an integrated library management package acknowledged internationally to deal with the wide range of library functions. In the year 2009, Radio Frequency Identification Technology (RFID) was introduced in Allama Iqbal Library and integrated with the Virtua Library Management Software. The RFID is integrated with the library software that allows the users to self-check-in and self-

check-out during the library hours (8:30 am - 8:30 pm). The technology has also helped in stock verification and ending pilferation. The Library has a well-managed Signage system which directs and guides the Library users and allows them to freely explore the library themselves. The special features and Services of Allama Iqbal Library are:

- **Timings**

- 8.30 A.M to 8.30 P.M
- 24X7 Centre (Always Open)

- **Sections**

- Acquisition
- Automation
- Circulation
- Reference
- Processing
- Serial Control, etc.
-

- **Memberships & E-Resources**

- e-ShodhSindhu (Previously UGC-Infonet)
- Shodhganga
- IEEE Explore Database:
- DELNET
- National Digital Library of India
- World Digital Library

- **Collection**

- Electronic Collection
- Digitized Collection
- Special Collection like Braille
- Language Collection
- Book Bank (For Economically Less-Privileged Class)
- Rare Books and Manuscripts
- Reference, Text, Periodical, Newspaper, Dissertations, Theses, etc.
-

- **Facilities & Services**

- Internet, Wi-Fi, Browsing Centres, Remote Access, EZProxy, Video Conferencing
- Web-OPAC, OPAC, Card Catalogue
- International Students Cell, Auditorium, Meeting Hall, Reading Rooms, 24X7 Centre, Elevator
- Website, Web-OPAC, Ask a Librarian, Twitter Account, Facebook
- Knowledge Repository Open Network (KNOOR), Open Access Repository, Virtual Library, Open Access Resources, etc.
- Photocopying, Scanning, Printing, Binding etc.

| | |
|---------------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| link for additional information | View Document |

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The Allama Iqbal Library is the biggest Library of J&K State and one of the biggest Libraries of the country housing a rich collection of Print Books, Digitized Books, Electronic Books, Braille Books, Talking Book, Journals (print and electronic), Back Volumes, Manuscripts, Microfiches, CD/DVD-ROMs, Theses and Dissertations, etc. to cater to varied academic and research needs of the university community. The Library has a collection of **7, 30,475** books, **56,503** back volumes of journals, **26,500+** e-books collection (subscribed 9500+ and digitized 17500+), and **7204** rare books, **432** manuscripts and **1435** of Theses/Dissertations in which **806** are available on Shodhganga. The Library constantly enriches its collection through the acquisition of new publications, electronic resources and rare collections. The library also enriches its collection through digitization and gifts. The Allama Iqbal Library has digitized, in addition to its own old and rare collection, rare books and manuscripts from college, public, special, and other libraries in the Kashmir valley under the project “**Digitization of Rare & Out-of-Copyright Books available in J&K**”. The details are as under:

| S.No. | Item Digitized | Language | Number of items |
|--------------------|----------------|--|-----------------|
| 1. | Books | Arabic | 18 |
| 2. | Books | English | 4638 |
| 3. | Books | Hindi | 659 |
| 4. | Books | Kashmiri | 49 |
| 5. | Books | Persian | 97 |
| 6. | Books | Sanskrit | 426 |
| 7. | Books | Urdu | 1317 |
| Total | | | 7204 |
| 8. | Manuscript | Sanskrit/Persia/ Arabic/Hindi/ Kashmiri | 432 |
| Grand Total | | | 7636 |

Besides, the digitization of these documents, the Library has procured 15 rare manuscripts from 2012-2018.

Manuscripts procured in the year 2012-2018

| | Author | Title | Pub |
|---|-------------------|---|-----|
| 1 | Molvi Rasool Shah | Ishtihaar Baraye Imdaad Baapati Tameer-e-Masjid | N G |
| 2 | Molvi Rasool Shah | Daawat Nama | N G |
| 3 | Not Mentioned | Tajdeed Al-Qiraat | N G |

| | | | |
|----|--------------------------|---|----|
| 4 | M. Azam Dedmari | Waqaat-e-Kashmir | NG |
| 5 | Not Mentioned | Zikir waqa Naqshbandia | NG |
| 6 | Not Mentioned | Haasil tareeqat Naqshbandia | NG |
| 7 | Sheikh Amir-ud-din | Wazaaf | NG |
| 8 | Not Mentioned | Anfaas-e-Nafees Hazrat Yahya | NG |
| 9 | Not Mentioned | Kutba Sheikh Muhammad Chisti-Darood Aazam | NG |
| 10 | Baba-ud-din | Mawlood shareef | NG |
| 11 | Not Mentioned | Arabi Hadith (kutb-ul-hadith | NG |
| 12 | Sheikh Abu Al-Fifi Zaifi | Dewaan-e-Zaifi | NG |
| 13 | Not Mentioned | Faarsi Safar Nama | NG |
| 14 | Not Mentioned | Dalail Al-Khairaat | NG |
| 15 | Mulla Husain Noori | Nuska Tanbiyat-ul-Salikeen aur Seerat Aanhazratpbuh | NG |

The Library also enriches its collection by providing in-house and remote access to the resources of the following subscribed and open access sources:

- e-ShodhSindhu (Previously UGC-Infonet)
- Shodhganga
- IEEE Explore Database
- DELNET
- National Digital Library of India
- World Digital Library
- Virtual Library
- Digitized Collection
- Knowledge Repository Open Network (KNOOR)
- Open Access Repository Kashmir University
- Open Access Resources (BOAJ, BOAB, OpenDOAR etc.) and so on

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 171.82

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 155.67 | 303.03 | 198.99 | 112.89 | 88.51 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
| Audited statements of accounts | View Document |

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.18

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

Response: 658

4.2.7 E-content is developed by teachers :

1. For e-PG-Pathshala
2. For CEC (Under Graduate)
3. For SWAYAM
4. For other MOOCs platform
5. For NPTEL/NMEICT/any other Government Initiatives
6. For Institutional LMS

Any 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: Any 5 of the above

| File Description | Document |
|---|-------------------------------|
| Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG) | View Document |
| Any additional information | View Document |
| Give links or upload document of e-content developed | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The University established a full-fledged **Directorate of Information Technology & Support System (IT&SS)** in December 2007. The aim of the **Directorate** is to support e-governance, networking and teaching-learning process of the University. The Directorate continuously updates and expands its services in the University. The brief activities of the IT&SS are as under:

- **E-Governance:** The **Directorate of IT&SS** provides many facilities to non-teaching staff to work on fast track basis using Internet technology. The University is fully automated in ministerial affairs. All the files are numbered and tracked online using the “Online File Tracking System” which has not only accelerated the speed of work in the institution but also efficiency in the execution of work. Admissions, results, migrations and other facilities are available through electronic means. The Directorate has developed **KU Android Application** that keeps users updated with all the latest notifications, events and news of the University.
- **Kashmir University Local Area Network (KU LAN):** The Directorate connects the University Departments / Centres / Units / Campuses through KU LAN and KU internet through central internet gateway. The University has above 1500 computers well networked through Local Area

Network.

- **Internet facility:** The Directorate provides High-Speed Internet Access Centre with LAN and Wi-Fi to the University. The Directorate has established many Browsing Centres in the University for faculty members, research scholars, students, and staff.
- **Wi-Fi Campus:** Wi-Fi is a wireless networking protocol that allows devices to communicate without internet cords. The Wi-Fi is the name of a popular wireless networking technology that uses radio waves to provide wireless high-speed Internet and network connections. The University provides access to the Internet via Cable LAN & Wi-Fi technology in the campus including administration, departments, libraries, hostels, residential quarters, lawns etc. The University has installed Wi-Fi system (unifi AP outdoor+) which supports 150 users at a time per device at many places.
- **Smart Classrooms:** The Directorate supports the creation of Smart Classrooms and provides LAN, Internet and Wi-Fi facilities. Besides all Auditoriums, Conference and Seminar Halls, most of the classrooms are ICT- and –multimedia enabled with interactive boards and LCD projectors.
- **Propriety software:** The Directorate purchases Propriety software such as Microsoft Software and other commercial software like MATLAB for the University.
- **Remote Access:** The Remote Access facility helps the registered library users to access all the Electronic Resources available with Allama Iqbal Library from anywhere and anytime.
- **Kashmir University Internet Gateway (EZproxy):** The University of Kashmir has restricted the Internet access to unauthorized users by EZproxy Software.
- **Other Facilities:** The Directorate provides support to E-Content Development, Video Conferencing Facility, Data Generation and Gathering, etc.

In nutshell, the Department of IT&SS has made the University a complete e-governance model university with all IT facilities like KU LAN, Internet, and Wi-Fi. All the operations and services of the University are supported and automated using the state-of-the-art technology and updated regularly.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

4.3.2 Student - Computer ratio

Response: 1.87

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

| | |
|----------------------------|-------------------------------|
| Response: ?1 GBPS | |
| File Description | Document |
| Any additional information | View Document |

| | |
|--|-------------------------------|
| 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) | |
| Response: Yes | |
| File Description | Document |
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |
| Any additional information | View Document |
| Link to photographs | View Document |

4.4 Maintenance of Campus Infrastructure

| | | | | |
|--|-------------------------------|---------|---------|---------|
| 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years | | | | |
| Response: 64.55 | | | | |
| 4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs) | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3351.14 | 3575.19 | 5167.23 | 6841.18 | 8067.65 |
| File Description | Document | | | |
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document | | | |
| Audited statements of accounts. | View Document | | | |

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

Response:

The University has well-established systems and procedures for maintaining and utilizing physical,

academic and support facilities. The University Engineering Division takes care of the maintenance and repairs of buildings in the various campuses of the University. The University Landscape Development Division (ULDD) is responsible for the maintenance of the University campuses. The green initiatives of the University and maintenance of gardens, parks, and lawns are carried out by the University Landscape Development Division.

