SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

KARIM CITY COLLEGE

KARIM CITY COLLEGE, SAKCHI
831001
www.karimcitycollege.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Karim City College is a Muslim Minority Institution run and managed by Karim's Trust, Jamshedpur. The college is permanently affiliated to Kolhan University, Chaibasa. It has been recognised under 2 (f) and 12 (b) of the UGC. At present the college has 5195 students, 91 teaching staff and 71 non-teaching staff. It runs 21 UG Programmes (including 5 vocational/professional programmes), 07 PG Programmes (including 1 vocational programme) and 01 PG Diploma Programme. Founded in 1961 by Late Syed Tafazzul Karim with the aim of promoting educational upliftment of the weaker sections of the society, especially the Muslim minorities, the college began with pre-university courses and degree courses were launched in the year 1963. The college got its affiliation in 1965 with the Ranchi University and after the creation of Kolhan University in 2010 the college came under the jurisdiction of the present parent university i.e. Kolhan University, Chaibasa. The college was among the first few colleges of Jharkhand when it first went for NAAC assessment and accreditation in 2004. It has got B+, B++ & B+ grades in its previous NAAC cycles and it is going to be its 4th cycle, again a rare achievement among the colleges of Jharkhand. In the last twenty years, after its first cycle of accreditation, the college has witnessed a steady course of progress. In the year 2010 the college was accorded CPE status by the UGC and in 2018-19 it was among the first 30 colleges of the state that got grants in RUSA 1. In the year 2013 the college established its new campus at Mango, Distt. East Singhbhum and shifted its Faculty of Education there. The college is consistent in its academic progress and the students are doing well with regard to academic results, placements, literary, cultural & extension activities. The college is zealously promoting co-curricular activities, use of ICT in teaching-learning and administration, and digitisation. It is constantly striving to promote research activities among its teachers. Discipline constitute an important institutional concern and Institutional Social Responsibility (ISR) is also a major area of activity. Today, the institution is proud to have its alumni being spread across all parts of the country and abroad, rendering their services to the society in various professional capacities.

Vision

The 1940s were formative as well as very fragmenting years for India. Our struggle for independence had started taking not only the final shape but was moving towards a beautiful culmination. This was accompanied by the formation of several governmental and constitutional bodies on the one hand and the ill-fated efforts of dividing the nation on the other. The cracking of India into two distinctive nations was accompanied with trauma and tragedy.

In those years when people were facing communal frenzy and were crossing borders, our founder Syed Tafazzul Karim, along with a small group of family and friends, envisioned to uplift his community with the help of education. Our founder, a great admirer and supporter of the 19th century reformer Sir Syed Ahmad Khan, visualised to sow the seeds of national service through community building. During the difficult years of the 1940s and 1950s, when the holocaust of partition was hovering over India and the educated and capable Muslim gentry was migrating to the other side of the border in search of greener pastures, Syed Tafazzul Karim, with his small resources, was lighting the lamp of education for the educationally deprived and weaker sections of the society especially the Muslims. He started with the establishment of schools in 1946 and his efforts for the establishment of a college bore fruits in 1961 with the establishment of Karim City College.

Hence the college envisions to bring the youth of the Muslim community, but without any discrimination of religion, region, caste, colour or creed, to the main stream of higher education and to preserve the religious, cultural and linguistic identity of the community, with the best intention of inculcating in them the idea of mutual trust, a sense of reciprocal honour and respect irrespective of caste, colour or sex, dedication towards academic and financial development, character building, respect for ethics and moral values, love for other communities and the nation, and discipline in every spheres of life for the harmonious union of life, knowledge and work. To inculcate love that binds one to other and to Allah.

Mission

The institution was established with a mission to provide educational opportunities to the weaker sections of the society particularly to the Muslims. Hence, all our efforts are targeted towards the attainment of this basic goal. The modern world and its challenges demand a constant renewal, a fresh approach and a process of change and adaption. The college is open to changes, innovations and improvisations. We are determined to acquire and provide the best in the field of education. We are striving for the growth of our students empowering them to become responsible and cosmopolitan. Building relationships, developing integrity and accountability, creating a sense of respect, service and fellow feeling and inculcating the rich cultural ethos of India is our aim. We are trying to create a modern, peaceful, progress oriented and knowledge-based institution. We are constantly trying to create an understanding among students with regard to India's plurality of religion and composite culture. We take the above and the followings as our mission:

·   Empowering Muslims and other educationally weaker sections by providing an educational experience that will equip them with knowledge, skills, and confidence to become future leaders and catalysts for positive change in their communities and the world at large.

·   To foster an inclusive and supportive learning environment that respects and celebrates diversity, embracing different cultures, backgrounds, and perspectives.

·   To ensure a comprehensive and multidisciplinary approach to education.

·   To promote ethics, human values, gender sensitivity, ecological consciousness and secular values.

·   To cultivate a profound sense of responsibility, integrity, and respect and nurturing personal and professional growth.

·   To provide ideal learning environment, inclusiveness and homely ambience conducive for students belonging to diverse groups.

·   Being a coeducational college, equality of opportunity and balanced development of both boys and girls is emphasised.

·   Effective curriculum implementation, dedicated teaching–learning, dynamic pedagogy, regular classes, timely completion of the syllabi, fair conduct of Internal Assessments and examinations and evaluations, honest grievance redressal, encouragement for advance and slow learners, and proper mentoring.

·   Use of ICT in addition to the time-tested conventional methods of teaching and learning.

·   Experiential & Participative learning through student seminars, discussions, guest lectures, model exhibitions, educational tours, internships, field surveys & industrial visits.

·   Felicitating the Muslim students and students from other weaker sections for Govt. and non- Govt. scholarships with an aim to minimize drop- outs.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength (SWOC Analysis)

Institutional Strength as perceived by the Students:

- Regular classes in the college campus.
- The college is in the prime location.
- Highly experienced and qualified teachers.
- Virtual and e classroom. Digital and updated library.
- Common room for both boys and girls.
- Wi-Fi free campus.
- NCC department in the college.
- Extracurricular activities like SPARK, Art & DRAMA.
- Xerox facility for student disciplined of the college.
- Fee concession for the needy students.
- Women cell
- Anti raging campus
- Career guidance cell
- Gym for both boys and girls
- Air condition auditorium

Institutional Strength as perceived by the Teachers:

- Infrastructure for work
- The present salary
- Inter-department communication
- Intra department communication
- Commitment of the faculty members and
- Recognition given by the college
- Qualified and experienced faculty members
- Organizational culture

Institutional Strength as perceived by the Non-Teaching:

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1. Infrastructure for work.
2. The present salary
3. Inter department communication
4. Commitment of the non-teaching members
5. Recognition given by college
6. Healthy environment/organizational culture

Institutional Strength as perceived by the Alumni:

- Dedicated and experienced teaching staffs
- Annual alumni meet
- Efficient administrative processes
- Good infrastructure
- Regular classes
- Regular workshops and seminars
- Well-equipped laboratories
- Regular extracurricular activities
- Good result
- Internal examinations
- Discipline and decorum
- Clean campus

Institutional Weakness

Institutional Weakness (SWOC Analysis)

Institutional Weakness as perceived by the Students:

- Frequently exam center hamper the teaching
- Frequent evaluation center disturbs the class and teaching
- High fees as compared to other colleges
- Not proper campus selection for general students
- Online admission, examination and registration form (abnormal situation during these times)
- Quality of the canteen
- Playground not available
- Old fan and benches
- Lack of parking place for students
- Less avenues for higher education

Institutional Weakness as perceived by the Teachers:

- Workload of faculties
- The low motivation of temporary faculties

- Network issue in biometric
- Alarming trends in the admission process of students
- Lack of promotional avenue

Institutional Weakness as perceived by the Non-Teaching:

- Less opportunities for promotions
- More resources needed
- More skill training program needed
- Biometrics issues
- Admission through chancellor portal
- less participation in decision making
  Health insurance of the non-teaching staff
- Lack of co-ordination among non-teaching staffs

Institutional Weakness as perceived by the Alumni:

- More classrooms are needed for classes
- Hostel facilities
- Playground issue
- Class suspension
- Limited professional developmental opportunities
- Parking space for the students is an issue for the students because many students park their bikes outside the campus

Institutional Opportunity

Institutional Opportunities (SWOC Analysis)

Institutional Opportunities as perceived by the Students:

- To run add on courses by college
- To run language classes to generate revenue
- To get an autonomous status for own college
- To run other vocational courses
- To run preparation class for civil services and other government jobs.
- Making common rooms air conditioned
- To start new PG courses

Institutional Opportunities as perceived by the Teachers:

- Better performance
- Collaboration with other state or private universities
- E-learning and virtual class rooms in college
- To be a deemed university
- Opportunities for research work
- Good placement opportunities for students

Institutional Opportunities as perceived by the Non-Teaching:

- Better performance/exploring more avenues
- To be a deemed university or autonomous status
- Infrastructure Development
- Community Outreach Programs
- Strengthening Alumni Engagement

Institutional Opportunities as perceived by the Alumni:

- Internship and Training
- Scholarships
- NCC
- NSS
- Rotaract
- Collaboration with the companies for internship for students is an opportunity
- Providing consultation to other organizations and generating revenue is an opportunity

Institutional Challenge

Institutional Challenges (SWOC Analysis)

Institutional Challenges as perceived by the Students:

- A tough competition with other private colleges and universities
- Shifting of college to another good and prime place
- NAAC and RUSA accreditation is a challenge for college
- To establish a good communication with university and its PG departments

- Online admission by the university
- Privatization of higher education
- Privatization of college
- Less admission in college courses
- Integrated courses in all streams

Institutional Challenges as perceived by the Teachers:

- NAAC and RUSSA assessment of college
- Competition with other state and private universities
- To get an autonomous status
- To run add on courses
- Computerization of the departments
- Campus selection from college
- NEP 2020
- Recruitment process

Institutional Challenges as perceived by the Non-Teaching:

- NAAC and RUSSA assessment of college
- Competition with other state and private universities
- To get an autonomous status
- To run add on courses
- Computerization of the departments
- Campus selection from college
- Admission through chancellor portal
- Recruitment process
- Resource constraint
- Workload management

Institutional Challenges as perceived by the Alumni:

- Collaboration with other university
- Major research project
- Placement for all students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Catering to 5195 students, the college presently offers twenty-one UG Programmes including five vocational/professional programmes, seven PG Programmes including one vocational programme and one Postgraduate Diploma Programme. The college follows the curriculum prescribed by the affiliating university. After the implementation of NEP 2020 by the state government in 2022 Four Year Under Graduate Programmes (FYUGP) were introduced. The syllabus for these courses is based on the LOCF syllabus module. Prior to this the UG courses followed the CBCS curriculum implemented by the parent university. By the end of academic session 2023-24 the last batch of three-year UG programmes come to an end. As far as the current

status of the curriculum of PG courses are concerned the CBCS syllabus is followed. Presently the PG courses are of two years duration and the new mechanism of PG courses under NEP 2020 will be implemented from 2026 when the first batch of UG (2022-26) graduates.

Being an affiliated minority institution, the college follows the curriculum prescribed by the affiliating university. With reference to curriculum implementation the college goes through the practices like Academic & Activity Calendar, Syllabus Distribution, Lesson Plans, reports of classes engaged etc. Apart from classroom teaching the college undertakes such activities that are required by the syllabus such as projects, internships, on-job training, industrial visit, field survey etc. Co-curricular activities like Student Seminars, Ppt Presentations, Guest Lectures are also emphasised. The Continuous Internal Assessment mechanism is very robust, student oriented, timely and fair. The End Semester Exams are taken by the university and occasionally there are some delays in this. For example, when we are writing this summary in the month of July 24 the university is yet to organise the final examination of outgoing batches of UG Sem 6 (2021-24) PG Sem 4 (2022-24) and we are not having the result of final year passing out students of 2024. The issues of gender, ethics, human values, environment and sustainability are addressed by teachers in their classroom teaching and the same is also attempted through awareness programmes, motivational events, invited lectures and different co-curricular, extra-curricular and extension activities.

Teaching-learning and Evaluation

The three previous cycles of NAAC have helped the college to improve its academics in a big way. Majority of the teachers are Ph. D holders and a good number are Ph. D guides too. Teachers working on permanent posts are question setters of the parent university and other institutions too. Almost all teachers are associated with university evaluation. Teachers are associated with curriculum planning as members of the Board of Studies of various university departments of the affiliating university as well as other universities. Some teachers are associated with the DRCs (Departmental Research Council) of the parent university. The teachers are constantly participating in seminars and conferences and upgrading themselves through various FDPs. In the last five years they have published a large number of research papers, chapters in edited books and some of them have published their self-authored books also. Some teachers are active in the field of creative writing and literature while some are engaged in social and cultural activism.

The teaching-learning activities are student centric. Experiential and participative learning is practiced through student seminars, ppt presentations, discussions, assignments, guest lectures etc. ICT has been integrated in teaching and learning through e-class rooms, smart boards, projectors, screens, internet facilities, online resources, YouTube channels etc. Continuous Internal Assessments are based on submission of assignments, written tests, viva voce etc. The whole mechanism is fair and grievance redressal is timely and efficient. The academic departments are addressing the needs of slow and advanced learners and an efficient mentoring mechanism is also in practice. The outcomes are stated to the students and have been uploaded on the college website. A study of attainment of outcomes has been done recently in which results of the last five years were assessed.The college has produced 42 UG & PG Toppers in the last five years. PG teaching in seven subjects have been undertaken in the right earnest. PG students are encouraged to write research papers, participation in seminars and conferences, NET, JRF, SLET. The practice of separate dissertations in PG Sem 3 and Sem 4 is undertaken as per the university norms. Compulsory membership of INFLIBNET is given to all PG students whereas the UG students may opt for INFLIBNET membership as per their interest and requirement.

