

# CRITERION I CURRICULAR ASPECTS

---

## **B. Criteria-Wise Inputs**

### **CRITERION I: CURRICULAR ASPECTS**

#### **1.1 Curriculum Design and Development**

1.1.1 How are the institutional vision / mission reflected in the academic programmes of the College?

**The college follows the UGC national curriculum for Undergraduate and Post-graduate Courses. In almost every subject, particularly a few papers in the curricula are modified to reflect the local socio-economic conditions of Jharkhand. The college is committed to provide the best quality education to the student. The students of Jharkhand, particularly the tribal people of Jharkhand, who are deprived of educational facilities for ages, can opt for a range of courses at various levels in the college.**

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

**The academic council invites experts from various fields and reviews the curriculum aspects so that it suits the needs according to the requirements of the service sector. Initially each department formulates its curriculum after approval by the staff council. This is then put forward before the board of studies. Once it is approved by the board of studies, it is brought in the academic council for final approval. The Board of studies consists of the faculty and external experts who are in constant touch with the developments in the field that ensures the relevance of the subject matter and the present needs in the field. Once the curriculum is accepted and started, feedback is taken from students to assess the relevance and needs and suitably modified for optimization.**

## CRITERION I CURRICULAR ASPECTS

---

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

**By inviting various sections of the society and academia in the academic council where they can express their viewpoint in the design of the curriculum.**

1.1.4 How are the following aspects ensured through curriculum design and development?

- \* Employability
- \* Innovation
- \* Research

**Global strategies have been introduced in the curricula of most departments to keep track of the global trends so that the students can develop global competencies so that the student achieve capability for employability, innovation and research. Projects are incorporated in the curriculum as well as professional and industrial training so that the students get a view of the outside world and prepare themselves accordingly.**

1.1.5 How does College ensure that the curriculum developed address the needs of the society and have relevance to the regional / national developmental needs?

**Ranchi College gives great importance to value-based education. Seminars of dignitaries and important persons are organised regularly to impart values among the students. This is further enhanced by the NCC and NSS programs. The NSS and NCC volunteers discharge various social responsibilities and inculcate civic responsibilities and awareness among the students. Blood donation camps, Cleanliness drives, AIDS Awareness Programmes, Pulse Polio Immunisation, Social Forestry etc. are some of the activities which the students of the college**

## CRITERION I CURRICULAR ASPECTS

---

**take up regularly to cater to the needs of the society and national development.**

- 1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

**The college follows the UGC national curriculum for Undergraduate and Post-graduate Courses. In almost every subject, particularly a few papers in the curricula are modified to reflect the local socio-economic conditions of Jharkhand. The college is committed to provide the best quality education to the student. The students of Jharkhand, particularly the tribal people of Jharkhand, who are deprived of educational facilities for ages, can opt for a range of courses at various levels in the college. Recently the college has introduced five new courses as follows:**

- 1. M.Sc. in Environmental Science.**
- 2. B.Sc. in Electronics.**
- 3. Diploma in Geographical Information System.**
- 4. Diploma in Tribal Management.**
- 5. Certificate course in Amanat survey.**

### **1.2 Academic Flexibility**

- 1.2.1 Give details on the following provisions with reference to academic flexibility
- a. Core / Elective options: core and elective options are present in almost all courses.**
  - b. Enrichment courses: are not offered at present.**
  - c. Courses offered in modular form: the courses are based on the UGC modules.**
  - d. Credit transfer and accumulation facility : No**
  - e. Lateral and vertical mobility within and across programmes and courses: the institution offers limited mobility within and across**

## CRITERION I CURRICULAR ASPECTS

---

**programmes.**

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

**No**

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

**No**

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

**Yes the college offers self financing programmes as follows:**

**1. Computer application and Information Technology**

**2. B.Ed**

**Admission in these courses are done either through examinations or points based on different criteria. The teachers are all contractual and are paid around 10000 per month. The teachers in BCA are all MCA while in B.Ed the teachers are M.Ed.**

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

**No**

1.2.6 What percentage of programmes offered by the College follows:

- \* Annual system
- \* Semester system ✓ **100 percent**
- \* Trimester system
- \*

1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?

## CRITERION I CURRICULAR ASPECTS

---

**At present inter-disciplinary programmes have not been introduced but the institution and the university is working towards the process. However, programmes such as environmental sciences have been introduced with an interdisciplinary approach involving the departments of physics, chemistry and mathematics.**

### **1.3 Curriculum Enrichment**

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

**The curriculum of the college is reviewed every five years by the academic council after the receipt of feedback from the students, teachers and external experts to make the curricula socially relevant, job oriented and meeting the emerging needs of students.**

1.3.2 How many new programmes at have been introduced UG and PG level during the last four years? Mention details.

- \* Inter-disciplinary
- \* programmes in emerging areas

Six new programmes have been introduced in the last four years. Two at the PG level and four at the UG level:

**PG: 1.M.Sc in Environmental Science( Inter-disciplinary).**

(programmes in emerging areas)

**2. Special paper in cell and molecular genetics**

**UG:1.B.Sc. Electronics.**

**2. Diploma in GIS**

**3. Diploma in Tribal Management.**

**4. Certificate course in Amanat survey.**

1.3.3 What are the strategies adopted for revision of the existing programmes?

## CRITERION I CURRICULAR ASPECTS

---

What percentage of courses underwent a major syllabus revision?

**The institution took up a major revision of all the courses in 2006 when it changed the system from annual to a semester system. The revision strategies involved emerging needs, needs of the society and at par with global development. About fifty percent of the courses focus on practical and field work and these have been included in the curricula with emphasis on field trips and training programmes in renowned institutes.**

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

**Value added courses include CA and IT, B.Ed. and L.L.M**

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

**No**

### **1.4 Feedback System**

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

**Yes the College has a formal mechanism of obtaining feedback from the students involving specific questionnaire. The feedback obtained are analysed and suggestions incorporated in the form of change in syllabi, teaching methods and administrative measures after approval by the academic council**

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

**National faculty experts are generally invited during the meeting of**

## CRITERION I CURRICULAR ASPECTS

---

**the Board of studies and expert advice is incorporated in the curricula to keep pace with the emerging national and international needs.**

- 1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

**A similar mechanism is adopted and alumni, employers, and industry experts are invited in the academic council to receive feedback and advice on the curricular aspects.**

- 1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

**As the semester system was introduced for all the courses in the college after it became autonomous, the curriculum design was changed by the departments to make it more comprehensive and in coordination with the present needs and in tune with the requirements and available opportunities of the area. From time to time it has been updated keeping in view of the developments at large and to make it more practicable.**

*Any additional information regarding Curricular Aspects, which the institution would like to include.*

**In the last five years in order to introduce best practices in curricular aspects it was felt that introduction of innovative courses in the curricula would provide more professionalism and make it more attractive to the students therefore four new courses were introduced**

- 1. M.Sc. Environmental Sciences**
- 2. Geographical Information system**
- 3. Tribal Management**
- 4. B.Sc. Electronics**