INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 4)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
KARIM CITY COLLEGE
C-43550

JAMSHEDPUR
Jharkhand
831001

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	KARIM CITY COLLEGE JAMSHEDPUR Jharkhand 831001
2.Year of Establishment	1963
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	5
Departments/Centres:	23
Programmes/Course offered:	30
Permanent Faculty Members:	33
Permanent Support Staff:	22
Students:	5195
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. The Institution is strategically located in the middle of the city and well-disciplined institution 2. Sincere and well-qualified teachers 3. The institution has been able to attract a large number of students including those from the minority community to most of its academic programmes.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 27-01-2025 To : 28-01-2025
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. AJMER SINGH MALIK	FormerVice Chancellor,Chaudhary Devi Lal University Sirsa
Member Co-ordinator:	DR. INDIRA MAHENDRAVADA	FormerProfessor,University Of Mysore
Member:	DR. MUHAMED ILYAS P	Principal,Sullamussalam Science College
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj	

Section II:Metric and Criterion Analysis
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
	Kareem City College (KCC) follows a structured process for curriculum planning and delivery. At the start of each session, departmental meetings distribute syllabi, which are uploaded to the college website for easy access. Students are informed about syllabus distribution before each semester. Teachers prepare semester-wise teaching plans to ensure timely syllabus completion, supported by daily teaching reports and monthly reviews by faculty in-charges. Curriculum delivery combines lectures with ICT tools, and student feedback is regularly collected to monitor progress. In case of delays, extra classes or online learning modes, such as the college's YouTube channel, KCC E-quip, are utilized. Guest lectures, student seminars, and e-resources further enrich learning. The college adheres to the affiliating university's academic calendar and syllabus but has autonomy in scheduling internal activities, including Continuous Internal Assessments (CIA). Departments design CIA formats based on student needs, incorporating tests, assignments, projects, and viva-voce. The university introduced the CBCS curriculum in 2017-18, and in 2022-23, the LOCF-based syllabus was adopted for the Four-Year UG Program (FYUGP) under NEP 2020, while PG programs continue the CBCS pattern. Regular review meetings and departmental oversight ensure effective curriculum implementation and timely completion.
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
	Karim City College, as an affiliated college, adheres to the curriculum set by its affiliating university, integrating key issues like Professional Ethics, Gender, Human Values, Environment, and Sustainability into its syllabi. These themes are emphasized across Honours/Major/Core courses, as well as General Education (GE), Minor, Ability Enhancement (AEC), and Skill Enhancement (SEC) courses. Compulsory papers such as Environmental Studies and Understanding India ensure students are aware of their geographical environment, cultural diversity, and ethical principles. The newly implemented FYUGP syllabi under NEP 2020 also address these issues, with teachers making concerted efforts to deliver them effectively. Classroom discussions, assignments, and activities are designed to encourage critical thinking on these topics. Events like poster competitions, model exhibitions, plays, essay writing, and public speaking further foster student engagement. Inter-departmental participation is encouraged to promote interdisciplinary learning. Additionally, the institution organizes lectures, workshops, and seminars, often featuring experts, to deepen students' understanding. Initiatives like plantation drives, blood donation camps, gender sensitization events, and communal harmony week observances complement academic efforts.

Qualitative analysis of Criterion 1
The institution has a structured curriculum process, with syllabi distributed to departments and uploaded online. Faculty prepare teaching plans and classes, which include lectures and ICT tools—student feedback and regular reviews guide curriculum adjustments, including extra classes and online learning. The institution follows the affiliating university's calendar while maintaining flexibility for internal evaluations. It also adheres to the affiliating university's curriculum as an affiliated college. However, it also integrates in its curriculum delivery the Professional Ethics, Gender Issues, Human Values, Environmental Awareness, and Sustainability. Inter-departmental events and expert guest lectures enrich student learning. While affiliation limits curriculum autonomy, the college strives to provide a comprehensive education that fosters a critical understanding of these vital issues.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
	Karim City College promotes experiential and participative learning by offering students diverse opportunities in learning methodologies, syllabus coverage, and internal evaluation design. Students are encouraged to choose their learning methods, such as textual study or reference materials, and engage through presentations, debates, and discussions. Home assignments, poster exhibitions, seminars, and model exhibitions have also been used. A few departments also organize internships, field surveys, and excursions. Collaborative group learning is emphasized, with students proposing new teaching methodologies. Film screenings and documentaries are used to introduce theoretical concepts, while some departments have Student Core Committees to brainstorm participative learning ideas and support departmental activities. Students also plan and execute events, and additional sessions for advanced or slow learners, along with mentor-mentee meetings, aid in problem-solving.