Research, Innovations and Extension

Research and Development Cell of the college is encouraging and facilitating the teachers and students for taking up research projects, writing research proposals, and writing research papers for the purpose of publication and participation in seminars and conferences. Research corners in some of the departments of Science faculty allows teachers of the college as well as researchers from outside to use its facilities. Many Teachers are research guides. Teachers have been writing, publishing and presenting research papers continuously. Some departments have organised various seminars and conferences in the last five years.

The college has established its own Innovation, Eco System and Incubation Cell recently. It is in its initial stage of working and has undertaken a few programmes on IPR, Awareness Programmes on Entrepreneurship, Design Thinking, Research Grants & Scopus Publications. It has also tried to use the studio of Mass Communication and the Chemistry lab as Incubation Centres.

The college is quite a pioneer in the field of extension activities. The NCC and NSS units have done wonderfully well with regard to social service in the adopted localities. They are continuously organising awareness programmes, motivational events, cleanliness drives, health checkup camps, bold donation drives, plantation drives, and several such extension activities. The Electoral Literacy Club (ELC) works under NSS and it has played a major role in the last few years with the collaboration of District Administration and District Electoral Office. The NSS unit has been appreciated by government and government recognised bodies for its extension activities. The Women's Cell of the college is one of its kind in the whole region. Apart from looking after the women safety in the campus, it has also been organising gender equity and gender sensitisation drives and many other events and activities. The Rotaract Club has offered a very unique activity called Roti Day through which it serves weekly food to the have-nots of the city. All these college bodies are organising a large number of social activities and upliftment programmes in the neighbourhood. During the Covid Pandemic days these student platforms did a wonderful job in terms of volunteering, awareness and social service.

Infrastructure and Learning Resources

The college has two campuses. Its main campus is located in the area managed by Tata Steel and is in the heart of Jamshedpur. Its next campus, which hosts the Faculty of Education, is located around 4 kms away from the main campus. The main campus hosts all UG & PG programmes. It has 28 classrooms (including 10 e-classrooms), 15 labs (2 each for Physics, Chemistry, Botany, Zoology & Psychology, 1 each for Geography, BCA, IT, Math Lab & Lingua Lab), library, reading room, virtual library cum net surfing zone, separate common rooms for boys and girls, canteen, auditorium, student activity centre which includes two rehearsal rooms, a meeting room and a gym etc. The new campus, running B.Ed and D.El.Ed programmes, has 06 classrooms, 07 labs, 4 special rooms, a library, a reading room, and a multipurpose hall. The college has sufficient parking space, clean, purified and cold drinking water facilities, generator sets of 120 KV each for both the campuses, around 250 computers, MIS, College APP, ICT facilities and related equipment, digital notice board, webcams, Internet (wired and wi-fi) LAN connectivity etc. The whole campus is computerised, digitalisation facilities are there. The college has around 250 computers out of which 130 computers are used for academic purposes. All computers are LAN and net connected. The college has sufficient projectors, automated screens, white screens or boards, green boards, PA systems etc.

The college library is fully digitised and runs through ILMS. It has 59, 200 books, 76 journals, 16 newspapers, 12 periodicals, a reading room, a virtual library cum net surfing zone, printing and xerox facilities and an offline web portal. The library offers INFLIBNET compulsory membership to the teachers and PG students and

optional membership to PG students.

KCC E-quip, the YouTube channel of the college as well as other YouTube channels created by a few departments, student platforms and some individual teachers are also utilised as learning resources.

Student Support and Progression

Student support facilities related to academic, infrastructural, administrative and logistic requirements are satisfactorily managed. The students are informed about support services and facilities through induction programmes, prospectus and website.

The departments undertake student seminars, mentoring, help for slow and advance learners, co-curricular activities, remedial classes, study materials etc. Student platforms like NCC, NSS, SPArC, Rotaract Club & Women's Cell are organising literary, cultural and extension activities. Awareness and motivational programmes are organised on a regular basis. Clubs and forums like Music Club, Drama Club and Fine Art Club, Electoral Literacy Club etc are very active. Career Planning & Guidance Cell, Placement Cell, Grievance Redressal Cell, Scholarship Cell, Anti-Ragging Cell, SC/ST/OBC & Minority Cells also facilitates the students.

Common rooms have facilities for indoor games, magazines, newspapers and television. Annual indoor games are organised by the college. Outdoor games and activities are looked after by the Sports Cell. The college has a linkage with the Sports Division of Tata Steel for outdoor sports. Facilities like Auditorium, Student Activity Centre, Gym, Canteen etc are available.

The college provides free wi-fi facility, Help Desk & Drop boxes to the students. Special help desks for specific purposes are also arranged. The Medical Care Unit looks after the emergency requirements. The college library provides INFLIBNET membership to the students. It also provides a net surfing zone to them. The college MIS and digitisation facilities are also helpful for students. Facility for Digital Id cards, digital issue of all testimonials and certificates is available. KCC E-quip, the YouTube channel of the college, other YouTube channels of a few departments and student platforms and of some individual teachers are also helpful for students. The Alumni Association of the college has been registered very recently. A separate portal for Alumni Association has been created.

Student progression to jobs and to the upper level of higher education is also satisfactory. The students are performing fairly well in university exams. Our students feature in the university toppers list almost every year and in a good number. The students are joining other higher academic institutions to pursue their higher degrees and research. A good number of students are also joining the job market after finishing their studies.

Governance, Leadership and Management

The college is run and managed by its parent trust i.e. Karim's Trust, Jamshedpur. The governance and management related efforts are all targeted for the declared mission of educational upliftment of the Muslims and other weaker sections. The parent trust has formed a Governing Body which is the final authority, final decision-making body as well as the highest authority for each and every affair of the college. Decentralisation is an important practice in governance. Five Year Strategic Plan and Twenty Years Perspective Plans are stated and the college works towards the attainment of those plans. The academics are looked after by the head of the departments and faculty in-charges. There are conveners, coordinators, nodal officers and in-charges of

different college bodies. The teachers are being given additional responsibilities for proper functioning. Proper representation to students in different college bodies and activities is also ensured.

The college has different Cells, Committees, Forums, Clubs, College Bodies, Student Platforms to address academic, administrative, financial, infrastructural and logistic requirements of the stakeholders. IQAC is a major role player in planning, implementation, observation and quality sustenance and enhancement of multifarious activities. The whole campus is fully computerised and office automation has been done. Internet accessibility, free wi-fi, LAN etc have effectively been used for better governance. In order to ensure proper implementation of NEP 2020 a NEP Implementation Cell has been created.

Appointments of teachers have been made as per government norms and in the last three-four years efforts have been made to fill up the vacant teaching and non-teaching posts. The service rules are also conducive for the employees. Performance Appraisal is done at the time when the state government and parent university announce the promotion scheme for teachers. Resources and funds are optimally used and financial audits are properly conducted.

Complete transparency is maintained in academics and administration. Things are done on the basis of shared responsibilities. Regular meetings, management-staff relationships, teacher-student relationships help to keep the channels of communication and cooperation open. Our multifarious efforts in curriculum implementation, teaching-learning, evaluation, administration, student support, co-curricular, extra-curricular and extension activities, institutional social responsibility, optimum utilisation of resources, quality sustenance and enhancement etc are now paying good dividends

Institutional Values and Best Practices

We are highly appreciative of the dedication, creative energy, positive vigour and involvement of a very big team of students which is our real strength. They undertake almost all co-curricular, literary, cultural and extension activities on their shoulders. They brilliant contribution in the academic and administrative life of the college is a proof of our strong teacher-student relationship. Student representation in various college bodies is ensured.

There are number of practices which the college may underline as its best practices. Such practices are undertaken with the idea of creating dynamism and vibrancy in each and every sphere of the campus. Academic support practices, student support practices, student empowerment practices, practices related to literary, cultural, sports and extension, transparency and robustness in evaluation, grievance redressal, appointment and promotions, staff and student welfare are all directed towards serving the stakeholders. The facility of financial assistance, fee waivers, free-ships, instalment payments has been provided to the needy students.

Gender equity promotional events, green practices, energy conservation, paperless offices are in practice. Feedbacks, Academic and Administrative Audit, Green Audit and Gender Audits have been undertaken. The Women's Cell of the college looks after the 'women related issues' and organises gender equity and gender sensitisation drives. Student platforms like NCC, NSS, SPArC are organising their activities that are aimed at student awareness and motivation regarding pertinent issues like gender, environment, harmony, tolerance, unity, national integration, equality, inclusiveness, human values, human rights etc. Commemorative days like Constitution Day, Environment Day, Yoga Day, Youth Day, National Education Day, World Tribal Day, International Mother Language Day, Women's Day etc are celebrated. Book of Code of Conduct has been uploaded on the college website. The Student Code of Conduct is included in the prospectus also. Promotion of

the use of technology through E-governance and digitisation, ICT and IT infrastructure are being increased. The mechanism of helping the slow and advanced learners and mentor-mentee is also practiced by the academic departments.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KARIM CITY COLLEGE
Address	Karim City College, Sakchi
City	JAMSHEDPUR
State	Jharkhand
Pin	831001
Website	www.karimcitycollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Mohammad Reyaz	0657-2431778	9431759629	0657-2430495	iqac@karimcitycollege.org
IQAC / CIQA coordinator	S. M. Yahiya Ibrahim	0657-2230370	9709249638	-	smy.ibrahim@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minroity institution	Yes MinorityRU_final.pdf
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	YES
Any Other	NO

Establishment Details

State	**University name**	**Document**
Jharkhand	Kolhan University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	27-11-1981	[View Document](#)
12B of UGC	31-05-2022	[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
NCTE	View Document	19-07-2005	240	The NCTE recognition was given to us in Two Thousand Five Since then the affiliating university is given us approval for B Ed for different academic sessions Currently the affiliating university has given us affiliation for three academic sessions
AICTE	View Document	09-05-2024	24	
NCTE	View Document	19-07-2005	240	The NCTE recognition was given to us in Two Thousand Five Since then the affiliating university is given us approval for B Ed for different academic sessions Currently the affiliating university has given us affiliation for three academic sessions

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	Karim City College, Sakchi	Urban	7.661	11651.66

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,	48	Plus Two	English + Hindi	100	67
UG	BA,Geography,	48	Plus Two	English + Hindi	100	63
UG	BA,Political Science,	48	Plus Two	English + Hindi	100	74
UG	BA,Economics,	48	Plus Two	English + Hindi	100	32
UG	BA,Psychology,	48	Plus Two	English + Hindi	100	22
UG	BA,Philosophy,	48	Plus Two	English + Hindi	50	1
UG	BA,English,	48	Plus Two	English	200	140
UG	BA,Hindi,	48	Plus Two	Hindi	50	36
UG	BA,Urdu,	48	Plus Two	Urdu	50	3
UG	BA,Bangla,	48	Plus Two	Bengali	50	8
UG	BCom,Commerce,	48	Plus Two	English + Hindi	1000	359
UG	BSc,Physics,	48	Plus Two	English	150	38
UG	BSc,Chemistry,	48	Plus Two	English	150	33
UG	BSc,Mathematics,	48	Plus Two	English	200	65
UG	BSc,Botany,	48	Plus Two	English	60	18
UG	BSc,Zoology,	48	Plus Two	English	100	89
UG	BEd,Education,	24	Plus Two	English + Hindi	100	100
UG	BSc,Computer Applications,	48	Plus Two	English	60	60

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UG	BSc,Information Technology,	48	Plus Two	English	60	50
UG	BA,Mass Communication Video Production,	48	Plus Two	English	60	30
UG	BBA,Bachelor Of Business Administration,	48	Plus Two	English	60	47
PG	MCom,Pg Commerce,	24	UG	English + Hindi	146	94
PG	MA,Pg Urdu,	24	UG	Urdu	50	7
PG	MA,Pg Psychology,	24	UG	English + Hindi	30	9
PG	MA,Pg Mass communication,	24	UG	English + Hindi	40	14
PG	MSc,Pg Chemistry,	24	UG	English + Hindi	33	33
PG	MA,Pg English,	24	UG	English	60	60
PG	MSc,Pg Mathematics,	24	UG	English + Hindi	110	65
PG Diploma recognised by statutory authority including university	PG Diploma, Center For Post Graduate Diploma In Guidance Counselling,	12	UG	English + Hindi	50	0

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				6				55			
Recruited	0	0	0	0	6	0	0	6	23	10	0	33
Yet to Recruit	0				0				22			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				46			
Recruited	0	0	0	0	0	0	0	0	22	24	0	46
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				39
Recruited	22	0	0	22
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				62
Recruited	48	14	0	62
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	1	0	0	0	0	0	1
Ph.D.	0	0	0	5	0	0	34	17	0	56
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	18	0	34
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	2	0	7

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	2678	45	0	0	2723
	Female	1804	35	0	0	1839
	Others	0	0	0	0	0
PG	Male	277	7	0	0	284
	Female	349	0	0	0	349
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	44	43	30	22
	Female	14	13	15	17
	Others	0	0	0	0
ST	Male	157	82	202	130
	Female	61	50	113	97
	Others	0	0	0	0
OBC	Male	207	262	268	188
	Female	68	78	94	68
	Others	0	0	0	0
General	Male	583	496	297	267
	Female	229	265	236	156
	Others	0	0	0	0
Others	Male	197	388	209	247
	Female	345	414	427	425
	Others	0	0	0	0
Total		1905	2091	1891	1617

