



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ELIEZER JOLDAN MEMORIAL COLLEGE LEH

ELIEZER JOLDAN MEMORIAL COLLEGE LEH

194101

www.ejmcollegeleh.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Eliezer Joldan Memorial College (formally Government Degree College, Leh) was established in 1994, it was the only college in the Leh district, then. It primarily established to provide opportunity of higher education to the students of Leh district, who otherwise had to go out of Ladakh or state for higher education.

In 2006, it was named after Eliezer Joldan, one of the first graduate and educationist of Ladakh in 1940s. It started with humble number of students in temporary accommodation, and shifted to the present location in 1998. The formative years of the college did not attract sufficient number of students, however, with the introduction of new subjects, additional streams of Science in 2005 and Commerce in 2010 and with sufficient additional infrastructures, the number of students grew substantially, from all over Ladakh. With large number of students from very interior and border regions of Ladakh and from economically less privileged strata, the college had huge responsibility to impart quality education at par with other colleges of the state. With the number of students touching thousand as well as increase in number of faculty members, including a large lot of locals, not only strengthened the institute but also posed a challenge to sustain and upgrade the teaching learning processes attuned to the changing socio-economic scenario.

Ladakh being a frontier region with its distinct geography and culture and with high tourist influx gives certain advantages in pursuing certain academic courses like vocational or skill development, which the college is pursuing with the concerned authorities. However, the cold temperate climatic condition poses certain restraints beyond any control.

Vision

The college strive from its very inception to impart and inculcate education and knowledge to the students from all walks of life and catering to all regions of Ladakh for intellectual transformation. It emphasise its commitment of empowering students from remote regions and financially lesser privileged. Depending on the geographic location and with distinct cultural practices, the college inculcates the sense of integrity and humility along with local wisdom. Ladakh being partially isolated from rest of the country, the college remains committed to broaden students outlook to the world outside Ladakh through all possible means.

Mission

With a distinct socio-cultural life and physio-geographical location of the region which remains cut-off from rest of the country, the college aims to have a mission compatible to region while aiming for universal adaptability.

The climatic conditions does not permits many of the facilities or activities in a normal routine. However, we strive to:

1. impart curricular content with a mission to bring students at par with the best colleges of the state and country as well for intellectual transformation

2. help students develop skills for their future professions and societal roles with a supportive climate in the college
3. provide opportunity to help students excel in all spheres of activities
4. facilitate region specific co-curricular activities to appreciate and respect for one's cultural heritage and traditions.
5. With tribal status of the region and with uniform diversity of the college student, it has the opportunity to inculcate regional aspiration through various co-curricular activities.
6. With further improvement of the academic performances, the college has the potential to stop exodus of students outside Ladakh for higher education, which is also an economic burden to the parents.
7. To manage all academic activities within the limited environment of operations
8. To enhance effective teaching and management of the college
9. To help students to avail government/central schemes for ST

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Provides higher education opportunities to students in the relatively inaccessible and extreme Himalayan region
- With tribal status of the region, the college has a uniform diversity.
- Provision of Tribal scholarships
- Sufficient number of local staff to provide additional assistance to needy students, including use of local languages in case of special needs
- 80% girls students and more than 60% women faculty
- Sufficient infrastructure including class rooms, labs, library, sports facilities etc.
- Special emphasis may be given in areas of high altitude, particularly in sport activities
- The local government (LAHDC, Leh) provides support in need, from time to time
- Convenient geographical location of the town with all necessary amenities makes possible for from all parts of Ladakh to settle here for their higher education studies

Institutional Weakness

- Financial crunches in some key areas i.e. books, tours, research etc.
- Career guidance and placement ratio is weak
- Cold climatic condition hampers in classes and other activities
- Alumni involvement has no measureable outcome so far
- Competitive preparedness is weak
- Emphasis on Research and Development is lacking
- Industry partnership is lacking
- Untimely examination and academic calendar through Kashmir University has a negative impact on reputation of the college
- No say/role to include local perspective in University syllabus
- Low pass percent

Institutional Opportunity

- Vocational training based education and value added course is being taken up
- Vocational courses in fields like Tourism, Solar Energy has tremendous scope
- Ladakh being a frontier area, opportunities to impart career guidance for uninformed forces is immense
- Locational advantage for research and development

Institutional Challenge

- Limited environment of operations, particularly cold climatic condition
- Resource constrains in overall budget other than salary
- Placement of girl student is a major challenge in a limited job opportunities
- Need more emphasis on competitive preparedness of the students
- To streamline examination and academic calendar based on local climatic condition
- Immense scope in research, however the college has no funds

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum is the main pillar of an educational institution. However, Eliezer Joldan Memorial College being a constituent college of University of Kashmir does not play any major role to formulate and design the curriculum. This college has been operationalizing and implementing the curriculum prescribed by the University of Kashmir from time to time. The curricular aspects of the college have incorporated all range of courses including Biological Sciences, Physical Sciences, Chemical Sciences, Behavioural and Social Sciences, Languages, Commerce, Discipline Specific Elective, Generic, Skills and Ability Enhancement Courses, Communicative Skills and Sports. For effective planning and implementation of the curriculum, the college undertakes various measures by preparing a comprehensive curricular and co-curricular calendar for every academic year. The curriculum has been upgraded and enriched with a wide range of courses which helps to provide academic flexibility with Elective and Choice Based Credit System to the students. Our college endeavours to ensure innovative teaching methods through Information, Communication and Technology (ICT). The college conducts Career Counselling Programmes at regular interval to sensitize the students about the career opportunities in different domains. Besides, the college also organises Workshops, Seminars, Symposium, Film Screening and Mock Parliament to provide latest up to date knowledge to the students. In addition to the academic activities, our students are performing well in various sports categories by representing the college in National and International Sports Meet especially Ice Hockey and Marathon. Apart from regular courses, the students actively participate in the co-curricular activities such as NCC, NSS, Sports, Environmental, Biological, and Historical tours. Moreover, we also strive to provide platform to the students in various fields such as Yoga, Meditation, Dance, Music, Computer and Phonetics by organising Short Term Courses.

The college has a strong history of community outreach which is being materialised by encouraging the students to take field visits to different localities.

Furthermore, the faculties of the college always remain updated with the advanced knowledge by participating in various relevant programmes and contribute the same towards the teaching pedagogies. The college also seeks feedback from various stakeholders to ensure effective planning and implementation of the curriculum.

Teaching-learning and Evaluation

The vision, aims and objective of the college are defined and executed in the best possible manner with an attempt to achieve an effective teaching-learning outcome. While the fast learners are encouraged to do better, both in terms of their career and their personal growth, special focus is on slow learners, by providing remedial classes depending on their needs. This Institute puts in effort not to spoon- feed its students by discouraging them to study in an examination-oriented manner. To make their learning process interesting and engaging them in learning through internet (EDU-SAT), by frequent use of audio-visual aids and by experiential learning (study tours and visits to local research labs and experts).

Two way communications between the students and the instructors are believed to be effective in the process of teaching and learning- providing congenial environment for improvement for both the stake holders. In this regard, the institute strongly advises its faculty members to take feedback from their students on a regular basis and the students in turn are encouraged to be sincere with the same.

The college believes that evaluation by means of written examination is not the only reflector of growth of the student. Thus various other ways, like group discussion, class participation, debates and presentations are adopted for assessment of the learner. The evaluation process is made as transparent and robust as possible. This is done by giving the students access to the evaluated papers and grievances, if any, are addressed accordingly in a time bound manner. For any additional queries and grievances the student can approach the Internal Assessment Monitoring Committee. The institute, in addition, has Internal Quality Assurance Cell (IQAC), that monitors the teaching-learning activity in the college and also conducts workshop and seminars relating to the same.

In addition, academic calendar is designed at the beginning of each session. This ensures disciplined and time-bound conduct of all academic activities.

Research, Innovations and Extension

EJM College is known for its academic excellence and dedicated approach towards imparting education in Science, Humanities and Commerce course at undergraduate level. The college appreciates the role of research amongst both faculty and students alike, but being an undergraduate college situated in a geographically isolated location, research is yet to become the prime focus of the institution.

The college undertakes various workshops, seminars and discussion to improve the academic excellence and discuss on various emerging issues in the Ladakh region. The faculty members are motivated to discuss leading issues and apply for UGC and DST sponsored research projects and to participate in national and international seminars. The laboratories of the science block provide various equipments and materials for the faculty and students to carry on minor research work. The college organises field trips to local laboratories like DIHAR and SKAUST to come up with innovative thinking. Workshops like ‘Scrap to Sciene” for the teachers are conducted in the college to stress on making use of scrap to come up with innovative teaching.

The faculty members encourage students to develop an aptitude for critical analysis. The faculty engages in questioning methods of teaching, group discussion and ensures the classrooms to be a platform for fruitful deliberations.

The two storey college library is one of the largest libraries in Leh hosting a large number of books, journals

and newspapers which can be used by the students and teachers for research. The college library is regularly updated.

The college has proposed a centre for research where the faculty members and students can undertake various individual and group research. It can be a vibrant center of research and learning, catering to the need of the students of the whole Himalayan region in general and Ladakh region in particular.

EJM College has also a well-functioning 'Edusat' classroom and a library with good number of books which is underway toward digitization. It also has well-functioning internet connection to enable research work to be carried out smoothly.

Infrastructure and Learning Resources

EJM College was established in 1994 with a great vision of imparting quality education to the students of Ladakh region. The existing infrastructural facilities are meant for both theory and practical classes of all three streams: Arts, Science and Commerce. The college campus is divided into six different blocks comprising of Admin Block, Arts Blocks, Science Block, Commerce Block, Library Block and Geography/Psychology Block with good infrastructural facilities. We have sufficient number of well-maintained and spacious classrooms for conducting theory classes and practical classes in the laboratories for science stream.

The college campus is spread over 16.43 acres of land and is striving to provide all types of infrastructural facilities for its students and staff. The college has a well equipped infirmary to address health issues and other infrastructural facilities like a fully functional computer lab, smart classrooms with modern equipment like projectors, cameras (for two way communication) and computers with internet connectivity, Botanical Garden with a green house, canteen, Girl's Hostel as well as Dry and wet latrines. The college also has two borewells to meet its water requirements and 24 hours electricity supply through solar plants.

The College Library is under automation process with SOUL software. The automation of the library has significantly helped in collection and preserving of books and also dissemination of information to every reader and the library is looking forward to adding more e-resources and databases.

The multipurpose hall of the college, basketball court, volleyball court and a massive playground provides a wide range of sporting activities for the students. We arrange the sports facilities for indoor games like Table Tennis, Carom, Chess, etc. as well as outdoor games such as Football, Volleyball, Field Hockey, Archery, Hand-ball, etc. in the college every year.

In connection to IT infrastructure, the institution is planning to provide WIFI facility in the campus through Jio /BSNL Telecom Company for the benefit of the students / staff. All the computers of the institution shall be enabled with LAN connection provided either by the Jio or BSNL.

Student Support and Progression

The college is committed to excellence and every student of the college is extended academic, psychological and financial assistance to make their stay in the college a wholesome experience. The college provides a cordial environment for the students and teachers to connect in a meaningful way. This can be seen in the planning of all academic, co-curricular and extra-curricular activities. As most of the students belong to the

schedule tribe category, almost all of them benefit from the Scholarship offered by Tribal Affairs, Government J&K. The college is committed to provide access to various kinds of reinforcements in the form of soft skill courses, workshops and seminars for the students. Career Counseling Committee in collaboration with various other agencies conducts workshops and employment fairs in the college to prepare them for progression to higher studies as well as finding suitable placements.

The college identifies that co-curricular activities play an important role in the life of the students thus enabling them to discover their true potential. Various intra and inter college platforms are provided to the students to showcase a wide array of extra-curricular activities. The college has many students playing at national and international level who bring laurels to the college. The college democratically elects a student council under the supervision of the principal and the staff members.