ICT tools are integral to the teaching-learning process, with faculty using recorded lectures, YouTube videos, online presentations, and web documents. Virtual libraries like INFLIBNET and the college's web portal enhance ICT access. E-texts, e-assignments, and shared e-study materials reduce paper use and maximize online learning. Teachers share books, study materials, and e-resources via departmental WhatsApp groups. Faculty members participate in online workshops and seminars to improve ICT integration. Academic experts deliver lectures via Google Meet. These initiatives ensure students remain updated with new learning opportunities in the post-pandemic world. |
| 2.5 | Evaluation Process and Reforms |
| 2.5.1 QlM | **Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient** |
| | Internal and external assessments are central to the institution's teaching-learning process. Internal assessment is conducted transparently by the institution, while external assessment is managed by the parent university. Both systems have clear, time-bound grievance redressal mechanisms.

The institution's internal assessment process is robust and follows the academic calendar. Departments inform students in advance about the syllabus, dates, and modes of assessment, which include home assignments, presentations, written tests, and viva-voce. Attendance during tests is mandatory, and re-tests are only allowed for valid reasons like illness, NCC/NSS |

participation, or competitive exams. Assessed sheets are returned with marks and comments, and students can discuss their performance with teachers or the Head of Department. Informal assessments, such as quizzes and impromptu answers, are also conducted to keep students prepared.

Grievances related to internal assessments are addressed transparently and efficiently. Internal exams are held well before semester-end exams, allowing students time to resolve issues. Answer sheets are returned with marks, and students have one week to raise concerns with the teacher or Head of Department. If unresolved, the Grievance Redressal Cell intervenes, though such cases are rare.

External assessments are conducted by the university, and grievances are handled by the college's Controller of Examinations. The Examination Department liaises with university officials to resolve issues promptly. Both internal and external assessment systems ensure fairness, transparency, and timely resolution of student concerns.

2.6	Student Performance and Learning Outcomes
2.6.1 QlM	***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***
	The institution follows an outcome-based education model to define and achieve clear educational goals. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) for UG and PG courses were developed in line with the CBCS syllabus after the 2018 NAAC inspection and are displayed on the college website. Recently, the institution adopted the FYUGP syllabus at the undergraduate level, aligned with UGC's LOCF framework, which outlines course-specific outcomes. Postgraduate courses currently follow the CBCS syllabus.

Students and teachers are well-informed about these outcomes, which serve as benchmarks for achieving educational goals. The Induction Programme highlights these objectives, and departments design internal evaluations and co-curricular activities accordingly. The IQAC regularly assesses learning outcomes to evaluate student and teacher performance. Tutorials, mentorship meetings, and classroom instructions encourage students to align their progress with these outcomes.

Departments communicate these outcomes to students by displaying on website, and teaching plans, lectures, and assessments are tailored to meet them. Periodic reviews and updates ensure the outcomes remain relevant and effective, fostering continuous improvement in the institution's educational framework. |
| 2.6.2 QlM | ***Attainment of POs and COs are evaluated.***

Explain with evidence in a maximum of 500 words |
| | The college employs a structured Outcome-Based Education (OBE) framework to evaluate the attainment of Course Outcomes (COs) and Programme Outcomes (POs). COs, designed by the affiliating University, specify the knowledge and skills students should gain from each course, while POs outline broader competencies expected of graduates. This alignment ensures a cohesive educational journey, with each course contributing to students' overall development.

CO and PO attainment is assessed based on the percentage of students exceeding class averages, while PO levels (Poor to Excellent) evaluate overall program performance. If outcomes fall below targets, corrective measures like extra assignments, tutorials, or coaching are implemented to |

support students.

Outcome attainment is reviewed at three levels: departmental, individual, and institutional. Departments design teaching plans, lectures, and assessments focused on achieving outcomes, evaluating student performance through classroom participation, internal evaluations, and viva-voce. Over the past five years, the college has produced 42 UG and PG university toppers, with a result rate exceeding 90%.

Students are encouraged to self-assess their progress in terms of knowledge, perspectives, and marks, fostering self-awareness and goal relevance. At the institutional level, the IQAC monitors outcome attainment, gathers feedback, and reviews semester-end results to ensure alignment with educational goals. The college takes pride in the successful attainment of POs, PSOs, and COs, reflected in students' academic excellence and career achievements.

