SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

IQBAL INSTITUTE OF TECHNOLOGY AND MANAGEMENT HYDERPORA SRINAGAR

IQBAL INSTITUTE OF TECHNOLOGY AND MANAGEMENT LALOO
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Iqbal Institute of Technology and Management (IITM) run under the aegis of Iqbal Memorial Trust is an institute with a legacy for highest academic standards, diverse educational programmes, distinguished faculty, illustrious alumni, varied co-curricular activities and modern infrastructure equipped with latest technology. Over the many years of its existence, IITM has sustained best practices in higher education and is preferred by the students and parents throughout the valley that has led to an increase in the brand value of the institute. IITM was founded in June, 2006. Over these years, the institute has nurtured minds with a rich heritage of academic excellence, developing learning frameworks that have been well ahead of times.

IITM has been working towards establishing and running an educational institution of high standard where moral education norms and extracurricular activities form an important component of the overall growth of the students alongside academics. The family of IITM has been tirelessly working and evolving a comprehensive system for social service in the society to help poor and under privileged and to establish and run such commercial centres which shall alleviate the poverty and help develop the economy of the society.

It has led the way in developing new technologists, professionals by establishing the only online testing centre and local academy (Of CISCO) in J &K, besides providing graduate and professional expertise. It has a Library housing more than 6000 volumes of books including management studies, computer science, English literature, Religious Scriptures, Journals & Magazines. It is a fully WIFI enabled Campus for providing ease of access to the students and faculty to the sea of knowledge present online.

To impart quality professional and technical education to students, inculcating in them national/ global perspective, leadership attitude, co-operative spirit, cultural outlook, ethical values, social responsibilities and healthy habits so as to contribute to the technological, economic and social development of the state has been the aim of IITM since its inception.

Vision

"To contribute to the society through excellence in technical education and provide globally competitive work force through education, training and partnership with industry."

Mission

To impart quality professional and technical education to students, inculcating in them national/ global perspective, leadership attitude, co-operative spirit, cultural outlook, ethical values, social responsibilities and healthy habits so as to contribute to the technological, economic and social development of the state.. To inculcate a value based education through fostering of dedication in staff and motivating students. To create effective interface with the industry and community to impart quality education at par with the best in the country and the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

? Supportive, participative and progressive management striving to achieve excellence in all fields.

? A safe, secure and conducive campus for the students.

? A transparent and merit based admission and evaluation process.

? Dedicated, young and dynamic faculty committed towards the welfare of the students.

? Green and clean campus with rich biodiversity.

? Focus on value based education.

? Equal significance attached to curricular co-curricular and extracurricular activities.

? For enrichment of the curriculum internships, field visits and project work are incorporated.

? ICT enabled methods of teaching and learning.

? Active IQAC for ensuring formulation implementation and sustenance of quality assurance initiatives in the institute.

? Reasonable fee structure to aid marginalized students and number of government and non government scholarships to help the deserving students.

? No cases of ragging or harassment so far since the inception of the college.

? Periodic administrative and academic audits.

? A fully automated library, Wi-Fi enabled campus and high speed internet available.

? A number of community development initiatives.

Institutional Weakness

? Lack of flexibility because curriculum is a design and developed by the University of Kashmir.

? Lack of research projects, Mphil, PhD. programs and other research related activities.

? College-industry linkages in the form of collaboration need to be improved.

? Innovative startups need to be nurtured.

? Adequate hostel facilities need to be provided to the students.

? Since the college is a self financed institute there are limited financial resources to cater to the growing academic needs that support funding requirements to support teaching and learning.

? The admission of the students to the Institute is done through the University of Kashmir and students who are generally low down the merit are admitted to our Institute, since the allotment of students made by them is after filling in their own seats.

Institutional Opportunity

? Strong potential to collaborate with other universities and organizations in order to develop as a multi disciplinary academic institute.

? Committed and efficient faculty capable of improving their qualifications and organizing events, seminars, workshops and conferences that can give us an opportunity to collaborate with other institutions.

- To increase the number of courses and expand into more technical as well as academic disciplines.
- To mobilize the alumni community for mobilizing resources.
- To improve the percentage of female students enrolled in the Institute.
- To develop solar power as a means of revenue generation because of the good potential to generate the same owing to the large roof top area.
- To utilize the newly developed Incubation and Entrepreneurship Cell in facilitating students in nurturing startups and quality projects.

Institutional Challenge

- Lack of research funding opportunities.
- Keeping pace with fast changing global scenario.
- Maintaining a good placement record of students.
- Systematic collection, analysis and evaluation of feedback from various stakeholders.
- Generating alternate sources of income other than student fee.
- Political disturbances with frequent lockdowns.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the college is affiliated to University of Kashmir, the college follows the regulations and curriculum adopted by the University. The college adopts strategic plans for effective implementation of the curriculum.

- The college makes efforts for curriculum improvement through its representatives participating in boards of studies meetings who provide suggestions and inputs for revision of the syllabi in the

respective Departments of the University of Kashmir.

- Academic processes in college are streamlined, with timetables, workloads and other administrative tasks prepped well in advance of teaching sessions.
- The college makes every effort to realize its mission of developing competent human resource through quality education, by creating innovative educational environment and promoting creativity to develop skilled human resource.
- To make the teaching and learning more innovative and interactive the college has been equipped with the modern gadgets like interactive boards (IP Boards), LCD projectors and other ICT tools.
- Academic Calendar of the year is prepared in compliance with the academic schedule of Kashmir University and is uploaded on the website. Throughout the Academic session, the IQAC ensures effective and coordinated curriculum delivery.
- The Institution has taken initiative to start add-on courses like Communication Skills for all round development of students. Value added courses like Disaster Management have been initiated to impart life skills to the students. To improve teaching practices, teachers are encouraged to contribute their articles, research papers in national and international journals and to attend orientation and refresher courses.
- The college is sensitive to cross cutting social issues and makes every effort to sensitize the students by periodically organizing seminars/ extension lectures on Gender Equality, Environment and Sustainability, Human Values and Professional Ethics. There are specific committees that make a collective effort to raise the level of awareness amongst the students.
- Experiential learning through internships, projects and industrial visits is specifically facilitated. Case-studies, group discussions and excursions provide hands-on experience.
- Structured feedback on curriculum is sought from different stakeholders and new strategies and programmes are devised to address the issues.
- All the efforts are made to provide an opportunity to the students to become competent professionals by the completion of their program of study and excel in their career opportunities

Teaching-learning and Evaluation

The Institution follows the norms of University of Kashmir in fulfilling the requirements of admission of students. The teaching learning process begins with the preparation of the academic calendar and course plan for each subject. Once the academic year begins, advance learners and slow learners are identified and special attention is given to both types of students.

During the Orientation Program Students are familiarised with the program outcomes, mode of internal assessment, the college facilities.To nurture critical thinking and creativity various methods such as field visits, lab exercises, participation in competitions and projects, providing application oriented assignments, etc are used. Learning is made student-centric by many activities such as extra readings, independent learning, collaborative learning and interactive learning

Faculty are also provided with well equipped computer lab with internet connectivity,language lab, E-resources etc. Students and faculty are exposed to advanced level of knowledge and skills by participating in seminars, conferences and workshops.Students are provided with academic, personal and psychosocial support through counselling, mentoring, personality development programmes and project guidance. Innovative teaching approaches used are assignments, interactive self learning lessons and mini projects.

The quality of teaching-learning process is monitored and evaluated by way of On-line student feedback on the

course, semester-end University exam result assessment, feedback from placement cell, recruiters and open-house meeting with parents.Teachers are scientifically selected on merit only. Wherever needed guest lecturers and industry experts are used to augment the teaching process.

University includes component-wise breakup of internals into tests, assignment and class participation, limiting the number of repeat attempts for those students failing in internal marks, permission to improve the results of a subject, etc. Continuous Internal Evaluation is done periodically and transparency and fairness of evaluation system are ensured through Internal Assessment committee.

The institution has an effective mechanism for Redressal of grievances. The examination- related grievances of the students are resolved well in time. The University follows a transparent examination system, the examination results are based on SGPA/CGPA and choice based credit system.

Research, Innovations and Extension

IITM College acknowledges the prominence of research in academic pursuit. To instill interest in the students and the faculty for the same, attempts are persistently made by the institution. The college has an apt research culture that provides a proper academic environment to the faculty and students. The college supports and encourages the participation of faculties and students in the national and international academic events which will result in a significant increase in the research outcome and quality research publications. The institution willfully creates ambience that emboldens and endorses research culture among the faculty and students. The college inspires the faculty to participate in conferences, workshops and seminars and publish research articles.To extend the arm of research, to build the research acumen among the students and to inculcate the habit of writing research papers among the faculty and the students in the college, the college started publishing its own annual journal titled Journal of business and computer research. The college stated publishing its maiden journal from July 2018.

The Institution has created an eco-system for innovations which includes setting up of Incubation and entrepreneurship cell for creation and transfer of knowledge. The basic purpose of the cell is to guide the comprehension and the vitality of the students towards becoming active agents in the economic development of the state. The cell will encourage and support start-up creation through guidance, mentorship and support.

IITM is actively involved in the extension activities to help the neighbouring community, students and the society as a whole. IITM conducts varied workshops, short term courses, and guest lecturers etc as part of the sensitization programmes on a regular basis. The institute is conscious of its role towards the well being and development of neighbouring community and has initiated a number of community development activities. These activities include:

- Generation of employment for the neighbouring community
- Adoption of needy and meritorious students
- Development of school in the neighbouring community
- Donation of books, computers and other resources for the community school
- Making the playground available for the neighbouring communities
- Cleanliness drives such as swachh bharat abhiyan
- Plantation drives for a greener community
- Women empowerment drives
- Educational drives

- Awareness drives such as AIDS awareness programs, Save girl child, Drug de-addiction programs etc. IITM has also signed MoUs with institutes, university and industries for academic and research collaboration. This enables the students to reap the benefits of student exchange, faculty exchange as well as placement opportunities.

Infrastructure and Learning Resources

The institution has adequate facilities for teaching – learning, like 24×7 enabled Wi-Fi campus, Computer labs with which are well equipped and have high speed internet connectivity, classrooms with ICT facility, LCD Projector and Smart classrooms etc. The institute has sports facilities including indoor and outdoor games. The institute has indoor game facilities such as table tennis, and carrom and outdoor games facilities such as sports ground for cricket and football etc. The Infrastructure facilities, library and other learning resources are procured annually on the basis of the recommendations of the respective committees.

The library of the Institute is automated by using the Integrated Library Management System (ILMS) KOHA. The institute has good collection of general books, literature and other than text and reference boooks.

The institute has satisfactory student computer ratio and 300 mbps internet bandwidth and updates its IT facilities including Wi-Fi at periodic intervals. IT Lab assistant maintains Institutes computers and devices under the supervision of the convener IT.