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 was implemented in all universities of Jharkhand in 2022. It is working at the UG level at present and perhaps the policy makers have planned that NEP implementation with regard to PG will be done when the first batch of Four Year Under Graduate Programme (FYUGP) gets completed in 2026. All the subject components, subject design etc. have been decided by the state committee that was constituted by the Department of Higher Education, Govt. of Jharkhand. The FYUGP syllabus was prepared by the parent university with reference to the LOCF syllabus of the UGC. It surely lays emphasis on multidisciplinarity and interdisciplinarity in the

subject structure and curriculum. Multiple subjects and courses are introduced under the head Ability Enhancement Courses (AEC), Multi-Disciplinary Courses (MDC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC). Different courses are offered in different Semesters under the above heads. All these courses are of compulsory nature and these not only offer the creation of ability and skills among students but also ensure a larger multidisciplinarity and interdisciplinarity for the students. Under AEC the college offers languages like Hindi, English, Urdu, Bangla and Odia during the first four semesters. Under MDC students can choose multi-disciplinary/interdisciplinary subjects. It is mandatory for them that they must choose subjects which they have not studied earlier or not studying at any other level of FYUGP at present. The college offers, to the students, subjects across disciplines in their first three semesters so that their exposure to various epistemologies is accomplished in their learning journey. Subjects like History, Philosophy, Economics, Political Science, English, Hindi, Urdu, Bangla, Odia, Psychology, Geography, Commerce etc. are offered to the students in this category. Under VAC subjects like Understanding India, Health & Wellness, Sports and Fitness etc. are offered. Under SEC the students study Digital Education, News Writing & Reporting, Communication Skills and Personality Development. The college offers this multidisciplinary/interdisciplinary approach in order to bring a holistic output in education. It involves the interconnectedness of various disciplines and its combined applicability for the students. It encourages broadness and creativity in the thinking of the students and encourages critical analysis, collaborative learning, an interdisciplinary theoretical framework and effective communication skills. This also helps to combine indigenous knowledge systems with western modes while it also offers greater opportunities for educational collaboration across departments and with other institutions. This also gives the students greater opportunities to develop well rounded personalities through better internalisation of the interconnected networks of knowledge. Under the directives of the state government and the parent university the College has established its own NEP Implementation Cell along

	with a team of Nodal Officer and members which looks after the requirements of NEP implementation in the campus. The Cell is organising an Awareness Workshop titled 'Understanding FYUGP' for the newly admitted students every year from 2022. The Cell also runs a Student Help Desk to facilitate the students with regard to their queries and qualms related to NEP or FYUGP.
2. Academic bank of credits (ABC):	With the implementation of Four Year Under Graduate Programme (FYUGP) under NEP 2020 from the academic session 2022-23 it became mandatory for the students to have their account in Academic Bank of Credits. The NEP Implementation Cell and the Admission Section of the College are taking all out efforts to it successfully done. Students are asked about this at the time of admission itself. They are told about the requirement of ABC Id during the Induction Meeting of every new batch. Once their classes commence, they are notified to submit their ABC Id in the Admission Section of the College. The NEP Implementation Cell runs a Student Help Desk which helps the students in the creation of their Id. The link of the concerned website is also shared in the college website to redirect the students to the related website where they can create their ABC Id. The college has made all out efforts to get this task done and it can satisfactorily say that the ABC Ids of more than 90 percent students who have been admitted from 2022 onwards have created their ABC Ids. The NEP Implementation Cell of the college organises an Awareness Workshop titled 'Understanding FYUGP' for the newly admitted students every year from 2022 and students are made aware about the importance of ABC Ids in that workshop also. The Cell also runs a Student Help Desk which facilitates the students with regard to the creation or relevance of ABC Ids. Though NEP 2020 is yet to be implemented at the level of PG Programmes in Jharkhand but the NEP Implementation Cell of the college has already taken initiative with regard to the creation of ABC Id for the PG students also.
3. Skill development:	The National Education Policy (NEP) 2020 was implemented in all universities of the state in the year 2022. It is working at the UG level at present and perhaps the policy makers have planned that NEP implementation with regard to PG will be done when

the first batch of Four Year Under Graduate Programme (FYUGP) gets completed in the year 2026. All the subject components, subject design etc. have been decided by the state committee that was constituted by the Department of Higher Education, Govt. of Jharkhand. The FYUGP syllabus was prepared by the parent university with reference to the LOCF syllabus of the UGC. It surely lays much emphasis on skill development of the students in its subject structure and curriculum. Multiple subjects and courses are introduced under the head Ability Enhancement Courses (AEC), Multi-Disciplinary Courses (MDC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC). Different courses are offered in different Semesters under the above heads. All these courses are of compulsory nature and they offer the creation of ability and skills among students. Under AEC the college offers languages like Hindi, English, Urdu, Bangla and Odia during the first four semesters. Under MDC students can choose subjects like History, Philosophy, Economics, Political Science, English, Hindi, Urdu, Bangla, Odia, Psychology, Geography, Commerce. Under VAC subjects like Understanding India, Health & Wellness, Sports and Fitness etc are offered. Under Skill Enhancement Courses (SEC) the students study Digital Education, News Writing & Reporting, Communication Skills and Personality Development. Apart from all the above the newly implemented FYUGP curriculum under NEP 2020 also has a component of 4 credits on Internship/Apprenticeship/Field Work/Dissertation/Project in the 5th Semester. Apart from the traditional programmes the college is also running vocational programmes in Mass Communication, Computer Application and Information Technology where the FYUGP has also been implemented. With regard to al the components mentioned above the college takes all out effort to successfully implement the skill-based requirements of the syllabi to develop and/or enhance the skills of our students in the respective fields. Keeping in mind the vision of skill development of NEP 2020 which offers increased flexibility and choice of subjects to integrate students' theoretical learning with practical skills the college is committed to offer opportunities to its students for skill development. The college is committed to assisting its students for all such skill-

	based requirements of the curriculum through MOUs, collaborations, linkages with outside agencies and also through the facilities and features available within the institution that can address the requirement. The college has also set up an Innovation and Incubation Centre to establish partnerships with industries for locating common areas of learning pursuit and knowledge generation. The college also has a tie up the EXCEL programme of the state government which provides training and apprenticeship opportunities to our students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In adherence with the guidelines of NEP 2020 the FYUGP syllabus integrates the Indian Knowledge System (IKS) to a very great extent. The syllabus is based on the LOCF syllabus of the UGC and it offers a substantial coverage of areas pertaining to Indian language, literature, art, culture, history, polity, ethos and ideas. The syllabi of various subjects give emphasis to indigenous epistemological ideas that emerged from the Indian soil. The syllabus of all major and minor subjects have been drafted with an intention to make the students aware about the primacy of Indian Knowledge System. The introduction of courses like Understanding India and Yoga and the integration of components based on IKS in the syllabi of all major and minor subjects covering India's history, its Geography, its culture, its polity and its ethos will certainly sensitise our students towards the great Indian heritage. The introduction of classical Indian texts in the literature curriculum is remarkable. In the field of natural and social sciences indigenous ideas of harmony and coexistence have been highlighted. Stress has been laid on sensitising the students about ecological concerns and indigenous cultural ideas. The college, through it teaching and learning process, is sincerely trying to implement the philosophy of Indian Knowledge System inherent in the FYUGP curriculum. Apart from classroom care of the IKS the college is taking initiative at the co-curricular level to organise events, competitions, awareness or motivational programmes, lectures and other activities based on this. The academic departments as well as the different student platforms are organising events in an attempt to address the issue of IKS. Being a college where the major share of the intake comes from the vernacular background the teachers

	prior to the implementation of NEP 2020 were already using a mix of Hindi/Urdu and English in their classroom teaching. Prior to NEP 2020 also the students were allowed to write their exam papers, both in the Continuous Internal Assessments as well as in their End Semester Exams, in Hindi also. Now this has been emphasised more after the implementation of NEP2020. Apart from English the college offers Hindi, Urdu, Bangla and Odia also as its major or minor subjects. These languages are also taught in the curriculum of compulsory languages also. With regard to sensitising the students about the rich cultural ethos of India the academic departments as well as different students' platforms are organising programmes based on Indian culture. The issue of online courses has not been taken up with much emphasis yet but a handful of departments have offered some value-added certificate courses either online or in blended mode. However, academic departments, students' platforms and the IQAC have organised a huge number of online events on Google Meet in the last five years and the bandwagon included a number of events addressing the issue of Indian Knowledge System.
5. Focus on Outcome based education (OBE):	Prior to the implementation of NEP 2020 by the state government in 2022-23 the college was adhering to the CBCS syllabus devised by the affiliating university for its UG and PG courses. The college feels elated to express that even at that time the college, in adherence with the requirements of NAAC, was emphasising on Outcome Based Education (OBE). All Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) were well in place. Now after the implementation of the new NEP 2020 based curriculum there is a greater emphasis on OBE. The curriculum of Four Year Under Graduate Programme (FYUGP) implemented in 2022-23 is designed according the provisions of UGC's outcome based LOCF syllabus. Therefore, imparting education as per the OBE system is an ideal task of the teaching learning process of the college. Efforts are made to achieve the outcome by the end of the academic journey of our students. Student centric teaching methods, continuous monitoring of their academic achievements, continuous internal evaluation, catering to the specific needs of slow and advance

learners, implementation of a well-defined mentoring system, assessment of the marks secured by the students in different semesters including their final semester, and evaluation of the attainment of outcomes are measures and initiatives which the college undertakes very earnestly. After the implementation of the FYUGP curriculum the college has taken an initiative to keep all the PSOs and Cos well in place. The hardcopy of the PSOs and COs are kept in the academic departments and their soft copy is uploaded on the college website. The teachers try to keep the students abreast about the PSOs and COs. The attainment of these outcomes are monitored at the level of the teachers and students both. Through awareness of these outcomes, it is possible for the students to assess their performance and achievements. They can also seek measures and patronage in case the outcomes are not being attained. For teachers, the attainment or non-attainment of outcome offers a guideline to plan their strategies for better teaching learning process. The departments also keep reviewing their attainment of outcomes at regular intervals and plan their strategies accordingly. At the level of the college, the IQAC has also adopted a methodology to assess and evaluate the attainment of outcomes. A study has been done recently by the IQAC to assess the attainment of outcomes of the last four-five years. The report of the same has already been shared on the college website. The university is yet to implement an outcome based LOCF syllabus for its PG programmes. The PG programmes are still following the CBCS syllabus but the college, through its PG departments have tried to prepare the PSOs and COs of the PG programmes running in the college. These outcomes are uploaded on the website and are well stated to the students. The IQAC has studied the attainment of outcomes of the PG programmes also and the same has also been shared on the website.

6. Distance education/online education:	Much before the implementation of NEP 2020 the college established its own Centre for Distance Education (CDE) which offers various UG, PG, Diploma, PG Diploma and Certificate Programmes of IGNOU under its Study Centre 32024. The College has also established a Study Centre of Maulana Azad National Urdu University (MANUU) which offers a distance programme of B.Ed for the Urdu knowing

students. Hence the college is already doing a satisfactory service by reaching the unreached through the distance education programmes of IGNOU and MANUU. However, the affiliating university is yet to take a step towards distance/online education as far as its degree programmes are concerned. After the implementation of NEP 2020 by the state government in 2022-23 it was envisaged that the universities of the state will take up initiatives with regard to offering their degree programmes through distance/online education. But our affiliating university is yet to take any initiative in this regard. Post-covid online education had become an important part of the educational pedagogy. The use of online resources for teaching and learning has now become a staple at the institutional level. The teachers of our college convened and participated in online seminars, conferences and FDPs from time to time. Online education enabled the college to face many challenges during the Covid and post covid scenario. In the present circumstances online teaching and learning proves helpful for the institution in several emergency situations like long class suspensions due to university exams or non-completion of syllabus. Several departments of the college are continuously organising online events in which scholars, experts, teachers are invited from other institutions. Online or blended seminars and conferences are organised. Writers and other distinguished figures are invited to deliver lectures online. Online or blended value-added certificate courses are offered by the Postgraduate Department of English. The aforesaid department is highly praiseworthy in this regard as it has invited a great number of national and international scholars and writers in its online programmes. Various students' platforms and IQAC are continuously organising online events of educative value. However, as far as offering of formal degree or diploma courses in the distance or online mode the affiliating university is yet to take any step in this regard. With regard to amalgamation of courses and credits under traditional teaching method and Swayam/MOOC/NPTEL courses nothing has been done so far by the affiliating university.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club of Karim City College was formed under the NSS Unit of the college in the academic session 2019-20.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The board of ELC consist of the Principal as the Chairperson, NSS Programme Officer of the college as Executive Head, NSS Coordinator as ELC Nodal Officer, two college teachers as members, one student coordinator and ten student members.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Through educational campaigns, voter registration drives, and the use of technology the ELC-KCC is working to bridge the gap and foster a generation of engaged and informed voters. ELC organized the followings: 1. Voter Awareness Campaign in association with SVEEP Cell District Administration East Singhbhum. 2. Voter Education Campaigns: Strategies for creating impactful voter education campaigns to inform and motivate citizens to vote. 3. Election Day Assistance: Detailed instructions on assisting at polling stations, ensuring smooth conduct of the voting process, and resolving queries of the voters. 4. Online Quiz on Election During Covid Lockdown 5. National Voter Awareness Competition under the District Election Commission, East Singhbhum was organized by the ELC-NSS Unit of the college. Competitions like video making, singing, quiz, slogan, poster designing etc. were organized to enhance participation of students in the electoral process. 6. ELC Volunteers participated in Voter Awareness Program organized at Ravindra Bhawan Sakchi on the occasion of National Voters Day. Our Volunteers contacted the disabled and senior citizens to register for Voter ID card and contribute in the voting process. 7. Voter Awareness Activity includes poster making, selfie campaign, sticker awareness, rally, voter awareness seminar, mehndi competition, rangoli competition, signature campaign, Mobile flash activity, voting pledge ceremony, slogan writing, online activity circulation etc to ensure participation of under privileged section of society especially transgender, commercial sex worker, disabled person, senior citizen etc. 8. One of the most significant initiatives undertaken by the ELC was organising election campaign at public place. The