The Environment and Hygiene Wing of the University is responsible for the maintenance of cleanliness and hygiene. The Environment and Hygiene Wing also seek the support of outsourcing agencies (presently, Kashmir Hygiene) in this regard. The daily cleanliness of central offices, departments, hostels, laboratories, libraries, museums, classrooms, conference halls, and other facilities is done by the same wing. The Provosts (Men & Women) take care of the maintenance of University hostels and the University Hygiene Committee is responsible for maintaining proper hygiene in canteens. The Chief Medical Officer, Health Centre looks after the medical facilities of the Universities.

The Director, University Science Instrumentation Centre (USIC) is responsible for the equipment/instruments at the university level whereas the HODs are responsible for specific equipment, maintenance/repair undertaken at the departmental level as per the laid down procedure of General Financial Rules (GFR) of Jammu & Kashmir State, applicable to the University from time to time. The Dean Research has developed a well-designed policy for maintenance of research laboratories in the University. The curators have been appointed to take care of museums with the help of supporting staff. The Kashmir University Herbarium (KASH) and Botanical Garden (KUBG) are maintained by the Head, Department of Botany with the help of other botanists.

The Kashmir University Library System consists of Central Library, Campus Libraries, and Departmental Libraries. The libraries are well-organized and maintained by more than 100 professionals and other staff under the directorship of the University Librarian. The Allama Iqbal library is the first Library in India certified by ISO based on its operations and services. The Directorate of Information Technology and Support System (IT&SS) takes care of the maintenance of the ICT infrastructure at the University including Networking, E-Governance, computer labs, Internet facility, LAN connectivity, Wi-Fi connectivity, Websites, Hardware and Software systems, EZProxy, Remote Access, Smart Classrooms, and Conference halls, etc.

The Directorate of Physical Education and Sports looks after the sports facilities of the University like playgrounds for games like football, volleyball, hockey, baseball, cricket etc; Gymnasium, Yoga Centre, indoor stadiums, sports equipment, etc.

The Director Auditorium is responsible for the maintenance of Auditorium whereas Estates Section takes care of other Conference and Seminar halls of the University. The Chief Proctor is responsible for the security and safety of all stakeholders of the University. Besides, he is responsible for proper parking and the maintenance of law and order on the campuses.

The Grievance Cell of the University addresses the grievances of teachers, staff, scholars and students. The Public Information Officer takes care of the RTI applications filed by the citizens.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| link for additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 29.94

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1061 | 4026 | 2059 | 1605 | 1140 |

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 8.54

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 395 | 129 | 831 | 557 | 903 |

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses

7. Yoga and Meditation**8. Personal Counselling****7 or more of the above****Any 6 of the above****Any 5 of the above****Any 4 of the above****Response:** 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years**Response:** 10.57

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 744 | 421 | 1521 | 505 | 342 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students**Response:**

With a view to assist international students, the University has established an International Students Centre

(ISC) in Allama Iqbal Library in collaboration with the Department of Students Welfare of University. Earlier the cell was financially supported by British High Commission up to 2008. Later the University changed its status to International Student's Centre. The Centre aims to cater to the needs of foreign students and scholars pursuing programmes in the University of Kashmir. The students/scholars of the University who want to go abroad for their further studies are also assisted and are provided with information regarding International fellowships/scholarships. The International Student Centre acts as the nodal agency that coordinates all support related to admission and welfare of students.

The International Student Centre (ISC) provides a variety of quality services and programs to international students and scholars of different countries and addresses the social and academic concerns of international students via interaction in different forms. ISC offers Internet/browsing service to the students and adequate assistance is provided to access information on the web. It is a vibrant centre where activities like book reviews, video conferencing, and film screening, face-to-face discussions with eminent personalities are conducted. The centre has these unique features :

Single Window

Networking, Interfacing

Wireless connectivity

Interaction on-arrival reception and orientation program

In addition, books on International issues like Conflict, Gender, International affairs; International Law, Global warming etc. are made available to students.

Contact Persons

Librarian

Allama Iqbal Library

University of Kashmir

Dean Student Welfare

University of Kashmir

In addition to the above, the Dean Research Office lays special emphasis on creating awareness among students by exposing them to foreign universities and also helps attract students from foreign universities. All the relevant schemes/programmes, both from the government and non-governmental agencies, are given due publicity for information of the students. Besides, the University of Kashmir has designated an official as Coordinator, Student Affairs in Madanjeet Singh Institute of Kashmir Studies to cater to the needs of students from foreign countries, especially from the SAARC countries. It is important to note that over the past few years many student/faculty exchanges have yielded fruitful results in terms of multi-authored collaborative research publications in high impact journals.

| | |
|---------------------------------|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

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

5.2 Student Progression

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

Response: 39.82

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1034 | 414 | 920 | 782 | 1131 |

| | |
|---|-------------------------------|
| File Description | Document |
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 18

5.2.2.1 Number of outgoing students progressing to higher education

Response: 474

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 7.64

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2309 | 2095 | 723 | 883 | 1847 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 28585 | 22163 | 10112 | 10872 | 34216 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting data for the same | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years | View Document |

5.3 Student Participation and Activities

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

Response: 55

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 22 | 13 | 12 | 5 | 3 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

The University has a Student Council comprising of the representative students of each department which is being monitored by Department of Students Welfare. The main body of the council has two class representatives from each batch of students. The Council meets whenever required and puts forward their genuine concerns before the authorities which are redressed instantly. The University administration also holds meetings with the Student Council from time to time.

Each Department holds a course completion review at the end of each semester before the conduct of examination through a Course Review Committee that comprises of the Dean of the School, Head of the Department, faculty members who teach different courses of the semester and two student representatives. There is also a student representative in the Board of UG and PG Studies that reviews and revises syllabi after every 2-3 years. Each Department / Centre, etc. has a unit called Departmental Internal Quality Assurance Unit, DIQAU that plays a pivotal role in implementing policies for quality enhancement. Each DIQAU has a maximum of seven members consisting of a Nodal Officer, three faculty members, representatives of scholars and students each working under the chairpersonship of HOD/Director. It helps in organizing academic and extracurricular programmes, extension lectures, workshops, seminars, etc. and encourages younger scholars and students to promote and adopt sustainable initiatives for value-based quality education. Further students have representation in some non-statutory committees like students grievance committee. These committees act as a platform for students to voice their opinion *vis-a-vis* the existing curriculum which paves way for updating of curriculum and identifying thrust areas. Besides, there are some department specific involvements of students in various bodies. For instance, in the Department of Botany, the students are the active members of the Botanical Society in the form of Cultural Secretary, Tour Secretary, and Sport's Secretary etc. Similarly, the law department has formed a law society in which students organize many programs.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 54.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 84 | 27 | 62 | 46 | 54 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural activities / competitions organised per year | View Document |
| Any additional information | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The University has an Alumni Association under the banner Kashmir University Alumni Association (KUAA). The Association stands registered with the J& K Government right from 2002. Since its inception, the University of Kashmir has produced noted alumni, who have over the years traversed the length and breadth of the globe and brought laurels to the State of Jammu and Kashmir and the University in particular. The main objectives of the association are:

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

The University has appointed a coordinator for alumni association who coordinates and organizes all the activities of the association. A website stands already created providing details about the activities of the office and the members of the association. The University has also consolidated the Alumni list which continuously updated. Some of the senior alumni members have been offering their services in terms of mentorship, giving guest lectures and also helping the students in their placements. Some of the alumni members are also part of the DIQA Advisory committee which meets frequently so as to refine and improve the standards of education in the University.

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

The Alumni Association provides schooling to poor children at their door-steps. As part of this endeavour, the Association established a school at Anchar, Soura, Srinagar where education is imparted free of cost. At present, there are 155 students enrolled in the school. The school has also generated employment for some unemployed youth.

Besides, the Alumni are contributing to the development of the institution by providing feedback on curriculum, industry/market needs and by holding interactions/counselling with students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

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

? 100 Lakhs

50 Lakhs -100 Lakhs

20 Lakhs -50 Lakhs

5 Lakhs -20 Lakhs

Response: 50 Lakhs -100 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | View Document |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 7

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 2 | 1 | 2 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| Number of Alumni Association / Chapters meetings conducted during the last five years | View Document |
| Any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Response:

Vision and Mission

The vision of the University as reflected in its Strategic Plan-2012-2022 is to be a world class university committed to create and disseminate knowledge for human development and welfare while the Mission is to create an intellectually stimulating environment, promote excellence in teaching, research and extension activities and facilitate academic freedom, diversity and harmony.

Nature of Governance

The University embraces a participatory management style that motivates employees, provides a work environment that is conducive to high productivity, encourages team work in which leadership is by example, provides effective communication and guidance which is accessible to all and promotes individual growth.

The University operates with the University Council as the apex governing and decision-making body. The University Council is responsible for the management and conduct of all its affairs.

The Syndicate is the chief executive authority except in respect of the matters falling within the purview of University Council.

The University Council also delegates certain decision-making responsibility concerning academics to the Academic Council which regulates all academic matters of the University and recommends the introduction of new courses after a thorough review.

The Deans of Schools, Heads of the Departments and Principals of the affiliated and constituent colleges work in close collaboration with each other and other officials including the Vice Chancellor, Dean Academic Affairs, Controller Examination, and Registrar for the smooth functioning of the University

Perspective Plans

The Perspective Plans of the University, enshrined in its Strategic Plan, propose University-wide academic, administrative and financial goals, and actions based on its wealth of knowledge and experience of its human resource, long-established programmes and long-standing contribution to the development of the country in general and the state of Jammu and Kashmir in particular. These also aim to improve upon the efficiency of the University as an institution. The priority proposed in these plans is to sustain and enhance faculty excellence with special emphasis given to promoting and recognising excellence and leadership in research, scholarship, creativity and graduate/postgraduate education.