The institute has well established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports section, computers, classrooms etc. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment. Stakeholders ' feedback on infrastructure and learning resources is sought on a regular basis to ensure their satisfaction. The maintenance team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping. The maintenance team looks after the maintenance of rest rooms and neatness of the entire institute premises.

Student Support and Progression

IITM has an effective system for student support and progression. It is committed to excellence in all spheres; therefore, every student who joins the family of IITM is extended full academic, psychological and financial support to make their stay in college an enriching experience.

The college has actively supported economically marginalized students to help them in continuation of their education. Many students have benefitted from this student funding support over the last 5 years highlighting IITMs contribution in broadening access to higher education.

In addition to financial support, IITM has an active students' Grievance Redressal mechanism that helps the students to seek speedy redressal for their complaints.

IITM also facilitates student's representation and engagement in various administrative and co-curricular activates through a formal student council body that is annually appointed through student elections.

The college attempts to provide access to all kinds of reinforcements that students would need to complete their

education such as remedial classes, development of their soft skills, guest lectures, faculty exchanges etc.

The placement cell of IITM facilitates student's professional growth and prepares the students for progression to higher studies as well as finding suitable placements. The students are also given due exposure to real time working and industry operation by means of industrial visits.

 IITM also has various co-curricular, cultural and sports activities to ensure holistic development of students. Various intra and inter college platforms are provided to the students to showcase a wide array of extra-curricular activities like inter college sports tournaments, cultural and creative events, participation in competitions held at various levels etc.

Governance, Leadership and Management

For the fulfilment of Institutes mission, Management along with IQAC frames the Quality Policies and plans all the strategies for the successful implementation of these policies. The Principal executes the policy decisions taken by the management through the various committees comprising of teaching and non-teaching staff members and student representatives. Management of the college is purely participativeand decentralized in nature.

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules and regulations. The college is about to implement e-governance in all areas of operation.

The institute has a well-defined welfare and promotion policy for the employees. The Institute also organised the crash course in Computer Basics for Supporting Staff. Institute has a well-defined performance appraisal system. Besides, teachers are members and conveners of the various committees that are instituted for the day-to-day functioning of the college. Some of these committees are the Examination Committee, Academic Council, Library Committee etc. They determine examination modalities, library practices various teaching learning innovations and other academic priorities.Additionally, teachers discharge an energetically pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution, the sports and adventure Club. The Institute has a Women Empowerment Cell as well, which caters to the grievances and other needs of girl students as well as lady faculty and female staff members.

The institute follows a transparent procedure of maintaining finances. The institute mobilizes the fund by focusing the IITM'S vision.The audit is conducted regularly as per statutory requirement. Internal audit is conducted by a team of chief financial and account officer and is conducted on a quarterly basis. External audit is conducted on yearly basis by an outside firm of chartered accountants. Fee is the main source of revenue.

IQAC ensures quality in working of all process and also designs incremental improvement plans for various departments and check points to ensure effective implementation of plans. Performance appraisal system is implemented. At the end of every session, each faculty is required to submit his/her appraisal report to the concerned head. The Heads of the Departments verifiy the appraisal report on the basis of his/her yearly achievements, discipline, quality, etc. and then submit it to the Principal.

Institutional Values and Best Practices

IITM strives to be a dynamic institute that dedicatedly strives to empower women by offering holistic education. A number of programs relates to gender equity have been organized in the previous year's which reflect the efforts of the institution in addressing gender based issues for women empowerment. As an institute IITM has adopted an environmental friendly approach by paying due attention towards landscaping, plantation, waste disposal, water harvesting and energy conservation. Proper facilities for differently abled students like ramps, paths, restrooms for differently abled etc. are being provided. There is a proper code of conduct for students and for faculty we have adapted the UGC code of conduct which is being followed in letter & sprit. Students participated actively in programmes like Swachh Bharat, drug deaddiction programs, gender sensitization etc.

The students are trained in human values & professional ethics and these are imbibed in the curriculum itself. The consequence of which has been a ragging free and harrasment free campus since its inception.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	IQBAL INSTITUTE OF TECHNOLOGY AND MANAGEMENT HYDERPORA SRINAGAR
Address	Iqbal Institute of Technology and Management Laloo Sheshgari Bagh, Hyderpora
City	Srinagar
State	Jammu And Kashmir
Pin	190014
Website	iitmcampus.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Prof. M.y. Khan.	+91-9070337770	7006880221	-	iitm.sgr@gmail.com
IQAC / CIQA coordinator	Asma Gulzar	0194-2474960	8899447096	-	coordinatoriqac.iitm@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-2006

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

State	University name	Document
Jammu And Kashmir	University of Kashmir	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	25-06-2021	18	

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Iqbal Institute of Technology and Management Laloo Sheshgari Bagh, Hyderpora	Urban	7	2090

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BCA,Department Of Computer Sciences	36	TEN PLUS TWO	English	120	35
UG	BBA,Department Of Management Studies	36	TEN PLUS TWO	English	100	43
PG	MCA,Department Of Computer Sciences	24	GRADUATION	English	55	0
PG	MBA,Department Of Management Studies	24	GRADUATION	English	50	38

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				22
Recruited	0	0	0	0	0	0	0	0	7	8	0	15
Yet to Recruit				0				0				7
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	22	5	0	27
Yet to Recruit				3

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	0	0	6
Yet to Recruit				4

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	1	0	2
PG	0	0	0	0	0	0	6	7	0	13
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	19	1	0	20

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	199	0	0	0	199
	Female	55	0	0	0	55
	Others	0	0	0	0	0
PG	Male	48	0	0	0	48
	Female	27	0	0	0	27
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	145	156	106	47
	Female	68	43	28	25
	Others	0	0	0	0
Others	Male	15	6	0	0
	Female	6	1	0	0
	Others	0	0	0	0
Total		236	208	134	72

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	IITM College has constantly endeavoured for a multidisciplinary methodology in its academic as well as co-curricular doings. Students are invigorated to undertake internship projects in the Multidisciplinary/ Interdisciplinary manner. IITM is in the process of modification of its co-curricular activities for students who will be admitted from now onwards, and there will be a specific provision to offer elective subjects in the fields other than the parent branch of learning.
2. Academic bank of credits (ABC):	The college is planning to take online courses through MOOC's platform so as to offer accessible and affordable remote learning opportunities to the students. We are in the process of advancing a system for executing the online courses in true spirit so as to give students the opportunity to continue their education outside a formal setting.
3. Skill development:	IITM college offers B.Voc courses that are skill-oriented. Students are being trained so as to enhance their employment opportunities by focusing on practical training rather than theoretical knowledge.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will comprise knowledge from ancient India to modern India and it will provide a clear sense of India's impending target with respect to education, health and environment. IITM is in the process of introducing electives for students in which subjects related to Indian knowledge systems will find a due place.
5. Focus on Outcome based education (OBE):	The college have well defined Program Outcomes, Course Outcomes, Course objectives. Students are assessed as per OBE execution model. The Course Outcome (PO), Program Outcome (CO), Program Specific Outcome (PSO) and Program Educational Objective (PEO) determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across both the departments, where faculty may adjust their focus more appropriately. Outcome-Based Education will help us to prepare students by combining hyper-specialized knowledge with dynamic and cross-sectional capabilities, through revolutionizing curriculums.
6. Distance education/online education:	The Institute has efficaciously instructed all its

	courses content delivery in the online mode and also conducted online examinations successfully by using various online platforms like zoom, WebEx meet, google classroom etc. during the Pandemic (COVID-19). The college efficiently recognized online learning/education as an alternative model to deliver quality education, whenever and wherever in-person modes of teaching are not feasible. Online learning has proven its effectiveness during the COVID-19 pandemic. Online learning platforms can help the college to build a digital infrastructure to make quality education accessible to all.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
91	111	114	155	151
File Description			Document	
Institutional data prescribed format			[View Document](#)	

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
362	528	574	534	486
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	107	104	96	88

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
176	242	173	166	187

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	22	19	20

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	21	19	17

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
14.566	20.750	31.849	36.180	22.263

4.3

Number of Computers

Response: 190

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

For the effective implementation of curriculum designed by Kashmir University, following action plans are executed by the college:

- The institutional academic calendar is prepared by the college keeping inØ view the academic calendar supplied by the university.
- The tentative dates of important events, seminars, workshops and departmental activities are planned.
- Class wise Time Table is drafted and finalized well ahead of the commencement of the semester. The subjects are allotted after careful consideration of the qualifications, subject specializations, experience and performance of the teachers.
- In addition to permanent faculty members, temporary teachers are also appointed as per requirement and selections are made as per UGC norms.
- The course file along with lecture plan, lecture notes and question bank are prepared by the faculty members before the commencement of the semester for all subjects.
- Lab manuals and practical handouts are prepared well in advance before the commencement of the lab classes
- Along with the traditional method, use of ICT based learning has been incorporated in all departments for communication with students to make the teaching learning process more learner-centric.
- To assess and evaluate the learning of the students, internal exams at college level are conducted once in a semester.
- To maintain the continuous learning, class tests/presentations/assignments are conducted by the individual faculty members.
- The internal assessment of students is awarded on the basis of their performance in internal exams, class tests, laboratory performance, attendance and discipline in the class.
- Remedial/compensatory classes are arranged for slow learner students who are weak in academic performance.
- Audio-visual aids are arranged in Labs to improve the learning process. Availability of text books, reference books, journals in the library is ensured for the effective course delivery.
- The students are encouraged to undergo practical/hands-on training & internship during their project work.
- The Internal Quality Assurance Cell (IQAC) conducts periodical reviews about the effective implementation of the course delivery to the students. This cell collects the feedback from the students about the delivery and implementation of various pedagogies used by the faculty and if there are any difficulties for the students to adopt these delivery mechanisms. This feedback helps the faculty to identify the gaps in their teaching and these gaps are filled up by improving their lecture delivery mechanism.

- Sports meet is held every year at college level to inculcate the spirit of team work.
- The Training & Placement officer works for effective implementation and arranges the tie-up with industries for on & off campus placements.
- The institute has been signing MOUs with various industries regularly to conduct enrichment programs for faculty and students.

File Description	Document
Upload Additional information	[View Document](#)

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

Response:

- Being a constituent college of the University of Kashmir, IITM follows the Academic Calendar issued by the University at the beginning of the academic year. The college also prepares its own calendar of events and activities within the same framework before the commencement of the Academic Session and the same is communicated to all.
- The Academic Incharge along with HODs and Coordinators of all departments conducts a meeting in the beginning of every year for the preparation of the Academic Calendar. The inputs for the start and the end dates of the semester are taken from the Academic Calendar provided by the University of Kashmir. The academic calendar finalized by the Academic Incharge lists the dates for the internal assessment at the beginning of the semester for the faculty to plan the course conduction.
- The Principal approves the academic calendar and also conducts meetings with the entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled.
- For the purpose of conducting Continuous Internal Evaluation, faculty members prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping in mind the academic calendar and planned co-curricular activities of the college.