The college also has a strong grievance redressal system with a well-functioning Grievance Redressal Committee and an Eve teasing Committee. The college has recently registered an alumni association and is expecting to work closely with the alumni for the development of the college.

Governance, Leadership and Management

The college is placed under the district administration and the policies regarding the construction of infrastructure and other expenses are made by the district administration.

For the smooth functioning of the college, the governance system is decentralised to a large extent. The departments are headed by the senior most faculty members who monitor the class work by framing timetable and maintaining attendance of their subordinate staff. The college also have statutory bodies like staff council, IQAC and examination and admission committees which are involved in major decision making / administrative activities of the college. Various departments and committees function independently maintaining transparency in implementing and coordinating the policies for the merit. The institution maintains a participative management policy among the faculty as well as the students of the college. All the developmental and academic strategies of the college are implemented with the consultation of the various committees. Each committee is headed by the convenor with minimum 5 members nominated unanimously in the general meeting.

The college strives to function through e-governance in its planning, deployment of developmental and academic functions. The college website provides all the necessary information regarding admission, examination and other important functionaries and provides all the necessary links there required.

For the career growth of its teaching and non-teaching staff members, the college takes various steps such as deputation to various Universities and institutions for attending courses such as Orientation Course, Refresher Course, Short-term Course, FIP, etc.

To enhance the knowledge base of the faculty members, the college has established “Internal Quality Assurance Cell (IQAC)” which organizes a number of activities every year, the effect of which is reflected in the knowledge delivery system and semester results.

Finance of the college is mainly done by the State Government through the Department of Higher Education, Government of J&K. Audit is regularly conducted for the proper use and transparency of the allocated and used funds. It is done on a regular basis through the Accountant General's office of the state and accompanied by a nodal officer of the LAHDC, Leh.

Institutional Values and Best Practices

The college holds programmes to promote the gender equity such as making awareness about the other gender like women's health and sex education for both the male and female students. Besides these programs gender sensitive infrastructure are made available in the college like counselling for students, security and safety for female students and common room for females students.

The college constantly makes the student conscious about the environment which sustains the human kind. Almost every year green practices are also cultivated in the college, many cleanliness drives, plantation drives and consumption of non-renewable energies. Besides the college making all these practices, the institution makes sensitive efforts towards non- consumption of non-renewable energy therefore the college 50% energy requirement are met through solar panel installed in the college. Likewise keeping in concern the environment of the fragility the college wastes are properly collected by the Municipal Committee and segregated into biodegradable and non-biodegradable.

As per UGC norms that every higher educational institution campus should be differently abled friendly, the college tries best to provide differently abled facilities like wheel chairs, ramp and rallies for classrooms, different rest room and writing assistant during examinations. Besides that college also takes many initiatives to make contribution to the local community by indulging the locals in many workshops on environment awareness, language promotion and communal harmony. Also to promote the feeling of national values, love, non-violence, fundamental duties and awareness about fundamental rights the birth and death anniversaries of great national leaders are celebrated in the college to mark the contribution of such leaders in nation building and nation development. Besides that college syllabus also includes human values teaching in the Education subject. The college best practices includes providing scientific platform for both the students as well as faculty members, provides sports opportunities to the students as well as the students council body which directly involves in the decision making process of the college. The college students actively participates in sport activities and excels in every sport activities as such activities develops the sportsmanship spirit.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | ELIEZER JOLDAN MEMORIAL COLLEGE LEH |
| Address | ELIEZER JOLDAN MEMORIAL COLLEGE LEH |
| City | Leh |
| State | Jammu And Kashmir |
| Pin | 194101 |
| Website | www.ejmcollegeleh.in |

| Contacts for Communication | | | | | |
|----------------------------|------------------|-------------------------|------------|--------------|--------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal(in-charge) | Deskyong Namgyal | 01982-252409 | 9419183237 | 01982-252010 | principal.ejmc.leh.1@gmail.com |
| Associate Professor | TASHI LDAWA | - | 9419178839 | - | ldawalay123@yahoo.co.in |

| Status of the Institution | |
|---------------------------|------------|
| Institution Status | Government |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 01-07-1994 |

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 | 07-06-2005 | View Document |
| 12B of UGC | 07-06-2005 | View Document |

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 |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents | | | | |

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 | ELIEZER JOLDAN MEMORIAL COLLEGE LEH | Hill | 16.43 | 5382 |

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 | BA,History | 36 | Senior Secondary | English | 240 | 72 |
| UG | BA,Political Science | 36 | Senior Secondary | English | 240 | 150 |
| UG | BA,Sociology | 36 | Senior Secondary | English | 120 | 120 |
| UG | BA,Education | 36 | Senior Secondary | English | 120 | 42 |
| UG | BA,Psychology | 36 | Senior Secondary | English | 105 | 45 |
| UG | BA,Philosophy | 36 | Senior Secondary | English | 120 | 28 |
| UG | BA,Geography | 36 | Senior Secondary | English | 105 | 105 |
| UG | BA,Economics | 36 | Senior Secondary | English | 120 | 32 |
| UG | BA,English | 36 | Senior Secondary | English | 1410 | 429 |
| UG | BA,Hindi | 12 | Senior secondary | Hindi | 1410 | 106 |
| UG | BA,Urdu | 36 | Senior Secondary | English,Urdu | 1410 | 184 |
| UG | BA,English Literature | 36 | Senior Secondary | English | 120 | 0 |

| | | | | | | |
|----|---------------------------|----|------------------|--------------|------|-----|
| UG | BA,Urdu Literature | 36 | Senior Secondary | English,Urdu | 120 | 16 |
| UG | BSc,Environmental Science | 12 | Senior Secondary | English | 1410 | 429 |
| UG | BSc,Zoology | 36 | Senior Secondary | English | 105 | 102 |
| UG | BSc,Botany | 36 | Senior Secondary | English | 105 | 102 |
| UG | BSc,Physics | 36 | Senior Secondary | English | 105 | 26 |
| UG | BSc,Mathematics | 36 | Senior Secondary | English | 105 | 41 |
| UG | BSc,Chemistry | 36 | Senior Secondary | English | 105 | 55 |
| UG | BSc,Biochemistry | 36 | Senior Secondary | English | 105 | 4 |
| UG | BCom,Commerce | 36 | Senior Secondary | English | 105 | 13 |

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 | | | | 2 | | | | 25 | | | |
| Recruited | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 8 | 12 | 0 | 20 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |
| 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 | | | | 15 |
| Recruited | 1 | 10 | 0 | 11 |
| Yet to Recruit | | | | 4 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 5 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 3 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 5 |
| M.Phil. | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 5 | 0 | 8 |
| PG | 0 | 0 | 0 | 0 | 2 | 0 | 5 | 12 | 0 | 19 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 5 |

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

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 0 | 0 | 0 |

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 | 0 | 1 | 0 | 2 | 3 |
| | Female | 0 | 1 | 0 | 6 | 7 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | | |
|--|--------|---------------|---------------|---------------|---------------|--|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 | |
| SC | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 11 | 18 | 6 | 5 | |
| | Female | 50 | 50 | 60 | 48 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 102 | 98 | 93 | 63 | |
| | Female | 209 | 248 | 245 | 207 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 0 | 0 | 0 | 0 | |
| | Female | 0 | 0 | 0 | 0 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 372 | 414 | 404 | 323 | |

3. Extended Profile

3.1 Program

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

Response: 21

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

Number of programs offered year-wise for last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03 | 03 | 03 | 03 | 03 |

3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 839 | 908 | 726 | 534 | 406 |

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 298 | 332 | 324 | 260 | 157 |

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 94 | 42 | 50 | 80 | 64 |

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

3.3 Teachers

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 31 | 14 | 9 | 10 | 12 |

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

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 27 | 27 | 26 | 26 | 26 |

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

3.4 Institution

Total number of classrooms and seminar halls

Response: 31

Number of computers

Response: 50

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 20.94 | 16.761 | 14.289 | 12.154 | 12.237 |

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:

Eliezer Joldan Memorial College, Leh has a clear vision which states knowledge, integrity and humility. The college emphasizes on sustaining the core human values besides acquiring a sound educational foundation through its academic courses. At the outset of the academic session, a grand assembly is held to interact with the students regarding the institution besides many other aspects. This college is a government institution affiliated to University of Kashmir. The college adheres to the guidelines laid down by the State Government in general and University of Kashmir in particular. Moreover, the college has no major role to play in terms of curriculum design and development as we follow the curriculum framework prescribed by the University.

Before the commencement of every academic year, the Principal conducts a meeting with the faculty members to discuss and deliberate upon the action plan for the forthcoming session. An academic calendar is being prepared and the targets are set for timely completion and follow up of the action plan. Besides, various committees are being constituted to ensure effective and timely implementation of the curriculum. The Institution follows a specific Time Table for effective delivery and transaction of the curriculum. Seminars/Symposium /Film Screening/Mock Parliament and Workshops form an integral part of the curriculum for each calendar year. The Edusat and Computer Lab play very important role in providing new vision to all staff members and students. The services of trained personnel are taken up to acquaint the teachers, staff and students regarding Internet and e-learning. For effective translation of the curriculum and enrichment of the teaching pedagogies, the college has provided all the facilities including standard /reference books, journals, computer labs, book store, free WIFI etc. We also have smart class rooms fully equipped with multimedia. All the faculties are encouraged to use ICT/Multimedia in day to day teaching learning practices. Apart from these, the college adheres to the sports and cultural calendar framed by the University and the College as well.

The college conducts periodic class/practical tests, assignments, tutorial and remedial classes to ensure effective curriculum delivery. Students are exposed to practical experiences through study tours and field visits. The college endeavours to ensure adequate student teacher ratio by engaging Teaching Assistants out of the Pool Fund of the college. We try our level best to keep abreast with the guidelines laid down by the University for the effective operationalization of the curriculum. Ironically, the college has to strive hard to bring in new concept & methodology into its program due to its location in remote/hilly region. Furthermore, the Principal convenes a special meeting of the Head of Departments (HODs) and college Student's Council members to evaluate the progress and suggest means for overcoming hurdles if any in achieving optimum output. Besides, a review and feedback mechanism is also being adopted to ensure

changes to the action plan, if needed.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 16

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 04 | 03 | 03 | 03 | 03 |

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Details of the certificate/Diploma programs | View Document |
| Any additional information | View Document |

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 32.89

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 01 |

| File Description | Document |
|--|-------------------------------|
| Details of participation of teachers in various bodies | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

| <p>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 9.52</p> | |
|---|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 02</p> | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Details of the new courses introduced | View Document |
| Any additional information | View Document |
| <p>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 100</p> | |
| <p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 03</p> | |
| File Description | Document |
| Name of the programs in which CBCS is implemented | View Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Any additional information | View Document |
| <p>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>Response: 14.64</p> | |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 135 | 102 | 56 | 96 | 82 |

| File Description | Document |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

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

Response:

Courses addressing Gender, Environment and Sustainability, Human Values and Professional Ethics

The cross – cutting issues like Gender, Environmental sustainability, Human Values and Professional Ethics etc., find an ample space when it comes to applying them positively into the curriculum. We believe in maintaining healthy environment for all its students. The curriculum is designed by the college itself does include many of these aspects.

- **Human Values:** Values are something which are desirable and worthy of esteem for their own sake. Human values are which help us to live in harmony with the world. The following courses describe the Human values.
- Theory of ethics- utilitarianism,
- kant; categorical imperative.
- Human Resource Management.
- Human Resource Management and Development.
- Human Growth & Development.
- Molecular Modelling and Drug Designing

- Industrial and Food Biotechnology
- Anatomy and Physiology
- Physiology of Exercise
- Yoga
- Personality Development.