Qualitative analysis of Criterion 2

The institution promotes learning with diverse methodologies, emphasizing student participation and skill development. Collaborative learning, critical thinking, and problem-solving are encouraged. ICT tools, online resources, and digital platforms are utilized. Students actively engage through debates, presentations, and discussions. Faculty development programmes enhance teaching skills, and online platforms expand learning opportunities. The College utilizes internal and external assessments with transparent grievance redressal mechanisms. Internal assessments include assignments, presentations, and tests, with mandatory attendance. Informal assessments like quizzes are also conducted. External assessments are handled by the university. The institution employs an outcome-based education model, aligning with CBCS and UGC guidelines. Program Outcomes (POs) and Course Outcomes (COs) are publicly displayed and integrated into teaching, learning, and assessment processes. The College successfully implements an Outcome-Based Education model focusing on achieving COs and POs. COs define specific learning objectives, while POs outline broader graduate competencies.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.2	**Innovation Ecosystem**
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
	The Innovation Ecosystem & Incubation Cell (IEIC) at the college is dedicated to fostering innovation, critical thinking, and knowledge exchange for institutional growth and societal progress. The college has taken initiatives to promote an entrepreneurship and research culture among the faculty and students through IEIC.

Knowledge-sharing is facilitated through outreach programs, workshops, seminars, and public lectures, engaging stakeholders like policymakers, industry professionals, and the public.

Entrepreneurship Awareness Drive 2023, in collaboration with IIT Kharagpur, introduced students to entrepreneurship, helping them explore their potential.

A session on Design Thinking for Mass Communication students highlighted its significance in identifying and resolving societal issues through innovative approaches.

Faculty members of Vocational courses attended an interactive session on Research Grants and Scopus/UGC-CARE Publications, led by Prof. M. N. Hoda, to enhance awareness of academic publishing opportunities.

Faculty and researchers are encouraged to publish in peer-reviewed journals and present at conferences, enhancing institutional visibility and advancing knowledge.

Two incubation centers were established in 2020: the Mass Communication Studio for mentoring photography, video production, and podcasts, and the Chemistry Research Cell for oil extraction and organic farming.

Through these efforts, the IEIC nurtures a culture of innovation, collaboration, and societal impact, empowering students and faculty to contribute meaningfully to global challenges. |
| **3.4** | **Extension Activities** |
| 3.4.1 QlM | **Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.** |
| | Institutional Social Responsibility (ISR) is a key focus of the college, aiming to develop students into sensitive and responsible individuals. Through platforms like NCC, NSS, and the Rotaract Club, students engage in extension activities that foster holistic development and strengthen community ties.

The NSS unit organizes a week-long residential camp and various initiatives such as cleanliness drives, health camps, literacy programs, and awareness campaigns on water safety, traffic rules, and women empowerment. Events like Swachh Bharat Abhiyan, Beti Padhao Beti Bachao, and National Integration Rally are regularly conducted. The NSS unit has received accolades from the affiliating university and higher authorities for its impactful work. |

	The Rotaract Club runs the acclaimed Roti Day initiative, distributing food to the underprivileged, and organizes book donations for poor schoolchildren. Regular visits to old-age homes and centers for specially challenged individuals are also undertaken. The NCC wing focuses on leadership, discipline, and patriotism, organizing activities like cleanliness drives, health camps, etc. Blood donation camps are a regular feature across all platforms. During the COVID-19 pandemic, these groups led awareness drives, distributed masks, sanitizers, and food, and arranged oxygen cylinders, showcasing their commitment to societal welfare. These activities have helped students understand their social responsibilities, transforming them into empathetic individuals while making a meaningful impact on the communities they serve. The college's contribution in this regard is well recognised through 9 awards/medals received during the reference period.
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
	In recognition of its extension services the college has received a few awards and recognition in the last five years 1. 'Shahri Samriddhi Utsav Mela' certificate by Mango Nagar Nigam in 2019 2. Certificate of 'Kabaad Mahotsav' by Jamshedpur Notified Area Committee in 2019 3. "SVEEP" Voter Awareness Activity Certificate by District Administration in 2019 4. "Fit India Freedom Run" Best Performance Certificate by Nehru Yuva Kendra 2021 5. NSS Award to volunteer Nikhil Kamti in 2022 by the hands of President of India at Rashtrapati Bhawan, New Delhi 6. Hulladek Green Gratitude Award by Hulladek, Kolkata in 2023 7. Hulladek Remarkable Dedication Award by Hulladek, Kolkata in 2024 8. Certificates of Appreciation for Organising Blood Donation Camps Rotaract Inpact Creators and Achievers Award 2023-2024- Special Recognition for Outstanding Projects for "Roti Day" to Rataract Club of Karim City College, Jamshedpur.