- In considering the dates for internal assessment, the following points are considered:

1. Whether to have one paper or two papers on a day.

2. Sequencing of the papers is based on subject difficulty level.

3. Public holiday in between papers.

4. Gap to be given between papers (especially before papers considered difficult).

5. Any of the college events before or after the exams.

- Further the date sheet of the internal assessment is scheduled by strictly adhering to the dates decided in academic calendar. Project work, field work and industrial tours are arranged keeping in mind the pre-planned academic calendars.
- Any change in the calendar during the semester, owing to any unforeseen circumstances, is approved by Principal and communicated to all the faculty members.
- Everything in the institution is geared towards providing transformative education in a structured manner to our students, with accessibility, comprehensibility, and transparency as our watchwords in this process.

File Description	Document
Upload Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)

1.2 Academic Flexibility

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

Response: 100

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

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 2

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

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

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 17.39

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	206	235

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The Institute is affiliated to the Kashmir University and no autonomy is being offered to amend the prescribed syllabi. But the university itself has introduced certain noncore papers on the cited topics for all disciplines. The prescribed syllabi encompass almost all the contemporary issues. Various programmes are arranged by the Institute which contributes to sensitizing students to these cross-cutting issues.

Professional Ethics:

The institute applies ethics and ethical principles and commit to professional ethics and responsibilities. The institute always focuses to create society oriented and competent professional citizens with professional ethics. Curriculum at IITM requires students to actively engage and time and again 'against the grain' with crosscutting issues related to gender, sustainability, human values and ethics. The curricular and pedagogic processes foreground ethical teacher and student identities and emphasize values of equity and social justice for individuals and social groups. College emphasize human values such as dignity, equality, mutual respect of differences, pluralism and diversity, autonomy, justice, the rule of law, people-centric development as well as a rights-based approach to empowerment.

Gender Equality:

Institute encourages boys and girls to participate in sports and cultural activities. College has functional Women Development Cell headed by senior faculty who looks into the problems of girl students regarding academics and personal. We are proud to state that in our college the incidents of sexual harassment of women students are nil due to the discipline in the campus. Yet this cell interacts with female students at regular intervals to identify any sort of issues existing. The women cell is capable of dealing the cases very confidently with its team.

Human values:

Our institute always believes to make each student to be good human being. Students learn not only to respect teacher, seniors but also to respect themselves. College has Discipline and Anti Ragging Committee to ensure ragging free environment. Especially we are proud enough to state that we have not noticed till this date any major issues of Ragging and complaints from students about their harassments. This committee also plays a vibrant role in the maintenance of discipline of the complete campus. In day to day functioning of the college as well as any special occasion or any programme, this committee's presence and control is mandatory.

Environment and Sustainability:

A four credits course on Environmental Studies is included in first year of all UG programmes. A number of activities such as seminars, workshops, guest lectures, industry visits and field excursions are organized for students of all programmes to create awareness among students about the environment and

sustainability issues. Our institute tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. Environment Day is celebrated every year, where students actively participate.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.45

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	7	8	6

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 22.93

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

Response: 83

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website
2.Feedback collected, analysed and action has been taken
3.Feedback collected and analysed
4.Feedback collected
5. Feedback not collected

Response: C. Feedback collected and analysed

File Description	Document
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 54.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
72	131	203	235	170

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
305	305	305	305	270

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 9.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	9	23	12

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

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

Response:

After admissions, the college follows a proficient procedure to assess the requirements of learners from diverse background and learning capacities.

The assessment of the learning levels of the students is done and through conducting class tests, assignments, presentations, etc; on the basis of which slow and advanced learners are identified. Specific teaching-learning methodologies oriented to the needs of such students are discussed and implemented. After categorization into slow and advanced, different need-based activities are executed.

Slow Learners:

The college provides following support to slow learners:

? **Remedial Classes** are conducted in addition to regular classes and aimed to provide additional support to augment their academic performance.

? **Study Material** are provided in the form of handwritten notes, power point presentations and printed notes to prepare for the examination. Additional reading material and E-books in simple form is made available to increase their understanding of the subject.

? **Question Banks and Solved previous years Question paper** is given to students to enhance their performance in examination.

? **Bilingual explanations and discussions** are done with the aim of reaching out to the slow learners so that they can be brought at par with the rest of the class.

 ? Personal, academic and career-related counseling is given from time to time.

? Additional tests and assignments are conducted outside the curriculum to assess the learning ability of students.

? Peer learning is encouraged through group discussions and presentations.

After providing remedial coaching, study material, etc. slow learners have shown good interests in learning and as a result many students have successfully passed with relatively better performance in examination.

Advanced Learners:

The following activities are conducted:

? The learning abilities are improved by providing additional seminar participation, group discussions, Quiz, Debate and other competitions of University, state, and national level.

? Higher order thinking is inculcated through enrichment programs like expert talks, interactions with the subject experts, group discussions, Handling advanced instruments, programs on current topics, etc.

? Analytical approach is fostered through tasks like field trips, industrial and academic visits, etc.

? Communication abilities are upgraded using efficient use of Language lab and a good number of training programs on personality development, communication and IT skills development, etc. for better training and placement.

? High internet facility, various online resources and Video lectures to make teaching-learning process more effective.

? Suggested advanced readings in the relevant topics to enhance their understanding of the subject to enable them to pursue research in future.

? Encouraged to help and provide support to the weaker students by engaging in group discussions and presentations.

? Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in University examination.

After organizing above programs for advanced learners, they have shown consistent performance in examinations, augmented interests in advanced topics in the subject, better awareness about recent developments in the subject, and enhanced interactions with teachers to gain more subject knowledge.

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

Response: 20.11

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

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

Response:

Student centric teaching methods are adopted for effective communication of the subject knowledge to the students. Students are taught with the mission that fosters a learning environment which nurtures exploration of various skills and critical thinking about the subject. This presents new opportunities for academics in strengthening the courses under science of technology and management.

The following are the highlights of student centric methods adopted:

Provision for individual involvement in practical's or project work, group work, role play, field visit, industrial visits, case studies, debates, seminars, presentations. The students participate in various academic and Co-curricular activities within and outside the college. Visits to other institutes, field and educational trips, seminars and talks by experts are organized during the year. Students are given individual projects and class assignments, focusing on self-study and independent learning. Extension activities, internships and trainings ensure experiential learning for students. Engaging students in problem-solving based learning through continuous engagement with issues and challenges is encouraged in different subjects. As a part of routine teaching- learning process, Departments organize workshops and training programs for students by inviting subject matter experts, practitioners, activists from organizations of national and international eminence. The guiding principle behind workshops is to ensure that students can link theory with practice, apply their knowledge and develop new skills. Workshops also encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society. Students are given projects/dissertations to find creative solutions to the real-world problems and challenges of organizations they work with. Assignments are designed to promote holistic understanding of concepts taught in theory along with their practical applications. The college has fostered links with ICT and multi-media-based learning that are extensively used in class room processes. The students are encouraged to volunteer for short assignments which help them acquire skill sets and build their resume. Students get all ICT support in their classrooms and encouraged to perform as digital learners. The modules are aligned with the curriculum in an interactive and engaging way. Students are compulsorily made to undergo industrial training as a part of their curriculum in both departments and encouraged to do certificate courses and internship programs during summer breaks.

The list of participatory activities adopted by the faculty is-

- Use of ICT in lectures and in project based learning.
- Live field projects
- Workshops
- Simulations
- Case studies
- Seminars
- Industry Interface
- Guest lectures
- Soft skill and personally development classes
- Boot Camps
- Career Guidance and Workshops
- Industrial visits
- Group discussion and seminars
- Survey-based field work and projects
- Experience-sharing Sessions with entrepreneurs
- Quizzes

To further facilitate the learning activities, Internal Quality Assurance Cell (IQAC) is instrumental and is engaged in quality enhancement on continuous basis. IQAC is involved in undertaking and Institutionalizing quality enhancement initiatives and promoting holistic development of the student. IQAC seeks to develop and apply quality parameters for making it a student-centre learning by ensuring a proper feedback system.

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

Response:

Information & Communications Technology (ICT) tools using in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty members of the institution. The institution has the needed resources which include wide availability of computers and library, high speed internet access and general ICT knowhow among the students and the faculty. The library also provides access to computers and on line journals freely available in public domain and also to journals subscribed on the advice of faculty and facilitates downloads. The faculty are trained for the efficient use of tools through training sessions at the institute and/or faculty development programmes.

ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCS, NPTEL etc.), online journals, Online tests, Use of LCD projectors/Interactive display panels for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of different disciplines. Communication skills training facility is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills.

You- Tube, E- mails, WhatsApp group, Social Media groups(Official), Zoom, TCS ion and Google classrooms are used as platforms to communicate, provide material and syllabus, make announcements, conduct tests, upload assignments, make presentations, address queries, mentor and share information.

Internet and Wifi facility is made available free of cost to all the students of the Institute, so that their learning can be strengthened and made effective.

The following tools are used by the Institute

- Projectors are available in different classrooms/labs
- Desktop and Laptops are Arranged at Computer Lab and Faculty cabins in all the Departments.
- Printers are installed at Labs, HOD Cabins and all prominent places.
- Photocopier machines are available at all prominent places in the institute.
- Scanners are available at all prominent places.
- Seminar Rooms are equipped with all digital facilities.
- Four Smart Classrooms are installed in the campus.
- Auditorium is digitally equipped with micro phone, projector, cameras and computer system.
- Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom)

Use of ICT By Faculty

- PowerPoint presentations- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.
- Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
- Online quiz- Faculties prepare online quiz for students after the completion of each unit with the

help of GOOGLE FORMS.

- Video Conferencing- Students are counselled with the help of Zoom / Google meet applications.
- Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.
- Online competitions- Various technical events and management events such as Poster making, Ad-mad show, Project presentations, Business quiz, Debates, paper presentations etc. are being organized with the help of various Information Communication Tools.
- Workshops- Teachers use various ICT tools for conducting workshops on latest methods such as SPSS, Programming languages, simulations etc.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 20.11

2.3.3.1 Number of mentors

Response: 18

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.03

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 0

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

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

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 8.06

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

Response: 145

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

IITM has an efficient examination and evaluation process. The examination department of the institute is fully dedicated to conduct the exams in the most efficient manner and ensures effective exam conduct. An examination committee is constituted every year to coordinate the internal and external examination activities and communicate to the students through notifications updated on the web site and on the College Notice boards. Teachers and administrative staff are also informed priorly regarding various examinations .

The University of Kashmir followed an evaluation pattern of 20 marks for internal evaluation and 80

marks for Term End examination for PG courses.

For UG courses, Internal Assessment carries 30 marks(2 Credits) and the External assessments carries 60 marks(4 credits).

The change in evaluation pattern resulted in better overall performance of the students.