- **Professional Ethics:** The courses mentioned below describe professionally accepted standards of personal, business behaviour, values and guiding principles. Codes of professional ethics are often established by professional organizations to help guide members in performing their job functions according to sound and consistent ethical principles.

- Income Tax
- Cost accounting
- Cooperate accounting
- Business communication
- Financial accounting
- International Business
- Income tax law and practice
- Business Mathematics and statistics
- Contemporary Indian Scenario
- Personal Selling and sales manship
- Company law Business law
- Banking and insurance
- Fundamentals of investment International business
- Consumer protection
- Applied Chemistry
- Applied Zoology

- Applied Botany
- Bio Inorganic Chemistry
- Physical Methods in Chemistry – II
- Science of Sports Training
- Auditing
- Business Laws

· **Gender:** The courses below which addresses Gender issues by providing the skill-set necessary for life-long learning and provide the opportunities for the students to explore subjects or areas of interest. It teaches equality in gender and also about action against bias. Demography, sex-ratio, female workforce participation, socio-economic survey.

- Reward Management
- Women's writing in English
- Gender Studies.
- Domestic violence
- Women in Property
- Sexual harassment
- Gender in Social Institution: Family, caste, class.
- Basic Concept: Gender Socialization, Gender role and Gender Inequality.
- Introduction of Sex and Gender: Concept of Sex and Gender. Social Construction of Gender.

· **Environment and Sustainability:** The following courses address Environment and Sustainability. It

appreciates the ethical, cross-cultural, historical context of environmental issues and the links between human and natural systems. This enables the students to learn about the eco-system and other environmental factors. They also learn measures to protect the environment and are made aware of global warming and other related issues.

- Community Health and Mental Health
- Biodiversity and its conservation
- Environment Biotechnology and Nanotechnology
- Pollution (Air, Soil, Water) Causes Effect and Control
- Environmental Laws And Policies
- Human Population Growth
- Ecosystem and its components
- Environmental Ethics
- Sustainable Development
- Global warming
- Climate Change
- Ozone layer
- Environmental Studies.

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

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

Response: 25

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

Response: 25

| File Description | Document |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | View Document |
| Brochure or any other document relating to value added courses. | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 0

1.3.3.1 Number of students undertaking field projects or internships

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback processes of the institution may be classified as follows:

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

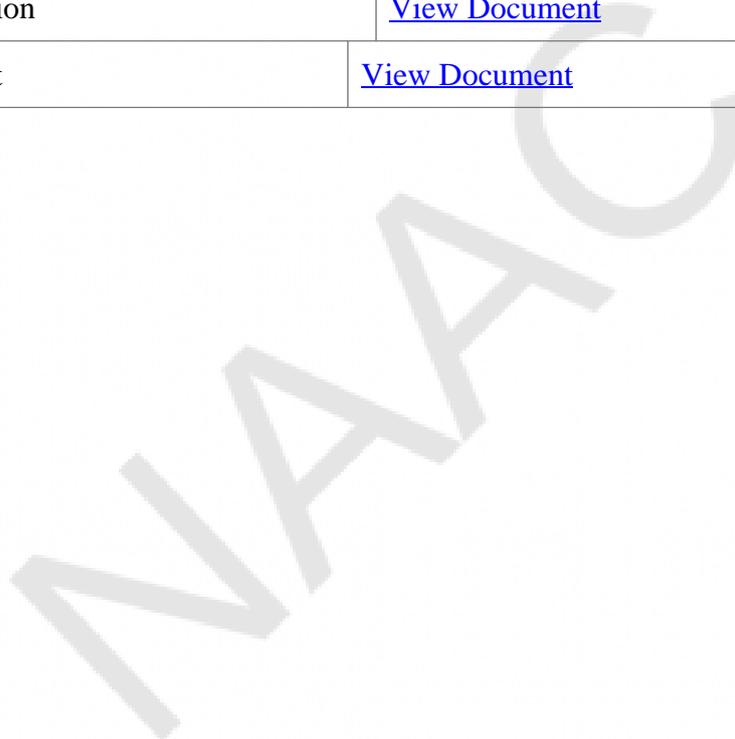
B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

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



Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.66

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 10 | 07 | 03 | 05 | 00 |

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 61

2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 372 | 414 | 404 | 323 | 196 |

2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 610 | 679 | 662 | 530 | 321 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per

applicable reservation policy during the last five years**Response:** 20.42

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 61 | 68 | 66 | 53 | 32 |

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

Most of the students taking admission in this college come from extremely rural and remote areas of Ladakh like Kharnak, Rupsho and Zangskar. These students hardly have exposure to advanced learning and have always been deprived of internet and computer technology resulting in having a very limited academic knowledge and lacking guidance in terms of course selection, this in turn affect their decision making relating to career. In order to cope with this, some of the following initiatives have been taken by the institute.

Right after the admission to the college, the students are made to take an MCQ type test comprising of 150 questions that covers the basic topics from class 11th and class 12th NCERT text books. The test is used to assess the students as to where she stands in terms of her basic concept. The test is one of the criteria used by the faculty members of a particular department to group students into below average, average and above average students. In addition, student's class 12th board examination marks are also taken into consideration for the said categorisation during the following two months. However, the instructors of respective courses puts in the effort to identify the slow learners and the advanced learners by conducting group discussions, five-minute presentation and class tests (including open-book problem solving and analytical skills.) on a regular basis, this forms the third criteria for learning ability of the student. The following steps are followed:

1. Special remedial classes and tutorials are conducted for the slow learners; this includes the following steps

- The instructor repeats each of the learning point more than often, depending on the need.
- The students are kept engaged during the session by motivating them to ask questions and peer discussions with the advanced learners

- Use of audio-visual aids wherever possible.
- The institute stress on improving reading and comprehension skills by making them solve questions.
- Regular feedback is taken from the students and the instructor to monitor the improvement and to address the issue(s) that affect their ability to learn or impede their academic success. For the advanced learners the institute, on the other hand, takes the following steps

2. Encourage them to be more efficient, productive and research oriented by assigning them micro-projects depending on their personal interest.

- Group discussion, debates and presentation are encouraged depending on their respective interest.
- This group of students are frequently introduced about the various entrance examinations, such as, Civil Services, CAT, NET, GATE, GRE, TOEFL, PG-NET etc.

This is done with the belief that, taking the above steps not only improves the grasping ability of slow-learners and make the advanced learners better on the end of the spectrum, but also that the knowledge and guidance trickle down from latter to the former through group discussion, presentations and peer pressure.

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

2.2.2 Student - Full time teacher ratio

Response: 27.06

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.36

2.2.3.1 Number of differently abled students on rolls

Response: 3

| File Description | Document |
|---|-------------------------------|
| List of students(differently abled) | View Document |
| Institutional data in prescribed format | View Document |

2.3 Teaching- Learning Process

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

Response:

Eliezer Joldan Memorial College tries not to spoon feed its students, but on the contrary, encourage them to think more by themselves. To do so this institute stresses on learning based on experience and personal observation of various issues within the parameters (in terms of syllabus) provided by the University of Kashmir. It must also be mentioned that more often than not the instructors are advised to go out of their way to take into consideration their local social and scientific issues. The institute believes that experiential learning is more productive than just examination oriented teaching/study. Research studies show this makes the student engage more with the subject, making it more interesting thus helping them think better (Felicia et al, 2011), apart from retaining the subject for relatively longer time.

Steps taken:

1. Educational tours are conducted every year for students of both humanities and science subjects. The period of tour being up to five days. As the Human memory is picture oriented and not word oriented, the purpose of these tours is to enhance the knowledge of the students and enrich their imagination.
2. In a learner-centric approach in teaching, the students are encouraged to reflect on what they are learning and how they are learning it. For this, they are assigned micro-projects and case study to develop critical thinking as well as explore scenarios and develop problem solving attitude.
3. Teachers are directed to keep a proportion of time out of their class for interactive sessions where the students can clarify their queries and to ask questions. This step has been taken to encourage the students to feel free and positive in the classroom and thereby the students can become inquisitive and thoughtful.
4. The institution has EDUSAT facility that provides the students with important topics and library resources that adds to the knowledge of the students. Thus the institute tries to provide the best learning environment and the tools to achieve the students' goal.
5. To make the learning more effective, one day interactive session with experts from the government, non-government institutes and various departments relevant to the respective topics are conducted. This is done with the belief to make the learning more fruitful.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 31

| File Description | Document |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | View Document |

2.3.3 Ratio of students to mentor for academic and stress related issues**Response:** 22.68**2.3.3.1 Number of mentors**

Response: 37

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

2.3.4 Innovation and creativity in teaching-learning**Response:**

The faculty members are encouraged to adopt well-researched innovative methods to enhance the teaching learning process. In this course, they are advised to undergo training that can enhance their abilities. One such course include orientation/refresher courses, guided by Ministry of Human Resource and Development, to provide quality teaching in the institute. Teaching aids like projectors, computers, live models are made available whenever required.

Audio visuals are used wherever possible to make the teaching learning process effective. Presentation, group discussion, seminars and debates are also conducted and micro-projects, assignments and case studies are given to the students to explore their learning abilities.

Although all efforts are being made, the curriculum completion becomes a limiting factor in terms of developing innovative methods that result in the teachers prioritizing the completion of syllabus in time. Keeping in mind that every teacher is given the freedom to adopt creative and innovative methods to deliver the best possible within their capacity and skill. The teachers are strongly advised to maintain a friendly atmosphere in the classroom and within the campus with the student and colleagues with the belief that this improves the teaching-learning process. The creative teaching methods and innovative practices adopted by the teachers are acknowledged and well supported and the impact assessment is thoroughly discussed with all.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | 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:** 57.18

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 3.87

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

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

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

2.4.3 Teaching experience per full time teacher in number of years

Response: 7.5

2.4.3.1 Total experience of full-time teachers

Response: 232.5

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

Response: 6.58

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

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

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

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 0**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

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

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The institute believes that the internal evaluation is an effective indicator of the level of academic learning of the student. The college undertakes, at the institutional level, internal educational examination that evaluates a student's progress throughout a prescribed course, though because this institute is not autonomous and falls under University of Kashmir, the said evaluation is not an alternative to the final examination system, except for the lab-oriented courses (where 30% of the final points is assigned to the practical and related exam) where the instructors have relatively more freedom.

Following a transparent evaluation method, the student can approach the concerned teacher to self-analyse the assessed paper. The scores are not made public in the ways such as putting them on notice boards or website with the purpose of not discouraging the underperforming students. Instructors are advised on a regular basis to take into serious consideration students' grievances, if any, related to internal assessment.

However, the above mentioned issue is bolstered by making the process continuous and frequent. It is effort of this institute to keep the frequency of evaluation at least once per month in the form conducting tests (both MCQ and subjective type,) presentation, group discussion and debates. In addition, grievances related to internal evaluation if any by a student is addressed by the concerned teacher in time bound manner.

File Description**Document**

Any additional information

[View Document](#)

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

There is a legitimate regulatory interest in ensuring that assessment is robust. It must be capable of assessing that which it sets out to assess; it must produce consistent and replicable results (reliable); and it must assess against the syllabus and learning outcomes that have been set out (fair) (Bone, 1999; Stuckey et al). It is therefore the pursuit of this institute use of standardised assessment. A process of standardisation improves the quality of assessment by increasing confidence in its reliability and validity. In this regard, this institute is in the process of setting up Internal Assessment Monitoring Committee. It is a redressal mechanism for the student have grievance relating to internal and external university marking. The committee would remind the teachers time and again to be objective and unbiased in the process of evaluation and reevaluation.

In the process of evaluation transparent the student can approach the concerned teacher to self-analyse the assessed paper. The scores are not made public in the ways such as putting them on notice boards or website with the purpose of not discouraging the underperforming students. Instructors are advised on a regular basis to take into serious consideration students' grievance, if any, related to internal assessment. The institute realises that faults in the process of assessment can lie at any level- from allotting marks to addition of marks for each question.