	volunteers actively engaged with the community at traffic signals, parks, malls and other locations. They also did the awareness rally titled "Fark Padhta Hai Aapke Ek Vote Se". 9. ELC- NSS unit organised Voter Awareness Decoration in the college campus by lighting 1500 candles with the message 'Vote Kreaga Jamshedpur'.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	ELC did the followings: 1. A workshop for NSS Volunteers was organised with District Election Office, East Singhbhum to promote the significance of voting. 2. Voter Awareness Campaign with the Office of Deputy Commissioner, East Singhbhum. The ELC-NSS of the college covered JRD Tata sport complex during the live match of football between Jamshedpur FC versus Hyderabad FC where the volunteers showcased the various slogans through their pamphlet, posters, headbands and t-shirts. These poster carried slogans like "Loktantra Ka Yah Adhikar Vote Na Koi Ho Bekar" and also "Matdan Ke Din Jo Soyega Panch Varsh ka Mauka Khoyega" etc. 3. Another Voter Awareness Campaign was conducted by ELC-NSS of the college where they showed up at the JRD Tata Sport Complex during the match of Jamshedpur FC versus Bangalore FC with their banners & headbands which showed various messages and slogans such as "Ek vote badal sakta hai karodon ki zindagi" 4. To reach a broader audience and make the message of voting awareness more impactful, the ELC organized several Nukkad Natak performances. These performances, held at key locations within the city, creatively highlighted the significance of voting and the power of a single vote. 5. The ELC-NSS unit also took the initiative for voter awareness activity in which the students campaigned about the significance of voting. They made mobile videos to aware senior citizens, transgenders and disabled persons about the importance of voting. 6. On National Voters Day the ELC-NSS organised an Online Voting Pledge Ceremony in which all the NSS volunteers, students, NSS programme officer, NSS coordinator took a pledge to vote in every election fearlessly without being influenced by consideration of religion, race, caste, community, language or any inducement. 7. Recognizing the power of digital platforms in today's world, the ELC also launched an extensive social media campaign. Using platforms like Facebook, Instagram, and

	Twitter, the club shared informative posts, videos, and graphics about the importance of voting. The campaign aimed to reach a wider audience, especially the youth, who are active on these platforms. 8. In an effort to involve students and harness their creativity, the ELC organized poster and slogan making competitions on the theme of voting awareness. Participants from various departments of the college showcased their artistic talents and came up with innovative and impactful messages. 9. The ELC Club also organised an Essay Writing Competition on the topic of 'My Vote , My Right' to promote voter awareness among students. 10. The ELC-NSS unit of the college has successfully taken several initiatives including surveys, awareness drives, creating content, publication, highlighting their contribution to advancing values and participation in electoral process.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	ELC organized the followings: 1. Voter Registration Drives: Techniques for conducting effective voter registration drives, identifying eligible voters, and addressing common issues faced during the process. 2. The NSS Unit constantly organised the new voter registration camps so that the new voters get them enrolled for their voter identity card. 3. Form 6 Mobilisation: ELC-NSS Unit of the college organised new voters registration campaign through which all the young new voters were to get enrolled for their voter identity card so that they can participate in the voting process. NSS volunteers distributed Form 6 to new voters to enroll themselves and also helped them to fill the form 6A. 4. Use of Technology: ELCs leverage technology to facilitate voter registration. This includes online portals and mobile apps that guide students through the registration process, making it easier and more accessible. 5. Peer-to-Peer Initiatives: Peer to peer initiatives had been taken which involves training of the students to help their peers with voter registration. These initiatives create a supportive environment where students can get assistance from their classmates and friends.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
5195	5555	6009	6261	6720

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

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 116

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

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
91	83	87	87	99

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
405.90713	440.39837	482.36284	633.23600	374.47043

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

A well-documented process is in place for curriculum planning and delivery in the institution. The distribution of syllabus, in the various departments, takes place through a departmental meeting at the beginning of the session. The syllabi of the various departments as well as the distribution of the syllabus are uploaded on the college website for easy access by students and other stakeholders. The students are also informed about the Syllabus Distribution before the commencement of each semester. Teachers prepare a teaching plan (batch wise and semester wise) before the commencement of each academic session. This teaching plan is intended to serve as a roadmap and guide for the coverage of topics and the timely completion of the syllabus. Each department has its individual routine with the synchrony of the routines of the various departments being well-assured. The delivery of syllabus in the classroom takes place through lectures supplemented by the use of ICT tools in teaching and learning. Daily teaching reports are used by teachers to record the topics covered by them in their individual classes. All teaching reports are submitted to the In-charges of the concerned Faculty who, in turn, derives a list of classes taken by each teacher in the month. Regular feedback regarding curriculum delivery and coverage is obtained from the students. A regular monitoring of the curriculum distribution and planning are also carried out through review meetings. The heads of the departments and the in-charges of different faculties are continuously watchful about the implementation of syllabus distribution and lesson plan. Student feedback reports also help to assess the implementation of curriculum teaching and learning. In case of non-completion of curriculum on time teachers are advised to engage extra classes. The use of online modes of learning is allowed in case of long vacations and class suspensions (due to heavy university exams) with a view to complete the teaching process within time. KCC E-quip, the YouTube channel of the college also has a huge chunk of syllabus-based videos.

Apart from classroom teaching curriculum-based guest lectures (offline & online both) and student seminars are organised intermittently. Students are also informed about e-resources related to the curriculum.

The institution adheres to the academic calendar and syllabus of the parent university with regards to the commencement of classes, teaching and learning, and final examinations. However, within this framework, it has the autonomy to frame its own academic calendar and to schedule its various academic activities including its Continuous Internal Evaluation activities like tests, assignments, projects and viva-voces. Continuous Internal Assessment constitutes an important part of the academic calendar. The modes of internal evaluation and their tentative time-frames are decided individually by the departments. Departments choose their own formats and designs of evaluation depending upon the interest exhibited by the students on various fronts of teaching and learning and their assessment requirements. Internal evaluation initiatives are carried out in accordance with the academic calendar.

It is pertinent to note that the parent university implemented the CBCS curriculum at the UG and PG level from the session 2017-18. From the session 2022-23 new LOCF based syllabus was adopted after the implementation of Four Year Under Graduate Programme (FYUGP) under NEP 2020. However the CBCS curriculum is still applicable at the PG level.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 10

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 2.29

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
77	80	140	385	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution, as an affiliated college, has no authority to draft its own curriculum and follows the curriculum laid down by the parent university. These issues are well-integrated into the curriculum. The syllabi of Honours/Major/Core courses as well as GE, Minor, Ability Enhancement courses (AEC) and Skill Enhancement courses (SEC) emphasise these key issues. Within the parameters of the given curriculum, it is ensured that crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability are transacted by the teachers both in terms of content and mode of delivery.

Prescribed and compulsory papers, like Environmental Studies etc, in the university curriculum ensure that students of all disciplines are made conscious about and educated regarding their immediate geographical environment, the threats posed to it by human activities, and the role of moral and ethical principles in everyday conduct and decision-making. 'Understanding India' is a compulsory paper at the UG level that intends to introduce students to the country's rich history and its manifold diversities in terms of climate, vegetation, culture, language, and religious and literary traditions. It opens up for students the variegated landscape of human values that have historically and dialectically emerged from the Indian soil. The newly implemented FYUGP syllabi under NEP 2020 also contains topics that address these pertinent issues. Even the syllabus of the Major courses has components related to this. The teachers take utmost effort to address these issues honestly while transacting the curriculum.

For all papers in the curriculum, the teachers ensure that in delivering the topics in the classroom, their lectures bring into focus the issues of ethics, gender, human values, environment and sustainability, and open them to the students for discussion, analysis and discourse. Classroom activities and assignments are also planned in an attempt to stimulate and encourage the thoughts and ideas of students on these dynamic issues. Organization of events such as poster-competitions, model-exhibitions, play-acting, essay writing, public speaking, and fine art competitions on these issues are also ways in which the institution attempts to foster consciousness among students. The participation of students in inter-

departmental events is also encouraged so that they can benefit from learning across disciplines and employ insights and ethical values obtained from one discipline into another.

The frequent convening of lectures, workshops and seminars on these topics by the various departments, college bodies and student platforms of the college, also play a major role in integrating these issues in curriculum delivery. Online and offline sessions with experts in these various fields being invited to address students, is a significant attempt to draw their attention towards these ideas. Plantation drives, Blood Donation camps, Health camps, Gender Sensitisation events, Communal Harmony Week, and observance of important days also help a lot in this regard.

Though the institution does not have the authority to frame an independent curriculum, it ensures that students receive a well-rounded education on the subjects in their syllabus and develop a better vision on ethics, gender, human values, environment and sustainability through the proper scrutiny and effective critical reading of their syllabus from these diverse perspectives.

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

1.3.2

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

Response: 24.72

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

Response: 1284

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 59.1

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
1641	1891	2091	1905	2151

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

2023-24	2022-23	2021-22	2020-21	2019-20
3419	3359	3249	3190	3160

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 75.07

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
521	722	539	531	744

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

2023-24	2022-23	2021-22	2020-21	2019-20
850	835	808	793	786

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 57.09

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution encourages experiential and participative learning and problem-solving strategies by offering its students ample opportunities for participation in a) learning methodologies b) the manner of syllabus coverage, and c) the mode and designing of internal evaluation. Students are encouraged to choose methodologies of learning – textual study, study through reference material, as also modes of engagement with both of these. They are motivated to initiate new topics from their syllabus in class through presentations, performances and discussions, and to organise debates on pertinent issues. Experiential learning is encouraged by the institution through student learning activities such as home assignments, project works, poster exhibitions, student seminars, power-point presentations and model exhibitions. Internships, Field Studies, Surveys and Excursion Trips are also carried out by several departments of the college. Collaborative learning in groups is also encouraged and students are invited to bring new ideas for teaching and learning into the classroom and to share proposals regarding the adoption of new learning methodologies with their teachers. In many departments, screenings of films, documentaries and other visual material is also done to introduce theoretical ideas to students. Some departments have also initiated the idea of an annual Student Core Committee containing student representatives drawn from undergraduate and postgraduate students. This Committee is responsible for generating and brainstorming on ideas for student-centric participative learning and for conceiving and offering administrative support to all departmental activities, thereby encouraging students to responsibly participate in the teaching-learning process. Experiential and participative learning is also encouraged by making the students plan and execute different events and activities. Additional sessions with advance or slow learners and mentor-mentee meetings also play a major role in the exercise of problem solving.

All teachers of the institution use ICT enabled tools as an integral part of the teaching-learning process. A mix of recorded lectures, you tube videos, online presentations, and web documents are used by the faculty members in a very satisfactory manner for classroom teaching and discussions. The online and offline virtual library facilities, INFLIBNET and the Web Portal of the college also play an important role in enhancing ICT opportunities available to students. The use of e-texts and submission of e-assignments are encouraged by teachers in the classroom to reduce the use of paper. E-Study material is frequently shared with students to maximise their exposure to available online sources of learning. Books, study materials, URLs of e-resources are shared with the students through their departmental WhatsApp groups. Several teachers of the institution have successfully participated in online workshops, FDPs and seminars to enhance their skills on the integration of ICT as a learning tool. Lectures by academic experts from across the globe are frequently organized for students via Google Meet to accomplish the optimum usage of new learning opportunities available in the post-pandemic world. Students are also encouraged to use digital methods of learning organized via Swayam in order to add on to their knowledge repertoire and to remain abreast of new subjects of learning.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 85.63

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
106	104	104	104	104

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 66.22

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
60	53	57	57	69

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal and external assessments are central to the teaching learning process of the institution. The internal assessment is handled by the institution while the external assessment is handled entirely at the level of the parent university. Both systems are transparent and have a prescribed mechanism for efficient and time-bound redressal of grievances.

The mechanism of internal assessment followed by the institution is transparent and robust in terms of frequency and mode. Internal assessment is conducted by various departments of the institution according to the academic calendar. The syllabus, date and mode of internal assessment are intimated to the students by the departments well in advance. This generally includes the submission of home assignments, paper or powerpoint presentations, written tests and viva-voce. Attendance during tests is mandatory and is duly recorded in signed sheets and unless there are pressing reasons on part of the absentee, re-tests are not entertained. Only if students are absent from the test for valid reasons (NCC, NSS, Sports, Competitive Examinations, illness, family issues), re-tests are scheduled to specifically assist them. The assessed sheets/ assignments etc. are returned with marks and comments to students who are free to approach the concerned teacher and/or the Head of Department regarding any doubt, clarification or discussion of performance. Apart from the formal internal assessment, informal assessment sessions in various modes such as quizzes, presentations, impromptu answers etc. are regularly initiated by teachers to keep their students abreast of their preparation for examinations.