Participation of Teachers in Decision Making Bodies

Faculty participation in the governance of the institutions of higher learning is recognised as a critical element in the smooth functioning of the University. The University, being a very complex organisation, requires expertise in various fields of knowledge for advice and recommendations to enable its leadership to discharge its duties effectively. Accordingly, the University forms committees both at organisational and departmental levels to perform different functions. Various committees and boards constituted at different levels ensure the participation of teachers, which is substantiated by the very structure of University Council, University Syndicate, Academic Council, Boards of Inspection, Board of Studies, Board of Research Studies, Screening Committee etc. The participatory management is reflected by the composition of key statutory bodies all of which have teachers on board.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.1.2 The institution practices decentralization and participative management

Response:

The University places strong emphasis on academic autonomy and the principle of shared responsibility and is therefore characterised by a significant degree of decentralisation. Every effort is made by the University to promote a culture of participative management at all levels. Some of the important measures taken by the University in the current assessment period include:

- i. Appointing directors for various satellite campuses and authorizing them to take decisions later to be ratified at higher levels.
- ii. Creating positions of Dean Research and Director Admissions as a step towards decentralization.
- iii. Shifting the management of examination and evaluation process for PG courses from the Controller Examinations to respective departments to enhance efficiency.
- iv. Greater participation of faculty in important administrative committees.
- v. Greater participation of students and research scholars in affairs pertaining to examinations, syllabus reviews, review of facilities, etc.
- vi. A Case Study of Decentralisation and Participative Management is the devolution of powers to the Deans of various schools. The Deans' Empowerment is an important step towards decentralisation which devolves significant administrative powers to the Deans and ensures timely and efficient disposal of all matters which would otherwise encumber the Central Administrative apparatus and cause undue delay. With the introduction of Deans' Empowerment significant improvement has been witnessed in the functioning of the University system. Deans have been vested with powers related to the introduction of New Academic Programmes, Curriculum Development, Review of Programmes, matters related to Admissions and Examinations, Student Discipline and Grievance, Appointment of Teaching and Research Staff, Supervision and Quality Control, Greater Financial Powers and Reporting.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Strategic Plan of the University (2012-2022) is a document based on the mission, vision, strategy, values, and goals of the University further supplemented by the addition of mandates, an environmental assessment, challenges and opportunities, and strategic issues identified from time to time by key stakeholders. One of the principal objectives of the strategic planning process is the establishment, communication and execution of the fundamental purpose of the University. It is the construct within which challenges and opportunities are examined and analyzed, strategic issues framed, and strategic goals and thrusts articulated. It is also the lens through which the plan is implemented and ultimately evaluated as to its effectiveness. The primary components of the University's purpose are its mission, vision, and guiding values.

The Strategic Plan is a comprehensive document that chalks out a detailed plan for the future growth of the University and provides a vision for such growth under a cluster of guiding principles reflected in areas such as Statement of Strategic Intent, Environmental Analysis, Competitive Analysis, SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats), Strategic Issues, Academic Profile, Management Plans, Strategic Goals and Strategic Thrust Areas, and Institutional Strategic Initiatives, Resource Plan for Achieving Strategic Goals, Resource Procurement Strategy, and Monitoring/Evaluation of Plan Implementation and Results.

Under each of the above stated sub-headings, the Strategic Plan provides details which will continue to be of utmost importance for the University in years to come. The focus of the Strategic Plan is on the institution as a whole.

As an example of how the Strategic Plan enshrines within itself the vision of the goals to be achieved, the following seven strategic goals and related thrusts serve as the basis of the overall University strategic planning framework and will guide the efforts of planning units in developing their own specific plans.

1. *To offer quality educational programmes that are capable to meet the growing demands of students in their chosen career.*
2. *To make the University's market offering student centered.*
3. *To provide opportunities for faculty and the staff for growth and development*
4. *To emerge as a leader in higher education in innovation, quality, and service.*
5. *To develop cost effective adequate infrastructure with an objective to deliver superior value to the users.*
6. *To develop, and direct resources required for excellence.*
7. *To build strategic partnerships and alliances.*

Strategic Goal No.7 of the Strategic Plan (page no. 19) states that 'The University will have strategic

alliance and collaboration with leading institutions within and outside the country required to achieve its strategic goals’.

In this regard, it is pertinent to mention that after the last accreditation, the collaboration network of the University has significantly improved. The University now is not only a part of many national network projects but has already earned some highly prestigious international collaborative projects as well, as shown in the document below.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Link for Additional Information | View Document |

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Organisational Structure which defines the relationship between different components of the University for the purpose of achieving universal goals is a well-defined framework that enables the University to provide quality services in a coherent and organised manner. In the broader context, the organisational structure of the University comprises of the Council, Syndicate, Academic Council, General Administration, Schools, Departments/Centres.

The Governor of the State of Jammu and Kashmir is the **Chancellor** of the University of Kashmir who presides over the meetings of the University Council and Convocations of the University. The Chancellor has all such powers which are conferred on him by the University Act.

The Chief Minister of the State is the ex-officio **Pro-Chancellor** of the University. The Pro-Chancellor, in the absence of the Chancellor, presides over the meetings of the University Council and the Convocations of the University.

The **Vice Chancellor** is appointed for a period of 5 years 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 **Dean Academic Affairs** is a whole-time officer of the University and is appointed by the University Council on the recommendations of the Selection Committee headed by the Vice Chancellor. Dean Academic Affairs is in charge of all the academic affairs of the University.

The **Dean Research** is appointed by the University Council on the recommendations of the Selection Committee headed by the Vice Chancellor. S/he is a whole-time officer of the University in charge of all

affairs related to research degrees (M.Phil/Ph.D), research projects, research collaborations with other universities, etc.

The **Dean College Development Council** is appointed by the University Council on the recommendations of the Selection Committee headed by the Vice Chancellor. S/he is in charge of the affairs related to the colleges affiliated to the University.

The **Registrar** of the University is a whole-time officer and is appointed by the University Council on the recommendation of the Selection Committee headed by the Vice Chancellor. The Registrar 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 keeps the minutes thereof. He/she is the custodian of records and has the powers to realize and receive all money 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** is in charge of all the examination related matters of the University including all colleges affiliated with the University.

The administrative system of the University demonstrates a robust and efficient structure in which various officers –Joint Registrars, Deputy Registrars and Assistant Registrars work in a hierarchy and are accountable to their respective officers.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link to Organogram of the University webpage | View Document |
| Link for Additional Information | View Document |

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | View Document |
| Any additional information | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The University ensures that all important decisions taken in various bodies like University Council, Syndicate, Academic Council and other committees are implemented in letter and spirit. There exists a robust and efficient system in which various bodies and committees are constituted to cope with an ever-increasing ambit of the University's activities. The effectiveness of these bodies and committees is assessed regularly and decisions taken therein reviewed.

As an example, the following measures were introduced in the examination system after they were discussed and approved by various bodies.

- The University introduced a single window admission process with the policy of One Student One Form, Single Programme Enrolment Number, Single Transcript with a chip-enabled Degree Certificate
- The entire examination system has been modernized with the help of IT.
- The students have been given an opportunity to approach the Chairperson of the Departmental Committee with their grievances for a resolution regarding the evaluation of their answer scripts within three days. If a student is still not satisfied, s/he can register his/ her grievance before the concerned Dean and also the Dean Academic Affairs, if needed.
- Any student who is not satisfied with the evaluation of his/her answer script can apply for re-evaluation subject to the fulfilment of conditions.
- S/he can also apply for rechecking of answer script. Similarly, if a candidate requests a photocopy of his/her answer scripts, the same can be provided under RTI Act.
- Furthermore, for the entrance test for admission to postgraduate programmes, all the candidates retain a copy of their OMR sheets as well as question booklet.
- The document uploaded below showcases the decision of the University Council related to Examination Reforms.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

There are a number of welfare measures in place for both teaching and non-teaching staff of the University.

Teachers and Officers of the University are governed by the UGC Regulations and entitled to the benefits enshrined in them.

i. The University has a health centre which provides a number of facilities to the employees including free medicines in case of life-threatening diseases to employees or their dependants.

ii. In addition to the above, the University also initiated a health insurance policy for its employees and their dependents through ICIC Lombard during 2016.

iii. Housing Loan for employees

iv. Festival Advance

v. Teachers' Welfare Fund (given to meet various exigencies)

vi. Employees' Welfare Fund (given to meet various exigencies)

vii. Day Care Centre for the children of employees

viii. Financial Aid for covering expenses of surgery and medicines

ix. Supernumerary seats for the children of employees

x. Appointment on Compassionate Grounds (under SRO 43)

xi. Model School for the children of employees on a nominal fee

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

Response: 8.69

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 40 | 28 | 46 | 32 | 33 |

| File Description | Document |
|---|-------------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc during the last five years | View Document |
| Any additional information | View Document |

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 13.4

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 15 | 9 | 20 | 16 | 7 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training programs organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 28.4

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 143 | 100 | 146 | 98 | 103 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The University strictly adheres to a well-established Performance Appraisal System for both teaching and non-teaching staff.

Since the promotion of teachers is directly linked to their performance assessed under the scheme provided by UGC and adopted in totality by the University, a rigorous process of PBAS ensures that only those teachers who perform are able to move ahead. The University promotions are strictly as per UGC Regulations as is evinced in its implementation of 2nd, 3rd and 4th Amendments to UGC, 2010 Regulations. The PBAS proforma filled by the Faculty Member is checked and verified by Recruitment Section, DIQA and the Screening Committee before the final assessment of the teacher by the Selection Committee.