Qualitative analysis of Criterion 3
The Research and Development Cell promotes research among teachers and students, facilitating projects, proposals, and publications. Research corners in science departments are accessible to internal and external researchers. Many teachers serve as research guides and a few of them are publishing and presenting papers. Some departments have organized seminars and conferences in the last five years. The recently established Innovation, Eco System, and Incubation Cell has initiated programs on entrepreneurship, design thinking, utilizing Mass Communication and Chemistry labs as incubation centers. The college excels in extension activities. NCC and NSS units conduct programs like awareness campaigns, cleanliness drives, health camps, and plantation drives. The Electoral Literacy Club, collaborates with district authorities for voter awareness. The Women's Cell ensures campus safety and organizes gender equity programs. The Rotaract Club's "Roti Day" initiative provides weekly meals to the underprivileged.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
	The college has adequate infrastructure across its two campuses in Jamshedpur: the Main Campus in Sakchi and the New Campus in Mango. The Main Campus offers all UG and PG programs, featuring 28 classrooms (including 10 e-classrooms with smart boards, projectors, and internet), 15 labs (for Botany, Zoology, Physics, Chemistry, Psychology, Geography, IT, and Math), and specialized facilities like a Lingua Lab and Math Lab. The Math lab has 10 computers (One computer with Maple software) and 20 scientific calculators for computing purposes. It also houses a Media Appreciation room, two studios for Mass Communication, and 240 computers with LAN and Wi-Fi connectivity, out of which 155 computers are used for academic purposes.. The library includes a reading room, virtual library, and facilities for visually challenged students. The New Campus, dedicated to the Faculty of Education, offers B.Ed and D.El.Ed programs and has five classrooms, seven labs, specialized rooms for music, tailoring, and crafts, a language lab, computer lab, and a multipurpose hall. Both campuses provide indoor sports facilities, separate common rooms for boys and girls, and free Wi-Fi. The Main Campus supports extracurricular activities with an 800-seat auditorium, rehearsal zones, an open-air stage, and a gymnasium. It collaborates with Tata Steel's JRD Sports Complex for sports facilities. Student platforms like NCC, NSS, Women's Cell, and Rotaract Club have dedicated offices. The New Campus also features common rooms, a music room, and a sports room. Overall, the college effectively utilizes its infrastructure for academic, cultural, sports, and developmental activities
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
	The college has two libraries: the Central Library at the Main Campus and the Faculty of Education Library at the Mango Campus. The Central Library houses 59,200 books, 76 journals, 12 periodicals, and 16 newspapers in four languages. Managed by Mastersoft Pune's ILMS, it is fully computerized, barcoded, and offers digital transactions, e-cataloguing, and services like OPAC and Web OPAC for online searches. It features a reading room, a virtual library, and a 'Talking Books' cabin with software to convert text to audio for visually challenged students. Reprographic facilities like scanning, printing, and photocopying are available. Connected to INFLIBNET, it provides access to thousands of e-books, e-journals, and research materials like e-shodh sindhu and e-shodhganga. Over 3,500 students have INFLIBNET IDs, granting access to databases like Proquest, EBSco, Springer, and more. The college also offers a Virtual Library with 12 internet-connected computers. The library has an offline e-library portal named Rauzan for the operations within the campus. Old and out of print books are scanned and uploaded on the portal. E-books, E-journals and previous years