The mechanism to deal with internal examination related grievances is transparent, time-bound and efficient. Internal examinations in the institution are held well before the end-semester examinations, thereby offering ample time and opportunity to students to address their grievances, if any, concerning it.

The question-papers of written tests and attendance thereof is well-preserved. Answer-sheets of internal examinations are returned to the students with marks and comments and they are given a time-period of one week to contact the respective teacher in case of any doubts and grievances. In case, the particular teacher against whose assessment there is a grievance is unavailable or fails to satisfy the student, the student is free to approach the Head of Department for clarification. Grievances that are deemed authentic and justified by the department are easily and swiftly resolved. In case the teacher/s or the department concerned are unable to resolve the grievance of the student related to the internal assessment the matter is taken up by the Grievance Redressal Cell constituted by the college. However, this has happened rarely.

The external assessment is conducted by the university as per its own academic calendar and all grievances concerning it are addressed by the Controller of Examinations of the college for redressal. The officials related to the Examination Department of the college undertake the grievances of students related to the external examination and take up the issue with the university officials. Efforts are taken up to resolve such grievances in a positive and timely manner.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

An outcome-based model of education helps to concretely determine educational goals. The institution has long attempted to outline its programme and course outcomes so that the pathway of teaching and learning is distinctly charted and the goals of learning clearly stated and achieved. In view of our previous NAAC inspection in 2018 we worked on the POs, PSOs and Cos of the UG and PG courses in accordance with the CBCS syllabus and the same was shared on the college website.

In the last couple of years the college, under the aegis of its parent university, has adopted an outcome-based syllabus at the undergraduate level (FYUGP) as per the provisions of the LOCF syllabus prescribed by the UGC. For the students belonging to the undergraduate level the course-specific outcomes are clearly outlined in the FYUGP syllabus laid down by the university. The Programme Outcomes are framed by the various departments of the institution keeping in mind the vision of the institution and the needs of contemporary society and its educational system.

At the postgraduate level the parent university will adopt the NEP based curriculum from the academic session 2026-27. At present the old CBCS syllabus is applicable for the postgraduate courses. Academic Departments of the college that are running postgraduate courses have prepared the programme outcomes and course outcomes of their PG course in accordance with the current CBCS syllabus.

Both the programme outcomes and course outcomes related to UG and PG Courses are clearly displayed on the college website.

Both students and teachers are aware of these outcomes as a set of goals that students should ideally achieve by the end of their educational process and keeping these goals in mind helps the department to design appropriate modes of internal evaluation and co-curricular activities. The Induction Programme at the start of the session draws the attention of students towards these goals of classroom teaching and learning. The learning outcomes are regularly assessed and emphasized by the IQAC as a mode of evaluating both student and teacher performance. The students are instructed in the classroom and through tutorial and mentorship meetings to keep assessing their performance in the light of the prescribed outcomes. Much of the feedback on teachers and the teaching-learning process is also based on these educational outcomes.

Displaying these outcomes on the college website enables all stakeholders to be mindful of the goals aspired for and motivates them to work accordingly. It also ensures accountability by serving as an important tool of assessment of the performance of students, teachers, and the institution as a whole. At the departmental level also, these outcomes are communicated to the students. Teaching plans, lectures and assessments are designed in accordance with the outcomes.

The outcomes are time to time reviewed and assessed and changes, if any, are accordingly incorporated.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The college has adopted a well-defined process for the evaluation of attainment of outcomes (see the link). Outcome-Based Education (OBE) is foundational in contemporary educational frameworks, highlighting the structured achievement of Course Outcomes (COs) and Program Outcomes (POs). OBE transforms the educational methodology by directing course delivery, evaluation, and

assessment towards predetermined goals. COs define the specific knowledge and abilities students should acquire from each course, meticulously crafted by faculty members and aligned with overarching POs that encompass broader competencies and qualities anticipated from graduates. This alignment guarantees a coherent educational journey where each course significantly contributes to the comprehensive growth of students.

The achievement of COs and POs is closely monitored through established methodologies. CO achievement levels, ranging from Level 1 (Low) to Level 3 (High), measure the percentage of students surpassing class averages, offering a precise assessment of skill acquisition and proficiency. Similarly, PO achievement levels, categorized from Level 1 (Poor) to Level 5 (Excellent), consolidate performance across all program courses to assess overall accomplishment against predefined standards.

In response to these assessments the college enacts targeted strategies for enhancement. Courses and programs that fall below designated achievement levels prompt corrective actions such as extra assignments, tutorials, or coaching sessions, guaranteeing that students receive essential assistance to meet educational standards effectively. Ultimately, through thorough planning and evaluation, OBE nurtures a dynamic educational setting that not only imparts knowledge but also nurtures crucial skills and qualities, equipping graduates to excel in their chosen fields.

The attainment of outcomes is further reviewed and assessed by the institution at three different levels. At the departmental level, this assessment is done by the teachers who assess the performance of students to ascertain how far these outcomes have been attained. All teaching-learning activities are planned and designed by the departments keeping these outcomes as priority. The successful attainment of these outcomes is evaluated through the participation of students in classroom discussions and the marks obtained by them in internal evaluations and viva-voce. The departments prepare their teaching plans, organize lectures and design their assessments keeping the attainment of the outcomes at fore. During Departmental meetings the results and performance of the students are evaluated. In the last five years the college has produced 42 UG & PG University Toppers and the result is more than 90%.

At their individual level, the students are encouraged to assess their own accomplishment of course outcomes in terms of knowledge acquired, perspectives attained, and quality of performance in terms of marks obtained. For students, a self-awareness of their learning journey is instrumental to instill a better understanding of the relevance of their goals. Student Feedback is also helpful in assessing the outcomes.

At the institutional level, the IQAC monitors the attainment of the course outcomes of various departments. It obtains feedback on the teaching-learning process on the basis of the prescribed outcomes. The semester-end results are also substantially indicative of the attainment of outcomes. On the whole, the college is proud to state that its POs, PSOs and COs are well-attained and this is reflected in the good academic performance of students in University Examinations as also in their career graph.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	1508	1943	1971	1702

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	1656	2022	2055	1866

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.67

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 7.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.75	5.77	0	0	0.75

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Innovation Ecosystem & Incubation Cell of the college is committed to fostering innovation and facilitating knowledge exchange for institutional growth & societal progress. The initiatives try to create and nurture the ecosystem that promotes critical thinking, innovation and knowledge dissemination. The IEIC proactively cultivated an innovation ecosystem that not only fosters creativity and collaboration but also promotes the creation and dissemination of knowledge. Through strategic initiatives and partnerships, we continue to push the boundaries of innovation while making meaningful contributions to society and the global knowledge economy.

Initiatives & Actions

· Investment in state-of-the-art facilities, technology, and resources has provided the necessary infrastructure for research and development activities.

· Ensuring innovators have access to the tools they need to bring their ideas to execution.

· Construction of Physical and virtual environments to encourage interdisciplinary collaborations and idea exchange. These spaces serve as incubators for innovation, bringing together individuals from diverse backgrounds to brainstorm, prototype, and develop ground-breaking solutions.

· Offering various opportunities and infrastructural support for research projects, prototypes, and entrepreneurial endeavours. It saves students from initial financial investments

· Encouraging Faculty and students to pursue cutting-edge research that addresses pressing societal challenges and contributes to academic discourse

· Boosting knowledge-sharing in peer groups and to the intended beneficiaries.

· Disseminating knowledge and expertise beyond the confines of academia through outreach programs and community engagement initiatives

· Undertaking workshops, seminars, and public lectures serve as platforms for knowledge sharing and dialogue with diverse stakeholders, including policymakers, industry professionals, and the general public

An entrepreneurship awareness drive 2023 was held in collaboration with the Entrepreneurship Cell, IIT Kharagpur with IEIC of Karim City College. Students from all disciplines came together to learn about the exciting world of entrepreneurship and tried to figure out their potential.

An interactive session on Design thinking was held for the students of Mass Communication. They were made aware of the concept, method and significance of design thinking in the field of communication. The session led to a discussion on how they can identify the problems and issues of society and methods to resolve them through innovative approaches with the help of Design Thinking.

An interactive session was organised for faculty members of Vocational courses to create awareness about Research Grants and Scopus and UGC-CARE Publications. Prof. M. N. Hoda, Director, Bharati Vidyapeeth, New Delhi, Editor-in-Chief, BJIT & International Journal of Information Technology, was invited to share the knowledge about the purpose.

An awareness event for faculty members and researchers are encouraged to publish their findings in peer-reviewed journals and present their work at conferences and symposiums. This not only enhances the visibility of our institution but also contributes to the advancement of knowledge within respective fields.

Initiatives for Knowledge Creation and Transfer

Incubation Centres

We have developed two incubation centres in the college in the first phase of the setting up of the **Innovation Ecosystem and Incubation Centre IEIC** in the year 2020. They are as follows:

@ Studio of Department of Mass Communication for mentoring Still Photography/Video Production/Podcast

@ Research Cell of Department of Chemistry – Oil Extraction/ Organic Farming

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

3.2.2

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

Response: 14

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	04	04	03	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 1.03

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
31	28	31	18	12

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	13	17	14	5

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

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.

Response:

Institutional Social Responsibility (ISR) is an important domain through which the college targets to turn the students as sensitive and responsible individual. The student platforms of the college namely NCC, NSS & Rotaract Club are undertaking many initiatives to carry out extension activities to connect students to the wider neighbourhood communities and to evolve them into responsible citizens and better individuals. The students of our college actively participate in these extension activities leading not only to their holistic development but also to establish college-neighbourhood relationship.

The NSS unit has been organising various extension activities in its adopted locality and other neighbourhood areas. It organises a week-long residential camp in its adopted locality in which several activities like Cleanliness drives, health camps, literacy activities, cloth/food/medicine distribution programmes, awareness on water safety, events under Swacch Bharat Abhiyan, Traffic Awareness, Health Checkup Camps etc are organised. Projects like Shramdaan, social interaction, eradication of superstitious practices, Beti Padhao Beti Bachao, Environmental Awareness, Women Empowerment, National Integration, Disease Awareness, Voters Awareness Campaign, Run for Unity etc are continuously undertaken by the student volunteers. Important days like World Environment Day, Water Day, National Voters Day, Constitution Day, Earth Day, World Blood Donation Day, Anti-Tobacco Day, Yoga Day, National Unity Day etc are observed. Jal Shakti Abhiyan, Van Mahotsav and Plantation drives are continuously being organised by the NSS. Communal Harmony Week is observed every year in which National Integration Rally, speech, debate, singing competitions on nationalism and harmony have been organised. The NSS unit of the college has been highly appreciated by the parent university and by the higher officials of the NSS for its continuous extension work.

The Rotaract Club organises Roti Day which has been highly acclaimed by the Rotary International. Distribution of books among poor school going children has also been undertaken by the Rotaract Club. Visits to old age homes and other places of specially challenged people is also a regular feature.

The NCC wing aims at developing, in its cadets, leadership qualities, the feeling of nation building, patriotism, discipline, character building, the spirit of adventure and the ideal of national service. NCC organises various extension activities like cleanliness drives, health camps, tree plantation, road safety awareness, Ekta Daud etc in its two adopted localities and at other places of the city also.

Blood donation camps are regularly organised by the NCC, NSS and Rotaract Club.

During the Covid pandemic the above student platforms undertook several social activities like awareness drives, distribution of masks, sanitisers and food, arrangement of oxygen cylinders in the city and adjoining areas.

The aforementioned extension activities have enabled the students to understand their social responsibilities and turn them into sensitive and sensible beings who have an understanding of the social fabric of the nation. These social service and extension activities are proving impactful and effective for that chunk of population for whom they are intended to. The areas in which these activities are undertaken are having at least some ways to feel better though only in a small way.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

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 Rashtra Pati 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

9. Rotaract Inpact Creators and Achievers Award 2023-2024- Special Recognition for Outstanding Projects for "Roti Day" to Rataract Club of Karim City College, Jamshedpur.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 411

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

2023-24	2022-23	2021-22	2020-21	2019-20
82	85	123	76	45

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 66

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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.)

Response:

The college has good infrastructural and physical facilities to effectively conduct its teaching-learning, research, and developmental activities. It has two campuses viz., the **Main Campus** at Sakchi, Jamshedpur and a **New Campus** at Mango, District. East Singhbhum. The Main Campus offers all UG & PG Programmes while the New Campus hosts the Faculty of Education that offers B.Ed and D.El.Ed Programmes.

The **Main Campus** has 28 classrooms (including 10 e-classrooms), 15 labs (including one Lingua Lab and one Math Lab). Out of 10 e-classrooms 4 are equipped with smart-boards and all are having projectors, computers, internet facilities, sound systems and automated white screens. The main campus has sufficient laboratories: 2 Botany Labs, 2 Zoology labs, 2 Physics labs, 2 Chemistry labs, 2 Psychology labs, 1 Geography lab, 2 computer labs for Computer Applications and Information Technology, 1 Lingua lab and 1 Math lab. The Math lab has 10 computers (One computer with Maple software) and 20 scientific caculators for computing purposes The Department of Mass Communication has two separate studios for shooting, editing and recording. The department also has a Media Appreciation room. The college has around 240 computers out of which nearly 155 computers are used for academic and the rest for official purposes. All computers are LAN connected and equipped with internet (Wired and Wi-fi both) facilities. The college library has a well-equipped reading room, a virtual library cum net surfing zone, a separate cabin equipped with library software for visually challenged students and facilities for printing and photocopy. Students and staffs are provided with free wi-fi facilities inside the campus. All academic departments, college offices, library and staffrooms are equipped with computers, LAN, wired internet and wi-fi facilities.