However, the above mentioned bolstered by making the process continuous and frequent. It is effort of this institute to keep the frequency evaluation at least once per month in the form conducting tests (both MCQ and subjective type,) presentation, group discussion and debates

It must be reiterated, as mentioned in section 2.5.1 that it is this institutes belief that the internal evaluation is an effective indicator for the level of academic learning of the student. The college undertakes at the institutional level internal educational examination that evaluates a student's progress throughout a prescribed course; though, because this institute is not autonomous in any sense of the word and falls under Kashmir University, the said evaluation is not an alternative to the final examination system, except for the lab-oriented courses (where 30% of the final points is assigned to the practical and related exam) where the instructors have relatively more freedom.

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

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

Response:

Examination plays a significant role in any educational programme and in the teaching-learning process.

Not just it helps teachers and learners to improve teaching and learning but also the satisfaction of the student in terms of her performance is improved. In this regard, the mechanism related to grievance redressal is given much importance. The students can apply for reevaluation and correction of marks, if any, for which they are guided by the administrative faculty. The mechanism is governed by the University of Kashmir and the link is also provided on the college website for the convenience of students.

In the pursuit of developing a system that is robust in terms of reliability, the institute has developed a transparent system of evaluation and reevaluation wherein a student has the access to his/her evaluated/re-evaluated paper. The institute also has the option of re-examination for the students who for some unavoidable circumstance is not able to take the exam on the day on which the it was originally scheduled. The process of re-examination may include microprojects and other forms of assignments.

A process of standardisation improves the quality of assessment by increasing confidence in its reliability and validity, bolstering the idea of transparency. In this regard, this institute is in the process of setting up Internal Assessment Monitoring Committee. It is a redressal mechanism for the student having grievance relating to internal and external university marking. The committee would remind the teachers time and again to be unbiased in the process of evaluation and re-evaluation.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

To make the system within the institute more systematic, predictable and practical, it is essential to have an academic calendar encompassing the time and duration of field trips, educational tours, examinations, extracurricular activities, etc.. The purpose of such a calendar is to keep the system streamlined as well. So far the academic calendar, at least in term of examinations, depended on the political turmoil of Kashmir valley. This resulted in postponing of tests time and again prolonging the duration of semesters. This problem has been solved to some extent recently by delinking the process of examination from the University of Kashmir and is now looked after by the University's satellite campus in Leh and Kargil.

Other than the said issue, the institute strictly sticks to the academic calendar designed both at the level of the University and at the level of the college itself. The institute has constituted Examination Committee that decides on dates during which the internal assessments are to be conducted and evaluated. The date for submission of evaluated marks to the office is also determined by this committee. The set dates are

displayed by the committee on the notice boards of the college in order to inform the students.

A relevant document regarding this issue is attached herewith.

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

2.6 Student Performance and Learning Outcomes

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

Response:

To achieve the desired results, the program/course vision and objectives are clearly stated to the teachers at the beginning of the session. The execution methodology is discussed and deliberated upon with the class representatives of the respective subjects (who also happen to be the members of students council), and made sure that the information is reached out to every student admitted in the college. Learning outcomes describes the knowledge or skills that students should acquire by the end of a particular session focussing on application and integration of the acquired knowledge and skills. Any lacunae or incomprehension is solved to a possible extent so that the learning outcomes are productive. For reaching out to the various stakeholders (teachers and students), the vision, mission and objectives are printed and made available on all the important documents of the college including prospectus, newsletter and college magazine. The same is available on the website of college for information to all. Alumni of the college are invited for interactive sessions with the students in which they they share their experience in terms of their career and guide them in the academic courses/program they have opted for. This also provides an opportunity for the faculty members to take feedback on the various courses offered in the college that will help them in their future endeavours.

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

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

Response:

Evaluation helps to build an educational programme, assess its achievements and improve its effectiveness.

It serves as an in-built monitor within the programme to review the progress in learning from time to time. It also provides valuable feedback on the design and the implementation of the programme.

It helps in forming the values of judgement, educational status or achievement of students. Evaluation in one form or the other is inevitable in teaching-learning process, as in all fields of activity of education judgements are needed.

In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents and to the education system. Assessment is a process that includes four basic components:

1. Measuring improvement over time.
2. Motivating students to study and to critically analyse the issue with and without the syllabus.
3. Evaluating the teaching methods : this evaluation is done through student's feedback during the mid-semester and at end-semester
4. Ranking the students' capabilities in relation to the whole group evaluation.
5. Personal growth of students in terms of confidence in the six successive semesters is monitored, guided and judged by their class participation, presentation and group discussion.
6. It needs mentioning that every course programme sets with a set of visions and missions. For instance, the department of botany sets out with the vision that not a single student who has taken admission in the institute is left behind in terms of academics and satisfaction; and with the mission that the department infuses every student with a sense of scientific temper and basic research methodology, with the purpose of developing inquisitive attitude if one wants to pursue a career in science. These are introspected on by the respective department faculty members from time to time.

2.6.3 Average pass percentage of Students

Response: 36.02

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

Response: 94

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

Response: 261

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 0

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

File Description

Document

List of project and grant details

[View Document](#)

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

Response: 0

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

Response: 00

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

Response: 82

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

An Incubation Centre promotes social/business start-ups by guiding them right from the stage when social/business problems are articulated and the possible solutions are proposed, to ensure that these ventures create impactful and sustainable solutions at appropriate scale. The process also provides opportunities for experimentation and exploration of newer solutions and methods. Though the institute

has every year organised seminars and workshops in this regard in collaboration with Jammu Kashmir Entrepreneur Development Institute (JKEDI), workshop on Financial Inclusion in collaboration with Reserve Bank of India, there is no such centre, as mentioned above, thus far, but is in the process of establishing one with the following objectives:

1. creation of an ecosystem for social/business start-ups,
2. larger social impact, and
3. Knowledge creation.

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

Response: 15

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 06 | 05 | 01 | 02 | 01 |

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

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

Response: No

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: No

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

Response: 0.43

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 02 | 07 | 09 | 05 | 01 |

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

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

Response: 0.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 02 | 00 |

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

3.4 Extension Activities

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

Response:

Extension activities are the aspect of education which establish a link between the theoretical understanding of the discipline and their practical relevance and it also emphasizes the community services. These are often integrated with curriculum as extended opportunities, intended to help, serve, reflect and learn. The college students, alumni and faculty remain committed to community services. Many have contributed and continue to work for social change in the field of education, empowerment of women and for an inclusive society. The college has earned a reputation for being first established institution of higher education with high regard for social responsibility. The students are actively engaged in sensitizing

program relating to emerging health issues, environmental problems, social inequalities, and disaster management and so on. Various activities are conducted in each academic session to engage students and develop their personality holistically.

Wide spectrums of extension activities are carried out in the college annually to enrich the learning experience of the students; field trips are the most important amongst these activities. Various departments of the college conduct field trips to a different part of Ladakh, Science Tour, Geographical Tour, Historical Tour, Environmental science tour, etc. Students of EJM College also visit nearby scientific research centre such as Defence Institute of High Altitude Research, Leh (DIHAR), Sher-e- Kashmir University of Agricultural Science and technology, Leh (SKUAST), Central for Arid Zone Research Institute Leh, (CAZRI) and Central Institute of Buddhist Studies, Leh (CIBS) as part of their extension activities to understand various extension aspect of their courses. Students of botany department often visit laboratories at DIHAR and SKUAST to understand various practical excercises an they are also actively engaged in the development of botanical garden and greenhouse in the college campus. College through its NSS wing, Eco club and by collaborating with other governmental and non-governmental organization engage students to contribute in different important schemes such as Swachh Bharat Abhiyan, Plantation Drive, Vigilance Campaign, Women empowerment, Aids Awareness and so on.

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

Response: 1

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 00 | 01 | 00 | 00 | 00 |

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

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

Response: 32

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

five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 08 | 07 | 07 | 09 | 01 |

| File Description | Document |
|---|-------------------------------|
| Number of extension and outreach programs conducted with industry,community etc for the last five years | View Document |

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

Response: 22.08

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 192 | 130 | 100 | 120 | 150 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of students participating in extension activities with Govt. or NGO etc. | View Document |

3.5 Collaboration

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

Response: 47

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 21 | 07 | 06 | 03 | 10 |

| File Description | Document |
|---|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | View Document |

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

Response: 3

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 (only functional MoUs with ongoing activities to be considered)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 03 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | View Document |
| Any additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Eliezer Joldan Memorial College has been established by the Govt. of Jammu and Kashmir in the year 1994 and started with the introduction of Arts stream. It encompasses a well maintained campus with 16.43 acre of land in the heart of Leh town. The existing infrastructural facilities are meant for both theory and practical classes.

Our college has sufficient number of well-maintained and spacious classrooms for conducting theory classes. The following table shows the number of classrooms, and seminar hall and laboratories:

| Sr. No | Specification | Detail | Remarks |
|--------|---------------------------------|--------|--|
| 1 | Blocks | 06 | Admin Block, Science Block, Geography/ ps |
| 2 | Classrooms | 19 | Arts, Science a |
| 3 | Laboratories | 07 | |
| 4 | Library | 01 | Library with sections |
| 5 | Computer lab/ e-resource centre | 01 | Lab with 12 co |
| 6 | Administrative Office | 01 | Admin office sections. |
| 7 | Staff Room | 02 | |
| 8 | Canteen | 01 | With normal f |
| 9 | Play Ground | 02 | One common one Baskets ba |
| 10 | Seminar Hall | 01 | With well spacious one. |
| 11 | Multi Purpose Hall | 01 | With project system |
| 12 | Office and staff Room Furniture | Normal | Normal |
| 13 | Parking | 02 | Each for staff a |
| 14 | Projectors | 09 | New version |
| 15 | White Boards | 26 | Normal |
| 16 | T. V | 02 | One old and or |
| 17 | Benches | 32 | Fixed wooden |
| 18 | CCTV Camera | 20 | New version |
| 19 | Laptops | 03 | Two old and o |
| 20 | Girls' Common Room | 01 | To benefit of t of the college with greater pr |

| | | | | |
|---------------------------------|------------------|-------------------------------|--|------|
| 21 | Botanical Garden | 01 | For propagation of plant species. green houses a | pres |
| File Description | | Document | | |
| Any additional information | | View Document | | |
| Link for Additional Information | | View Document | | |

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

Response:

Sports, Games (Indoor/Outdoor), Gymnasium

Eliezer Joldan Memorial College possesses a well maintained campus with 16.43 acres of land. Our administration has been trying its best to develop our students in different fields. It is witnessed that our students' talent is exhibited in sports/games Indoor and Outdoor, cultural activities at National and International level where they have been awarded in accordance with their performance.

The EJM, college campus is endowed with a huge playground for outdoor games like Football, Volleyball, Badminton, Cricket and Athletics. We also have Handball and Basketball courts. All the Indoor games such as Table Tennis, Carom Board, puzzles and Chess are being run in the multipurpose hall. We have a well-qualified Physical Training Instructor (PTI) to take care of day to day games and sport activities. Every year we select our students to form our college sport team to participate in local level and state level. Our students are performing well in sports by representing the college in National and International Sports Meet especially Ice Hockey and Marathon. Besides, they also participate in Inter-College competitions at District and State level.

Yoga Centre

In fact, this college does not have a particular hall for Yoga classes but the staff members and students are encouraged to practice Yoga which is Ancient Indian Science. We also invite experts in Yoga and Meditation to train our students and enlighten them about the significance of Yoga in their day to day life. The Eliezer Joldan Memorial, College celebrates International Yoga Day on 21st June every year. The college has a tradition of organising annual Short Term Program (fifteen days) in Yoga and Meditation by inviting eminent experts in the respective fields.