	question papers are being made available for the students. The Master Soft Cloud app allows access to e-books and scanned books via ILMS. The reading room accommodates 100 students and operates from 8:00 am to 8:00 pm. The Faculty of Education Library has 7,054 books, 25 journals, 15 periodicals, and 10 newspapers, supporting academic and research needs. Both libraries are integral to the college's academic ecosystem, widely used by students and faculty.
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
	The college is equipped with 247 computers, all connected via LAN, and provides internet access through both wired and Wi-Fi connections. Wi-Fi facilities are accessible to teachers, non-teaching staff, and students. All 10 e-classrooms are equipped with projectors, smartboards and automated screens. The college's Management Information System (MIS) is powered by Mastersoft, ensuring efficient digital operations. Valuable documents, staff personal files, and admission and examination records from the past 25 years have been digitized. The library is fully digitized, utilizing IT for all transactions, and old books are scanned and uploaded to the 'Rauzan' portal. The college has its own equipment for scanning and digitization tasks and produces digitized ID cards for students and staff. Computer labs and Mass Communication studios are fully equipped with modern IT facilities. The campus is monitored through digital webcams for security. In addition to the main website, the college maintains a separate website for its Faculty of Education and two portals: one for the Alumni Association and another for the offline virtual library, 'Rauzan'. The college consistently updates and enhances its IT infrastructure to stay current with technological advancements. The college maintains for severs for different purposes and three internet connections of various service providers. The servers need upgradation to meet the present day demands. Overall the IT facilities of the college are good.

Qualitative analysis of Criterion 4
The College has two campuses: the Main Campus, which offers undergraduate and postgraduate programs, has 28 classrooms, 15 labs, and a well-equipped library. The New Campus has five classrooms and seven labs. The Central Library on the main campus houses a vast collection of books, journals, and periodicals, accessible through a computerised system with OPAC and a mobile app (MOPAC). It offers reprographic services, a reading room, and facilities for visually impaired students. The Faculty of Education library also provides its students with a comprehensive collection of resources. The College has a robust IT infrastructure with a 247-computer network, high-speed internet, and Wi-Fi. Ten E-classrooms are equipped with advanced technology for interactive learning. The library has embraced digitisation with online access to resources. Students and staff have digitised ID cards. Cutting-edge facilities are available in computer labs and Mass Communication studios. Campus security is enhanced through digital webcams.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**
	The Alumni Association of the college has been registered very recently. A separate portal for the Alumni Association has been created. The alumni participated actively in the interaction with the peer team members and appreciated the institutional efforts for building the necessary skills in their pursuits. The association suggested that the college must diversify its academic activities and necessary steps should be taken not to make the college a centre of examination for the examinations of other institutions.

Qualitative analysis of Criterion 5
The college effectively manages academic, infrastructural, administrative, and logistical support for students, communicated through induction programs, prospectuses, and the website. Departments offer seminars, mentoring, remedial classes, and study materials, while platforms like NCC, NSS, and various clubs organize cultural, literary, and extension activities. Career guidance, placement, grievance redressal, and scholarship cells support students, alongside active clubs for music, drama, and fine arts. Indoor sports facilities are available, with ties to Tata Steel for outdoor activities. The campus provides Wi-Fi, a library with INFLIBNET access, digital ID cards, and e-certificates. Medical care, help desks, and a canteen are also available. Student progression to higher education and employment is strong, with many excelling in university exams and securing top ranks. The Alumni Association has been registered recently. Overall, the college ensures comprehensive student development and success.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
	The College, a Muslim Minority Institution, is managed by Karim's Trust, Jamshedpur. Founded by Syed Tafazzul Karim, the institution aims to provide quality education and opportunities to weaker sections, mainly Muslim minorities.
	The College's governance and leadership align with its vision and mission. Effective leadership ensures the implementation of short-term and long-term plans. The College has implemented the National Education Policy (NEP) and established an NEP Implementation Cell to ensure adherence to guidelines.
	The institution focuses on sustained education, infrastructure, administration, ethics, civic engagement, and ecology growth. It combines tradition and innovation to address challenges. The College offers various degree courses, value-added certificate courses, training, and internships.
	Decision-making is decentralised, and participative management is encouraged. Faculty, staff, and students collaborate to organise events and programs. Committees comprising teaching staff, non-teaching staff, and students manage institutional events. Teachers oversee various College bodies, including Women's Cell, NCC, NSS, and cultural platforms. They manage the library, ICT facilities, and administrative tasks. Senior faculty members coordinate academic and administrative activities as Examination Controllers, Admission In-charges, and Faculty In-charges of various departments.
	Students are represented in various College bodies, ensuring their involvement in planning, execution, and participation. The College strives to achieve its short-term and long-term plans through active involvement and coordination of all stakeholders.
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
	The College effectively executes its 20-year Institutional Perspective Plan and 5-year Strategic Plan. The Internal Quality Assurance Cell (IQAC) formulates an annual agenda in alignment with these plans, collaborating with management, officials, faculty, staff, departments, and student organisations.
	Recent initiatives include implementing a Management Information System (MIS), issuing digital ID cards, digitising documents and the library, and establishing a Research and Development Cell. Additionally, the College has introduced postgraduate programs in Chemistry, English, and Political Science and a vocational undergraduate program in Business Administration.
	The Placement Cell has taken on a more proactive role and bolstered its social responsibility initiatives. A Scholarship Cell has also been established to assist students in securing financial aid. Efforts are underway to foster a gender-sensitive and equitable campus environment.