The **New Campus** at Mango, which hosts Faculty of Education, has five well furnished classrooms, seven labs, four special rooms for music, tailoring, craft, indoor sports, and ICT, separate common rooms for boys and girls, library with reading room, language lab, computer lab, and a fully equipped multipurpose hall. The building is G+4 having lift facilities. The Faculty of Education has 60 computers with LAN and internet (wired and wi-fi both) facilities.

The college, through its **Main Campus**, makes effective use of its infrastructural and physical facilities with regard to literary, cultural, sports and extension activities. The college has tie ups with the Sports Department of Tata Steel to utilise its sports facilities available at JRD Sports Complex. The college has provisions for indoor games in the boys and girls' common rooms at both the campuses. A small but

sufficiently equipped gymnasium has been established at the main campus. The college has a sufficiently equipped auditorium with a seating capacity of 800 students. All literary, cultural activities, awareness and motivational progrmmes, seminars and conferences, film shows etc are organised in the auditorium. The auditorium premises also has separate facilities like 2 Rehearsal Zones for Singing and Dramatics and a Meeting Zone. The gymnasium is also located in the auditorium premises. Apart from the auditorium the college also has an open-air stage in the central courtyard of the main campus which is also used for various events. All student platforms of the college like NCC, NSS, Women's Cell, Sports Cell, Rotaract Club, SPArC have their own offices. The New Campus also has common rooms (boys & girls), Music room, Sports room and a well equipped Multipurpose hall.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 27.44

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
10.44780	33.711749	124.061481	349.858496	122.92689

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college maintains two separate libraries; the Central library in the main campus and another library of Faculty of Education at Mango Campus.

The Central Library has 59, 200 books and subscribes to 76 journals, 12 periodicals and 16 newspapers in four languages. The library is managed through ILMS services provided by our MIS partner i.e. Mastersoft Pune. The transactions are digital and e-cataloguing has been installed. The library is fully computerised and barcoded with optical sensing. The version of the software is 2.1 with the option to update as and when required. The library provides services like OPAC multiple searching, Web OPAC online searching, log in log out status etc. Users can search the online catalogue by author's name, title, subject or other key words with the MOPAC app. The library uses server-based application software for all its transactions. Reprographic facilities like scanning, printing and photocopying is available to the students and staff. The college library has a well-equipped reading room, a virtual library cum net surfing zone, a separate cabin named 'Talking Books' equipped with library software that can change print copies into audio files for visually challenged students.

The college Library is connected with **INFLIBNET** through which students and faculty members may utilize hundreds of e-books and e-journals, both national and international. All newly admitted students get their INFLIBNET ID through the library and they can have free access to a huge consortium of Ph.D. theses, research papers and study materials named e-shodh sindhu, e-shodhganga etc. Currently more than 3500 student ids have been generated on the INFLIBNET. Currently our INFLIBNET membership provides a huge database of books: Proquest (185000+ e-books), EBSco (936 e-books), Springer (2300 e-books), Cambridge University Press (1800 e-books), ISEAS (382+ e-books), Sage Publications (1000 e-books), McGraw Hills (1124 e-books) & 05 e-journals.

The College has introduced the concept of E-learning by establishing a Virtual library in the offline mode. The Virtual Library, equipped with twelve internet connected computers, is available for students. The library also runs its offline e-library portal named Rauzan which can be accessed by the students inside the college campus only. 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 students may also upload books or study materials on the portal for the benefits of others.

The College library also provides a huge consortium of e- books through the student app. The college library will continuously upload books as well as scanned copies of printed books through its Integrated Library Management System (**ILMS**). This will be made available to the students through Master Soft Cloud (student app) which will also offer the facility of uploading notes both by the teachers and students. The reading room with a capacity of 100 students from 8:00 am to 8:00 pm. Students and Teachers are frequently using the library facilities.

The library at faculty of Education has 7054 Books, 25 Journals, 15 Periodicals and 10 Newspapers.

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

4.3 IT Infrastructure

4.3.1

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

Response:

The college has 247 computers and all are LAN connected. Internet facilities, both wired and Wi-Fi are available to all computers of the campus. Wi-Fi facilities are available to teachers, non-teaching staff and students. All E-classrooms (10) are connected with internet, projectors, smartboards, automated screens and sound systems. The college MIS is provided by Mastersoft. The college prepares digital copies of all valuable documents, personal files of staff and the admission and examination records of the last twenty-five years. The college library is digitised and uses IT in all its transactions. Old books are scanned and uploaded on its portal 'Rauzan'. For every type of scanning and digitisation the college has its own equipments. Digitised I-Cards for students and staff are prepared by the college itself. Computer Labs and Mass Communication studios are fully equipped with IT facilities. The campus is covered under digital webcams. Apart from the main website, the college also runs a separate website of its Faculty of Education and two portals, one for its Alumni Association and the other for its offline virtual library named 'Rauzan'. The college frequently updates all its IT facilities.

1. Wi-Fi Server: Installation: 20. 01. 2017

OS – Windows 7 Professional 32 bit i3

RAM – 2 GB CPU – 3.30 G.Hz

HDD – 500 GB

Antivirus – Quick Heal

2. Think Server (Lenovo): MIS Installation: 15. 11. 2016

OS – Windows Server 2008 Enterprise 32 bit

RAM – 4 GB

CPU – 3. 30 G.Hz 13 Series

3. Proxy Server Wi-Fi:

OS – Windows 7 Ultimate 32 bit: Installation: 20. 04. 2015

RAM – 4 GB

CPU – 3. 00 G.Hz

HDD – 500 GB

Antivirus – Quick Heal

4. Lenovo i5 Rauzan Intranet: Installation: 04. 01. 2014

OS – Windows Server 2008 Standard 32 bit

RAM – 4 GB

CPU – 3. 00 G.Hz

HDD – 500 GB

Antivirus - Macfee

WIFI – INTERNET SPEED

DEN Broadband – 400 MBPS

BSNL Leased Line – 4 MBPS

JIO FIBRE – B.Ed. – 30 MBPS

S. No	Nature of Updation	Date
1.	New Software for Admission and MIS	1.9.2021
2.	Antivirus	1.4.2019
3.	MDA Software Ltd for ETDS Up-dation	1.5.2019
4.	Anti-Virus Quick Heal	1.2.2020
5.	New Website design and Up-dation	17.6.2019
6.	Access Point and Switch	27.6.2020
7.	Wifi Dongle	13.8.2020
8.	Wifi Dongle	25.9.2020
9.	LAN Cable and key Board	1.12.2020
10.	Wifi Dongle	5.3.2021
11.	Wifi Adaptor	21.9.2020
12.	Anti-Virus Quick Heal	2.6.2021
13.	LAN Switch	2.7.2021
14.	LAN Switch	5.7.2021

15. D Link Switch and Router	19.7.2021
16. SMPS and Wifi Dongle	4.8.2021
17. LAN Switch	5.8.2021
18. 8 Port Switch	24.8.2021
19. D Link Wifi Router	16.9.2021
20. Anti-Virus	21.10.2021
21. D Link Port Switch	28.10.2021
22. Anti-Virus	7.12.2021
23. Anti-Virus	14.12.2021
24. D Link Router	12.2.2022
25. D link Sport Switch	21.2.2022
26. D Link Switch	2.4.2022
27. D Link 8 Port Switch	7.5.2022
28. 8 Port D link Switch	19.5.2022
29. D Link 24 Port Switch	14.6.2022
30. D Link 8 Port Switch	23.6.2022
31. LAN D Link Connector	16.8.2022
32. 8 Port D link Switch	14.9.2022
33. VGA Switch 1-2 Splitter	22.10.2022
34. Wifi Dongle D Link	2.11.2022
35. Anti-Virus	17.11.2022
36. D Link Switch	6.12.2022
37. VGA Switch and Pen Drive	3.1.2023
38. VGA Switch	9.1.2023
39. VGA Switch and Cable	5.4.2023
40. SMPS Wifi Dongle	24.6.2023
41. Anti-Virus	3.8.2023
42. Bio Matric and Wifi Dongle	11.10.2023
43. Antivirus	23.11.2023

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

4.3.2

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

Response: 33.52

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 155

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 60.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
325.08361	311.35697	315.76469	236.61498	220.22803

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 19.99

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1152	1593	1302	1140	758

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0.12

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	6	0	18	5

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	**View Document**
Proof related to Mechanisms for submission of online/offline students' grievances	**View Document**
Details of statutory/regulatory Committees (to be notified in institutional website also)	**View Document**
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 3.25

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
114	146	40	19	22

5.2.1.2 **Number of outgoing students year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
2188	1930	2226	2401	1757

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	**View Document**
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 0.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	6	3	13	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response: 64

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*

2023-24	2022-23	2021-22	2020-21	2019-20
24	19	16	3	2

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 49.6

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
43	71	73	30	31

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of the college has been registered very recently. However, the college has been handling all alumni affairs and activities through its Alumni Cell since long. Now after the registration of the Alumni Association of the college all the activities and affairs which were earlier handled by the Alumni Cell are getting shifted to the Alumni Association. The Alumni Association (previously known as Alumni Cell) offers strength and support to the college through various means. Alumni members constitute an important part of the institution in terms of offering guidance, encouragement, support and mentorship to the students who are or had been studying here. The institution organizes an annual meeting sometime during the winter months to meet its members, to take suggestions from them and to strengthen its linkages. Alumni feedback constitutes an important source of institutional feedback. Many departments of the college maintain their independent alumni records and organize programmes from time to time to keep in touch with their members and to secure their assistance in the mentorship of their departmental juniors. The Department of English, for instance, organizes an annual event titled Alumnus Speaks in which an alumnus is invited to speak to the fresh batch of students about their experience in the department and the job opportunities in the world outside. The one-hour talk is followed by a half-hour Q A session which often helps freshers understand their educational goals in a clearer light. This session is entirely a student affair conducted in the presence of the Class Representatives and in the complete absence of the faculty members of the department. In addition, departments also invite successful and illustrious alumni members in various fields to share their expertise with students and to offer career guidance.

The alumni of the college are an enduring source of strength and pride for the institution. They are a measure of its valuable performance as well as the hope of its future presence among posterity. Maintaining viable connections with the alumni is a boon for the institution in numerous ways. With the registration of the Alumni Cell as the Alumni Association of Karim City College, this relationship will have a more specific format. Earlier the college, under the aegis of its Alumni Cell, was not accepting any financial assistance or donation from the alumni but now after the formal registration of the Alumni Association of Karim City College its bylaws allows and invites the alumni for financial assistance, scholarships and student aid. Though the college still uphold the idea that no financial aid from the alumni will be utilised in any infrastructural, academic, administrative or financial need of the college but alumni may give financial aids and scholarships for the currently enrolled students. They can also financially assist for the programmes and functions of the Alumni Association, for organising career development programmes and student welfare or social welfare programmes. The alumni may also help with regard to the placement of the currently enrolled students.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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.

Response:

The college is a Muslim Minority Institution run and managed by Karim's Trust, Jamshedpur. The founder, late Syed Tafazzul Karim established this College with a mission to impart quality education and provide better opportunities of higher education to the weaker sections of the society, particularly to the Muslim minority. The institutional governance and leadership of the college are in clear accordance with the vision and mission of the institution. The college administration, together with the teaching and non-teaching staff, forms an effective leadership and ensures the implementation of short-term and long-term perspective plans. NEP has been implemented by the parent university from the academic session 2022-23, and the college ensures that the models of choice offered within NEP as well as its prescribed format are upheld by all means. The college has established a NEP Implementation Cell which looks after a proper adherence of all NEP guidelines. Sustained institutional growth is visualised and accomplished along many dimensions – educational, infrastructural, administrative, ethical, civic and ecological. A constant effort is made to combine the best of tradition and innovation to evolve new solutions to increasing challenges. The college strives to add more degree courses with the passage of time. Value added certificate course, training and internships, field visits and educational tours are organised. Student activities ae encouraged through various student platforms. The college strives to accomplish a decentralization of the decision-making process and to inculcate and endorse principles of participative management as part of its regular institutional practice. Faculty members, Non-Teaching Staff and students work together to organise and manage the various events and programmes in the college's activity calendar. Committees that include teaching staff, non-teaching staff and students are constituted to handle institutional events like National Seminars, and the organisation of Inter-College Sports Meets, Championships and Youth Festivals. Teachers supervise the functioning of bodies like Women's Cell, NCC, NSS, Rotaract Club, Sports and SPArC (the literary and cultural platform) and undertake responsibilities of IQAC, RUSA, Career Planning Guidance Cell, Placement Cell, Anti Ragging Cell, Grievance Redressal Cell etc. They also look after the management of College Library, Reading Room, Virtual Library, College Website, ICT facilities, Internet, LAN and MIS facilities, Common Rooms and Examination Cell etc. Senior teaching members are appointed as Examination Controllers, Admission Incharge, Faculty In-charges of Humanities, Social Science, Commerce and Science to co-ordinate the academic and administrative activities. The college gives ample representation to students also in different bodies of the college like NSS, NCC, Sports Cell, SPArC (the literary and cultural forum), Rotaract Club, Women's Cell, Grivance Redressal Cell, Anti Ragging Cell, IQAC, CII-YUVA etc. Various departments of college have the tradition of Class Representatives and Student Core Committees. No activity of the college is organized without the involvement of its students in the act of planning, execution and participation. The college strives hard to act according to its short term and long-term plans through the active involvement and coordination of all stake holders and the acts and activities of the college are continuously in pursuance of its strategic and perspective plans.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan (20 Year Plan) along with the Institutional Strategic Plan (5 Year Plan) is effectively deployed and the college tries its best to implement the plans. The IQAC of the college sets the annual agenda at the commencement of every academic year for on the basis of the Perspective and Strategic plans. The IQAC coordinates with the college management, officials, teachers, non-teaching staff, academic departments, college bodies and student platforms for its proper deployment. In the last few years the introduction of MIS, digital I-Cards, digitisation of documents, digitisation of college library etc was done as per the previous strategic plan. As per plan we have established the Research and Development Cell of the college in an effort to encourage a culture of research. In the last few years the college has started PG programmes in Chemistry, English and Political Science and Vocational UG programme in BBA. The college has taken up the initiative of signing more MOUs, and establishing collaborations and linkages. The Placement Cell of the college has played a more proactive role in the last few years. Institutional Social Responsibility has been taken up more religiously by the institution as per our perspective plan. A Scholarship Cell has been created which is attempting to get more and more financial assistance and benefits of te government schemes for our students. Efforts are made to create the campus gender sensitive and equitable. The functioning of the college and its different bodies are in accordance with our plans and policies. Curriculum implementation and Teaching & Learning has been prioritised. Constant data collection through various feedback regarding improvement has been undertaken and effective measures are taken up for curriculum implementation and improvement of teaching-learning methodologies. Enhanced use of technology, use of online facilities, e-classrooms and other means of ICT, efforts to implement QMS (quality management system) are taken up to improve the scenario of teaching and learning in the institution. To improve Teacher-Student ratio by appointments on vacant posts have been done and hiring of various professionals as teachers for vocational courses has also been initiated.