Since March 2013, 103 Assistant Professors, 14 Associate Professors, 4 Professors and 3 Assistant Directors (Physical Education) have been appointed against open positions, whereas 50 teachers from Stage-I to Stage-II, 42 from Stage-II to Stage-III, 12 from Stage-III to Stage-IV and 28 from Stage-IV to Stage-V were promoted under the Career Advancement Scheme.

Performance Appraisal for Non-teaching Staff

The University has an established system for assessing the performance of the non-teaching staff. 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. An employee is eligible for promotion only if s/he has performed consistently well throughout the assessment period.

The document uploaded below provides access to the promotion and performance appraisal of teaching and non-teaching staff.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The University, being a State University, has an officer, Director Finances, deputed by the State Government who oversees its financial functioning. The University also carries out both internal and external audits from time to time. In fact, the University has a multi-tier auditing system and the financial resources received from various funding agencies other than those of State Government are audited by the Chartered Accountant regularly. The local funds of the departments are audited by the Internal Audit Unit of the University. The observations recorded during the course of audit are communicated to the concerned HODs/Directors in the shape of Audit Reports. The concerned officers take the necessary measures to rectify the deviations, if any and submit Action Taken Reports. In addition to the above, the Comptroller and Auditor General, Government of India, and the Finance Department of the State Government conduct the audit for all kinds of funds at regular intervals.

The extra-murally funded research projects by various agencies are audited as per the funding agency guidelines through the Chartered Accountant followed by a set procedure by the Dean Research Office. Also, accounts of Kashmir University Alumni Association are audited by a Chartered Accountant.

Audit carried out by the Audit Party of Indian Audit and Accounts Department (AG's Office) recently concluded in the University, the report of which is awaited.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 135.57

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.50 | 49.83 | 53.10 | 16.10 | 16.04 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

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

Response:

The University has initiated a series of financial reforms with an aim to achieve excellence and move towards financial self-sufficiency. In this context, a committee was constituted by the University in December, 2014 to review the existing Financial Policy of the University and suggest effective measures in framing a comprehensive, dynamic and workable financial policy that would address the ever-increasing challenges of the financial management of the University. The following were the main objectives before the Committee:-

- To assess current financial position of the University and to critically analyse expenditure management of the University;
- To suggest ways and means for generating adequate funds both internally and externally ; and
- To review existing financial administration systems of recording, reporting of financial information and suggest policy measures for improvement of the same.

The Committee suggested several reforms keeping in view the growing financial needs of the University in future. In accordance with the recommendations of the Financial Reform Committee, a number of steps have been taken to improve the mechanism of fund mobilisation and their optimal utilisation.

Resource mobilization of the University (both internally & externally) include:

- Plan funds (UGC 5 year plans)
- PMRP fund (UGC)
- Grant-in-aid (State Government)
- State Plan (State Government)
- Internal Revenue Sources
- Corpus Fund (Internal)

Given below are some of the principal headings/sources for generating funds by the University:

- Student Fee
- Self-financed Seats
- Research Grants
- Fund for Infrastructural Development in Science and Technology (FIST)
- Special Assistance Program (SAP)
- UGC Funding
- Rashtrya Uchattar Shiksha Abhiyan (RUSA) funding

- Student/ Scholar fellowships
- Funding by Department of Science and Technology, Government of India (DST)
- Funding by Government of India (DBT)
- Funding by the United Nations Development Program (UNDP).

In addition to these, the University also mobilises funds from Corporate Institutions like J&K Bank.

The University is also actively pursuing the goal of building an international interface which allows a flow of funds. Some instances in the recent past include International Bilateral Projects such as Indo-US, Indo-Canadian, Indo-German, Indo-Australian, Indo-Russian Projects, Ford Fellowships and Tagore Fellowship.

The document uploaded below provides access to the Report of the committee for Financial Reforms (2015) and also some of the orders/notices issued as a result of implementing its recommendations.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

The University has a well-established Directorate of Quality Assurance to institutionalize the process of quality assessment and improvement in teaching, research and administration.

Some of the main objectives of DIQA are as follows:

- Augmentation of quality, both academic and administrative, through critical self-appraisal and standard external evaluation.
- To conduct peer reviews and consistent feedback from all the stakeholders, especially students, in order to stimulate academic environment of teaching-learning and research vis-à-vis globally set benchmarks.
- To extend the network of collaboration with the individuals and institutions of excellence nationally and internationally and foster the culture of quality research in cutting-edge areas across the disciplines.
- To document and divulge quality and reliable information to its stakeholders and policy-making agencies for appropriate decision making and deployment of resources to improve institutional functioning.

Some salient features of DIQA's functioning are given below:

- It monitors and evaluates the teaching and learning process with the help of various committees and coordinators like Internal Assessment Coordinator, Examination Coordinator and Faculty Nodal

Officer etc.

- It has appointed faculty Nodal Officer for each Department who take regular feedback from the students to ensure effective learning of all the courses. Along with this, the Nodal Officer of DIQA also arranges for extramural lectures and resolves the student's problems relating to the subject, research project and other difficulties faced by the students.
- It also encourages the Departments/ faculties to invite guest speakers from other Institutions/ Industry to enrich the knowledge base of students through sharing of ideas and good practices. Every school organizes special talks, lectures by inviting eminent personalities to the department as a provision by providing them honorarium out of DIQAU fund.
- DIQA has started Performance Based Appraisal System (PBAS). With PBAS, the institute evaluates faculty members on their teaching and research performance. The institute has instituted Best Teacher Award given on the basis of student and peer feedback. The evaluation of student feedback helps the faculty member in improving upon the teaching pedagogy and also motivates the faculty members for doing better research work and publication. Beside this, student feedback on course content and subject taught along with the feedback on the faculty members is taken in every semester as a measure to have academic audit and thereby improving upon on all the functional areas.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Reviewing of the teaching-learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC is a regular feature of the University.

Student Feedback

The IQAC has evolved as a robust mechanism of evaluating the performance of teachers based on student feedback. Students are required to rate their teachers at the end of the academic session. The students assess their teachers on some fixed parameters like delivery, ability to communicate properly, lecture preparation, attitude towards students etc through a procedure which is strictly confidential. The feedback is taken from students whose class attendance is not less than 75% and the results are shared with the teacher at the end of each academic year. This gives teachers an opportunity of introspection. A consistently poor performance in student feedback calls for measures such as an extension of probation period for the newly appointed teachers. The University is in the process of improving this mechanism further. Students also give their feedback on the curriculum which is regularly taken into consideration.

Two more examples of review of teaching and learning process are:

Example 1. The University has undertaken a critical review of the admission trends over the years both gender-wise and district wise to have an assessment of course preferences and subject inclinations. This analysis is also used as a rationale for the introduction of courses in various satellite campuses. This review enables the University to introduce new courses as per the trends witnessed in different regions of the valley.

These trends showed that in Southern Kashmir region, Education and MCA are most preferred courses while MBA, though offered in the South campus of the University is not necessarily so preferred a course in this region. Similarly, in the northern Kashmir region, MCA and English are the most preferred courses while MBA is not necessarily as preferred in this region. These analyses have taught us that:

- The intake policy needs to be revisited to ensure that student residing in a particular region is able to undertake a course offered there rather than elsewhere.
- North Campus can be potentially developed into a technical campus.
- PG courses which can be introduced in South Campus include M.A English and M.A History. The campus already has M.A English.
- Courses offered by campuses should be based on trends and can be changed accordingly.
- A comprehensive entrepreneurship policy needs to be developed for all the campuses.

These trends have been discussed with the State Government to help better policy planning.

Example 2: IQAC initiated a critical review of the research footprint of different departments in standard international databases, especially Web of Science, Scopus and ICI (Indian Citation Index). In this direction, an analysis was carried out by an independent agency which identified the top departments and researchers among the faculty of the university based on a number of publications in journals and publishing houses of international repute. The link below provides access to the document titled 'UOK: Publication Insight Report (2013-2018)'.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 16.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32 | 27 | 16 | 6 | 3 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | View Document |
| IQAC link | View Document |

6.5.4 Quality assurance initiatives of the institution include

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| e-copies of the accreditations and certifications | View Document |
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | View Document |

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)

Response:

Given below are some of the quality enhancement initiatives in the academic and administrative domains successfully initiated in the last 5 years

| Year | Previous Cycle of Accreditation | Post Accreditation Quality Initiatives |
|-------------|--|---|
| 2013-14 | Prior to the present cycle of accreditation, Student Feedback Mechanism was not carried out on a regular basis and the assessment of the performance of teacher was not taken into | i. Started a regular and robust Student Feedback Mechanism ii. DIQA ensured timely submission of compl |

| | | |
|---------|--|--|
| | account. | information on all parameters under All India Survey of Higher Education (AISHE) to MHRD, New Delhi. |
| 2014-15 | Prior to 2014, there was no Choice Based Credit System in place. | <p>i. Designed and adopted Choice Based Credit System for all teaching programmes in the University in collaboration with the Academic Section.</p> <p>ii. DIQA ensured timely submission of complete information on all parameters under All India Survey of Higher Education (AISHE) to MHRD, New Delhi.</p> |
| 2015-16 | | <p>i. Carried out a critical review of the admission trends over the years both gender-wise and district wise to have an assessment of course preferences and subject inclinations.</p> <p>ii. Applied for NIRF.</p> <p>iii. DIQA ensured timely submission of complete information on all parameters under All India Survey of Higher Education (AISHE) to MHRD, New Delhi.</p> |
| 2016-17 | | <p>i. Initiated a critical review of the research footprint of different departments in standard international databases carried out by a recognised and reputed external agency.</p> <p>ii. Applied for NIRF and was placed at 73</p> <p>iii. Prepared Modalities in accordance with the 4th Amendment to UGC Regulations, 2010.</p> <p>iv. Organised workshops on various academic issues like CBSE, UGC Amendments, etc.</p> <p>v. Took initiatives for greater participation of Satellite Campuses of the University through visits, taking feedback from students and faculty, and making recommendations for academic and administrative reforms.</p> <p>vi. DIQA ensured timely submission of complete information on all parameters under All India Survey of Higher Education (AISHE) to MHRD, New Delhi.</p> |
| 2017-18 | | <p>i. Introduced online application system of forms for various teaching positions, developed software for A calculation in collaboration with Department of IT and SS.</p> <p>ii. Applied for NIRF and was placed at 47, a substantial</p> |

achievement keeping in view the preceding year ranking.

