



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

D.B.M.S. COLLEGE OF EDUCATION

**ROAD NUMBER - 23, FARM AREA, KADMA KADMA
831005**

www.dbmscollege.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dakshin Bhartiya Mahila Samaj has been in existence in the field of education since 1961, and today it is a brand that we are all very deservedly proud of. Opening of DBMS college of Education in July 2018 was another feather in the cap of DBMS trust. Honourable chief minister of Jharkhand Sri Raghuvar Das dedicated DBMS College of Education to the tribal state of Jharkhand. DBMS College of Education is among the most reputed institute in Kolhan University. The campus is situated near Kadma Bazar in a lush green and pollution free environment. The college is catering to the educational needs of the society by providing various courses like B.Ed and D.El.Ed. with its massive infrastructure, well equipped laboratories, completely Wi-Fi enabled campus and a good collection of national and international journals is creating new platform to the education world to explore the academia of the country. Since its inception DBMS college of education has been living up to the expectations of Jharkhand. In a very short span this institution has carved a niche for itself. Here we strive for perfection without compromising on quality of education. With state of art educational infrastructure the college provides top quality education to the prospective teachers. Facilities provided by DBMS College of Education are well qualified teachers, spacious Digital class rooms, fully air-conditioned multipurpose hall, library, computer lab, Psychological Resource center, well equipped Science lab, Health & Physical Education Resource centre, Art & Craft Resource Centre. Orell E-Learning & English Language Teaching Platform Enabled computer Lab etc. our objective is to provide high standards of academic excellence backed up by a state of the art infrastructure. Our students, when they graduate, will be equipped with talent, practical training and a high degree of communication skills. This will be our gift to the citizens of Jamshedpur and to Jharkhand. Let us hope our ambitious project fulfils the demands of time.

Vision

To produce fair-minded leaders of distinction and dignity, committed to lifelong learning, leading meaningful lives and serving the society. We want to make outstanding teachers. We aim to nurture students in an atmosphere of intellectual vigour and moral rectitude. The youth of Jharkhand may find their fulfillment achieve success and contribute constructively towards the development of nation. Our constant endeavour is to provide a safe secure & conducive learning environment to those who aspire to gain from higher education. We try to educate young minds to be competent, committed & compassionate citizens who can respond thoughtfully & responsibly to the challenges of ever changing world. Sarv Dharma Sambhav is the vision of DBMS College of Education through which value based education is imparted.

Mission

DBMS College of Education is committed to provide holistic education that brings transformation of body mind & spirit. We strive for academic excellence but also focus on engaging our students in co curricular activities for all round development of the personality we facilitated ethical higher learning while nurturing a sense of social responsibility, gender sensitivity, environment, sustainability & an optimistic outlook towards life. DBMS College of Education will provide all students with a well balanced, carefully structured & affordable education to develop to the fullest potential their inquiring minds who can think creatively and critically to face the challenges of the 21st century.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

DBMS Trus is one of the oldest NGO in the Steel City of Jamshedpur mainly in the field of education. The Trust was started in a small way by a group of south indian ladies way back in the early fifties to keep in touch with the South Indian culture and music. Later, a formal trust was formed and they entered the forray of education. DBMS is a very strong brand name in the field of education. It caters to the educational needs of various segments of our society. DBMS English School (ISCE) was started in 1965 and over the years, it has emerged as one of the most sought after school in Jamshedpur with more than 3000 students from Lower KG to Plus2 levels. Observing the strength of the Trust, Tata Steel decided to outsource one of its schools to be affiliated to CBSE Board and now we have DBMS Kadma (CBSE) High School from nursery to plus2 level with approximately 2600 students which was started in the year 2004. For parents of low / middle income group, the Trust runs a Hindi medium school (affiliated to Jharkhand Academic Council), with partial assistance from the State Government. An NIOS affiliated school is being run wherein many failures and dropouts from ICSE/CBSE schools are admitted. Considering the need for bringing up the literacy level in our state, the Trust runs TWO schools for economically challenged families. DBMS Lilliput School is a free institution for BPL students from LKG to Std 10. Considering the need for quality teachers in the state, the Trust started a College of Education (DBMS College of Education) affiliated to Kolhan University and recognised by NCTE in the year 2018. Right from start, the academic standards of the college has been maintained at a very high level and we have turned out 100% results every year. Our alumni have been placed in various schools in the Steel City of Jamshedpur. NCTE has granted recognition for two units of B.Ed program(100 students) and one unit of D.El.Ed program (50 students). THE TRUST IS A REGISTERED TRUST UNDER INDIAN TRUST ACTS AND ENJOYS EXEMPTION UNDER SECTION 12AA OF INCOME TAX ACT.