The policies, plans and strategies of the college is reflective of its vision and mission. All the activities of the stake holders of the college, its academic, infrastructural, and administrative set up and the workings are commensurate to the plans, vision and mission of the college. Students belonging to the weaker section of the society especially the Muslim minority community are supported and encouraged by the

college in all possible and justified means. The administration, the service rules and the working conditions are also effectively handled. The Governing Body of the college is a very representative and inclusive body. Workings have been decentralised for smooth and fair functioning. Academics is looked after by departmental heads, faculty incharges, programme/course coordinators. The administration is segregated into Admission Incharge, Examination Controllers, Bursar, Library Incharge, MIS Incharge, Discipline Incharge etc. Several Cells and Committees have been constituted. Students are amply represented in Student Platforms like NSS, NSS, Sports Cell, SPArC, Rotaract, Women's Cell etc. All our efforts are targeted to work on the model of Best Practice Principle (BPP).

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institution has an effective performance appraisal system in place. It appraises the performance of teaching and non-teaching staff through a variety of avenues.

The IQAC takes feedbacks from the students with regards to the teaching-learning process. The data collected through Student Feedback and SWOC analysis with regard to the performance of staff members, works as an appraisal mechanism. The daily class reports with regards to classes engaged by the teachers are also analysed for the evaluation of performance on a monthly basis. Individual and closed-door meetings with under-performing staff members is organised with the intention to motivate them towards better and committed performance.

The Institution is sensitive towards the welfare and benefits of its teaching and non-teaching staff. Several welfare measures are available to assist and encourage them in performing their duties well. Financial support is offered by the college to the College Teachers Association and to College Non-Teaching Association for their functions and activities. Fee waivers for the ward of teachers and non-teaching staff are applicable in case they are taking admission in the college. Karim City College Teachers Welfare Society and Karim City College Non-Teaching Staff Welfare Society are run as a joint venture between the teachers/non-teaching staff members and the college in which the college contributes the largest share of funds annually. The financial resources of the society have been utilized for providing loans in emergency requirements like illness or marriage in the family etc. The total amount collected in the name of the employee is given to him/her at the time of retirement. Duty Leaves are granted to faculty members in connection with research projects or for attending seminars/conferences/workshops or any other faculty development programmes. The laboratories and library are available to teachers pursuing their Ph.D. or research projects. Gratuity and other retirement benefits are given to teaching and non-teaching staff at the time of retirement.

Although career progression and promotion are affairs initiated and finalized at the university level, the college offers complete support to all its staff members who seek advancement, promotion and progression in their career. To this effect, the college constitutes a Performance Appraisal and Scrutiny Committee at the time when teacher's promotion scheme is undertaken by the university. The application forms and relevant data and documents of the teachers are appraised and scrutinized by this Committee for the purpose of taking forward the Promotion process. Individual Performance Appraisal Reports duly approved by the college GB are issued to the teachers applying for governmental promotional schemes.

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

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 25.66

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
35	47	24	91	25

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
84	84	81	87	82

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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)

Response:

The college is a grant-in-aid college and receives salary grants for teachers and non-teaching staff working against posts sanctioned with finance by the state government. The salary of the teachers and nonteaching staff working on posts without finance/non-sanctioned/temporary/part-time has been met through the financial resources of the college. In the past the college has received some funding from the UGC and the same was utilised under the scheme for which it was released. However, from the last six or seven years the college has not received any fund from the UGC. The last government funding that the college received was under RUSA 1 way back in the year 2017-18. Apart from the above the college is not receiving any grant from any government or non-government agency. So far our college management does not ask for funds and grants from any non-governmental organisation. The college does not raise any funds in the name of donation also. The college is meeting out its expenses from the fee collected from the students. All kinds of financial requirements including infrastructure development and maintenance, salaries of staff working on non-sanctioned posts etc are judiciously addressed by mobilising the funds the college generates through fee collection. All legitimate financial requirements are handled on priority basis. Urgent and emergency financial requirements are addressed through direct order to the vendor/supplier. For planned expenses proper quotations/tenders are invited. The college has an approved list of vendors and suppliers which has been reviewed and modified from time to time. Being a Trust based college there is no difficulty in the allocation and release of funds from the management. Budgeting and auditing is a regular practice and utmost care has been taken for proper and optimum utilisation of funds and resources. The college mobilises all its resources, financial, physical, infrastructural, human, to its optimum. Purchase, construction, renovation, upgradation, all have been addressed in a very open handed, but not extravagant, manner.

The college conducts internal and external financial audits after the closure of every financial year. The external audits are conducted by different governmental bodies occasionally. The Finance Department of

the HRD, Govt. of Jharkhand also conducts external audit and submits the report to the HRD, Govt. of Jharkhand. External Audit (Compulsory Statutory Audit) is also conducted yearly by the audit firm named Singh Choudhary and Company. The report of the audit is submitted to the Income Tax Department.

The college maintains the book of account in Tally ERP9 which is a licensed software procured by the college. After the closure of every financial year the college gets its internal audit conducted through a registered CA, who conducts the audit work through physical verification of books of accounts, bills, vouchers and bank statements etc. The audit reports are tabled in the college Governing Body meeting for approval. The management discusses the report and takes suitable decisions in case of any serious objection raised in the audit report. In case of any discrepancy the accountant, Bursar and Principal are liable to address the issue. In case of complicated matters, the Secretary of the College GB or the GB itself takes appropriate decisions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The College IQAC is playing a significant role in the planning and implementation of strategies and processes related to quality assurance, sustenance and enhancement in the academic, administrative, infrastructural, student support and financial life of the college. The IQAC holds regular meetings of its Steering and Advisory Committee. Meetings with teachers, nonteaching staff and students are also organised every year. The IQAC organises workshops, training programmes and lectures for the teaching and nonteaching staff. It also organises short term faculty developments programmes and training programmes for the nonteaching staff with the help of UGC-MMTTC, AMU. Workshops, motivational and awareness programmes and lectures are organised for the students also. It plays a very important role in the establishment of different cells and committees of the college.

The IQAC is instrumental in giving new ideas and assists the college for the planning, execution and implementation of new ideas. The twenty-year perspective plan and five-year strategic plan of the college was initiated by the IQAC and it sets a yearly agenda on the basis of these plans. Suggestions to start new

full-time programmes and short-term courses have been given to the college. The College Code of Conduct, Academic & Activity Calendar and the preparation of Annual Reports by the academic departments and student platforms and the subsequent uploading of these on college website was an IQAC initiative. The launching of new college website before the commencement of each NAAC cycle and its continuous look after has also been done by the IQAC. The MIS of the college, e-waste management and Green & Energy Audit were also suggested by the IQAC.

In academic development, curriculum implementation and teaching-learning process the IQAC has played an important role by either introducing or implementing or emphasising the concepts of syllabus distribution, lesson plans, mentoring, parent-teacher meetings and the idea of slow & advance learners. The teaching-learning process, pedagogy, structures and methodologies of operations are perennial concerns of the IQAC and it constantly reviews these aspects. Continuous review meetings with the principal, teachers and students have been organised.

The whole mechanism of taking the feedback of stakeholders, its subsequent analysis, redressal of the weaknesses and subsequent preparation of the Action Taken Report has been done by the IQAC. Academic and Administrative Audits are undertaken by the IQAC once after every two or three years. SWOC analysis is also done once within a period of five years. All this help to review the teaching-learning process, curriculum implantation and outcomes. The IQAC took the initiative of uploading the Outcomes (Pos, PSOs, COs) on the college website. The attainment of the outcomes has also been assessed by the IQAC and suggestions in this regard has been given to the academic department. Recently the IQAC undertook a pilot project of assessing the outcomes of the students with regard to their result (5 years) in the university exam.

Quality Improvement Strategies with regard to curriculum implementation, teaching-learning, library, internal evaluation, technology and digitisation, IT infrastructure, infrastructural interference, ICT, interference in student support facilities etc. has been the constant perusal of the IQAC.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution records a substantial presence of women in the campus in terms of its students, teaching faculty, and hospitality staff. Given the gender diversity, the institution takes active measures to ensure that its women feel safe, protected, and heard in the campus. Continuous vigil in the campus is maintained by the Discipline Committee which comprises male and female teaching staff as members. The College has a separate Common Room for Boys and Girls for purposes of rest and recreation. The Girls Common Room is looked after by a Female Teacher. It is equipped with indoor game facilities, Cable T.V., Free Wifi and a Vending Machine for Sanitary Napkins. The classrooms become an important space for fostering gender consciousness and mindful behaviour through bringing in discussions on gender equity and equal rights. The college and its various departments ensure that women constitute a part of all committees and decision-making bodies. This ensures that decisions are taken and implemented in a manner that does not neglect the issues of any gender group.

In addition, the College has an active Women's Cell whose top priority is to ensure the safety and security of girl students. The Women's Cell organises Gender Sensitization and Gender Awareness Drives inside and outside the campus throughout the year, not only for girl students but also through enlisting the help and support of boys. The Women's Cell has significant numbers of male student representatives who engage in brainstorming on issues related to gender equity and help the Cell to formulate programmes on this line of thought. The Women Cell organises Essay Competitions, Poetry and Speech Competitions, No-Fire Cooking Competitions and Craft Competitions and Exhibitions to draw attention to issues like Right to Education, Eve-Teasing, Ragging on Campus, Health and Hygiene, etc. The Women's Cell also organises a number of extension activities outside the campus that includes Health Camps, Plantation Drives, Distribution of Sanitary Napkins among under-privileged women, distribution of slippers, visits to orphanages and old-age homes. The Cell also organises lectures from time to time on subjects like 'Safety in Social Spaces', 'Legal Rights', 'Deconstructing Gender Stereotypes' and 'Menstrual Health' in an effort to inculcate greater awareness among students. The Cell also undertakes group counselling as well as individual counselling sessions with students to encourage and promote Gender Sensitivity.

The Cell also caters to all complaints regarding sexual harassment on the campus through a process of listening, fact-finding, and analysis of the complaint which, if found justified, can lead to strict disciplinary action. In the last two years, the institution has also ventured toward a Gender Audit in order to explore and discover the criteria as per which greater improvement can be accomplished.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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)

Response:

The college aims its best to offer an inclusive environment where staff members and students from various regional, cultural, communal, linguistic, socio-economic and other backgrounds can come together and learn tolerance, compassion, harmony, inclusiveness and understanding. The college has prescribed a uniform at the UG level in an effort to develop a sense of equality among students. The Handbook of College Code of Conduct for staff and students has been uploaded on the website which addresses professional ethics, moral values, human values, rights and duties etc. Code of Conduct addressed to the students is also shared in the college prospectus. The IQAC constantly organises various programmes on these issues for the staff and students such as workshops on professional ethics, cyber-crime, e-waste etc.

The literary and cultural platform (SPArC) of the college organises multi lingual debate, poetry, short story, essay writing competitions and events in Urdu, Hindi, English, Bangla and Odia. Representation is duly given to regional and cultural diversity in competitions and events based on dance, singing, theatre, fine art, fashion shows, ramp walks etc. Awareness and motivational programmes on environment, gender sensitisation, cyber-crimes, e-waste, environmental issues etc are continuously organised. Blood Donation, Tree Plantation, Old Cloth Distribution is done with all dedication. Roti Day is a very special feature of Rotaract Club. The NSS observes and celebrates Communal Harmony Week on a grand scale in which various programmes and competitions are organised to carry forward the legacy of unity in diversity.

The observation of International Translation Day, International Mother Language Day, World Poetry Day, World Theatre Day, Human Rights Day, International Women's Day, World Tribal Day, Anti-

Tobacco Day, International Literacy Day, Ozone Protection Day, World Science Day, International Girl Child Day, World Aids Day, Earth Day etc. also help to build an environment of mutual respect and growth.