The institution has intensified its commitment to Institutional Social Responsibility, aligning with its perspective plan. To support students, a dedicated Scholarship Cell has been established to explore and secure financial assistance and government benefits. Additionally, efforts are underway to foster a gender-sensitive and equitable campus environment. The College's operations and various bodies function by its established plans and policies.

The College emphasises effective curriculum implementation, teaching, and learning, actively collecting feedback and undertaking improvements in these areas. Technology is harnessed to enhance both teaching and learning experiences, and robust quality management systems are being introduced. The teacher-student ratio is optimised through new appointments and hiring professionals for vocational courses

6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

The institution has established a comprehensive performance appraisal system designed to ensure that both academic and administrative staff are evaluated fairly and effectively. This system incorporates various methods, including detailed student feedback etc.

The College strongly emphasises staff welfare and satisfaction. The College also recognises the importance of family support by providing fee waivers for the children of staff members, easing the financial burden associated with education. The staff association helps its members with financial support based on needs.

Provisions exist for granting duty leaves specifically for research, attendance at seminars, and participation in faculty development programs. Staff members engaged in advanced academic pursuits, such as Ph. D.s or other significant research projects, have access to essential resources like laboratories and libraries, providing them with the necessary tools to succeed.

Upon retirement, faculty and staff are eligible for gratuity and retirement benefits as per the University statutes ensuring that they are rewarded for their years of service. Performance Appraisal and Scrutiny Committee helps facilitate the promotion process, reviewing applications and ensuring that all candidates receive fair consideration. To assist staff in obtaining promotions, the institution issues individual Performance Appraisal Reports, which serve as vital documentation that supports their applications and highlights their achievements and contributions to the College.

6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

The College, a grant-in-aid institution, receives salary grants from the state government for sanctioned teaching and non-teaching positions. Student fees fund salaries for non-sanctioned, temporary, and part-time staff.

To ensure sustainability, the College relies on fee collection to cover financial needs, including infrastructure development, maintenance, and non-sanctioned staff salaries. Financial requirements are prioritized, with urgent needs addressed directly and planned expenditures facilitated through quotations or tenders. Tenders are properly floated, and quotations are invited for planned expenditures.

	The College conducts internal audit and external financial audits at the end of each financial year, with the audit report submitted to the competent authority. The management reviews the report and takes appropriate action if serious issues arise. In cases of discrepancies, it is the responsibility of the accountant, Bursar, and Principal to resolve the matter. Decisions are made by the Secretary of the College Governing Body (GB) or the GB itself for more complex issues. The College maintains its financial records using Tally ERP9, a licensed accounting software acquired by the institution.
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**
	The College's Internal Quality Assurance Cell (IQAC) ensures quality assurance and enhancement in academic, administrative, and infrastructural aspects. It holds regular meetings with stakeholders and organizes workshops, training programs, and lectures for staff and students. The IQAC initiated the College's 20-year perspective plan and 5-year strategic plan, setting a yearly agenda based on these plans. It suggests new programs and courses and assists in planning and execution. The IQAC also developed the College Code of Conduct, Academic & Activity Calendar, and Annual Reports. The IQAC emphasizes syllabus distribution, lesson plans, mentoring, and parent-teacher meetings in academic development. It reviews teaching-learning processes, pedagogy, and methodologies and undertakes academic and administrative audits. The IQAC assesses student outcomes, suggests improvements, and uploads outcomes on the College website. Recently, the IQAC undertook a pilot project assessing student outcomes based on university exam results. The IQAC constantly pursues quality improvement strategies, including curriculum implementation, library services, and IT infrastructure.