Cultural activities

The Principal of the College constitutes cultural committee every year to encourage our students in cultural activities to exhibit their talent and preserve the rich cultural heritage of our society which is

inherited from our ancestors. The students perform cultural activities in the college fests, Annual Day; Farewell party and fresher's party every year. We send our students to participate in intercollegiate competitions such as dance, skit and song competitions. Our college celebrates "Ladakh Spalsnam Tuston" also known as Ladakh Fest Day every year in which all the Staff and students participate actively. The main purpose of celebrating such day is to sensitize and familiarise the younger generation about the rich and composite culture of Ladakh. The main programme of this fest is "The Mega Food Festival" which exclusively comprised of indigenous food from all parts of Ladakh region. In this exhibition, varieties of ethnic food are being presented by the staff and students of the college. The celebration of such day fully remains enthusiastic with the bunch of cultural programmes which include the traditional and modern dance competition, folk songs, music both vocal and instrumental, ethnic dress modelling etc. The programme culminates with the distribution of prizes among the best performers in cultural programmes, the best food presentation and the best dress code.

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

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

Response: 25.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | View Document |

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

Response: 31.83

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5.79 | 4.17 | 00 | 7.00 | 6.00 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |
| Any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

Eliezer Joldan Memorial College Library is located in the college premises in a separate two storey building consisting of a cataloguing/classification section and an e-resource center. It was established in 2002 and was renovated again in 2018, making it more user and winter friendly and energy efficient. Library is equipped with 100 seating capacity. It is automated with all its sub systems, having separate reference section and reading cum conference hall and has Wi-Fi connectivity. It has a separate computer lab/e-resource center with provision of 15 work-stations to access e-resources and e-databases. Keeping in view the unique geographical condition, biodiversity and culture of Ladakh, the library has one section dedicated to 'Ladakh studies' and another section is reserved for faculty members. Furthermore, another important thing to mention here is that the architecture of the library is designed to be solarised. However, considering the harsh climatic condition of Ladakh, it is difficult to maintain a moderate temperature particularly during the winter session. Therefore, heating system is made available in the main reading hall to provide conducive atmosphere to the user.

The Library at present is using SOUL software (Software for University Libraries) with 04 clients attached to it. This is one of the latest web centric Library management software, developed by INFLIBNET.

Some of the features of SOUL are:-

- UNICODE based multilingual support for Indian and foreign languages.
- Compliant to International standards such as Marc 21, AACR-2, MARCXML
- Client server based architecture, user friendly interface that does not require extensive training
- Supports data exchange through ISO-2709 standard.

Library automation was started in 2018 with the purchase of desktop server and Soul software, version 1.0 and it started creating database of its holdings. With the gradual upgradation of SOUL and automating other sub systems, Barcoding of documents was done and barcoded library membership cards were also introduced later on. With this the college library became one of the first libraries of Leh town which were

using bar code technology for circulation.

Periodically list of books and reminders are generated in an automated way. Acquisition of serial, maintaining issue records, sending reminders of missing issues etc. are also being done in an automated manner.

At present the library is providing access to Current Science, N-List & e-resources subscribed data bases through Wi-Fi and other open access databases. User-education programs are also organized from time to time for students and faculty to make best from these provisions. A workshop was also organized in the college on 'How to use Library resources'.

For security reasons we have installed CCTV in the library.

Library is looking forward to:

- Web centric access for users.
- Adding more e-resources and databases.

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

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

Response:

EJM college library was established with the inception of college in 1994 in a temporary accommodation (DIET building) and later on shifted to the present location in 2002. It started with few books and today it has more than 7000 documents (books and journals) in its collection. It has rare collection of books, reports and other knowledge resources. It is a state-of-the art library and information services dedicated to Science, Social Science, Humanities and Commerce for academic enrichment of students and faculty. It is extensively used by staff and students of the college. Retired faculty, researchers and academicians regularly consult the material of their interests (particularly the Ladakh section).

Library is known for its collection of rare and manuscript books.

- Title: dam chos thar pa rinpo che'i rgayn

Author: sgam po pa bsod nams rin chen

Area: Religion/ Philosophy

- Title: byang chub sems pa'i spyod pa la 'jug pa

Root Text: Acharya Shantideva

Commentator: mkhan chen dzhan dga' rinpo che

Area: Religion/ Philosophy

- Title: gdan rabs gser phreng

Author: 'bri gung padme gyal tshan

Area: History

Manuscript

- Title: Bla ma dgongs 'dus las bdzlas brjod nus pa stobs 'byin

Author: Unknown

Area: Religion

- Title: grub gyal ma'i sbyin bsregs

Author: Don sgrub bskal bzhang Rinpoche

Area: Religion

List of journals/ Periodicals/ Dailies:

- Discover
- Economic and Political weekly
- The Week
- The Outlook
- India Today
- Stawa

List of newspapers:

- The Times of India
- Economic Times
- Greater Jammu
- The Excelsior
- Reach Ladakh

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

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

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

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

Response: 0.43

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.74 | 0 | 0.15 | 0.15 | 0.10 |

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

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 40.8

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

Response: 355

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Information Technology is a combination of communication, data processing and multimedia capabilities. The main role that is played by communication networks is called Information, Communication and Technology. The ICT has become an indispensable part of modern education. The Eliezer Joldan Memorial College being located in a geographically remote and isolated area often remains cut off from the network backbone which resulted into poor networking system in the whole region. Despite the given fact, the college is planning to provide high speed internet connection like broadband, lease line and free WIFI facility for the benefit of the staff and students of the college through service providers such as JIO/BSNL Telecom Company. Presently the internet bandwidth of the institution is 32 Mbps which covers the administrative block including the IT centre of the college. The college has a well-established Edusat Centre which is connected with the main Data Centre i.e., Edusat Hub Kashmir Network, Srinagar. Our Edusat Centre is fully furnished with the entire requisite IT enabled compatible machines and equipment. The college receives weekly schedule of Edusat classes from Kashmir Hub and the students attend regular weekly classes. The attendance of the students are also monitored and maintained regularly by the In-charge of the Edusat. Apart from regular Edusat classes, we also organise short term courses in Basic Computer which includes MS Office- MS Word, Excel and Power Point, Operating system and IT enabled services. Moreover, Computer Application (CAP) is one of the main component of Skill and Ability Enhancement Courses at UG level. We also have a Weather Station in the

main campus. The college has a well-equipped IT Cell set up in the year 2012 by the University of Kashmir, Srinagar. The University has appointed a Data Entry Operator for smooth functioning of the IT centre. The primary functions of the IT cell are Online Registration and Registration Returns, Admission and Examination updating. A brief overview of the functions is as under:

Examination updating:

- The college IT Cell serves all Examination Notices received from University of Kashmir to all the concerned students.
- IT cell prepares Circulars for students regarding Examination Fee Collection, the last date of fee collection, modalities of payments of fine etc.
- IT cell also prepares Internal Award Lists of Lab Oriented Subjects and upload the same on the Website of Kashmir University for Final Result.
- IT cell takes all precaution while preparing Examination Time Table, Invigilation Duty Chart and seating plans for the students in the Examination halls.
- IT cell analyses all examination results and in consultation with the Principal, prepares the report thereof for submission to higher authorities for follow up action.
- IT cell keeps all records pertaining to examination such as Admit Cards and Attendance Sheets.
- IT cell staff addresses grievances of administration and students on all Examination related issues.

Admission process: IT cell serves all Admission related notices and ensures timely Online Registration and Registration Returns. It also circulates official /correspondent letters to the staff and students. The institution updates its web-site regularly.

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

4.3.2 Student - Computer ratio

Response: 16.78

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: 20-35 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 19.61

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8.00 | 2.899 | 3.86 | 1.086 | 0.81 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | View Document |
| Any additional information | 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:

Laboratory

Eliezer Joldan Memorial College Leh insists on all practical related subjects department to provide the annual requirement to maintain the existing numbers of items/facilities in the laboratories. The annual rates of the science items and other practical related items are approved by the divisional level purchase

committee (DLPC), Constituted by teams of senior faculty members from the oldest college of Kashmir division. The funds for the purchase of equipments, chemicals and drugs are being released by the LAHDC Leh through Deputy commissioner Leh.

Library

EJM College Leh has a big library and committee members are also constituted for the same. The committee members follow up with the librarian during regular interval of the current academic session and the monitors the smooth functioning of the library so as to ensure that all text books, references, journals, manuscripts, rare text books and news paper. The librarian regularly updates the arrival of new study material in the library consisting of journals books and reference etc.

Sport Room

Our college maintains and carries out various sport facilities and used to send teams outside Leh for various inter and intra-college matches. Most of the matches are carried out by the University of Kashmir and University of Jammu. The institution has well-maintained infrastructure for sports like cricket, volley ball, archery, basket ball and foot-ball etc.

Computer

The computer systems installed in the administrative block, library, laboratories and IT centre are provided uninterrupted supply of electricity through solar energy installed in the college campus by the Solar and Renewable Energy (LREDA) Leh. The backup power supply is 12.5 mgw to avoid any damage during power outages.

Classrooms

EJM College has a supervisor form the faculty members who regularly maintains the inspection of white boards, benches and projector etc. fixed/ installed in the classroom/labs.

Transportation

Our college was recently provided a Swaraj mazda bus by the Department of Higher Education, Govt. of J&K. It has a capacity of about 25 students. It is being plyed on various routes of the town for students. It also carries students on educational/historical tour. The transport committee of the college regularly maintains the usage/ requirements for the bus. Logbook of the bus is maintained daily keeping detailed reports on the consumption of fuel/ mileage of the bus.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 74.25

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 696 | 420 | 600 | 425 | 324 |

| File Description | Document |
|--|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships | View Document |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |
| Any additional information | View Document |

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

Response: 0.07

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

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

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by scholarships and freeships besides government schemes in last 5 years | View Document |
| Any additional information | View Document |

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: C. Any 5 of the above

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

5.1.4 Average percentage of student benefited 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 benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

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

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

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

| File Description | Document |
|--|-------------------------------|
| Details of the students benefited by VET | View Document |
| Any additional information | View Document |

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

Response: Yes

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

5.2 Student Progression

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

Response: 0

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

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

| | |
|---|-------------------------------|
| File Description | Document |
| Details of student placement during the last five years | View Document |

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

Response: 0

5.2.2.1 Number of outgoing students progressing to higher education

| | |
|--|-------------------------------|
| File Description | Document |
| Details of student progression to higher education | View Document |

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

Response: 0

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

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

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

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

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

5.3 Student Participation and Activities

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

Response: 17

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 11 | 3 | 3 | 0 | 0 |

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

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

Response:

Government Eliezer Joldan Memorial College has a well organized and democratically elected student Council. The student Council has elected office bearers comprising a Chief Councillor, Deputy Chief Councillor and other executive members. There are elected positions for looking after extracurricular activities, hospitality issues, and other cultural and academic events throughout the year besides students in other supporting positions. Staff advisors and the principal of the college guide the Student Council.

The council sets its own objectives in consultation with the principal and the staff, the main objectives are:

1) To enhance communication between students, staff and parents several meets are held in the college.

- 2) To promote an environment conducive to educational and personal development, student council organizes various workshops, seminars and conferences.
- 3) The student council forms a strong link between student body and the college administration by bringing up any issue or matter concerning college.
- 4) Representing the views of the student body to the college management and promoting good communication is one of the fundamental aims of the student council. It involves talking and listening to the student body, considering their views and concern and discussing this with the college management on behalf of students.
- 5) To support the educational development and progress of students, the student council contributes to the learning environment for the students by setting up study, discussion, debate groups etc.
- 7) To assist with induction/mentoring of new first year students, a mentoring programme where senior students help new students to find their feet can help their integration into the college community.
- 8) Contributing to the development of college policy: the student council actively contributes to the development of college policy in wide range areas such as bullying, uniform requirement, behaviour code and extra-curricular activities. The council formulates sub-committees to consider individual policy issues, to consult with students, staff and parents.
- 9) Assisting in college sporting and cultural activities: student council assists in organizing and developing sports and cultural activities within the college, including for eg. Sport days and drama or musical events .
- 10) Assisting with or organizing fund raising events for charity: Student council organizes event both within the college and involving the wider community, for the purposes of raising money for designated charities.