The Institution attempts to inculcate constitutional values and obligations among its staff and students through the observance of important days such as Run for Unity, National Youth Day, National Voters Day, Gandhi Jayanti, Ambedkar Jayanti, Subhash Chandra Bose Jayanti, Lal Bahadur Shastri Jyanti, Vivekanand Jayanti, Constitution Day, Kranti Divas, Kargil Divas, Peace Day, National Unity Day, National Education Day, National Children's Day, Jharkhand Foundation Day and the grand celebrations on Independence Day and Republic Day. Lectures and talks are organised on the rights and duties of citizenship, on legal awareness, on civil rights, on civil safety, and on the role of youth in national development. Lectures and talks are also organised on the birth or death anniversaries of important figures like Maulana Azad, Tagore, B. R. Ambedkar, Mother Teresa etc. The NSS and NCC wings of the college as well as its literary and cultural platform (SPArC), Women's Cell, Roataract Club and even academic departments organise a plethora of events on these topics and issues in order to inspire and encourage the students to be law abiding, nation loving citizens and cosmopolitan individuals.

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice: Inculcating participative and leadership qualities among students and empowering them through literary, cultural and extension activities.

Objectives of the Practice: Inculcating a strong sense of participation and leadership. To teach through encouragement, opportunity, faith and trust to discover strength and capabilities.

The Context: Recognising the fact that most of our students come from the underprivileged sections where lack of resources and powerlessness to acquire them render them dissatisfied and helpless, we attempt to take measures to make them sensitive towards issues like art. literature, culture, gender, environment, equity and inclusiveness.

The Practice: Student Platforms of the college like SPArC (Society for Promotion of Art and Culture), NCC, NSS and Women's Cell take initiatives and efforts in this regard. The Platforms have student-committees that provide an opportunity of representation. They provide opportunity to plan and organise literary, cultural and extension activities. The college was the first in the region which has established a platform (SPArC) for its literary and cultural activities. We also feel pride to claim that no other college in the region has a Women's Cell. The college also has the tradition of students' representation in different administrative bodies like IQAC, Anti-Ragging Cell, Grievance Redressal Cell, CII-YUVA etc. The college upgrades facilities for literary, cultural, social and extension activities. Instructors have been appointed for theatre, singing and fine art and free activity classes are offered every Saturday.

One important student empowerment practice is the Gender-Sensitisation drives through different activities of the Women's Cell. In order to ensure gender-equality and inclusiveness the Women's Cell organises 'gender-talks' under the event titled 'Guftagu', theme-based events on gender issues, speech, poster & essay competitions, talks on female health etc. 'Ode to Strength' is a talk-based event in which women celebrities of the city are invited.

In order to inculcate a sense of art, literature and culture and empowering the students with participative and leadership qualities, SPArC organises many in-house events and competitions. SPArC has subsidiary bodies like Music Club, Drama Club, Fine Art Club, Book Club, Discussion Forum etc. It organises events like Qalamkaar, We, the poets, Kahani Zubaani, Story Lane, Student Literature Festival, Quiz, Art Beat, Monsoon Melodies, Sham-e-Ghazal, Jashn-e-Urdu, Ek Shaam … Sufiyana, Drama Festival, Online Urdu Poetry Event etc. SPArC organises SATRANG, the annual literary and cultural festival, in which events like Vichaar Vaar (debate), Adakaari (theatre), Strokes (fine art), Sur Sangat (Indian Singing), Battle Symphony (western singing), Raqs (dance) are organised. SPArC is managed by a Student Organising Committee which has students as Chief Organising Secretary, Literary Secretary, Cultural Secretary, Logistics Secretary, HR Secretary, moderators and members. SPArC publishes the annual magazine named Sparkling Span which is edited by a student team.

Extension Activities are one more tool which has been used very extensively to empower and sensitise the students and equip them with participatory and leadership qualities. The NCC and NSS units have adopted two and one localities respectively where they do extension activities like cleanliness drives, literacy campaigns, health camps, charity and welfare programmes etc. NCC and NSS are continuously organising blood donation camps and health checkup camps in and outside the campus. The NSS unit is collaborating with Nehru Yuva Kendra, Jamshedpur Notified Area Committee (JNAC) and the District Administration for its social service activities. The Electoral Literacy Club (ELC) of NSS has been organising various awareness campaigns, voter registration drives etc and National Voters' Day. The NSS also organises various events under its annual Communal Harmony Week.

Evidence of Success: In order to inculcate a sense of art, literature and culture, to create sensibilities related to issues like gender, environment, harmony, equality etc and in order to develop a sense of social responsibility these practices by the college came out very successful. These practices gave a good dividend. The students have shown enthusiasm and interest in all the above events, competitions, programmes etc and achieved success in terms of prizes, volunteering, participation skills and leadership qualities. Extension activities in the neighbourhood also earned appreciation for the college. The college is known in the city for its literary and cultural activities. Students have won various prizes at the university level, state level and national level.

Problem Encountered and Resources Required: The college has faced no problem in this regard.

2:

Title of the Practice: Green Practices

Objectives of the Practice: Creating a green and serene campus. To stop hazardous environmental practices, to lessen energy consumption, to go for energy conservation, better waste management, to create environmental awareness.

The Context: The institution, recognising the fact that it is located in an industrial belt, understands it institutional responsibility to take up green practices and eco-friendly measures in the campus and to do its social responsibility with regard to environment.

The Practice: The college has undertaken several green initiatives. The college has emphasised a lot on its waste management. Being located in the area of TATA Steel, the solid and liquid waste of the college is managed by its utility services company JUSCO. The college has signed an MOU with Hulladek for the management of electronic and electrical waste. The college is also attempting to lessen its energy consumption by adopting various means such as the use of LED bulbs and tubes. The college has tied up with Koru Foundation, Jamshedpur for green practices. From the last two years the college is undertaking its Green & Energy Audit. In view of a small main campus with very less place available for gardening and plantation more than 300 smaller plants in earthen flower pots are planted. The campus has a few Ashoka trees which are more than 50 years old. The new campus at Mango offers some space for planting trees and landscaping which has been done in a limited way.

Evidence of Success: The green practices of the college, though at a small scale have added some green picturesqueness to the campus. The green & energy audit is proving very beneficial for the institution in the field of energy conservation and green practices. It has enabled the college to plan its expenses on energy and also on energy saving measures.

Problem Encountered and Resources Required: A smaller land area is the only problem in this context else the college has faced no problem. The required logistic and financial resources are provided by the college.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The thrust of the college ever since its beginning in 1961 to the present is to cater to the educational needs of the weaker section of the society especially the Muslim minorities. Founded during the early years of India's independence the vision of the founder was the educational upliftment of the city's Muslim populace so as to integrate them successfully with the national mainstream and to transform them towards nation building and community upliftment. From its foundation the college has been trying to promote education among its target group. Over the last 63 years the college has struggled to bring the light of education among the underprivileged sections of the Muslim community and other weaker sections. The college has attempted to empower the Muslim community educationally, linguistically, culturally and socially. Following the increase in population of the city, large scale influx of workers and labourers from different places of the country a strong need was felt to actively champion the educational cause of the low income and middle-class groups of the Muslims, women, Dalits, SCs, STs, OBCs and various linguistic minorities. Therefore, the college strives hard to work in this direction without any fear or favour.

In the last five academic sessions the college has taken active measures to ensure that the weaker sections of the society should constitute the largest chunk of its student strength. Admission norms are significantly relaxed for students belonging to the minority community. Fifty percent seats in all courses are reserved for the students belonging to the minority community. Students of other weaker class like OBC, SC & ST are also given seat reservations as per the government norms.

The college ensures that its minority students shall reap full benefits of the government welfare and scholarship schemes. It awards scholarships and fee waivers to the students of minority and other weaker communities from its own resources also. For this the college has established its Scholarship Cell which works in two distinct folds. It constantly disseminates information regarding government scholarship and welfare schemes among the students belonging to Muslim, SC, ST & OBC communities and process their application forms to the concerning government departments. It also provides scholarships, namely S. M. Shafiq Scholarship for boys & Mehrunnisa Scholarship for girls, to students belonging the above Muslim community and other weaker sections. Not only Muslim students but students belonging to other weaker sections also get benefited from the Scholarship Cell. Fee waivers and payments in instalments is also allowed to students belonging to the minority and other weaker communities at the time of admission.

The college attempts to envision and execute its developmental plans in conformity with its vision, mission and thrust. Its vision of expansion through addition of various academic programmes and courses is also aimed at serving the educational needs of the Muslims and other weaker sections of the society. With an intention of providing more academic opportunities to the students of minority and other weaker communities the college has introduced M. A. Urdu, M.A. Psychology, M. A. Mass Communication, M. Sc Maths, M. Sc Chemistry & M. Com Programmes in the last few years and M. A. English, PG Diploma in Guidance & Counselling & BBA programmes in the last five years. From the academic session 2024-25 the college is beginning M. A. in Political Science also.

Being a religious and linguistic minority institution, the college takes initiatives with regard to the language and culture of the minorities. Apart from its B. A. Urdu and M. A. Urdu programmes the college has established a Study Centre of Maulana Azad National Urdu University's B. Ed programme which has been offered in Urdu medium. The college also insist the students belonging to the Muslim community to offer Urdu in the compulsory language category at the UG level. SPArC, the literary and

cultural wing of the college, keeps Urdu as one of its lingua franca in its events or competitions on debate, poetry, short stories, creative writing etc. Events and competitions based on Ghazal and Sufi singing are also organised. 'Sham-e-Ghazal' and 'Ek Sham, Sufiyana' are very important annual events of SPArC in which the renowned guests from the Muslim community of the city are also invited. SPArC, English department and other departments of the college have organised so many online and offline events like seminars/webinars, online/offline talks on Urdu language, literature and culture. One such noted event was an online Urdu poetry evening named 'Aaeena-e-Shab' which was initiated by SPArC during the Covid lockdown days and got strong appreciation from the Urdu populace across the country. The event is still being continued. The Urdu department of the college has been continuously organising seminars/conferences and other language and literature based programmes. The PG Departments of Urdu & English recently co-organised a series of online talks on 'Jashn-e-Sahafat: 100 Years of Urdu Journalism'. The PG Department of English also organised a national seminar on 'Sufi Literature and India's Cultural Pluralism' in collaboration with Khusro Foundation, New Delhi.

Several welfare, social and extension activities of the college are exclusively targeted towards the improvement of life of the weaker and underprivileged section of the city populace belonging to the Minority, SC, ST & OBC communities. The NSS and NCC wing of the college and its Rotaract Club have adopted several villages and localities on the outskirts of the city and they are undertaking many extension activities in these areas. The aforementioned student bodies carry out welfare and social activities by gearing funds through individual contributions, college contribution and sponsorships. Activities on health and hygiene, cleanliness, literacy, charity and culture in these areas are done by the above student platforms.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The teachers were actively engaged in research, publication, seminars/conferences, FDPs, Short Term Courses during the last five years. Some teachers are having Ph. D scholars registered under them and Ph. D degree was also awarded under their supervision. Teachers were members of the Board of Studies and Departmental Research Councils.

The college has introduced a few value-added short-term courses in the last few years.

Since Covid Pandemic and in the post pandemic scenario a few departments are continuously organising various online events in which academicians, scholars, authors and eminent persons from different fields are invited to interact with our students.

The college has established Study Centres of IGNOU and MANUU ifrom which a good number of students are benefited.

The Book Club of SPArC is a unique idea through which book donation drives, book talks etc are organised. Books, other than those prescribed in the curriculum, are taken as donations and given to the interested students for reading.

The English Department is running its own YouTube Channel and an online periodical named 'Euphoria'. The department has been doing wonderful online events by inviting scholars, academics and writers in its online events.

The IQAC is doing exceptionally well not only as a supervisory and suggestive body of quality sustenance and enhancement but also in planning and executing several academic, administrative and infrastructural activities or programmes.

Concluding Remarks :

The college adheres to its vision, mission and plans and tries to serve its goal of educational upliftment of Muslims and other weaker sections of the society. Education for us is a welfare activity and an act of community building and national service.

The two campuses are well furnished and the infrastructure is properly taken care of. Student support services are prioritised. Welfare measures for staff is ensured. The college takes pride in being a place where students and faculty can pursue knowledge without boundaries and prejudices.

After the three consecutive cycles of NAAC the college has done well and improved a lot on the basis of the suggestions given by the peer teams. We prepared our perspective/strategic plans, set our annual agenda and made our sincere efforts to achieve those along with continuous quality measures and all areas of functioning. It is a matter of great satisfaction that our students continuously feature in the university toppers list. They are doing brilliantly well with reference to literary, cultural and social service activities. The teachers are continuously endeavouring to perform well through academics, long and short term FDPs, research and

publications. Achievements of NCC, NSS, SPORTS, SPArC (literary & cultural activities), Women's Cell and Rotaract Club are exceptionally well. E-governance is prioritised and digitisation has been taken care of. Use of ICT in teaching and learning and IT facilities are satisfactorily increasing. Green Audit, Gender Audit, Academic Audit, Administrative Audit, feedbacks etc are proving helpful.

The college was among the first very few colleges of Jharkhand who took the decision of going for NAAC assessment in 2004. Since then, we have been constant in our commitment to the philosophy and ideals and objectives of NAAC. We were constantly placed in the 'B bracket' of NAAC scoring B+, B++ & B+ grades. With this current attempt of going for the 4th NAAC cycle we are again in the club of those few colleges who have achieved the proud feat of reaching and going ahead of the fourth cycle hence we dream to become those chosen ones of Jharkhand to get NAAC's highest grade.