Students who are admitted for the concerned course are assessed continuously through various evaluation processes at college and University level. Continuous evaluation is made through Group Discussion, Unit Tests, Assignments Submission, Field Visit / Field Work, Seminars and Presentation. Unit tests are conducted regularly as per the schedule given in academic calendar. The weightage for the unit tests varies as per the concerned faculty. The performance of the students is displayed on the Notice board and communicated to the students. Personal guidance is given to the poor performing the students after their assessment.

The method of internal assessment helps the teachers to evaluate the students more appropriately. Due to internal assessment, the interest of the student towards learning and attending the classes has been also increased. It has created the interest among the students to take active participation in various co-curricular and extra-curricular activities for their overall personality development. The seminar presentation improves the communication skills of the students which is very essential to face the interviews. In this way mechanism of internal assessment is transparent and robust.

All internal question papers are set by the college faculty and Term End Semester examination question papers are set by the University of Kashmir. The question paper carries short answer type questions and the long answer type questions with internal choice to test the skills of the student; it also motivates the students to prepare for the entire syllabus and discourages selective study. In BCA & MCA Practical examinations are also conducted in every semester.

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

Response:

Grievance Redressal can be handled directly by institutes through our own website. Also the smart web portal for grievance processing connects stakeholders and action-takers directly through online platform. Grievance Redressal System helps to pursue quick action for solving the grievance, while maintaining affordability and ease to the users. Effective and timely redressal or settlement of the grievances makes Grievance Redressal System a mandatory mechanism for IITM.

In fact, grievance redressal technology is the gauge to determine efficiency and effectiveness of the institution as it provides feedback on the organization functioning. In order to ensure transparency at institutional level, a Committee for the redressal of the complaints.

The mechanisms for redressal of grievances with reference to evaluation both at the college and University

level:

At college level:

Institute maintains complete transparency in this process. Head of the Department supervise the evaluation process to make sure that evaluation should be completed within a stipulated time frame (within 5 working days after the examination) and with no bias approach

After the correction, concerned faculty member shows the corrected answer scripts to the class, discuss with the students in case of any discrepancy and then finalize the marks.

Final list of the marks will be displayed on notice board and same will be uploaded on Kashmir University E-award portal.

All the answer scripts preserved by Examination branch till the respective batch is passed out.

At University level:

The student is entitled to apply for revaluation in theory subjects by paying the prescribed fee to the University.

The University takes up all such applications and revaluates the scripts by competent subject teachers.

However, if there is no improvement earlier marks will be retained.

File Description	Document
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

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 of Kashmir website (www.kashmiruniversity.net).

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.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The attainment levels shall be set considering average performance levels in the university examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect the course
outcomes of a course in addition to the performance in the University examination. Target may be stated in terms of percentage of students getting more than the university average marks in the final examination. For cases where the university does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with collective decision making of the departments.

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

a) Continuous Internal 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 30% for the Undergraduate Courses 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 theyear/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 Institutional 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 during last five years

Response: 95

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
170	240	173	167	147

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
176	242	173	166	187

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

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

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

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

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 0

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

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

3.1.3.2 **Number of departments offering academic programes**

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

File Description	Document
List of research projects and funding details	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

IITM college continually encourages students not only to engross current knowledge but to generate new knowledge and productive ideas. Various activities like guest lectures on entrepreneurship, industrial visits, entrepreneur-student meet, are undertaken by the institute in order to create an ecosystem for innovations and to train the students towards being innovative. Innovation is instilled into teaching practices in the college, thereby creating educational opportunities to augment the knowledge level of students and to make them competitive in the marketplace.

The Institution has created an eco-system for innovations which includes setting up of Incubation and entrepreneurship cell in order to promote innovation, creation and transfer of knowledge. The basic purpose of the cell is to guide the comprehension and the vitality of the students towards becoming active agents in the economic development of the state. The cell will encourage and support start-up creation through effective guidance and mentorship. The cell is going to be the main institutional engine that will generate frameworks to offer innumerable services to the student fraternity which will include information on all the facets of enterprise building to budding entrepreneurs thereby instilling a culture of innovation driven entrepreneurship.The cell will provide an opportunity to the students to work under the supervision of faculty members. The cell will help students in writing project proposals and submitting to the financial institutions for availing financial support. The main activities of the cell will be: -

1. To develop entrepreneurial sense among the student fraternity.
2. To assist students at every stage of the enterprise life cycle.
3. To organize workshops on IPR, awareness camps, entrepreneurial skill development programs.
4. To arrange training facilities for the promising entrepreneurs.
5. To create an environment which will help the budding entrepreneurs in the nucleation of business ideas.
6. To help in the arrangement of financial support to the promising entrepreneurs.

File Description	Document
Upload any additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 18

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	3	8	6

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

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

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](#)

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

Response: 1.46

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five**

years.

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	3	7	5

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)

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

Response: 0.1

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

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

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)

3.4 Extension Activities

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

Response:

Our college inculcates social values and responsibilities to the faculty members and students by imparting extension activities in the neighborhood for holistic development of the society.

The college alumnae and faculty remain committed to engaged citizenship. Many have contributed and

continue to work for social change in the field of education, empowerment of women and for inclusive

society. The college faculty and students are involved in multifarious activities for promoting the idea of institute neighborhood community network. The extension activities are integral to UG and PG teaching at

the college. Through extension and outreach programs, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them involved with the community people.

The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programmes are organized under which students and staff participate voluntarily in community based activities with neighborhood. Various awareness programs and workshops with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women are organized. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health and contribute to the National Swachh Bharat Abhiyan are conducted too.

Impact & Sensitization:

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, victims of violence, refugees and displaced persons etc. The activities conducted lead towards imbibing the values of social responsibility such as:

1.To help people in need and distress

2.To understand and share the need of under privileged children

3.To promote cleanliness in all span of life.

4.To acquire social values and a deep interest in environmental related issues.

Learning outcomes of the activity:

1.Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.

2.Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.

3.Develop a passion and brotherhood towards community, affected people/animals and destitute.

4.Develop skill and aptitude for problem solving.

5.The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

Major Extension Activities at IITM:

1. Establishment of New Age middle school in the neighboring community
2. Provided access to electricity, clean water and better roads for the neighboring community.
3. Organised and helped the students of the neighboring community to complete a computer course for their holistic development.
4. Provided a means of employement for the neighboring community.
5. Distribution of free ration
6. Accessibility of college playground for the neighboring children.
7. Set up a computer lab in the neighboring school free of cost.
8. Plantation day

File Description	Document
Upload any additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 8

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

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

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 16.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
161	0	32	109	55

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 57

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	14	20	14	5

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

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

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

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institute has the required infrastructure and learning resources like smart classrooms, classrooms and computer labs installed with projectors, library with adequate books and reading area, seminar hall and auditorium. The campus is **Wi-Fi enabled with 24/7, internet facilities to the students and staff.**

College has in place ERP System to manage the academic and non academic activities like attendance, timetable, assignment, inventory, account management.

The institute has sports facilities like large play ground, **table tennis facilities.** The institute updates the infrastructure and learning resources facilities with the changing requirement of the educational institute.

Computer Labs: The institution has computer labs with the repository of 112 computers in these labs. These labs are designed to cater and to enrich the IT knowledge of the students. **These labs are well equipped with internet connectivity.**

Pearson VUE Testing Centre: This testing centre was established in the year 2007 and it is the only Online Pearson Testing Center in the union territory of J&K. Thousands of students have benefitted from this facility/ online testing centre.

Computer Centre: Students and staff can brouse internet on computer systems avalible at computer centre available.

Classrooms: The institution has 14 classrooms with ICT facility for presentations, animations and graphics for detailed explanation of the lectures. Out of these 14 classrooms 4 are smart Class rooms.

Projectors: 9 LCD projectors are being used in the classrooms and labs to make students enthusiastic towards learning the subject.

Auditorium: Institute has well-furnished Auditorium with a seating capacity of 260 and is equipped with audio facility.

Seminar Hall: Institute has a seminar hall with 79 seating capacity. It is equipped with projector and audio facility.

Landscape Gardens: IITM is bestowed with lush green campus and many decorative plants and trees are part of the landscape gardens spread across the college.

Canteen: Canteen provides nutritious and delicious **breakfast and lunch** to the students and staff of the college.

Hostel: College does not have its own hostel but there is an agreement with one local person, adjacent to college who accommodates up to 30 students.

File Description	Document
Upload any additional information	View Document

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

Response:

IITM is a student centric institute, where 360 degree growth of student is taken into consideration. The institute believes in creating physically fit, mentally robust and professionally competent individuals which will help in creating a healthy society. We concentrate on following activities for their holistic development.

Sports

The institute has sports facilities for indoor and outdoor games. The institute has indoor game facilities such as table tennis and carrom and outdoor games facilities such as a cricket and football ground.

Cultural

Cultural Events are an important medium to develop leadership skills, team building and to promote the hobbies of individuals. Keeping this into considerations IITM organizes various cultural events and competitions where students take lead to conduct and perform. The Institute organizes Teacher's Day, Women's Day, Plantation Day etc. to inculcate the cultural aspects.

Specification about area/size and year of establishment are as follows:

Sports	Area/ Size	Usage Rate	
Table Tennis (Boys)	9 feet	100%	
Table Tennis (Girls)	9 feet	100%	
Carom	33/33 inch	100%	
Sports Ground	80/40 yard	100%	

File Description	Document
Upload any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

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

Response: 5

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0.76	1.47	5.87	0.11

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload 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:

At IITM, the library is automated by using the Integrated Library Management System (ILMS) KOHA. As on date we have KOHA Library Management Software, Version 20.05.08.000 installed in the college library. KOHA is totally integrated software package which covers all aspects of library management.

It is Multilingual, Multiuser and Multitasking software, which not only helps to effectively manage a library but also helps in reducing the overhead cost. At IITM, KOHA is used for following:

1. Master Setup
2. Classification of Members
3. Cataloguing
4. Issue/Return or Renewals from single window
5. Book listing
6. Explore menus provided for easy navigation through the system

The Library was initially automated with KOHA software version 20.05.06 and partially operative till the academic year 2020-21; presently library has upgraded to the full automation OPAC. It has been done from the academic year 2021-22 to make all the library operations smart and computerized.

Nature of Automation: Fully Automated

Version:

Academic Year	Name of ILMS	Nature of Automation (Fully/ Partially)	Aut
2021-22	KOHA (OPAC)	Fully	20.0
2020-21	KOHA	Partially	20.0
2019-20			
2018-19	**Library was manually operated during this period.**		
2017-18			

File Description	Document
Upload any additional information	View Document

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership

4. e-books
5. Databases
6. Remote access to e-resources

Response: E. None of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.9

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.90	1.19	1.35	0.039

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

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

Response: 2.37

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

Response: 9

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute regularly updates its I.T facilities including Wi-Fi at periodic intervals. All the college committees send their recommendations for upgradation and new purchases related to I.T convener, who in turn mobilizes his team and gets the job done be it upgradation of I.T facilities or new I.T Purchases.