On the advice of the Principal Prof. Deskyong Namgyal, a student council was formed in the college in a democratic way. Interested and enthusiast student nominated themselves for student representative and the students were voted by their fellow students. From each stream i.e medical, non-medical, commerce and arts a single student representative was elected. The aim behind the formation of the student council was to put forward all the issues related to students through this council to the higher authority. This council also acts as a platform for the students to release their potential and leadership qualities.

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

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

Response: 3.2

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 2 | 6 | 1 |

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

5.4 Alumni Engagement

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

Response:

Before 2018 the college did not have an alumni association and could not track the progress of its students after they pass out. However, recognising that an active alumni association is a way of connecting the successes of all its students over the years, EJM College formed the Eliezer Joldan Memorial College Alumni Association on 15th March, 2018. Forming the alumni association is a step forward towards bridging the gap between the current students and the pass-outs of the college. The institution has realized how a strong and positive relationship with their alumni can benefit the students socially, academically and professionally. Likewise, interactions with the alumni have also proven that even for the alumni community it's much beyond a mere nostalgia that they associate their alma mater with.

Since the college did not have a proper record of the placements of our past graduates, it was recently discovered that a number of our college graduates are posted on top positions in administrative and academic fields in Ladakh. It was also a pleasure to find out that many of our students are working with NGOs and benefitting the society at large. Some of the graduates have gained success in political fields and are very enthusiastic in working for the betterment of the college. Apart from these, our graduates have also opted for occupations such as advocates, teachers, lecturers and entrepreneurs.

In future, the notable alumni across various fields and various positions are expected to contribute to the current students of the college in a number of ways. Some of them are listed below:

1. Career guidance: alumni is a huge talent pool whose guidance can be beneficial to many students and other fellow alumni in their respective areas of study.

2. Mentorship and scholarship: alumni can play an active role in voluntary programmes like mentoring students in their areas of expertise. They could also play a significant role in contributing scholarship to deserving students.

3. Placements: the alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni help students get placed at their respective organizations.

4. Fund raising: a strong association can be one of the biggest benefactors of an institution that can contribute towards various development activities of the institution.

5. Networking platform: alumni network by itself is one of the best profession networking platforms available today.

In a meeting with some of the alumni, held on 19th of April, 2018, it was discussed that along with the alumni the college can start a platform where we can contribute towards needy senior citizens of Ladakh. Various ways were discussed to make these efforts sustainable in the long run. The alumni association has also contributed in the form of donations and clothes to the needy.

In the coming years, the college is expecting many such healthy meetings with its alumni and is looking forward to work for the overall development of the college and its students.

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

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

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

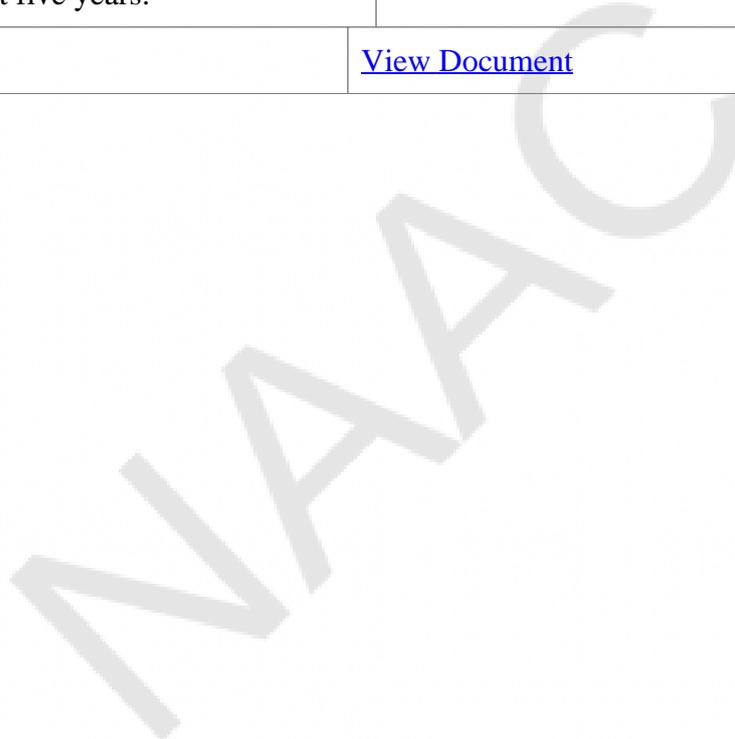
5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

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

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

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



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution was established with a clear vision and an agenda. The mission statement of the institution is-----knowledge, Integrity, Humility.

Being the first institute of higher education in the district, it strives to impart a quality higher education to the students with the aim of stirring a critical and rational outlook among the students and at the same time uphold a sense of integrity and humility. To work towards encouraging the students to realizing their potentials and to attain education with the aim of self-development and to contribute to the development of the society as a whole.

The institute strives to provide a conducive atmosphere for the students coming from different parts of the district to interact and also to appraise each other about their socio-cultural background. Ice breaking and interactive sessions are held every year with the new students at the beginning of the session. During this induction programmes the new students are introduced to the existing student councillors and they are also made abreast about the college curriculum, vision and mission. The institutional vision is clearly highlighted at the college website and the college newsletter and prospectus. In addition every occasion and function in the college is used as a platform to assert the vision of the institute and to strive for it. These occasions are also used to acknowledge all the stake holders who put in their best effort to realise the vision of the institute

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

6.1.2 The institution practices decentralization and participative management

Response:

The institution comes under the state government controlled by the administrative department of higher education, Govt. of J&K. All major policy initiatives like that of the admission and examination are taken by the department of higher education. However, since the college is placed under the district administration right from its inception, the policies regarding the construction of infrastructure and other expenses are made by the district administration. Nevertheless the day to day functioning of the college, working out its requirement, transacting academic business, maintaining and improving physical infrastructure, monitoring and executing various academic plans, holding curricular, extra-curricular and co-curricular events are absolutely in the hands of the head of the institution that is the Principal of the college. The principal is the Drawing and Disbursing Officer (DDO). Faculty and other staff provide all the help to the DDO in formulation of the academic and other activities as per the calendar of the institution.

All the faculty members are assigned different committees. It is the faculty as the members of different committees helps to co-operate in the administration of the college. All feedback regarding the status of the academics, infrastructure, maintenance and requirements and also the execution of the formulated plans is received and discharged through the faculty. The principal as the head of the institution is also the interface between the faculty and the administrative department of the higher education and the district administration. On the basis of the feedback from faculty, administration and from other channel available to the department that a policy is designed for achieving quality education in the district.

The policies so designated are implemented with the help of the faculty who work under the guidance and vigilance of the principal. The concerned administrative departments are given reports and feedbacks about the process of formulating policies and landmark plans from time to time. In return for this the college administration and faculty receive due cognizance for implementation and incorporating the policies for providing better education in the district.

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

6.2 Strategy Development and Deployment

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

Response:

The college being one of the earliest institute of Higher Education in the district has always strived to uphold its quality and strengthening the educational system in the region. All the stakeholders at the level of institute work collectively to implement the developmental plan and strategies at the institute. However, being a Government college the institution operates within the overall quality parameters of the state government particularly in respect of criteria for admission and certification as well as the working hours and adherence to set work culture.

The institute being first college is emerging as one of the premier institute of Higher Education in the district. Among the three colleges, one recently being sanctioned, this is the only college which confers graduate programmes in all three streams of arts, science and commerce. The aspect has been duly recognized by RUSA and the Institution has been conferred emerging centre of Higher Education and sanction has been given by RUSA to start two add on courses namely; Travel Consultant and Solar Water Heater Technicians. The grant of Rs 11 lacks has been released to start these two courses to be incorporated to enhance skill development capabilities' among the students.

Taking into account the enhancement and development taking place in the academic front for the last five years, mention may be made about the starting of two new courses, i.e Geography from 2015, bio-chemistry from 2016 and philosophy from the academic session of 2018. In addition, the student from 2016 batch has been shifted to (CBCS) Choice based Credit System and the same students have also been offered skilled developmental courses from 2017 onwards. In order to develop practical knowledge among the students, many infrastructural developments were carried out in the college. A small lab of Bio-chemistry is in the process of development, a full-fledged geography laboratory consisting of an

automatic weather station installed which generates periodic weather data is almost ready to be taken over by the college authorities. Also, a botanical garden has also being laid down since 2018. Garden is consisting of a trench of few medicinal plants and some trees; however, it is still in the phase of infancy.

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

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

Response:

Being a Government Institution the hierarchical system is as per the established policies of the State Government. The Institution has at the apex the Principal who is the overall in charge and head of the Institution, functioning as a DDO (Drawing Disbursing Officer) designated by the Government

The academics and co-curricular activities, the soul of the Institution, are looked after by the faculty, belonging to different subjects, each subject having a department. All departmental affairs are run by the HOD with active support of the other faculty members. For the Lab oriented courses, the faculty has the support of a Lab Assistant, and Lab bearer.

The final decision making authority lies with the Principal. The principal manages the administrative authority and the utilization of the funds with the help of the various committees and the official staffs. Committees are constituted in the beginning of the session. At the apex of these committees is the advisory committee normally comprising senior-most faculty members who advise the Principal in all policy and planning matters. It is rarely that the Principal takes a unilateral decision in formulating policies or executing plans. All the developmental and academic strategies of the college implemented with the consultation of the various committees viz. College development committee, Advisory committee, internal quality assurance cell, sports committee, hostel committee, hostel committee, scholarship committee, library committee, NSS Committee etc. Each committee is headed by the convenor with minimum 5 members nominated unanimously in the general meeting.

The service rules and the promotional procedure are followed as per the Government of Jammu and Kashmir rules deployed through the department of Higher education. The department adhere to the regulatory norms for the promotion of the college teachers as laid down by the UGC guidelines. The teachers had to submit an annual performance report to the department duly attested and approved by the principal, besides fulfilling other criterions set out by the UGC guidelines.

Regarding the recruitment of the faculty and other staffs, the college does not function as a recruiting agency. All the college teachers are recruited by the state public service commissions after following the

prescribed procedure. The selected list of the teachers is then forwarded to the Higher education department, who further issues the transfer and placement orders of the candidates. As for the recruitment of other official staffs, the district Service Selection Board and JK service selection recruitment board conducts the selection process. However the college does refer the availability of vacant post to the district service selection board and the higher education department.

The Institution has functional grievance redressal cells. The grievances' redressed committee receives complaints from both staff and students of the college. All complaints are received by the committee which then meets to discuss and arrive at the resolution of the same. The importance of the Grievances redressal cell is highlighted at the college website also..

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

6.2.3 Implementation of e-governance in areas of operation

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

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

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

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

implementation of their resolutions**Response:**

The college maintains a tradition of holding meetings every time before undertaking or formulating any plan, and strategy regarding the infrastructural or academic development of the college. The meetings are held at different levels in the college to discuss various issues related to the development of the college. At the college level the meetings are convened at the level of committees by the members only to discuss issues related to the concerned committee. The issues raised in these meeting are further convened to the principal for the final approval. The resolution passed, policies and strategies adopted are all maintained in detail in the minute register, duly signed by the concerned committee members. At the higher level the college Principal attends the meeting convened by Ladakh Autonomous Hill Development Council (LAHDC) at the district level. At the state level the principal attends the meeting convened by the department of Higher Education time to time to carry on the various plans and strategy for the infrastructural and academic enhancement of the college.