iii. DIQA ensured timely submission of complete information on all parameters under All India Survey of Higher Education (AISHE) to MHRD, New Delhi.

iv. Again sought a critical review of the research footprint of different departments in standard international databases carried out by a recognised and reputed external agency. A document titled 'UOJ Publication Insight Report (2013-2018)' is now available with the University.

v. Further improved the Student Feedback of Teacher Performance making the questionnaire more comprehensive and effective. The feedback shared with the respective teachers confidentially has enabled many to improve their performance.

vi. Prepared and submitted all necessary reports/profiles including IIQA and SSR for NAAC Accreditation.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 69

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 15 | 12 | 7 | 20 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| List of gender equity promotion programs organized by the institution | View Document |
| Any additional information | View Document |

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The University promotes a placid environment within the campus and takes every possible initiative to ensure equal opportunity, safety, social security and availability of various facilities to girl students and female employees. Some of the initiatives taken by the University to augment gender equity are given below:

- The University has a dedicated Women Studies Centre that acts as a catalyst for promoting and strengthening women studies through teaching, research, curriculum development, field and extension work, training and continuing education. The centre not only studies various gender-related aspects but also plays a pivotal role in creating awareness about women rights, issues and laws, sexual harassment at the workplace. The centre conducts orientation courses, counselling sessions and a number of programmes for gender sensitivity, advocacy of women rights, legal awareness campaigns, skill development programmes, especially in Kashmir arts & crafts. Besides, the centre conducts training programmes in food preservation and technological know-how for self-sustenance of women. Twenty-nine refresher courses in Women's Studies were conducted during the last five years by the centre. Overall, the University through its Women's Studies Centre and

other related sections such as DLL, DSW, Departments of Social Work and Sociology has worked remarkably in the areas of gender equity, economic and self-reliance for women and girl education.

- The University has a specific committee on sexual harassment and also a vibrant Women's Grievance Redressal Cell.
- In the Proctorial wing, a lady proctor looks at women-specific issues. All girl's hostels are administered by female officers.
- University offers female health care facilities/expertise through highly qualified and experienced lady doctor, nurses and attendants for hostel boarders, campus residents and employees.
- There are two women hostels offering hostel facilities to 330 girl students. The Habba Khatoon Girls hostel and Rabia Basri Girls has accommodation for 164 and 166 girl students respectively.
- The University has a reservation policy that offers equal opportunities without any gender discrimination for the pursuit of higher education.
- In view of the safety, security and gender-sensitive environment, the enrolment of the girl students has substantially increased in the University over the years and in many departments girls outnumber boys.
- The University provides separate washroom facilities for women in all the departments, besides providing transportation facility for women as well.
- Women have fairly good representation in our administration and faculty. At present, there are women faculty members as the Dean of College Development Council, Dean of Social Sciences, Dean of Arts, Dean of Biological Science. Besides, many departments have females as their Head or Coordinator. Every class has a girl representative representing girl students in various University forums and meetings.
- The University not only runs a certificate course on Women and Law but recently started a full-fledged Masters programme in Gender Studies.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 27.9

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 2160000

7.1.3.2 Total annual power requirement (in KWH)

Response: 7742000

| File Description | Document |
|--|-------------------------------|
| Details of power requirement of the university met by renewable energy sources | View Document |
| Any additional information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 100

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 129600

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 129600

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |
| Any additional information | View Document |

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

The University is conscious about the environment as is reflected by its clean and serene campus. Some of the steps taken to manage solid, liquid and electronic waste are briefly outlined below:

- Solid Waste Management

The University has a dedicated Sanitation Wing with around 60 employees supported by about 45 additional outsourced helpers that take care of biodegradable and non-biodegradable waste in collaboration with the Srinagar Municipal Corporation. There are separate dustbins in all the departments, centres and sections for solid waste collection which in turn is collected by the University Sanitary Section, dumped in a pit at Naseembagh where from it is picked up by the Srinagar Municipal Corporation for further disposal at their end. The campus is polythene-free.

- Liquid Waste Management

Regarding the liquid waste, the sewerage of the campus is treated through sewage treatment plant installed by the Lakes and Waterways Development Authority (LAWDA), Govt. of J&K on the fringe of the campus. Regarding the liquid waste emanating from laboratories, laundry and cafeteria effluent etc. proper drainage system is in place. The hazardous waste emanating from the University Health Centre and some other departments is disposed-off through a professional service provider company that caters to such waste disposal from premier medical institutions such as SKIMS.

- E-waste Management

The recyclable part of the e-waste is separated from the non-recyclable part and auctioned to the local

vendors for recycling purposes. Sometimes the computers, printers, telephones and fax machines are auctioned, the parts of which are bought and reused by the local vendors. The University donates the old computer machines to schools for their use. The University also adopts, in some situations the buy-back scheme for electronic equipment in order to avoid unnecessary purchase and disposal of computers and other electronic gadgets. In addition to this, the University is contemplating an e-waste management policy in view of the growing use of computers and other electronic gadgets /machines.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In view of the geographical advantage of the campus, there is no major issue of water scarcity faced as such. However, given the changing climatic scenario, the University is contemplating to put in place appropriate rainwater harvesting structures. Fortunately, the landscape of the campus is so designed that rainwater naturally flows to the parks and gardens of the campus and nourishes it throughout the year. In the Kashmir University Botanical Garden, a special canal for rainwater harvesting supports the irrigation process of the plants in the garden.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The University campus is one of the exceptional lush green spots in the urban ambience of Srinagar city with its dense and diverse plantation. The people from neighbouring hamlets all around the campus enjoy the serene and green landscape for morning and evening walks. Every year there is a special plantation drive that starts on *Nauroz* (the plantation day) and continues till World Environment Day mainly through the involvement of NSS and Dean Students Welfare Department. In the recent past, some of the departments such as Department of Botany guided and encouraged its pass outs to own a tree on the campus so as to have a sustained sense of belonging to the campus. Besides, the University has over the years, propagated the idea of '*one student one plant slogan*' on the campus. It is pertinent to mention that the Kashmir University Botanical Garden is a repository of a huge diversity of plants in the valley with separate sections such as Coniferatum, Medicinal and Aromatic Plant section, Rosery, Shruberry, Rock Garden and a small pond. The University has its own nurseries where the ornamental plant material is grown that fulfil not only the campus requirements but also the planting material together with expert advice is provided to some of the affiliated colleges and other schools in the neighbourhood.

- The University is largely a residential campus for its students and the staff which reduces their use

of vehicles. Furthermore, the University provides transport facility to its off-campus students and staff so as to reduce the number of individual vehicles to be used otherwise. Bicycles are commonly used by people on the campus. There are battery operated vehicles playing for the specially-abled in the campus.

- The University has pedestrian paths and cycling-friendly roads as well which are commonly used not only by students, staff and campus residents but also by the people in the catchment area that routinely come to the campus for their morning and evening walks.
- The University campus is polythene free and the use of plastic is seriously discouraged.
- The University has most of its services such as admissions, examinations, recruitment, hostel accommodation, library services etc. e-governed and such office practices end up minimising the use of paper. The objective is to achieve a paperless system once the e-governance project is completed.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 95.03 | 71.46 | 63.28 | 59.31 | 61.57 |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View Document |
| Details of expenditure on green initiatives and waste management during the last five years | View Document |
| Any additional information | View Document |

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

| File Description | Document |
|--|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| link to photos and videos of facilities for Divyangjan | View Document |

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 69

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 8 | 10 | 19 | 17 |

| File Description | Document |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | View Document |
| Any additional information | View Document |

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 59

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 11 | 11 | 10 | 12 | 15 |

| File Description | Document |
|----------------------------|-------------------------------|
| Report of the event | View Document |
| Any additional information | View Document |

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

| File Description | Document |
|--|-------------------------------|
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | View Document |

7.1.13 Display of core values in the institution and on its website

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Provide URL of website that displays core values | View Document |

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | View Document |

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Provide link to Courses on Human Values and professional ethics on Institutional website | View Document |

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 45

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11 | 10 | 8 | 9 | 7 |

| File Description | Document |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | View Document |
| Any additional information | View Document |

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The University annually observes the National Education Day on 11 November to commemorate the birth anniversary of Maulana Abul Kalam Azad, the first Education Minister of Independent India. The

University organizes and participates in national youth festivals and observes Tagore Day as a regular feature. Besides, it organizes programmes on occasions like Gandhi Jayanti, anniversaries of great Sufi saints such as *Nund Reshi* (Sheihul-Alam), *Lal Ded*, birth and death anniversaries of leaders such as Sheikh Mohammad Abdullah. The University observes most of the national holidays on the eve of birth/death anniversaries of great Indian personalities. The University is also involved in national festivals such as Republic Day and Independence Day. The Vice-Chancellor attends these functions with the dignitaries of the state. The Vice-Chancellor and other important University functionaries also attend special dinners hosted by top state functionaries such as Hon'ble Governor and Chief Minister on these occasions. The University actively participates in some national programmes such as *Swatch Bharat Abhiyan* and has conducted a series of activities during the assessment period. Different departments and sections of the University, besides its affiliated colleges, also conduct various programmes to pay homage to national personalities such as Dr Babasaheb Bhim Rao Ambedkar, and Shri Sarvepalli Radhakrishnan, the first Vice President of India.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Academic transparency

The institution has undertaken a series of reforms over the past few years to ensure complete transparency in its financial, academic, administrative and auxiliary functioning. For instance, the admission process of the University is completely automated, highly credible and transparent through the use of optical scanners for evaluation of the OMR sheets of which students retain a copy with a provision to complain after the key is uploaded on the same day. Due cognizance is given to the feedback and queries from the aspirants even if it amounts to revision/modification of answer keys. During mid-term and end-term examination, the students sign the answer books after they are evaluated by teachers and get to know the marks instantly as and when they are uploaded. The Course Review Committee under the Chairpersonship of the respective Dean, with student representative on board has to endorse the Course Completion certificate before the examination is conducted.