Recently we have increased internet bandwidth to 300 Mbps provided by Reliance Jio infocomm Ltd. Wi-Fi internet connectivity is provided in the campus. Computer laboratories are equipped with all the academic software and are available to all the staff and students. Our computer labs have 112 computers, and all the departments have software packages as per the curriculum needs. The institute upgrades the software packages and I.T facilities from time to time as per the curriculum / syllabus prescribed by University of Kashmir or industry needs.

A separate team with in-house maintenance staff takes care of the IT related needs of the campus such as hardware and networking. College has a professional staff which looks after maintenance of IT. There is I.T Cell which ensures that the college website, grievance redressal system, college ERP system, and official social media handles are updated from time to time. Moreover all important notices concerning academics, examinations, assignments are uploaded on the website.

Recent Up-gradations in IT Facilities for the year 2021 are mentioned below.

Hardware:

1. purchased four smart interactive panels 75 inches.

2. purchased six Ful HD LCD Wi-Fi enabled Projectors with Ceiling Mount

3. Hard disk 2TB 3 No

4. HDMI Cables 6 Nos

upgraded internet facility:

1. 300 Mbps provided by Reliance Jio infocomm Ltd.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 1.91

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 152.73

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

2020-21	2019-20	2018-19	2017-18	2016-17
23.61	33.69	45.39	45.82	37.85

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[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:

Response:

The college has appointed personnel for maintaining facilities such as buildings, transport, electrical, gardening etc. Regular cleaning of college floors, classrooms, laboratories, restrooms are being done by the housekeeping team. Stock verification of all labs and other facilities is done. Construction Wing of the Institute looks after the infrastructure of classroom, maintenance and repairs of institute infrastructure.

Construction Wing conducts daily checks to ensure the infrastructure's efficiency / working condition. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment. Classrooms, staff rooms, seminar rooms, IT labs, etc. are regularly cleaned and maintained by service and housekeeping staff assigned to each floor. In each room, dustbins are kept. Full-time gardening team keeps the campus green cover intact. IT Lab assistant maintains institutes computers and devices under the supervision of the IT Cell.

Maintenance of Computer Laboratories The construction wing looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping. The construction wing looks after the maintenance of the entire institute premises.

1. Maintenance of computers is taken care by an in-house I.T cell team.

2. Preventive maintenance and breakdown maintenance procedure is followed.

3. Breakdown maintenance wherein the system fails due to SMPS problem or boot failure is maintained. If the problem is minor, the technical support staff of the lab will rectify it. For major failures, is to be fixed by service support team.

4. Periodic maintenance is done by regular cleaning of the lab spaces, software updates etc.

Vehicle Maintenance

1. Preventative maintenance is performed daily which includes fuel and fluid level checks.

2. Breakdown maintenance is carried out for worn-out components by sending for repair or replacement.

3. Vehicle records with all maintenance tasks performed vehicle miles and emission control reports are maintained.

Library Maintenance

1. Library maintenance involves continuous observance and verification of the stock, showing of latest material on the display racks and arrangement of the books on the racks.

2. The book materials are cleaned at periodic intervals to reduce the damage caused by dust, insects.

3. Damaged books are repaired by binding them from time to time.

4. Naphthalene balls are kept in cupboards to keep insects away.

Sports Infrastructure Maintenance:

1. Indoor and outdoor sports infrastructure facilities are properly maintained by the Sports Committee

of college throughout the year.

2. Playfield and sport equipment are also maintained regularly.

Maintenance of sensitive equipment, power and water supply:-

Category	Capacity	Total Number	Maintenance
Power Generator	(Mahindra and 15KVA)	1	By authorized service engineer as per service manual.
Water purifier Aqua guard	Instant Water Filter	8	Staff itself as per service manual.
UPS	7.5 KVA	2	By service centre team.
UPS	6KVA	2	By service centre team.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 24.97

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
173	184	42	17	154

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 2.76

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
19	12	15	12	7

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

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

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

Response: C. 2 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 0

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

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

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

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

Response: 2.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	29	0	4	1

File Description	Document
Upload any additional information	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 32.39

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 57

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 3.41

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations,** *etc.***)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	6	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	69	72	64	45

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 (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

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

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The purpose of the Student Council (SC) is to serve as the effective communication medium between the administration and students. Even though there is a fair chance to every student to communicate at any time with the administrative officials, Student Council acts as the interactive body facilitating primary level of communication. Student Council also assists in planning and development of various cultural, sports, social, recreational and other educational interests of students in the institution. The Student council provides scope to contribute in the development of students' leadership skills, program planning and volunteering.

Student Council Constitution :

The Institution Students' Council shall consist of the following members, namely:

1. President

2. Vice President

3. Secretary

4. Sports Secretary

5. Cultural Secretary

6. Class Representatives.

Procedure

This nomination is purely based on the merit of their leadership activities exhibited during the previous years. The Class representatives otherwise known as "Class Ambassadors" are nominated by the Head of the department in consultation with the class mentors. Cultural activities representative and Sports activity representative are nominated by Cultural Coordinator and Sports Coordinator of the institution respectively. Appropriate gender balance in the Council shall be given priority.

Eligibility

1. All the students on the rolls of the institution are eligible to be nominated.

2. Candidate should not have any academic arrears in the year of nomination

3. The candidate shall not have been subjected to any disciplinary action by the Institute authorities.

The Role of Student Council

The fundamental role of Student Council is the facilitator of sharing information between administrative officials and the students. The set of objectives for the council shall be: • To promote an environment conducive to educational and personal development

• To support the management, administrative officials and faculty in the development of the Institution by means of sharing the opinion/suggestion/feedback of the council

• To represent the views of the students on matters of general concern

*However, in no case/situation Student Council shall not and cannot influence/force/alter the decision making procedure of the administrative officials /management.

6. Key functions The functioning of the Student Council should be adhered to the objectives of the council.

The council shall work with the administration in the planning and development activities of the students. The key functions are:

• Work closely with the administrative officials, teachers and students

• Should be easily reachable to the students in the institution

• Involve as many students as possible in the student development activities of the institution

File Description	Document
Upload any additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 0

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

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

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

IITM Alumni Association registration is under process. We have already formulated the governing body and bylaws for the same. The documents will be submitted for the registration of IITM Alumni Association under Jammu and Kashmir Societies Registration Act, 1998, in the office of Registraor of the said act.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Institutes Management Committee and IQAC frames the Quality Policy and plans all the strategies for the successful implementation of the policies. The principal executes the policy decisions taken by the managing committee through the various committees of teachers and non-teaching staff. The management committee is the executive authority and exercises general supervision and control of the affairs of the college. Principal and one teacher from the college are on management committee.College translates its vision into activities by:

1. Imparting quality education via

   1. Incorporating continuous assessment system for students
   2. Conscious efforts to attract and retain-talented faculty members through better- working conditions combined with promoting employees who qualify NET/SET/PhD.
   3. Upgrading libraries, labs on regular basis.
   4. Enhancing ICT infrastructure.
   5. Transparent and efficient administration at all the levels
   6. Incorporating practical experience with theoretical knowledge.

   1. Arranging local and national industrial visits for students.
   2. Arranging interaction of students with national and international experts of related as well as diverse fields.
   3. Assessing the performance of students on continuous basis, providing feedback to the students regarding their performance and implementing various strategies to improve the performance of students.
   4. Providing scholarship for orphans and needy.

Institute has a well framed Management Committee under the Chairmanship of Prof. (Dr.) Yusuf-ul-Omer, Principal and one teacher is also the member of the committee. Management Committee and IQAC frame the Quality Policy and plan all the strategies related to administration and academics for the successful implementation of these policies. The management committee is the executive authority for general supervision and control of the affairs pertaining to college. Policy decisions taken by the managing committee are executed by principal through various committees of teaching and non-teaching staff members.

Chairman of the management Committee and Principal of the institute interacts personally with all the stakeholders, faculty members, non-teaching staff, alumni, students and their parents for taking feedback so that changes in administrative and academic strategies will be incorporated if ever needed. Heads of both the departments along with the teachers coordinate the academic activities

The Management of the Institute strives hard for fulfillment o college vision and mission.Teaching and non-

teaching staff member's participation at each and every step of decision-making and strategy implementation has been the practice of institute and they are activity participating in decision-making. The Chairman of the management committee along with the Principal of institute interacts with students, teaching and non-teaching staff during formulation of quality related policies and plans. The administration, teaching and non-teaching staff members work zealously to articulate rapid changes in the academic structure and put it into practice as and when notified by the University of Kashmir

The institute encourages teachers (can we include non teaching as well need to be discussed) for academic enrichment like attainment of M.Phil, Ph.D and other research related activities thereby the top management promotes academic leadership among the staff of institute.

The Management and IQAC have frequent interactions with the staff for discussing Institute related issues.

File Description	Document
Upload any additional information	View Document

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

Response:

Iqbal Institue of Technology & Management promotes a culture of decentralization & participative management by involving staff members in a number of administrative roles which is reflected from the various committees' that the college frames periodically for smooth functioning of the institution. The committees comprise of faculty, staff members and students as well. The college has created a decentralized structure for decision making where departmental committees interface their decisions with management committee. All the committees are accountable to the Principal.

College management encourages participative management in decision making and motivates all the employees to participate in decision making. College management is having a culture of open system where employees can give their suggestions or come up with various ideas/proposals which after proper securitization are implemented.

We have uploaded

A case study of minutes of meeting held with the management committee head in which various faculty members participated and gave various suggestions and where accepted by the management committee

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The quality policy of the college is framed by management committee along with IQAC which is in alignment with UGC norms. Various academic policies are framed by Academic In charge along with Heads of Department monitored by the Principal.

Following are some of the committees of the college that monitor quality:

- **Examination Committee:** Students performance in continuous assessment and external exams are discussed with the Department Heads and measures are implemented to enhance student's performance.
- **Discipline and Anti Ragging Committee** helps in maintaining discipline in institute and prevents ragging menace in a any form. It makes the staff and students aware of the rules, norms & values of college.
- **Publication Committee** oversees and supervises research & development activities in the college and ensures faculty and students participation in research activities
- **Grievance Redressal committee** provides an avenue for the aggrieved students to redress their individual grievances in order to have a healthy atmosphere among students, staff and management in the institute.
- **Committee for SC/ST and Scholarships** creates and maintains safe, healthy and supportive environment for SC/ST staff and students in the campus. It also addresses the issues of staff and students belonging to SC/ST. It provides scholarship to deserving students.
- **Team for analyzing Infrastructure and learning resources** of the college which updates the infrastructure and physical facilities for teaching – viz Classrooms, laboratories, computing equipment and up gradation when and where needed.
- **Library Committee** assists librarian in formulating Library policy. It also devices methodology for weeding outdated and unnecessary library material as per the rules and norms of library science. It prepares list of books and reference books in consultation with Faculty Members and students to be procured from time to time so that library becomes beneficial to the students and faculty members.