The resolutions passed in these meetings at taken into consideration and is worked upon to implement them at the ground level. To upgrade the academic structure of the college, the principal attended a meeting called by the Principal Secretary State Higher Education department on 12-09-2017 at Srinagar. It was decided in the meeting to introduce two vocational subjects in all the colleges the funding of these two courses is to be borne by RUSA out of funds under the components' of Vacationalization.

In pursuance of this programme, the college received an amount of Rs. 11.56 lacks wide government order No. 536-HE of 2017 dated 12-09-2017. An accordingly, two add-on courses namely Solar Water Heater Technician and Travel Consultant was started in the college.

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

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

With a view to enhance the professional performance of its faculty; the Institution takes the following measures:-

- i) Encourages faculty to opt for FIP to improve their qualifications.
- ii) Facilitates the deputation of the staff to attend general orientation, subject specific refresher courses, short term research methodology courses & interdisciplinary workshops.
- iii) Allows the faculty to take part in seminars, conferences particularly encouraging them to present their work/ papers in such scientific events.

iv) Provides all facilities to the faculty to encourage them to apply for major/ minor projects offered by the UGC or any other funding agency like central DST, Ministry of Agriculture, forests or ICAR, ICSR and the like.

v) Lab and Library facilities available to faculty for unhindered pursuance of their professional initiations.

Similarly, the non-teaching staff, both technical (Lab staff in particular) as well as non-technical staff is deputed from time to time to attend the short -term performance development courses offered by any college or university. During 2014, a number of Lab Assistants attended one month Lab course at a reputed college in Srinagar. The college also encouraged the office staff to enhance their professional development by allowing them to attend short duration office maintenance or IT related courses. Moreover, the IT department of the college also conducts such course for the benefit of teaching as well as non-teaching staff.

| File Description | Document |
|----------------------------|-------------------------------|
| Any 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: 1.43

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

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

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

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

Response: 0

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

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

| File Description | Document |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |

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

Response: 29.18

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5 | 3 | 3 | 0 | 9 |

| File Description | Document |
|--|-------------------------------|
| IQAC report summary | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |
| Any additional information | View Document |

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

Response:

In the new scheme of UGC, no teacher will be promoted to the next grade unless he has a good score of APIs which are connected to their performance in the institution. Hence, the performance appraisal reports form a very crucial part of the career advancement scheme for the faculty and cannot be ignored by any teacher for the rightful progression in career. In our case, APRs are sent to the administrative department of the government where due cognizance is given to the performance of the teachers duly attested by the administrative head of the institution. It is mandatory for staff members to submit Annual Performance Report (APR) at the end of each academic session to the principal. These APRs are divided into three

parts; one to be filled by the college office; other by the concerned teacher as a self-appraisal; and the third by the principal who has to categorically grade the teachers' performance as outstanding, excellent, good, satisfactory or below job requirement. The self-appraisal includes extensive details of publication and research activities, academic, curricular, co-curricular, teaching details, contribution to the institution, etc. The principal after going through the report submitted, comments on the same as per his / her performance, initiatives, creativity, resourcefulness, sincerity and devotion to duty, professional competence, integrity, intelligence, regularity and punctuality of the faculty, etc. The same is forwarded to the Department of Higher Education Government of J&K for final review and consideration by the Commissioner/ Secretary to the Government.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

As is the case with the finances, so is the case with audit too, the Institution is subservient to the rules of the government of the State. Financial audit is mandatory and takes place periodically through a team from Accountant General's Office. The audit objections have to be complied with. There is no scope for non-compliance. Besides, there is a quarterly or biennial reconciliation to be done with the Finance Department of the State. The members from accounts cell of the college along with their ledgers and necessary papers, visit the office of the local finance department to effect the necessary reconciliation of the allotted and expended funds. For the conduct of internal audit, nodal officer LAHDC Leh regularly takes the para details from the college.

All financial matters are settled and routed through college committee constituted for the session and approved by the principal. The college has constituted committees to check and examine the financial transactions in the college. The pre-audit is always conducted in the college to facilitate the process for the general audit of the college.

Internal and external audit is conducted in the college. The agencies involved are:

1. Accountant General's office
2. Higher Education Department of the State.
3. Finance Department of the State with the Nodal Officer from LAHDC, Leh.
4. Chartered Accountant engaged by the state Govt.

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

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

Response: 0

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

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

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |

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

Response:

All the finances, including the salary of the staff comes from the government of the State. However, the Institution has a corpus fund, generated and enriched by the annual nominal fee of the students. The finances of the college are handled by the Accountant, who is deputed by the state Government Finance Department for the job. He manages the finances and financial transactions in accordance with the operational financial code of the State Government as per the guidelines issued by the Finance Department Government of Jammu & Kashmir from time to time. The finances are strictly monitored as per the norms and there is no scope for deviation in this respect.

Grants by the State Govt. under different heads in plan and non-plan budgetary provisions is the major source of funding in addition to the fees collected from the students at the time of admission, scholarship grants from the Department of Social Welfare, etc. It is to mention here that some specified share of the fees collected from students is retained by the college as local fund and some specified share is remitted to the Department of Higher Education as pool fund and to the University of Kashmir.

- Expenditure here is done judiciously keeping in view the resources so that the issue of deficit does not arise.

- The budgetary requirement is projected by the college well in time and the same is sanctioned by the concerned authority.

In case the demand increases due to unprecedented circumstances (usually salary/TA component), supplementary requisition is made by the college.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC was constituted in line with the Internal Quality (NAAC) guidelines w.e.f. 2018-19(Office order dated 30-03-2018 attached) However, the Internal Quality Assurance aspects of the college, especially regarding teaching-learning process has for the last three years been under the purview of a simple college level committee- the Admission and Examination Committee of the college. A Governing Body representative of the IQAC constituting of six faculty members, one Senior Assistant, a senior retired principal, a senior administrative officer(KAS), an alumnus of the institution and the Principal himself as the chairperson was approved in the general staff meeting held on-----(staff council minutes attached).

From 30-03-2018 onwards, IQAC was constituted with the following goals-

- Communication of information on the various quality parameters of higher education.
- Development of the various benchmarks for the various academic and administrative activities of the institution.
- Documentation of the various activities leading to quality improvement.
- Obtaining, analyzing and action taken on feedback responses from students, and alumni on quality-related institutional processes.
- Executing programs in consultation with the IQAC as it has initiated many activities to raise the standard of education in governance with its vision and mission.
- Plans for infrastructure development, student amenities, ICT enhancement, academic and co-curricular activities.

Various key areas for regular monitoring and documentation by IQAC are:-

- Organization of lectures by prominent speakers in different areas.
- Organization of Annual lectures by each department every year.
- Extension activities for the community development.
- Organization of Remedial classes and student counseling sessions.
- Effective involvement of Alumni.
- Close contact with Heads of all the Departments, convenors of all committees, clubs, NCC, NSS, Red Cross, Red Ribbon Club and various units to get relevant update as and when required.

| File Description | Document |
|----------------------------|-------------------------------|
| 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

Response:

Review of teaching-learning process is the core issue in every interaction of the faculty with the principal and the concerned committees. Though HODs at their level try their best to ensure smooth conduct of teaching learning-process and if some problem occur, these issues are taken up on priority basis.

Various initiatives are taken by the institution for improving the teaching learning process such as:-

-Organised workshops and faculty enrichment programs/ trainings for faculty as well as students. Faculties are encouraged to create a friendly atmosphere in the classroom so that every student feels free to participate in the learning process.

-Feedback obtained from students and analysed.

-Alumini were invited to share their experience and their valuable suggestions for improving the teaching learning process.

-Guest speakers were invited to make students aware about the importance of time management for effective learning outcome.

-The institution endeavors in every way to create a congenial atmosphere for teaching, learning and research. Faculties are encouraged to participate in seminars, workshops and training both within and outside the state.

-Feedback is also taken from the faculty members and on that basis, workshops and training programs are organised so that the peculiar problems/hardships faced by the faculty members in general are discussed and solved.

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

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

Response: 3

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

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

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

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response: D. Any 1 of the above**

| File Description | Document |
|---|-------------------------------|
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | View Document |

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

Response:

The college that started with about 55 students (34 boys and 21 girls) with only 10 subjects (Arts stream and Mathematics) in 1994 has shown progress tremendously. At present the college provides knowledge base to more than 1000 students belonging mostly to rural areas and economically backward sections of the region. Various improvements were made during the last few years in the overall functioning of the college.

-Annual calendar had been prepared before the commencement of the new academic session for effective implementation of academic and co-curricular activities.

-Updated prospectus had been made available to the students.

-Various committees formed before the beginning of the new session.

- At the time of admission, the college counselling committee counsels the students regarding various options available in different streams, so that the students do not opt for wrong choice.

- Career counselling for the students is also organised by the IQAC every year.

-Feedback collected from the outgoing students.

-Awareness program on environmental issues conducted.

-Remedial classes conducted for slow learners.

-Periodic feedback taken from students' council to make teaching learning effective as well as for the overall functioning of the institution.

-Faculty members are constantly encouraged to pursue research. Some faculty members have registered for doctoral program.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 2

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

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

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

7.1.2 Facilities regarding

1. Safety and Security: The college is a gender-sensitive institution as it is evident in the college infrastructure. A 9 feet concrete fencing was built around the college campus for security purpose. Within the campus, the girls' hostel area, iron-mesh fencing was put. CCTV cameras were also installed in the girl's hostel for safety and security purpose. Fire extinguishers were installed in the college buildings including the college library. The students are also provided with laboratory safety types of equipment like masks, plastic gloves, and laboratory coats to provide safety during performing experiment.

2. Counselling: In the month of May 2018 a gender sensitization program was organized by the college in collaboration with a group known as "New Ladakhi Girls" an initiation by two Ladakhi female students studying in USA. In this program, the students both male and female were sensitized regarding women health and especially menstruation cycle in females. The sensitization program made aware about the biological process of menstrual cycle in female bodies and in society how this biological process is linked with social stigma.

July 2018 The Sonam Norboo Memorial Hospital Leh Clinical Psychologist Ms. Stanzin Tsewang in collaboration with the college organized 'Sex Education' program for the girls residing in the hostel. Sensitization about the three genders was made. The students were aware made about stages of human development especially teenagers and were made aware of the physical and biological changes during the teenage stage. The students were also made the vulnerability of this stage to bad habits, especially like drug addictions.

3. Common Room: One common room is set up in the college in which first-aid facilities are available like common medicines, sphygmomanometer (blood pressure meter) and sanitary napkins for the girls are available. A single bed is also available in the room in case of emergency situations.

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

7.1.3 Alternate Energy initiatives such as:

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

Response: 100

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

Response: 5000

7.1.3.2 Total annual power requirement (in KWH)

Response: 5000

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

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 20

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

Response: 1000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5000

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

7.1.5 Waste Management steps including:

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

Response:

Solid Waste Management: The broken chairs, tables, sofas (wooden waste) were repaired and reuse for the college. The other wastes are generated by the office and the students which are collected by the Municipal Committee Leh and are segregated into biodegradable and non-biodegradable waste. The other paper wastes are collected by an NGO called PAGIR. This NGO collects the paper waste and makes decoration pieces, pen, pencil stands, curtains, wall hangings, etc. from the waste. The college also in collaboration with the NGO PAGIR organized few workshops with the students in which students were trained to make useful things from the waste materials.