Qualitative analysis of Criterion 6
The College aims to provide quality education to minority communities and the weaker sections of the society. It adheres to NEP and has a dedicated implementation cell. Governance emphasises decentralised decision-making and participatory management. The College effectively executes its long-term and short-term plans, guided by IQAC. Key initiatives include MIS implementation, digitisation, new programs, and a strengthened Placement Cell. The College has a comprehensive performance appraisal system for academic and administrative staff, including student feedback and SWOC analysis. Staff welfare is prioritised with financial assistance for staff associations, fee waivers for staff children, and research and professional development support. The College, a grant-in-aid institution, receives government salary grants—student fees fund non-sanctioned staff salaries. Internal and external audits are conducted annually, with reports submitted to the competent authority. The IQAC plays a crucial role in quality assurance and enhancement.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
	The institution has a significant presence of women among its students, teaching faculty, and hospitality staff. Given this gender diversity, the institution actively implements measures to ensure that women on campus feel safe, protected, and heard. The Discipline Committee, which includes both male and female teaching staff members, conducts continuous monitoring. The College provides separate standard rooms for boys and girls for rest and recreation. The College ensures that women are represented in all committees and decision-making bodies, guaranteeing that decisions are made and executed to address the concerns of every gender group. The College's Women's Cell is crucial in safeguarding female students' safety and security. It organises Gender Sensitisation and Gender Awareness Drives on and off campus annually. The Women's Cell includes a notable number of male student representatives who participate in discussions related to gender equity and assist in formulating relevant programs. Additionally, the Women's Cell organises various outreach activities outside the campus, such as Health Camps, Plantation Drives, the distribution of sanitary napkins to underprivileged women, slippers, and visits to orphanages and nursing homes. It also hosts lectures on topics like 'Safety in Social Spaces,' 'Legal Rights,' 'Deconstructing Gender Stereotypes,' and 'Menstrual Health,' and conducts group and individual counselling sessions to promote Gender Sensitivity. The Cell addresses all complaints regarding sexual harassment on campus through careful listening, thorough fact-finding, and detailed analysis.
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
	The College has an inclusive environment where staff and students can learn the values of tolerance, compassion, harmony, inclusiveness, and understanding. A uniform has been implemented at the undergraduate level to promote a sense of equality among students. The Handbook of the College Code of Conduct for staff and students is available on the website. It covers essential topics such as professional ethics, moral values, human values, rights, and duties. The College prospectus includes the Code of Conduct specifically tailored for students. The Internal Quality Assurance Cell regularly organises programs for staff and students, including workshops on professional ethics, cybercrime, e-waste management, etc. The College's literary and cultural platform hosts multilingual debates, poetry readings, short story contests, essay writing competitions, and Urdu, Hindi, English, Bangla, and Odia events. Events showcasing dance, singing, theatre, fine arts, fashion shows, and ramp walks ensure representation of our rich regional and cultural diversity. Awareness and motivational programs addressing environmental issues, gender sensitisation,

	cybercrime, and e-waste are continuously conducted. The College actively participates in community initiatives such as blood donation drives, tree plantation activities, and the distribution of old clothing.
	The institution aims to instill constitutional values and obligations within its staff and students by commemorating significant days and celebrating events like Independence Day and Republic Day. Lectures and discussions on crucial topics, including the rights and duties of citizenship, legal awareness, civil rights, civil safety, and the vital role of youth in national development, are regularly organised.
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
	The two best practices of the College are:
	1. Inculcating participative and leadership qualities among students and empowering them through literary, cultural and extension activities; and
	2. Green Practices
	The first practice aims to teach through encouragement, opportunity, faith, and trust to discover strength and capabilities. With the majority of students hailing from underprivileged sections, this practice attempts to sensitise them to issues like art, literature, culture, gender, environment, equity, and inclusiveness. Students are empowered through various measures, including efforts by the Society for Promotion of Art and Culture (SPArC), NCC, NSS, Women's Cell, etc. The SPArC provides opportunities to plan and organise literary, cultural and extension activities. The Women's Cell contributes to the students' empowerment in the way of Gender Sensitisation drives through different activities, namely ensuring gender equality and inclusiveness through 'gender talks' under the' Guftagu' event, theme-based events on gender issues, speeches, posters, essay competitions, talks on female health, etc. Extension Activities are another tool used extensively to empower and sensitise the students and equip them with participatory and leadership qualities.
	The second practice aims to create a green and serene campus by ending hazardous environmental practices, lessening energy consumption, conserving energy, better waste management, and creating environmental awareness. To this effect, the College's initiatives include an emphasis on waste management, reducing its energy consumption by adopting various means, such as LED bulbs and tubes, conducting a Green and energy Audit, encouraging plantation and landscaping, etc.
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**
	The College, founded in 1961, focuses on educating the weaker sections of society, particularly Muslim minorities, to contribute towards integration and nation-building. Over the years, it has implemented various programmes to empower these communities educationally, socially, and culturally, with admissions norms relaxed for minority students and reservations for OBC, SC, and ST categories. The institution aims to ensure students from these groups benefit from scholarships and welfare schemes supported by their Scholarship Cell.