Administrative transparency

The University maintains complete transparency in its administrative functioning. For instance, the online file tracking system, online payment system, e-recruitment process, e-salary system and other e-governance initiatives have considerably improved the transparency in the system. The students can apply for most of the university services such as examinations, hotel accommodation, library resources etc. online. There are various audits such as gender audit, green audit, administrative audit etc. done periodically to ensure administrative transparency. The University has a dedicated office of Dean Research to administer all research related aspects which also disposes of its work mainly online.

Financial transparency

The University has shifted over the years largely to e-transaction mode for all financial matters. The purchases are made by following the GFR guidelines and through the University approved dealer. Of late e-

tendering system has been implemented and all the major utilizations of grants and funds are certified by the Chartered Accountant before the endorsement by authorities. The University ensures that the codal procedures are followed for all purchases and expenditures. Moreover, the University ensures transparency through internal as well as external audits, the Internal Audit section and Comptroller and Auditor General Office.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

The University has a number of best practices in vogue. Some of these include:

- 24x7 academic business in the Allama Iqbal Central Library, a huge repository of books, rare manuscripts, e-resources, with state-of-the-art facilities including those for the specially abled persons.
- Online feedback system about teachers from students completed in a completely transparent way. The probation clearance of newly recruited faculty is linked to the feedback besides other parameters.
- Development of e-contents, e-tutorials and massive open online courses as a supplement to classroom teaching and an innovative way to overcome the time loss due to prevailing circumstances.
- Transparency in teaching-evaluation systems including student representatives in course review committees, provision for students to sign the papers after evaluation, instant SMS/email alert service to students as the awards are uploaded by the teachers.
- Organizing colloquium lectures and the series 'know the Nobel laureates' are some of the new best practices initiated.

Upload details of two best practices successfully implemented by the institution as per NAAC format

The two best practices of our University include e-governed information management system and building an international interface for the University. The description of these practices as per NAAC format is given below:

1. Title of the Practice: e-governed information management system

2. Objectives of the Practice

- The fundamental objective of e-governed information management system is to enhance the efficiency of working in the system and make proposal submission and disposal from all quarters and stakeholders comparatively transparent. The specific objectives are given below. Timely delivery of services such as examination result declaration, advertisements, information bound University resources to community /stakeholders in a transparent and efficient way
- Improved interactions with students and other stakeholders in the community through an online grievance and feedback system
- To build an informed society that is relevant and competent to play its role to build a knowledge

society

- Reduce the cost of e-governance.

1. The Context:

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Challenges in e-governance

In view of a number of issues with the traditional system in terms of considerable delays, lack of transparency and accountability the need for a transition to a more efficient and transparent e-governed system was felt more than ever before. However, such a transition from traditional to the modern system has its own set of challenges. For instance lack of computer literacy amongst the stakeholders, lack of clarity of processes and products of e-governance by the end users, never-ending requirements from end users, apprehension about security and secrecy of the documents/information and resistance to change are some of the challenges that were faced while designing and implementing the practice of e-governance.

2. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

Under e-governance the idea is to switch over to an efficient, accountable and environment-friendly paperless scenario wherein all the stakeholders in the University can submit proposals, solicit responses, inquire status/ and know decisions with regard to all academic and administrative affairs. For putting this idea into practice, the concept of e-office and e-filing is already in place. e-Office is aimed at increasing the usage of workflow and rule-based file routing, quick search and retrieval of files and office orders, digital signatures for authentication, forms and reporting components. The practice of e-governance specifically entails the following :

- e-Governed e-Office Management System
- Proposal submission and disposal online through e-Note/s and e-Office
- Electronic File Tracking System to dispatch receive /track file progression in the University administration
- Online application, fee payment and status
- e-Governed Admission System/Recruitment system/examination system

3. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

E-governance has helped the University in timely declaration of results. The success of e-governance in the University is evidenced by a number of facts, some of which are as under:

1. Significant reduction in the average time and declaration of the results through e-award submission by the evaluators and e-alert about results by the examination wing

2. All the registration records and other related details of the students are instantly available online to the student upon log-in to the system
3. The process of verification of certificates and results has significantly improved.
4. Online submission of self-appraisal by the university teachers over the years has not only helped to create an online database of the teachers performance such as projects, publications, conferences, teaching hours etc, but also significantly facilitated the preparation of annual reports and quality assurance reports well in time and high in quality. Another important feature of the e-governance has been the file tracking software that allows for quick search, retrieval and disposal of files.
5. E-governance has helped to improve accountability and transparency in the University.

4. Problems Encountered and Resources Required:

The main problems encountered in the implementation of e-governance are creating the infrastructure which is cost-intensive, relatively poor e-literacy, lack of professional manpower resistance to change from a traditional to the new system and other related issues. The important resources required for putting this practice fully in place include trained professional manpower, enough number of computers and other machines, guaranteed supply of electricity, assured internet connectivity. A salary component to the hired/appointed professionals for training the staff requires a dedicated budget head.

1. **Title of the Practice:** Building an international interface for the University

2. **Objectives of the Practice**

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

In view of the lack of any international recognition pre-accreditation and reaccreditation, the university initiated a series of measures to have an international interface.

Objectives

1. Through international collaborative discourses, the aim is to facilitate the exchange of students, and faculty with institutions of international repute.
2. To attract scientists and research scholars from institutions of higher learning abroad and benefit from their expertise.
3. To get funding from international funding agencies to strengthen our academic and research baseline.
4. To ask global scale questions and pursue them through collaborators worldwide and contribute to high impact multi-authored publications.
5. Recruitment of faculty with international exposure as scientists /researchers.

1. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Being a geographically isolated and a disturbed remote area of the country, forging collaborations even at the national level at times is a challenge. However, by virtue of a strong will and desire of some of the faculty members to ask cross-continental questions and rub shoulders with elite scientists across the world, the University found ways and means to achieve this objective. Ranging from availing internships to pursuing post doctorates and working as visiting researchers/professors and getting involved in international collaborative projects, the faculty members have taken a much needed and timely initiative. Furthermore, the best success stories from the region or the country incubated in the best institutions/laboratories across the world finding an entry as faculty to add to the international flavor of academics and research on the campus.

The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints/limitations, if any, faced (in about 400 words)?

Developing a vibrant international interface through active collaborations is a distinguishing feature of only some institutions of higher learning in India and the University of Kashmir has the honour and by joining this elite class of institutions. Through these cross-continental network projects, the researchers involved in the University have been able to ask global scale questions which otherwise are not possible to pursue in isolation. It is through these collaborative endeavours that a process of faculty and student exchange between the partner institutions has set in which improved the visibility of foreign scholars on the campus. Such scholars in addition to doing their specific research work related to their particular projects also deliver a special series of lectures and engage with students to inspire them.

However, in a remote geographical area like Kashmir there are a number of constraints to enter into such ventures because of relatively less exposure of the students and faculty and lack of resources to cater to the requirements and standards of foreign researchers. The fairly small presence of foreign scholars and students on the campus is also a constraint. Getting the bottom line administration tuned to handle affairs related to international projects and scholars is relatively a minor challenge. Notwithstanding such challenges, the University is all set to progress in this direction by way of realising all its potential and resources. For instance, a separate position of Dean Research with a dedicated office and adequate manpower was established and scientists of international repute have so far been put in command. The University of Kashmir is probably the only University in the country to accord the status of Assistant Professor to RamalingSwamy Fellows, Ramanujan Fellows and INSPIRE faculty members.

1. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Success of this practice is evidenced in the fact that the University in the past five years, as against the previous accreditation period, earned some major international collaborative projects including an Indo-Canadian project on biomonitoring of water quality, an Indo-German project on reconstruction of invasion history using population genetics, Indo-US project on proactive models for invasion management under climate change. The University partnered in an Indo-French and Indo-Australian project on plate tectonics.