Liquid Waste Management: Not-Applicable

E-Waste management: All the e-waste comprising of computers and its parts are properly stored in a room. It is also ensured that the computers can be re-used. The college tries to make minimum e-waste as computers are repaired and updated from time to time. The cartridges in the office printers and photostat machines are also refilled.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

As Ladakh is situated on the shadow side of the Himalayas, so the Himalayas act as a barrier for the monsoon rain. Therefore the rainfall in Ladakh is less than 100cm annually, so such structures are not applicable in this region. The demand for water in the college for drinking, laboratories, the hostel is met through a submersible water pump within the college campus. Although the college has a snow water harvesting mechanism which contains a tank in which the snow is collected during the winter season. The melted snow water is used for plastic greenhouse and botanical garden watering during the summer season.

7.1.7 Green Practices

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

Response:

7.1.7 Green Practices

Every effort is made to keep the college campus green and eco-friendly. The faculty members and the students are always encouraged to keep the campus green by planting more trees. As the plastic is banned in the whole of district, so is in the college. The 50% of power consumption is met by the solar park where solar panels are laid in the college campus itself. The incandescent bulbs were replaced by the LED or CFL bulbs. In addition, the faculty members, non-teaching staffs and the students are made aware through various college activities about conservation of energy like switching off lights and other electric types of equipment when not in use. The college plastic green house within the college campus also provides vegetables during the growing season to the Hostel for consumption.

1. **Plantation Drive:** On 25th March 2017, a symposium was held on importance of tree plantation. Around 500 plant saplings were planted by both the faculty members, guests and the students in the college campus. The saplings were provided by the forest department. In the year 2018 on 7th April a similar plantation drive was held in the college where both the faculty members and students participated with great enthusiasm.
2. **Botanical Garden:** A Botanical garden was set up within the college campus in the year 2018. Many endangered, endemic and ornamental plant species are planted in the botanical garden. For example *Inula racemosa*, *Allium sativum*, *Dracocephalum spp.*, *Rherma specififormis*, *Godetia sp.*, *Tagetus sp.*, *Delphinium sp.*, *Dimorphotheca sp.*, *Chrysanthemum sp.*, *Salix sp.*, *Populus sp.*, *Robinis pseudoacacia*, *Pinus wallichiana* were planted during the growing season.
3. **Plastic Green House:** A plastic green house is also established within the college campus on the year 2009. During the growing season fruits like *Citrullus lanatus* (watermelon), *Cucumis sativa* (Cucumber) and vegetables like sweet potato. Coriander and spinach. The vegetables are mostly provided to the hostel residents.
4. **Traditional Dry Toilets:** Keeping in view both the dry terrain and water scarce region, the college prefers dry toilets establishment for both the faculty members and students. These toilets are eco-friendly and environment-friendly which does not use water. The waste is used in manures in fields.
5. **Public Transportation:** Most of the students use either college bus or the public transport system and they prefer to use less of their own private vehicles due to awareness about the environment. The college students also prefer to use a bicycle as a convenience for college.
6. **Earth Hour:** The college also observes “Earth Hour” every year i.e on 25th March.
7. **Cleanliness Drive:** Under the Swatch Bharat Mission from 15th to 18th September 2017, the college participated in the “Clean Ladakh Mission” During the cleanliness, the participants were provided with refreshment.
8. **NSS:** Under the banner of NSS “Cleanliness Drive” was organized on 12th May 2018 within the college campus in which college students participated.

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

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

Response: 2.06

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| .25 | .31 | .88 | .11 | .024 |

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

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

| File Description | Document |
|---|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| Any additional information | View Document |

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

Response: 29

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 4 | 5 | 5 |

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

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

Response: 29

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 9 | 6 | 4 | 5 | 5 |

| File Description | Document |
|---------------------|-------------------------------|
| Report of the event | View Document |

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including

Vice Chancellor / Director / Principal / Officials and support staff**Response:** Yes

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

7.1.13 Display of core values in the institution and on its website**Response:** Yes

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

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

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

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

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

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

Response: Yes

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

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

Response: 23

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 6 | 5 | 3 |

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

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

Response:

7.1.18 Institution organizes national festivals, birth/ death anniversaries of great Indian personalities: The College with great fervour celebrates the national festivals, birth anniversaries and memorials of great Indian personalities like the Father of the Nation Mahatma Gandhi, Pandit Jawahar Lal Nehru, Dr. Bhimrao Ambedkar, and Sardar Vallabhbhai Patel,

Various national festivals like Independence Day, Republic Day and Gandhi Jayanti are also celebrated with great enthusiasm. Recently, the government of India announced birth anniversary of Sardar Vallabh Bhai Patel as Rashtriya Ekta Divas or National Integration Day observing his contribution towards nation's unity. On that occasion the college also celebrated Ekta Divas, the event was organized by the NCC Volunteers with the college students to pay tribute to the contribution made by Sardar Patel to the nation's unity.

The college on the birth anniversary of Mahatma Gandhi i.e 2nd October also organized a Swatch Bharat Abhiyan in collaboration with the NSS volunteers. The Abhiyan was participated by teachers, college students and NSS Volunteers where the entire campus and roads to the college were cleaned. Likewise, the college observed the birth anniversary of former Prime Minister Pandit Jawaharlal Nehru, symposium competition was held on the topic of Nehru's contribution towards nation building. Dr. Radhakrishna birth anniversary is also celebrated as Teachers Day with great fervor. NSS day is also celebrated with great enthusiasm with poster making competition, essay writing followed by cleanliness drive.

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

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

Response:

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

The college maintains complete transparency in academic, administrative, auxiliary functions and financial works. All the events occurred in college annually and the college rosters are available on the college website. Other functions like admissions, examinations and college notice boards are available on the college website. The admission process at the graduate level is transparent and is conducted in a transparent manner according to the rules and regulation of the University of Kashmir. All the RTI inquiries to the college are replied by PIO. To deal with the public grievances, there is also a grievance page on the college website where grievances can be file through an online portal. The college websites also display the total number of departments, the number of permanent faculty members and temporary teaching staff their details and contact numbers. The college websites also display the details of the various committees of the college. To maintain transparency in the academic functions of the college, the college timetable is also made available on the college website. The college annual report is also available on the college website through college newsletter which one can download for further information.

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

7.2 Best Practices

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

Response:

7.2.1 Best Practices

Describe at least three institutional best practices (as per NAAC format)

1. Title of the Practice

Provision of scientific platforms for both the students and teachers

The college tries best to provide a scientific environment and appropriate opportunities to both the students as well as the faculty members by organizing seminars, workshops, symposiums, declamation contests, and congresses voluntarily and in collaboration with many organization both at a national and international level every year.

Additionally, the college encourages the faculty members to pursue research through rules and regulation of higher education Jammu and Kashmir department. The practice is based on the goal to increase the research interest among the faculty members as well as the college students.

The process of generating research interest is started with organizing seminars and workshop. The college provides every support in terms of finance and resources to the organizing committee for organizing such events. Experts and researchers from various fields are invited to participate in the events. The faculty members are also encouraged to participate as per their field of specialization with the aim to look for collaboration in research in their respective fields. The interested faculty members are supported by providing proper financial assistance and space for the research environment. It is also impressive from the faculty member end to observe increasing publications in their respective fields.

1. Title of the Practice

Provision of skill oriented Diploma courses for students adapted to the region's ecology

The college also provides skill oriented career based and region's ecology adapted diploma courses which will provide job opportunities for the students. The course titles are "Travel Consultancy" and "Solar Water Technician". Ladakh being a tourist destination, lots of tourist visit this region so the students with Travel consultancy diplomas can take the job like adventure guide, monastic guide, trekking guide and hiking guide which can provide an opportunity to boost their economy. Likewise, Ladakh being a high altitude cold desert, the region receives 360 sunny days out of 365 days. Therefore, the sun is used as one the most renewable energy in the region. Almost every household in around Leh and villages around the Ladakh region uses the solar based water heater or solar based lantern. Therefore, solar water technician will also provide both full time and part time job for the diploma holders. Currently, the Travel Consultancy diploma course has been already initiated in with college with around 75 students enrolled. While the Solar Water Technician course is expected to be initiated in the month of March 2019.

1. Title of the Practice

Role of Student Council's Body in decision making of the college: Keeping in view, the democratic structure of the nation, the college principal initiated the democratic practice for the formation of student council. A student's representative representing about 60 students is elected through voting system for each subject. These student representatives directly communicate with IQAC team which evaluate the teacher's performance and teaching methods through feedback from the whole student's community. The representative directly communicates with the principals regarding various issues regarding teacher's performances, exams, and other related issues. The formation of such council body has addressed all the issues regarding students and to many extents solved various issues of students as well as the college. For example, the college bus ply for transportation of students from around Leh town, organizing workshops on drama, western dance, meditation, yoga, computer, football, volleyball, choir singing, personality development and cleanliness maintenance of campus and classrooms.

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

7.3 Institutional Distinctiveness

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

Response:

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

Empowering Women: Of the total strength of the institute, 70% of the faculty members are women. in addition 80 percent of the students is female. Condering the above facts, the college conducts women empowerment activities like workshop, seminars on women legal rights, research on women status etc from time to time, this with the belief that such activities creates platform and opportunities to invollve more women in the work-force. The faculty members and college students also in a responsible manner engaged with community people making aware about the womens' right, women health and women's status in the society. They also make information accessible to the common people. These activities expand the experiences in education, curriculum development and also expand the academic work quality. The students are the main beneficiaries who receive the knowledge and experience from activities that would help in nation building process.

Awards from Civil Society - The college principal received the "Global Teacher Role Model Best Teacher Award 2016" during Global Teachers Conference 2016 held at India International Centre New Delhi.

Achievement in Sports Distinction: The college student shows great interest in sports activities and

actively participates in the sports activities. The students participate actively at district, state, national and also international level. The student participates and excels in marathons at both district and national level. Three girl students have participated in Ice Hockey Winter Olympic at Malaysia Kuala Lumpur. These sports activities have brought prestigious glory to the college. Such sports activities have helped to built sportsmanship spirit both in academic and personal lives of the students.

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



5. CONCLUSION

Additional Information :

All colleges in Ladakh are affiliated to university of Kashmir. There are some inherent problems in this context which not only drags the entire sessions, but also poses some serious challenges in maintaining a smooth conduct of the college activities. It is worth informing some of these challenges and difficulties:

1. The physical and geographical distance between the college and the affiliated University i.e. 430km, as well as closure of the road for good part of the year in itself is a serious challenge.
2. The academic calendar of Kashmir has to be followed in Ladakh as well, which is climatically harsh and therefore unsuited to Ladakh.
3. The occasional disturbances in the valley, causes unnecessary upset of calendar for colleges in Ladakh, i.e. Exam schedules, academic calendar etc., which occasionally lengthens the academic sessions.
4. The students from Ladakh can rarely participate in various extracurricular activities of the University i.e. Inter-University sports meet, conferences, etc.
5. Many of the students have to travel to Kashmir to sort various problems regarding individual matters like issue of Degree Certificates, marks card etc.

However, of late, some of these problems and challenges are being taken care of. One of the proposed solutions is having a 'Cluster University' for Ladakh, which shall take care of all the discrepancies. The scheme is yet to take off.

Concluding Remarks :

Ladakh is geographically isolated region of the country, in addition it is a cold desert. Therefore, the colleges of Ladakh have its own challenges and opportunities. In addition, the communication gap with the University due to distance and hindrances of academic calendar due to disturbances in the valley becomes an unnecessary hindrance for us.

Internally, the college also has a serious challenge in the academic excellence. The students seeking admission to the college are from far flung areas of Ladakh and therefore, many of the students are not academically at par with level of study they ought to have. Therefore, there is considerable drop-out rate in the college, along with low pass percent of the outgoing students. Therefore, the entire education system in the college, like quality of students, faculty credentials, academic features and administrative support is given equal importance to bring the pass percent of the students to a competitive level.

Despite all the odds, the college does impart quality education and takes head-on all the odd challenges. Giving special care to weaker students has been a task taken at priority. Improvement on 'how students are taught' is emphasised and 'what students learn' are also given stress to overcome the lacunae.