HOD's & Coordinator's of both the departments frame the timetable twice a year while keeping workload of faculty in view

A case study on the functioning of team for analyzing Infrastructure and Learning resources Committee is attached here by to demonstrate the activities done in alignment with the quality policy

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

College has a well defined Governing Body for

- Proper arrangement of the affairs of the trust as well as college.
- For raising funds by subscription, donation and such other lawful means.
- Acquiring and holding the property by way of purchase, lease, gifts, wakfs, charities etc.
- Alienating or transferring any property movable or immovable of the college by way of mortgage, lease, exchange or sale.
- Investing funds in industrial/commercial concerns.
- Making Service Rules and regulations for the Institutions, professional centers etc. working under or affiliated to the college.
- Doing all such acts necessary in furtherance of and for achieving the Amis and objectives of IITM.

College has a well defined General Conditions of Services for**:**

1. Appointments
2. Leave Rules, Short Leave, Causal Leave, Special Leave, Examination Leave, Maternity Leave, Earned Leave, Child care leave, Medical Leave and Study Leave
3. Promotions where a probationer comprise entitled to the release of first annual increment only after his or her satisfactory performance and regular annual increments comprise be released in favor of the regular employee of the IITM subject to satisfactory conduct, good behavior and satisfaction work to be reported by the Head of the office
4. The Grievance redressal committee of IITM has been working actively since 2017 and the committee runs both offline and online

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

Response: E. None of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

6.3 Faculty Empowerment Strategies

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

Response:

The Institution is conscious about the welfare of its staff be it teaching, non-teaching, supporting or any staff member. The Institute has always been considering its Management and employees as a family and that is why in most of its communications the persons associated with institute be it from employer or employee are addressed as "IITM MENAGE". As a brood it is always an strive from management to take care of its family members i.e., employees. In this direction the Management takes a number of measures to benefit its staff. The Management and colleagues of an employee stand together with a staff member when he/she faces any calamity or is in any sort of distress.

The following steps are taken by the college towards the welfare of its staff and faculty:

1.   The provision to avail academic /sabbatical leave for faculty members to pursue academic/research activities. Training in the use of computers for teaching as well as non-teaching staff to motivate them to undertake self-development.

2.   Interest free loan facility to the employees to meet certain exigencies or events.

3. Faculty and staff encouraged to pursue studies or attend advance administrative /academic training programmers.

4. Compulsory contributory provident fund for the employees with matching share from the employer.

5. There is a provision of Maternity leave for the female staff.

6. Staff members are always encouraged to the feeling of belongingness by giving gifts and celebrating various events together.

7. Marriage gift with a sanction of one week paid leave.

8. Helping faculty to advance their profile by sponsoring for workshops and FDP's. i. For non-teaching staff financial support is provided to pursue their skill development.

9. Free dress in the form of uniform is provided to the employees and supporting staff connected with transportation and security.

10. Subsidized canteen facilities for the staff.

11. Festival advance are provided to the employees.

12. Gifts to outstanding faculty on Events.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	6	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 50.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	5	0	0	2

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

In order to ensure quality teaching learning process the faculty is being constantly evaluated for their performance and incentives in the shape of annual increments and promotions are granted. An effective and transparent system stands evolved for purpose of performance appraisal in respect of both teaching and non-teaching staff. The faculty/staff member is asked to fill up a self-appraisal form devised for the purpose which is reviewed by concerned HOD as the first reviewing authority and by the Principal as second reviewing authority and finally accepted by the Management. Performance appraisal of all employees is essential to the achievement of its commitment to provide quality educational experiences for all students in its care. The College also believes that the performance appraisal process provides opportunities for staff development and encourages the professional growth of each staff member while acknowledging and affirming the efforts, involvement and achievements of all employees. A performance appraisal is a systematic, general and periodic process that assesses an individual employees job performance and productivity in relation to certain pre-established criteria and organizational objectives. Other aspects of individual employees are considered as well, such as organizational citizenship behavior, accomplishments, potential for future improvement, strengths and weaknesses, etc.

All the faculty members are briefed about the appraisal criteria & the corresponding weightage to create awareness and also to obtain feedback for improvement of the appraisal system.

1.Faculty members are reminded & encouraged periodically by the respective HODs on appraisal criteria to ensure that faculty members put in maximum efforts to score maximum points in the appraisal. At the end of the academic year, faculty members carry out self-appraisal & submit to the concerned HOD. HOD, in-turn, discusses with the concerned faculty member before sending the appraisal report to the Principal. He discusses with HOD & recommends to the management for the sanction of annual increment if the report is satisfactory and an appreciation letter is issued to a faculty member. In case the report is not satisfactory, a letter is issued to the concerned faculty member highlighting the issues to be addressed in the following academic year along with the sanction of increment.

2.The appraisal criteria for non-teaching staff is different from that of teaching, however, the procedure followed is similar to that of faculty. The staff appraisal system is comprehensive and ensures continued effective staff performance.

File Description	Document
Upload any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

To ensure proper financial management and planning annual audit is essentially required which leads to optimal utilization of available financial resources. External auditing is being done by Chartered Accountant. The Audit is a regular feature and is being conducted at the end of each financial year. The outcome of the audited statement gives an insight into the financial health of the Institution and leads to introduce corrective measures for improvement.

The funds are utilized on need basis with due consideration of the requirements on account of establishment, infrastructure development and overall functioning of the Institute

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers 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:

IITM College being a college running under umbrella of IQBAL MEMORIAL TRUST has limited sources of income despite that the College has a well formulated financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purpose that ultimately helps in realizing the Institute's vision and mission.

The Institute has a proper procedure in place to monitor effective and efficient utilization of available financial resources for infrastructure development and academic processes. Institute is following open budget system. The requirements projected by the departments is based on the spade work done by the faculty and staff at gross root level, thereby reflecting participatory planning. The prepared is balanced with the resources and priorities executed.

Areas of resource mobilization:

The Institution mobilizes funds through the following:

Tuition fee collections from the students

Fee collections for the other services rendered to the students i.e. bus fee .

Funds utilization strategies:

1.   According to financial requirement of each department, budget amount is being provided to meet up the expenditure on objects approved under budget allocation.

2.   From time to time open budget is reviewed for balancing resources with expenditure.

3.   Re-appropriation of funds is made wherever needed.

4.   Requirements found necessary but not projected in the budget on need base are incorporated. Wherever sharing of resources and equipment is possible by optimal utilization of funds.

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 institution has a vibrant Internal Quality Assurance Cell (IQAC). The Cell comprises of dynamic faculty representatives from all the departments with Principal as its Chairperson, who is assisted by COORDINATOR IQAC.

The IQAC has been trying to develop a system for conscious, consistent & catalytic action to improve the academic and administrative performance of institution and to promote measures for institutional

functioning towards quality enhancement through quality culture. It channelizes all efforts & measures of the institution towards promoting its holistic academic excellence.

To ensure efficient functioning of IQAC, Director of the Cell interacts with various functionaries and apprises Chairperson from time to time regarding the progress of various activities taken by the Cell. IQAC meets twice in a month. The deliberations/suggestions for improvements in academic/administrative functions are recorded and forwarded to the concerned for follow-up action.

The Internal Quality Assurance Cell is set up to monitor the quality of institution by:

Arranging for periodic assessment of specific academic programmes or projects for accreditation. Stimulating the academic environment for promotion of quality of teaching-learning and research. Encouraging self-evaluation, accountability, autonomy and innovations.

Undertaking quality-related research studies, consultancy and training programmes Collaborating with other stakeholders of higher education for quality evaluation, promotion and sustenance.

Practices institutionalized

Fast and slow learners

Mentor-mentee

File Description	Document
Upload any additional information	[View Document](#)

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

Response:

Internal Quality Assurance Cell of the institute ensures reviewing of the teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals. IQAC mechanisms are aligned with the requirements of AICTE and Kashmir University norms. The institution has structured mechanisms to continuously review the teaching learning process as mentioned below:

S.No	Mechanisms	Structure and methodologies of operation	Outco
1.	Course Review Committee (CRC) File	Lecture plan, Lecture details, Tutorial details,lab details, Attendance record. Continuous assessment record, extra classes record is maintained in CRC file for each course taught by the faculty.	It inc record facult
2.	Monthly students(input taken from mapper)	The number of classes taken viz-a-viz number of working days gives a direct measure of teaching input.	The in timely seriou gets e
3.	Student Feedback faculty.	The Coordinator(IQAC) with some team members undertake a surprise visit to the classes and obtain Student feedback for particular class in absence	Facult measu

		of concerned faculty. Besides student feedback forms are distributed at the end of semester. This is confidentially collected for review.	
4	Performance appraisal.	Self-performance appraisal is done by the faculty. The HOD assesses through grade points.	Weak impro
5	Result analysis	Result analysis is done for finding percentage of marks scored by the students in each of the subjects. This together is treated as a measure of the concerned faculty's teaching efficiency.	Facult weakn measu
6	Management meetings with the faculty .	Meetings with the faculty are conducted by management representatives and head of the institute. Poor performers are identified and corrective measures are taken accordingly.	The fa

The institute organises interactive meetings with all its stakeholders in order to strengthen its quality assurance policies, mechanisms and outcomes. The following are the stakeholders of the institute:

Management: Management representatives will interact with the faculty through meetings. These meetings are aimed towards reaffirming the quality conducive of the institution and its compliances.

Parents: Parent-Teacher Meetings are conducted to inform them the initiatives taken by the institution to

attain quality resulting in progress of their wards.

Students: The institute conducts Orientation Programme at the beginning of every semester to make the students understand the quality concerns and to reinforce the culture of excellence in all aspects.

Alumni: In the meetings with alumni quality mechanisms and their improvements are discussed.

Industry: Suggestions on revision of curriculum to include newer areas of knowledge and skill development as per industry requirement are incorporated to convince the employers on the commitment of the institution towards quality.

University: The local inspection committee which comes to inspect the quality standards maintained by the institute are convinced to obtain renewal of affiliation.

Community: Dissemination of information which are part of admission campaign, information posted on the website and social service activities convey the quality policy, mechanisms and outcomes to the community.