Besides, there are some important international discourses of which the University faculty has been or is an important part. For instance, the University is a part of the global network called MIREN (Mountain Invasion Research Network) that aims to understand the effects of global change on species' distributions and biodiversity in mountainous areas and has made a special mark as substantiated by the multi-authored collaborative quality publications. Under these projects and other discourses with an international interface, the University managed an exchange of students and faculty with collaborating institutions abroad, and *vice-versa*, fellowships for students, some high impact jointly authored research publications and other related benefits. Overall the international engagement of our research scholars and faculty has yielded some important insights that are indicative of far more productive and exciting academic and research discourses in future. The University created a special International Student's Centre to facilitate students undertaking internships, fellowships and other academic assignments in foreign Universities through presently active foreign collaborations of its faculty, that would help a great deal in capacity building.

a) Some of the worth mentioning collaborative projects undertaken by the University are:

| Title of the project and Principal Investigator | Collaborating institute | Funding agency |
|---|--|---|
| Proactive management models for the effects of climate change on the range expansion of invasive species. (PI & Coordinator): Dr. M A Shah (Dept. of Botany) | Montana Tech, USA | UGC and USEF |
| Bio-monitoring of water quality in relation to human health using biosensors and improvements through nanoparticle-based purification systems (PI & Coordinator): Dr. M A Shah (Dept. of Botany) | University Laval, Quebec, Canada and University of Alberta, Canada | DBT & IC-IMPACTS (Centres of Excellence) |
| Towards a better mechanistic understanding of colonization: Bio-Geographic analysis and population genetics of two highly invasive Asteraceae species (P.I: Dr. M A Shah (Dept. of Botany) | Martin Luther, University, Germany | Indo-German (DST DAAD) |
| Indo-French Collaboration on Himalayan tectonics P.I (Prof. S. A. Romshoo, Dept. of Earth Sciences and Prof. Talat Ahmad) | Université Grenoble, France, Institut de Physique du Globe, Paris, France, CNRS, Université de Toulouse, Delhi University, IIT-Roorkee, Indo-French Centre (CEFIPRA), Delhi. | (CEFIPRA) |
| Indo-Australian Research Project on Himalayan Tectonics P.I (Prof. S. A. Romshoo, Dept. of Earth Sciences and | Australian National University, The University of Sydney, The University of Melbourne, Jamia Millia Islamia, IIT-Kharagpur, Assam University | DST & Australian counterparts |

Prof. Talat Ahmad)

b) Some of the main MoUs signed by the University with foreign and national universities/institutions in the past few years are as follows:

| Name of the Institute/University | Department/Centre of University of Kashmir | Date of |
|---|--|---------|
| The Montana Technological University, Butte, USA | Department of Botany | 03-03- |
| The Ecole Pratique des Hautes Etudes, Paris, France | Centre for Central Asian Studies | 20-07- |
| Taraz State University, State University of Kazakhstan | Centre for Central Asian Studies | 08-08- |
| Al-Farabi Khazak University, Republic of Khazakistan | Centre for Central Asian Studies | 03-08- |
| Institute of Archaeology and Ethnography, Siberian Branch of Russian Academy of Sciences | Centre for Central Asian Studies | 10-06- |
| Shinawatra University in Palthumthani, Thailand | Department of Education, | 12-01- |
| National Geophysical Research Institute, Hyderabad | Department of Earth Sciences | 25-08- |
| Geological Survey of India | Department of Earth Sciences | 09-12- |
| Fourth Paradigm Institute, Bangalore | Department of Earth Sciences | 30-12- |
| Himalayan University Consolation Charter | Department of Earth Sciences | 26-10- |

1. Problems Encountered and Resources Required

Please identify the problems encountered and the resources required to implement the practice (in about 150 words).

There are a number of problems to enter into international ventures in view of the remoteness of the valley and less exposure of the students and faculty and lack of resources to cater to the requirements and standards of foreign researchers. The fairly small presence of foreign scholars and students on the campus is also a constraint. Getting the bottom line administration tuned to handle affairs related to international projects and scholars is also a minor challenge. Notwithstanding such challenges, the University is cut out to progress in this direction by way of realising all its potential and resources. For instance, a separate position of Dean Research with a dedicated office and adequate manpower was established and a scientist of international repute, a fellow of American Society of Physicists was put in command.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

As enshrined in its vision, University of Kashmir is a research and innovation-driven university, especially

in the areas of immediate societal concerns. In this regard, one of the worth mentioning areas where the University has made a distinctive and outstanding contribution is ecology and environment of this beautiful Himalayan valley and state.

The University catchment is exclusively spread over the Kashmir Himalayan region with fragile ecology, a wealth of natural resources and pristine environment. Accordingly, the University since its inception has emphasized on research on issues that are important to safeguard the environment, life and property of the people living in its catchment. The University has over the years contributed significantly, through academic and sponsored research, towards knowledge generation about various aspects of ecology and environment to govern and inform the public policy and decision making in the state. As a result of the significant research contribution on ecology and issue of earth and environment sciences in the Kashmir Himalayan region, the University has won national and international recognition, which is evident by the appreciable volume of research grants, awards, research networks, establishment of national research facilities (for instance the ice-core lab), collaborations and partnerships. Some of the remarkable distinctions of the university in this area are briefly outlined below:

Research

The University has outstandingly significant research contribution in the areas of critical environmental importance such as climate change, biodiversity, ecology of terrestrial (forest, grasslands etc.) and freshwater ecosystems (lakes, wetlands, rivers, and springs). The contribution is substantiated not only by the exceptionally high-quality research publications and a large number of projects earned and executed, but also the state-of-the-art infrastructure created. The University has earned a special name and fame in the world in view of its excellent contribution in the areas of biodiversity and biological invasions, glaciology, freshwater ecology, and other allied disciplines. In recognition of such a contribution, UGC granted the University a special Centre for Potential of Excellence in Himalayan Biodiversity under its CPEPA scheme. Some international bilateral research projects awarded to the University including Indo-US and Indo-German projects on invasive species, Indo-Canadian project on bio-monitoring of water quality, Indo-Australian and Indo-French projects on plate tectonics and glaciology. Besides many national network projects in areas such as recovery of glacial retreat dynamics, threatened species, improving growth and yield of saffron, obtaining valuable bio-actives from plants and mushrooms, genetic profiling of apple, alpine flora dynamics in the context of climate change and so on. The detailed list of projects undertaken by the University on various facets of ecology and environment during the assessment period is given in the **Criterion 3**.

The selected publications on various aspects of the ecology and environment can be viewed in the **Criterion 3**.

Consultancy

In view of the valuable expertise in different areas of ecology and environment, the University of Kashmir is one of the very few NABET accredited institutions for providing consultancy. In this regard, consultancy services have been provided by the University during the last five years. So far the major development projects have been in the following areas:

- Environment impact assessment of major Government funded developmental projects such as Pahalgam Master Plan, Yousmarg Master Plan, Makhdoom Sahib Ropeway, Wular lake Willow Removal etc.

- Conservation and management of lakes, wetlands & other water bodies.
- Land-use/land-cover planning, evaluation of various centrally sponsored schemes.

The University engages with different ministries/funding agencies on the basis of its strengths in consultancy services and gets some collateral benefits in terms of the research grant, projects etc. as well.

It is pertinent to mention that the University has generated a considerable amount of revenue through such consultancy projects.

Extension and outreach

The University is not only engaged in high-quality discourse in terms of research and consultancy but also plays a pivotal role in extension and outreach to various stakeholders.

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

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for Additional Information | View Document |

5. CONCLUSION

Additional Information :

The future of the University of Kashmir stands on the legacy of extraordinary achievement and academic excellence provided by previous generations of faculty, students, staff, and other key stakeholders. To sustain its status in a highly competitive environment of the future, the University has to develop an innovative and highly efficient strategic plan that enables the University to adapt to and take advantage of the opportunities presented by an expanding global marketplace for research, education, and training.

The Strategic Plan of the University (2012-2022) is a document based on the mission, vision, strategy, values, and goals of the University further supplemented by the addition of mandates, an environmental assessment, challenges and opportunities, and strategic issues identified from time to time by key stakeholders. One of the principal objectives of the strategic planning process is the establishment, communication, and execution of the fundamental purpose of the University. It is the construct within which challenges and opportunities are examined and analyzed, strategic issues framed, and strategic goals and thrusts articulated. It is also the lens through which the plan is implemented and ultimately evaluated as to its effectiveness. The primary components of the University's purpose are its mission, vision, and guiding values.

The Strategic Plan is a comprehensive document that chalks out a detailed plan for the future growth of the University and provides a vision for such growth under a cluster of guiding principles reflected in areas such as Statement of Strategic Intent, Environmental Analysis, Competitive Analysis, SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats), Strategic Issues, Academic Profile, Management Plans, Strategic Goals and Strategic Thrust Areas, and Institutional Strategic Initiatives, Resource Plan for Achieving Strategic Goals, Resource Procurement Strategy, and Monitoring/Evaluation of Plan Implementation and Results.

The complete Strategic Plan is available on the University website at the following URL:
<http://diqa.uok.edu.in/files/ssr/6.2.1.pdf>

Concluding Remarks :

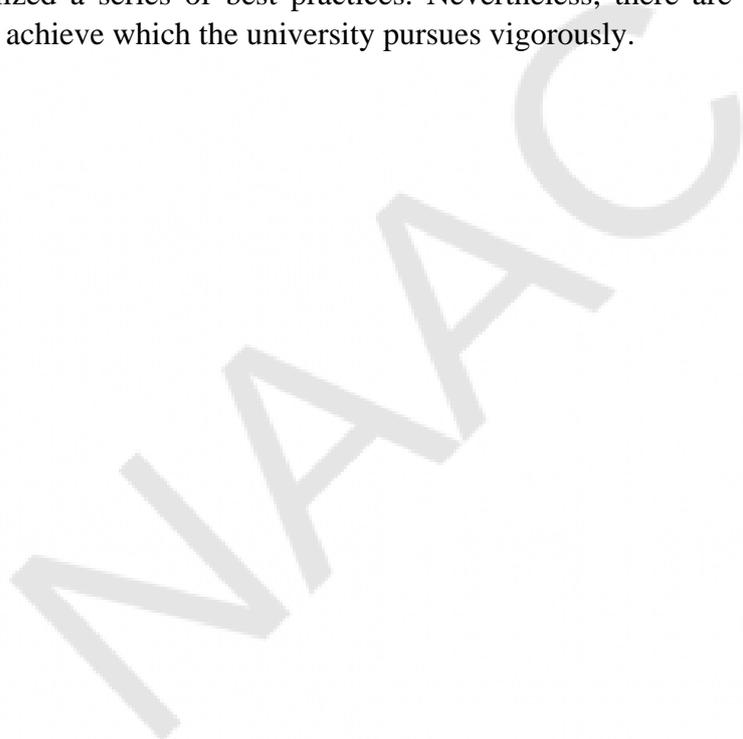
The University has made remarkable progress in key parameters across all the seven criteria during the assessment period. The choice-based credit system has been implemented, the basket of courses offered is significantly diverse, and a range of new programmes and courses introduced. This was followed by undertaking a series of reforms in the examination and evaluation system through technological interventions, development and use of e-content, e-tutorials and massive open online courses to supplement the traditional pedagogical practices. This has been of great help in maintaining the academic calendar amidst unforeseen conditions and overcoming locational disadvantages of the students.