To cater to the educational needs of minorities, the College has expanded its academic offerings, introducing programmes like M.A. Urdu, M.A. Psychology, and others, alongside upcoming courses such as M.A. in Political Science. As a minority institution, it promotes the Urdu language and culture through various events and initiatives, including competitions and seminars organised by its cultural wing, the Society for Promotion of Art and Culture, which has seen notable participation and appreciation from the broader Urdu community. The NSS, NCC, and the Rotaract Club of the College have undertaken many extension activities, including adopting several villages.

Qualitative analysis of Criterion 7

The institution prioritises women's safety and well-being. It ensures gender diversity in committees, provides separate facilities and actively operates a Women's Cell. The Cell organises gender sensitisation programmes and outreach activities and addresses sexual harassment complaints. Male students actively participate in the Women's Cell, nurturing gender equity.

The College fosters an inclusive environment focusing on tolerance, compassion, and understanding. A uniform promotes equality, and the Code of Conduct emphasises professional and ethical values. The institution organises various programmes to address environmental issues, gender sensitisation, and social responsibility. It celebrates national days and conducts discussions on citizenship and national development.

The College's two best practices are:

 * Student Empowerment: Developing leadership through literary, cultural, and extension activities.

 * Green Practices: Promoting environmental sustainability through waste management, energy conservation, etc.

The College educates marginalised communities, particularly Muslim minorities. It offers relaxed minority admissions and reservations for OBC, SC, and ST categories

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)

Overall Analysis

Strength:

1. Location of the college in the vicinity of the industrial hub.
2. Dedicated, Qualified and experienced faculty
3. Large number of students prefer this institution for multiple reasons
4. A healthy academic environment enriched by cultural and literary activities
5. Digital and updated library.
6. Common room for both boys and girls.
7. Free Wi-Fi campus.
8. Inclusive and equitable feelings among the students
9. Career Guidance and Placement cell
10. Regular extracurricular activities
11. Good result

Weaknesses:

    1. Limited scope for PG and research degree
    2. Absence of sports ground facilities
    3. Absence of parking facility
    4. Lesser avenues for higher education
    5. Limited welfare schemes for staff
    6. Non-availability of an adequate number of professional/vocational programmes

Opportunities:

1.   The college has potential for development

2.   It has opportunities for the introduction of more industry-oriented technical/ vocational programmes/courses.

3.   It has ample possibilities to undertake innovative and incubation centers for entrepreneurship and developmental programmes.

4.   Collaboration with industry and higher centers of learning for internship and employment.

Challenges:

1.   Competition from nearby institutions

2.   Limited space for infrastructure development

3.   Promoting sports in absence of having own play ground is difficult.

4.   Need for more efforts for mobilization of funds

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Strengthen the physical infrastructure by constructing more classrooms.

- The college has to increase the number of sanctioned posts and fill up the sanctioned vacant posts.

- Playground, sports facilities and student recreation facilities should be expanded.

- The college should avoid the burden of conducting examinations of other institutions.

- The college should have a hostel and transportation facilities.

- More industry, need-based and job-oriented UG and PG programmes, particularly in technical and professional subjects, to be started

- Strengthen Research and publication with Minor and Major Research Projects

- Strengthen the Innovation Eco-system and Incubation Cell and upgrade it to a Technology Business Incubator (TBI), by attracting CSR funds and promoting student Start-ups.

- Establish functional collaborations, partnerships and MOUs.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. AJMER SINGH MALIK	Chairperson	
2	DR. INDIRA MAHENDRAVADA	Member Co-ordinator	
3	DR. MUHAMED ILYAS P	Member	
4	Dr. B.s. Ponmudiraj	NAAC Co - ordinator	

Place

Date

Sl.No	Name		
1	DR. AJMER SINGH MALIK	Chairperson	
2	DR. INDIRA MAHENDRAVADA	Member Co-ordinator	
3	DR. MUHAMED ILYAS P	Member	

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