Contribution of IQAC to Improve Teaching ± Learning Process

The following are the contributions of IQAC to improve the teaching-learning process based on following three categories:

Providing Service:

1. Distribution of college academic calendar &teaching plan
2. Providing Printed Study materials in each subject as per University Syllabus.
3. Quality of teaching
4. Use of teaching aids
5. Periodic Assessments
6. Time bound Assignments
7. Review of Attendance
8. Parent ± Teacher Communication
9. Counselling & Mentoring
10. Additional Classes & Open book Test Papers
11. Concurrent monitoring of classes through spot checking & Video monitoring
12. Value addition chapters/topics in all subjects

Collecting Feedback:

Student feedback is collected on following parameters:

- Regularity in conducting classes
- Time ±consciousness
- Preparation for the Classes
- Syllabus completion in time
- Competency in the subject concerned
- Presentation skill (Voice, Language, Clarity)

- Social networking sites (Face book) also provide student feedback.
- Feedback from students

Improving service based on Feedback:

- Faculty meetings are conducted based on student feedback.
- Appraisal of classroom situation by Course Coordinator/ Principal visiting classes periodically.
- The college regularly monitors social networking and print media and takes corrective actions in genuine cases.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Iqbal Institute of Technology & Management has taken a number of measures by which we show gender sensitivity. A number of facilities have been provided for encouraging the same:

1**. Safety and Security:**

- In IITM we have continuous security personnel who keep a track of all activities within and around the campus in the campus. Security of the females within the campus is particularly taken care of.
- The security personnel maintain a liaison with the Concerned Police station to ensure safety and security of female students and staff in and outside the campus and surrounding areas.
- College has a proper Electronic surveillance through CCTV cameras that are strategically located for continuous monitoring of the activities in the campus.
- Entry of the visitors is regulated at the entry point is regulated by ascertaining verifiable purpose of visit. Timings of entry and exit into the campus are also fixed and monitored.
- Fire extinguishing equipments are put in place in all buildings of the campus to ensure safety.
- We are currently collaborating with the neighboring Public Health Centre, Laloo and doctors are available on call, as and when need arises.
- Helpline numbers have been displayed at prominent locations within the campus.
- There is an Anti Ragging Committee in place for the students plus a grievance Redressal cell is active for taking care of any complaints.
- Females are treated with respected and equal opportunities are given to them in all events.
- Whenever required checking is carried out at entry and exit points.
- Transport facilities are provided for both boys and girls students.

2. Counseling:

- Academic counseling for students is done at the inception where the student chooses a stream/programme and his/ her college and this is done by centralized bodies like J&K Board of Professional Entrance Examination / Director Admissions for Bachelors courses and Kashmir University for PG courses during selection process.
- Next level of counseling is done in the institution itself through the college staff. The college counselor guides the students and provides academic, administrative and emotional support.
- Female students get the required support from female faculty. The female Faculty acts as a bridge between students and Management in resolving issues pertaining to them.
- Counseling sessions by Female Entrepreneurs, Academicians and Practitioners are organized by the College to uplift the morale of the female students and help them understand how to face the social, moral and professional problems in the outside world.
- **3.Common Room:**
- The College has a special Common Room for female students to give them some space to relax have informal discussion in free time.

- To look after the special needs of female staff and students, Girls Common Room is equipped with appropriate facilities.
- Toilet facilities, bed for sick, books are available within the common room.

4. Day Care Centre

- The main objective of the centre or scheme is to provide day care facilities to the children of age group of three months to six years of the working staff, students and visiting guest of the institute.
- IITM recognizes that child care is not just the responsibility of women and families but also of institutions in the public sphere like the University and colleges where workers/students, especially women who are also parents are constrained by the simultaneous responsibilities of childcare and wor**k**

File Description	Document	
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)	

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: B. 3 of the above

File Description	Document	
Any other relevant information	[View Document](#)	

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management-

- Solid waste management policy of IITM is based on the policy of REFUSE, RECYCLE and REUSE.
- There are a number of colour coded dustbins placed at various locations, the basic purpose of which is segregation of biodegradable and non biodegradable waste.
- The degradable waste is treated using a compost pit, used for making compost which is used in making manure for garden plants during planting season.
- IITM as an Institute realizes its role in creating a sustainable environment and is working closely with many Departments for better management of waste material by employing innovative methodologies and better practices.

Liquid Waste Management-

- We have adopted a practice of regularly checking all kinds of overflows and leaks periodically in order to avoid wastage of water and any damage that can damage our structures because of seepage.
- Waste water that produced from the buildings and washrooms gets channelized towards soak pits which add to the ground water.
- The water management of the college is done in way that there is minimum wastage of water from the water systems and students are consciously made aware of their contribution towards minimizing water wastage.

E-Waste Management-

Iqbal Institute of Technology & Management has optimized its inventory of around 40 old computers through reassembling, modification and upgradation by the University's own team of IT Administrator, faculty members and students of Computer Science. This has been a critical endeavor towards E-waste management ensuring that no discarded computers or printers are lying idle in the college premises. Around 10 of these computers have been donated to neighboring New Age School where a lab has been set up for small children under community development initiative.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: C. 2 of the above

File Description	Document
Link for any other relevant information	[View Document](#)

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

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

Response: B. 3 of the above

File Description	Document
Certification by the auditing agency	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: D.1 of the above

File Description	Document
Link for any other relevant information	[View Document](#)

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

Response:

IITM adopts many practices for promoting cultural harmony, tolerance and appreciations among students and faculty coming from various social and cultural backgrounds-

- Provisions for tolerance, harmony and other related issues are drafted in a document and periodically distributed among faculty and students.
- Institution welcomes students and faculty from diverse backgrounds and treats them equally without any discrimination on the basis of caste, gender or religion.
- Inclusive environment is built through events like freshers party where students freely interact.
- Constitutional provisions promoting equality, tolerance, harmony, gender equality are disseminated in various gatherings.
- Extension activities are carried out to uplift students of neighbouring schools.
- Develop community service in students by organising programmes that instil social responsibility and spirit of service
- Events like Teachers Day, National Technology Day, Swachh Bharat Abhiyan are organized to foster nationalism and spirit of unity.
- Every committee of college has member with different backgrounds and regions of UT to promote spirit of unity and inclusiveness.

IMPACT:

No instance of communal or gender based clashes have taken place since inception of the College.

Diversity in the faculty is ensured (based on gender, regions, backgrounds) and all promotions are merit based.

Student representation in various committees and students council is ensured despite varied backgrounds.

Participation of students in various events and national days is impressed upon to promote cultural heritage.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

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

Response:

IITM has been committed to educate our students as constitutionally aware citizens sensitized to their Fundamental Rights and Duties. Our students have been engaged with National Cadet Corps (NCC) unit of Amar Singh College in various activities.To promote the idea of the Swachh Bharat Abhiyan, IITM organizes cleanliness drives like Swachhta Pakhwada. Use of single use plastic has been completely banned on campus since 2018..The mechanism and importance of the electoral system was emphasized to underline the importance of greater participation in the electoral system. The Department of Management organized a discussion program with the staff to discuss various fundamental rights enshrined in the Indian constitution. The faculty was made aware about the inviolability of the the provisions regarding fundamental rights and various redressal measures available to the citizens to ensure that their fundamental rights are respected. Various events are also organized for legal literacy and awareness to raise legal awareness among students and the society.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)

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

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

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

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

Response:

The institution organizes national and international commemorative days, events and festivals to promote a spirit of nationalism and patriotic fervor among students and faculty. The celebrations and festivals promote national pride, cultural values, scientific temper, and religious harmony among students.

International Womens Day	**09/03/2022**
Childrens Day / Birthday of Pt. Jawahar Lal Nehru.	**15/11/2021**
National Technology Day	**11/05/2017**
World Plantation Day	**07/03/2019**
Swachh Bharat Abhiyaan	**12/03/2019**
World Aids Day	**01/12/2017**
World Fitness Day	**29/06/2017**
World Environment Day	**07/06/2021**

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

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

Response:

1. **Title of the Practice**

"WOMEN EMPOWERMENT"

1.Objectives of the Practice

- Raise the status of Women in society through Education, Empowerment and Effectuality.
- Commit to provide a safe and conducive environment to women students and staff.
- Provide gender sensitive and empowering education.
- Develop a vibrant campus that helps them to think critically, question actively and act responsibly.
- Provide equal access to both genders in all activities.

2. The Context

The social, political and economic conditions of Jammu & Kashmir have considerably increased the gender disparity in this region. Woman's roles have traditionally been domestic with men dominating the socio economic and political scenario from the forefront. Women in rural areas do not have much access to education. As per the last census report of 2011, the literacy rate of women in J&K was 58% falling much below the aggregate average of 68.74%. The dropout rate for females falls much below the males, where every one out of three adult women are not able to read and write (compared to one of five adult males).

3.The Practice

Several initiatives have been taken by the Institute from time to time in order to strengthen and safeguard the position of women working and studying in the College. A number of important administrative positions are being occupied by the women of the Institute which include:

1. IQAC – Director.

2. Incharge Examinations.

3. HOD. Management Studies.

4. Coordinator BCA.

5. Coordinator BBA.

6. Coordinator Training & Placement Cell.

7. Incharge Admissions.

8. President- Student Council.

9. Membership of female students in most of the college committees where student representation is required.

The development of Women Development Cell has been a landmark in this practice where we have medium through which women of the Institute are made aware about their rights, their grievances if any are heard and counseling sessions are conducted, they are given opportunities to participate in extracurricular and co curricular activities and health and safety guidance is offered to them.

A number of programmes have been conducted in the last 5 years under this practice:

S.No.	Subject	Resource person
1.	Webinar on "Situating Women Agency in different cultural contexts" on 31/01/2022.	Ms. Arshi Javed. Post Doctoral Fellowship Sch von-Bretano Zentrum. Frie U
2.	Seminar on" Celebrating International Womens Day"	Dr. Shazia Ashraf, Cosultant Rahila Yaseen. Artsist/ Alum
3.	Inauguration of "Women Development Cell IITM"	Dr.Seema Naaz. Principal Dr. Gurmeet Kaur.
4.	Seminar on "Gender Based Voilence"	Ms. Shehreyar Khanum. Lawyer and Co founder of " working against Gender bas valley.
5.	National Girl Child Day 2018	Under Beti Bachao Beti P GOI.
6.	Drug De addiction Day	Dr.Sabreen Bashir. Public Health Centre Laloo.

A number of other measures under this practice are:

- Common Room for girls: The College has a special Common Room for female students to give them some space to relax have informal discussion in free time, equipped with appropriate facilities.
- Day care center: day care facilities to the children of age group of three months to six years of the working staff, students and visiting guest of the institute. The facility is also extended to the children of students.
- Health Bay Facility: An active health bay to take care of the health issues of the students. The College also collaborates with the Local Public Health Center, Laloo who offer tremendous help in cases of emergency.
- Transport Facility: Availability of transport facility for students coming from distant areas.
- Security & Surveillance system: Continuous monitoring through CCTV surveillance system and security personnel.
- Disciplinary and Anti Ragging Committee and Grievance Redressal Committee in place to monitor the conduct and problems of students on campus.

4. **Evidence of Success**

There has been a major change in the confidence levels and attitude of female students. Improvement in participation in seminars and extracurricular activities has been observed. One of the major contributions has been that the College since its inception has not recorded even a single case of ragging or harassment on campus.

Many of our female students are well placed in various reputed organizations.

5.Problems Encountered and Resources Required

Despite all our efforts the percentage of females as compared to the male students admitted every year is still low. Also, the administration is keen to invite professionals and experts from outside but is not able to do so because of lack of funds.