Institutional Weakness

There is growinf interference in education sector from the State government and other regulatory authorities. The Trust has to improve its liason with government and other regulatory authorities as we go along to ensure smoothe functioning of the institutions. Further, the group of voluntary/social workers who head the various educational insttutions comprise a majority of ladies whose domestic challenges interfere with high level demands required to run educational institutions of this nature. Thus attention to long term strategies, continuous improvement initiatives need to be improved. Jamshedpur city is mainly built on land leased out by state government to Tata Steel. Growth of educational institutions is hampered by non-availability of land within the steel city. It is difficult to procure land outside the Lease Area of Tata Steel and attempt growth in far flung areas.

Institutional Opportunity

Education being one of the key factors for the country's growth, there is significant oppportunity to serve the community in the field of education. The Trust is looking forward to expand its education initiatives in nearby areas by procuring land and starting schools mainly for low / middle income group families. The New Education Policy mandates that stand alone B.Ed colleges will have to become multi - disciplinary institutions and shift to four year integrated programs like B.A/B.Ed or B.Sc/B.Ed program etc. It will provide

opportunities to cater to a larger number of students and train them for being future teachers in the country. In the next phase, DBMS has to become a private university catering to various academic programs including Teacher Education. With economic growth in the country, there will be enough demand for quality education at all levels. As we go along, we also plan to introduce Vocational training programs for the youth in the state.

Institutional Challenge

One of the biggest challenges is to ensure continuity at the Management levels. Majority of our voluntary workers are ladies from South India. Quite a few of them prefer to settle down South after retirement of the head of the family. It is difficult to infuse new members and train them in the management of educational institutions within a short time. Any growth opportunity requires financial outlays. We do not expect any grant from state or central government. Funding the growth of institutions is another big challenge the Trust is facing. Also, procurement of land outside the Steel City limits is very expensive and requires sustained efforts to match the needs with financial resources. It is indeed a challenging task to continue growth as well as bring about continuous improvement in the existing institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design being compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution:

The institution has a clearly stated and communicated purpose, vision, mission and values.

The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs. The Institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum.

The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning.

The major aspects identified under this criterion are curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practices in curriculum aspects.

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher-order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution:

The institution has a transparent admissions process and ensures that the defined admission criteria is equally applicable to all applicants. The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.

The institution engages its students in active learning.

The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.

Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers. Student teachers are prepared to manage the diverse learning needs of students in schools.

The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.

Evaluation and evaluation results are used to improve the performance of students and the course transactions. The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

The institution has adequate physical infrastructure facilities to run educational programs efficiently.

The institution continuously enhances its infrastructure to keep pace with its educational development.

The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.

The institution takes adequate care and considers the environmental issues associated with the infrastructure.

The instructional infrastructure meets the requirements of the program and is better used.

The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.

Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements.

The institution has an adequate library and computer facilities and other learning resources with easy access to all its constituencies.

The major aspects identified under this criterion are physical infrastructure, infrastructure maintenance, library as a learning resource, ICT as a learning resource, other facilities, infrastructure and best practices in learning resources.

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate a good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

The institution has adequate teaching resources and a well-established mechanism for systematically reviewing various library resources for adequate access and relevance and for decision-making for acquisition.

Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students. The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.

The progress of the students at various stages of the program is monitored and appropriate advice is given to the students. The institute develops the leadership qualities of the students through its involvement in various institutional activities. The key aspects identified under this criterion are student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and financial management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system. The institution has an MIS to collect, align, select, integrate and communicate data and

information on the educational and administrative aspects of the institution. The institution's offices and departments operate on the principles of participation and transparency.

Academic and administrative planning goes hand in hand with the institution. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.

The institution has a mechanism for faculty, students and other stakeholders to seek information and/or make complaints. The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.

The financial resources of the institution are judiciously allocated and used effectively.

Budgeting and auditing processes are routine and standardized. The key aspects identified under this criterion are institutional vision and leadership, and organizational setup.

Institutional Values and Best Practices

This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions' internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects:

The institution exhibits sensitivity to changing educational, social and market demands.

The institution is ready to foster an environment of creativity innovation and quality improvement. The institution caters to inclusive practices and better stakeholder relationships.

The institution adopts quality management strategies in all educational and administrative aspects. The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and its results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

The institution supports professional development activities that engage its teachers in research in education.

The institute encourages faculty to publish in educational forums. The institution encourages its students and faculty to learn continuously. The institute encourages faculty outreach activities in research. Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.