The University has made a quantum jump in comparison to previous accreditation cycle both in the number and quality of research publications and extramurally funded research projects. The success is evidenced by the increasing trend of citations, high footprint across all major publishing global databases, and a quantum jump in the h-index. One of the remarkable achievements has been in developing a strong base for a vibrant international interface. The University has been engaged in a series of extension programmes during the assessment period. The number of students supported through different fellowships and scholarships has increased and so has improved the number of students qualifying various national and state level competitive

examinations.

The University has augmented its infrastructure during the last five years across all existing campuses, besides establishing and commissioning new campuses. Almost all the classrooms are ICT enabled, all auditoria, conference halls and convocation complex are equipped with modern gadgets and a range of new laboratories created and many renovated besides enriching them with additional equipment and facilities. The library facilities for students and faculty have been tremendously improved, automated and expanded in terms of number and diversity of books, e-resources and infrastructure.

Implementation of a series of e-governance initiatives over the years has transformed the governance part and most of the key services provided by the University have been completely automated. The University has introduced and institutionalized a series of best practices. Nevertheless, there are still many challenges to overcome and milestones to achieve which the university pursues vigorously.



6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1.2 | <p>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years</p> <p>Answer before DVV Verification : 160 Answer after DVV Verification: 131</p> <p>1.1.2.2. Number of all programs offered by the institution during the last five years Answer before DVV Verification : 168</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 156 Answer after DVV Verification: 157</p> | | | | | | | | | | | | | | | | | | | | |
| 2.4.4 | <p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>13</td> <td>16</td> <td>13</td> <td>36</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Remark : As per documents provided</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 12 | 13 | 16 | 13 | 36 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 1 | 1 | 2 | 2 | 6 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 12 | 13 | 16 | 13 | 36 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 2 | 2 | 6 | | | | | | | | | | | | | | | | | |
| 2.5.2 | <p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>12</td> <td>15</td> <td>10</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>12</td> <td>15</td> <td>10</td> <td>29</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 20 | 12 | 15 | 10 | 30 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 20 | 12 | 15 | 10 | 29 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 20 | 12 | 15 | 10 | 30 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 20 | 12 | 15 | 10 | 29 | | | | | | | | | | | | | | | | | |

Remark : Minutes of the grievance cell / relevant body for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 not provided by HEI. HEI clarification said that they provide result of students on phone.

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 4 | 3 | 9 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 4 | 3 | 8 |

3.2.2 Grants for research projects sponsored by the government sources during the last five years

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1968 | 1226 | 1208 | 608 | 3124 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1968 | 1226 | 1273 | 608 | 2106 |

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 1 | 1 | 7 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|---|
| 2 | 2 | 1 | 1 | 5 |
|---|---|---|---|---|

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 1 | 3 | 4 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8 | 1 | 2 | 0 | 4 |

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 6 | 6 | 7 | 8 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 13 | 6 | 8 |

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 888 | 626 | 689 | 695 | 397 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 888 | 626 | 689 | 695 | 397 |

| 3.5.2 | <p>Revenue generated from consultancy during the last five years</p> <p>3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>240</td> <td>359</td> <td>188</td> <td>72.47</td> <td>35.81</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>368.11</td> <td>379.93</td> <td>228.58</td> <td>127.15</td> <td>75.102</td> </tr> </tbody> </table> <p>Remark : As per total amount generated from consultancy in audited statement duly signed by CA for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.</p> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 240 | 359 | 188 | 72.47 | 35.81 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 368.11 | 379.93 | 228.58 | 127.15 | 75.102 |
|---------|--|---------|---------|---------|---------|---------|-----|------|------|-------|-------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 240 | 359 | 188 | 72.47 | 35.81 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 368.11 | 379.93 | 228.58 | 127.15 | 75.102 | | | | | | | | | | | | | | | | | |
| 3.5.3 | <p>Revenue generated from corporate training by the institution during the last five years</p> <p>3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1055 1046 1189"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>.7</td> <td>.265</td> <td>.265</td> <td>.215</td> <td>.215</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1267 1046 1402"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.07</td> <td>0.16</td> <td>.265</td> <td>.215</td> <td>.215</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | .7 | .265 | .265 | .215 | .215 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 0.07 | 0.16 | .265 | .215 | .215 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| .7 | .265 | .265 | .215 | .215 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 0.07 | 0.16 | .265 | .215 | .215 | | | | | | | | | | | | | | | | | |
| 3.7.2 | <p>Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years</p> <p>3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1682 1046 1816"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>12</td> <td>8</td> <td>5</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1895 1046 2029"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>11</td> <td>8</td> <td>5</td> <td>13</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 17 | 12 | 8 | 5 | 13 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 17 | 11 | 8 | 5 | 13 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 17 | 12 | 8 | 5 | 13 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 17 | 11 | 8 | 5 | 13 | | | | | | | | | | | | | | | | | |

| 3.7.3 | <p>Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 472 1046 607"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>3</td> <td>3</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 685 1046 819"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>3</td> <td>2</td> <td>7</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 7 | 6 | 3 | 3 | 8 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 6 | 6 | 3 | 2 | 7 |
|---------|---|---------|---------|---------|---------|---------|--------|--------|--------|--------|-------|---------|---------|---------|---------|---------|--------|--------|--------|--------|-------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 7 | 6 | 3 | 3 | 8 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 6 | 6 | 3 | 2 | 7 | | | | | | | | | | | | | | | | | |
| 4.2.4 | <p>Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)</p> <p>4.2.4.1. Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1099 1046 1234"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>155.67</td> <td>303.03</td> <td>198.99</td> <td>112.89</td> <td>88.52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1312 1046 1447"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>155.67</td> <td>303.03</td> <td>198.99</td> <td>112.89</td> <td>88.51</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 155.67 | 303.03 | 198.99 | 112.89 | 88.52 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 155.67 | 303.03 | 198.99 | 112.89 | 88.51 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 155.67 | 303.03 | 198.99 | 112.89 | 88.52 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 155.67 | 303.03 | 198.99 | 112.89 | 88.51 | | | | | | | | | | | | | | | | | |
| 4.2.6 | <p>Percentage per day usage of library by teachers and students</p> <p>4.2.6.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 1606</p> <p>Answer after DVV Verification: 658</p> <p>Remark : As per the documents provided</p> | | | | | | | | | | | | | | | | | | | | |
| 5.3.3 | <p>Average number of sports and cultural activities / competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 2040 1046 2085"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 84 | 27 | 62 | 46 | 54 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 84 | 27 | 62 | 46 | 54 |

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 3 | 2 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 2 | 1 | 2 |

Remark : As per minutes of meeting for 2013-14, 2014-15, 2015-16 and 2017-18 provided by HEI.

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

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 41 | 28 | 47 | 34 | 33 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 40 | 28 | 46 | 32 | 33 |

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

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

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.50 | 59.44 | 53.10 | 16.09 | 16.04 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.50 | 49.83 | 53.10 | 16.10 | 16.04 |

Remark : As per the documents provided

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year
6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32 | 27 | 16 | 6 | 3 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 32 | 27 | 16 | 6 | 3 |

Remark : As per documents provided by HEI.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18.70 | 19.22 | 14.46 | 10.16 | 12.91 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 95.03 | 71.46 | 63.28 | 59.31 | 61.57 |

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years
7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 8 | 10 | 19 | 17 |

Answer After DVV Verification :

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15 | 8 | 10 | 19 | 17 |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|
| 1.3 | <p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2782</td> <td>2263</td> <td>2397</td> <td>2131</td> <td>2077</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2785</td> <td>2263</td> <td>2398</td> <td>2132</td> <td>2077</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2782 | 2263 | 2397 | 2131 | 2077 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2785 | 2263 | 2398 | 2132 | 2077 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2782 | 2263 | 2397 | 2131 | 2077 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 2785 | 2263 | 2398 | 2132 | 2077 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of eligible applications received for admissions to all the programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>36823</td> <td>33587</td> <td>38369</td> <td>36229</td> <td>35779</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>36823</td> <td>33587</td> <td>38369</td> <td>36385</td> <td>35789</td> </tr> </tbody> </table> | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 36823 | 33587 | 38369 | 36229 | 35779 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 36823 | 33587 | 38369 | 36385 | 35789 |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 36823 | 33587 | 38369 | 36229 | 35779 | | | | | | | | | | | | | | | | | |
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 | | | | | | | | | | | | | | | | | |
| 36823 | 33587 | 38369 | 36385 | 35789 | | | | | | | | | | | | | | | | | |
| 2.4 | <p>Total number of computers in the campus for academic purpose</p> <p>Answer before DVV Verification : 3545</p> <p>Answer after DVV Verification : 3864</p> | | | | | | | | | | | | | | | | | | | | |