Best Practices

Title of the Practice-2

"Student Centric Methods of Teaching and Learning"

1. Objectives of the Practice

- IITM considers its students as the most important stakeholders. The objective is to make the whole process of planning, curriculum delivery and evaluation entirely student centric.
- To develop students through all possible efforts and ensure that the classroom environment is learner friendly.
- To enhance the practical utility of courses through frequent interactions with experts from relevant industries and organizing field trips and internship programs.
- To give emphasis on proper academic preparations and syllabus completion.
- Helping students learn how to set and achieve their personal and career objectives.
- Giving students ample space to learn from their errors.

2.The context

Traditionally Higher Education in Indian context was syllabus and examination oriented. Students only motive in the process was to get a degree with the primary focus being the grades and not learning. Teaching and learning is the core area of any educational institution. If the teaching learning practice is handled well it can enhance student involvement as a part of participative learning and problem solving methodology. Student centric teaching and learning environment can be created to foster a better learning among student. With the introduction of technology and increasing use of ICT methods in teaching, the overall learning and teaching experience requires face to face mode blended with latest technology. This truly enhances the learning experience of the students.

1. **The Practice**

Student centric methodology employed at IITM to benefit our students includes the following:

- **ICT methods of teaching and learning**: We have around 15 classrooms including our seminar hall and auditorium, all of which have been digitized.
- **Guest Lectures**: Guest lecture by eminent experts from industry and academics are organized to supplement the teaching process and provide experiential learning.
- **Case studies:** Case study method is adopted in teaching learning process to make the students have logical thinking and practical knowledge to develop problem solving ability. This is commonly adopted in management programmes.
- **Orientation and Induction programmes conducted at the beginning of the academic year**
- **Industrial Visits**: Departments organize the industrial visits for students to provide exposure to industrial work culture.
- **Remedial classes for slow learners and activities for advanced learners**
- **Effective Mentoring system and focus on outcome based education**
- **Seminars, Workshops and Field Visits**
- **Fully automated ILMS with hundreds of book volumes and a good number of e resources.**
- **Use of You Tube Channel** for delivering lectures by some faculty members benefiting students of other institution also**.**
- **Project work:** this is an essential element of some programmes. Students are assisted in their Internship or Field Projects in different reputed organizations. An internal mentor is allotted to them for this purpose.
- **Webinars:** During the previous few years webinars were the primary source through which a decent amount of exposure could be given to the students who were confined to their homes.

1. **Evidence of Success**

As result of all these activities students are able to get hands on experience through internships, project works and field trips. There has been a tremendous change in the confidence levels, speaking skill and attitudes of most of our students even when some of them are hailing from remote areas and lack exposure.

1. **Problems Encountered and Resources Required**

Due to Covid 19 Pandemic and continuous political disturbance all class room and outside learning activities got affected badly. Frequent interactions were not possible and field trips and industrial visits could not be performed. Funding again remains an area of concern for us here as the only source of income that remains with us is the student fee along with the help from the Parent organization from time to time.

File Description	Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Iqbal Institute of Technology and Management is the only "Pearson VUE testing Centre" in the Union Territories of J&K and Ladakh. There was no online testing Centre in the J&K till 2007. The students of the state had to incur heavy expenditure for travel, lodging and boarding outside state in any part of India which becomes a hurdle in their way to appear for the final Certification. Number of students from J&K prepared for the examinations of APPLE, CISCO, MICROSOFT, SUN etc. but were not able to get final certification. Hence, they were unable to get themselves certified by the concerned organizations.

In July 2007, Pearson Testing Centre was established by Iqbal Memorial Trust in IITM, with the intention that our youth/Students will be able to give test and get final certification from the concerned organizations without travelling to other states. After certification students can find the placement at global level.

Another motive for establishing the Testing Centre was that many students wanted to qualify tests for getting admission in Institutes of Higher Learning in different parts of globe, but since there was lack of information and no nearby testing facility, they remained passive and gave up the idea of studying in prestigious institutions for which such testing was required.

This testing Centre helped the youth/students in getting them certified at their doorstep. It will not be out of turn to mention that hundreds of students of J&K got benefited from this Center else they had to go outside the UT for appearing in the Online Exams. In the Year 2017, from April to July, 292(Two hundred and ninety two) candidates appeared in the Pearson Testing Center for the Online Examination. A few other institutes also tried to open up this center in the UT's but these were soon shut down as these centers did not yield much profit to them, which was their sole motive for opening up of such center.

With an authorized CISCO Local academy, students persuing CCNA courses also registered themselves with a nominal fee and gained all the benefits of students of Registered Local Academy for International certification.

Due to political disturbances from August 2019 the internet services were unavailable and immediately after that from March 2020 all the institutes were closed due to Covid-19. So the testing centre was also closed globally. Now we are all set to open up the Pearson testing Centre with upgraded hardware and software facilities so that hundreds of students may benefit by certifying themselves and appearing in the upcoming exams through Pearson.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

IITM aspires to establish and run educational institution of high standard where moral education forms an important component of the syllabus along with other subjects. It intends to work and evolve a comprehensive system for social service in the society to help poor and under privileged and to arrange for dissemination of knowledge and information using modern technology. IITM is engaged in social service under the name of "Sakhawat Center J&K".

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per HEI
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 4 Answer after DVV Verification: 4 Remark : As per HEI
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>0</td><td>1</td><td>1</td></tr></table>
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>

0	0	0	206	235

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	206	235

1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

   1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**
   Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	7	8	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	7	8	6

Remark : As per data provided by HEI

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

   1.3.3.1. **Number of students undertaking project work/field work / internships**
   Answer before DVV Verification : 83
   Answer after DVV Verification: 83

Remark : As per HEI

1.4.1	*Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*

1) Students

2)Teachers

3)Employers

4)Alumni

   Answer before DVV Verification : A. All of the above
   Answer After DVV Verification: A. All of the above

	Remark : As per HEI

1.4.2	**Feedback process of the Institution may be classified as follows:**
	
	Options:
	
	   1. **Feedback collected, analysed and action taken and feedback available on website**
	   2. **Feedback collected, analysed and action has been taken**
	   3. **Feedback collected and analysed**
	   4. **Feedback collected**
	   5. **Feedback not collected**
	
	    Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
	    Answer After DVV Verification: C. Feedback collected and analysed
	Remark : As per the data provided by the HEI

2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
72	134	208	236	172 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
72	131	203	235	170 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
325	325	315	290	270 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
305	305	305	305	270	 Remark : As per the data provided by the HEI
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last

five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	9	23	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	9	23	12

Remark : As per data provided by HEI

2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 18 Answer after DVV Verification: 18 Remark : As per HEI
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 145 Answer after DVV Verification: 145 Remark : As per HEI
2.6.3	**Average pass percentage of Students during last five years** 2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
170	240	173	167	148

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
170	240	173	167	147

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
173	242	173	171	151

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
176	242	173	166	187

Remark : As per the data provided by the HEI

| 3.1.3 | **Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**
Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
\|---\|---\|---\|---\|---\|

3.1.3.2. **Number of departments offering academic programes**
Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.1.3

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

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

Answer before DVV Verification:

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

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.2.2

Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	3	8	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	3	8	6

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	3	7	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	3	7	5

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**
	3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	1	1	2

Answer After DVV Verification :

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

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**
	3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
161	0	32	109	55

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
161	0	32	109	55

3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year**
	3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	14	20	14	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	14	20	14	5

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	0	0	0

Answer After DVV Verification :

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

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)* 4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 15 Answer after DVV Verification: 14
4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>76492</td><td>147198</td><td>587409</td><td>11126</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0.76</td><td>1.47</td><td>5.87</td><td>0.11</td></tr></table> Remark : As per data provided by HEI
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>190317</td><td>119786</td><td>135041</td><td>3926</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>1.90</td><td>1.19</td><td>1.35</td><td>0.039</td></tr></table> Remark : As per the data provided by the HEI
4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year** 4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 9

	Answer after DVV Verification: 9 Remark : As per HEI.
4.3.3	**Bandwidth of internet connection in the Institution** Answer before DVV Verification : A. ?50 MBPS Answer After DVV Verification: A. ?50 MBPS
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2361474 7.15	3369750. 28	4539330. 87	4582173. 36	3785851. 13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23.61	33.69	45.39	45.82	37.85

Remark : As per the data provided by HEI

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

 5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**
 Answer before DVV Verification: |

2020-21	2019-20	2018-19	2017-18	2016-17
0	173	184	42	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
173	184	42	17	154

| 5.1.2 | **Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years** |

5.1.2.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	9	21	12	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	12	15	12	7

5.1.3	**Capacity building and skills enhancement initiatives taken by the institution include the following**
	1. **Soft skills**
	2. **Language and communication skills**
	3. **Life skills (Yoga, physical fitness, health and hygiene)**
	4. **ICT/computing skills**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : As per data provided by the HEI
5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**
	1. **Implementation of guidelines of statutory/regulatory bodies**
	2. **Organisation wide awareness and undertakings on policies with zero tolerance**
	3. **Mechanisms for submission of online/offline students' grievances**
	4. **Timely redressal of the grievances through appropriate committees**
	Answer before DVV Verification : B. 3 of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : As per HEI
5.2.1	**Average percentage of placement of outgoing students during the last five years**
	5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	24	0	04	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	29	0	4	1

5.2.2	**Average percentage of students progressing to higher education during the last five years** 5.2.2.1. **Number of outgoing student progression to higher education during last five years** Answer before DVV Verification : 277 Answer after DVV Verification: 57

5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)** 5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations***, etc.)***) year-wise during last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	0	6	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	0	6	0	0

    5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**
Answer before DVV Verification:

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

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	2	6	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2	6	2

Remark : As per data provided by HEI

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	4	0	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
39	5	0	0	2

6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28.8	16.0	2.24	.9	.52

Answer After DVV Verification :

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

6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: B. 3 of the above

Remark : As per HEI

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above Remark : As per HEI
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: C. 2 of the above Remark : As per HEI
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above
7.1.6	**Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities**

	Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above Remark : As per HEI
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Divyangjan friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D.1 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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127	125	147	173	167 | Answer After DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
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91	111	114	155	151	
1.2	**Number of programs offered year-wise for last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
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4	4	4	4	4	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	4	4

2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
302	368	537	570	538

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
362	528	574	534	486

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
107	107	104	96	89

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
107	107	104	96	88

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	236	171	162	188

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
176	242	173	166	187

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	22	19	21

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	20	22	19	20

3.2	**Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	21	19	18

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	22	21	19	17

4.1	**Total number of classrooms and seminar halls**
	Answer before DVV Verification : 15
	Answer after DVV Verification : 14

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4988532	3643714	4929500	4891266	3870155

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.566	20.750	31.849	36.180	22.263

4.3	**Number of Computers**
	Answer before DVV Verification : 154
	Answer after DVV Verification : 190