The institution incorporates practices based on research conducted by its faculty. The institution is responsible for community needs and conducts relevant extension programs. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | D.B.M.S. COLLEGE OF EDUCATION |
| Address | Road Number - 23, Farm Area, Kadma Kadma |
| City | Jamshedpur |
| State | Jharkhand |
| Pin | 831005 |
| Website | www.dbmscollege.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | JOOHI SAMARPITA | 0657-2309095 | 9431111437 | - | dbms.edu23@gmail.com |
| IQAC / CIQA coordinator | MONIKA UPPAL | 0657-2309097 | 9431959333 | - | monikauppal01@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-----------|-------------------|-------------------------------|
| Jharkhand | Kolhan University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|-----------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| NCTE | View Document | 27-02-2018 | 120 | permanent recognition |

| 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 | Road Number - 23, Farm Area, Kadma Kadma | Urban | 0.75 | 3000 |

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 | BEd, Bed | 24 | Candidate with at least 50% marks either in Bachelor's Degree and / or in Master's Degree | English, Hindi | 100 | 100 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 16 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 0 | 16 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 4 | 2 | 0 | 6 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 3 |
| Recruited | 1 | 2 | 0 | 3 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 10 | 0 | 16 |

| Temporary Teachers | | | | | | | | | | |
|------------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 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 |

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

| Details of Visting/Guest Faculties | | | | |
|--|------|--------|--------|-------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 1 | 3 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 5 | 0 | 0 | 0 | 5 |
| | Female | 95 | 0 | 0 | 0 | 95 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | 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 | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 1 | 0 | 1 |
| | Female | 2 | 4 | 1 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 5 | 0 | 0 |
| | Female | 26 | 25 | 0 | 6 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 5 | 2 | 0 | 2 |
| | Female | 16 | 17 | 6 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 4 | 0 | 5 |
| | Female | 51 | 42 | 16 | 71 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 100 | 23 | 100 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | DBMS College of Education has constantly endeavored for a multidisciplinary methodology in its academic as well as co-curricular doings. Students are invigorated to undertake internship projects in the Multidisciplinary/Interdisciplinary manner. DBMS College is in the process of modification of its co-curricular activities for students who will be admitted from now onwards, and there will be a specific provision to offer elective subjects in the fields other than the parent branch of learning. |
| 2. Academic bank of credits (ABC): | The college is planning to take online courses through MOOC's platform so as to offer accessible and affordable remote learning opportunities to the |

| | |
|--|---|
| | students. We are in the process of advancing a system for executing the online courses in true spirit so as to give students the opportunity to continue their education outside a formal setting. |
| 3. Skill development: | College offer B.Ed. courses that are skill oriented. Students are being trained so as to enhance their employment opportunities by focusing on practical training rather than theoretical knowledge. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Indian knowledge system will compromise knowledge from ancient India to modern India and it will provide a clear sense of India's impending target with respect to education, health environment DBMS is in the process of introducing electives for students in which subjects related to Indian knowledge systems will find a due place. |
| 5. Focus on Outcome based education (OBE): | The college have well defined Program Outcomes, Course Outcomes, Course objectives. Students are assessed as per OBE execution model. The Course Outcome (CO), Program Outcome (PO), Program Specific Outcome (PSO) and Program Educational Objective (PEO) determine exactly what students are expected to accomplish, post their course or program respectively. This clarity is further reflected in the quality of teaching and delivery, across both the departments, where faculty may adjust their focus more appropriately. Outcome based Education will help us to prepare students by combining hyperspecialized knowledge with dynamic and crosssectional capabilities, through revolutionizing curriculums. |
| 6. Distance education/online education: | The Institute has efficaciously instructed all its courses content delivery in the online mode and also conducted online examinations successfully by using various online platforms like zoom, WebEx meet, google classroom etc. during the Pandemic (COVID-19) . The college efficiently recognized online learning/education as an alternative model to deliver quality education, whenever and wherever in person modes of teaching are not feasible. Online has learning has proven its effectiveness during the COVID-19 pandemic. |

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 100 | 97 | 23 | 98 | NA |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of seats sanctioned year wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100 | 100 | 100 | 100 | NA |
| File Description | | Document | | |
| Letter from the authority (NCTE / University / R | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 60 | 60 | 60 | 60 | NA |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Central / State Govt. reservation policy for adm | | View Document | | |

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100 | 97 | 23 | 98 | NA |
| File Description | | Document | | |
| List of final year students with seal and signat | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

1.5

Number of graduating students year-wise during last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100 | 97 | 23 | 98 | NA |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Consolidated result sheet of graduating students | | View Document | | |

1.6

Number of students enrolled(admitted) year-wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|--|---------|-------------------------------|---------|---------|
| 100 | 97 | 23 | 98 | NA |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |
| Enrollment details submitted to the state / univ | | View Document | | |

2 Teachers

2.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16 | 16 | 16 | 8 | NA |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Copy of the appointment orders issued to the tea | View Document |

2.2

Number of Sanctioned posts year wise during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | NA |

| File Description | Document |
|---|-------------------------------|
| University letter with respect to sanction of p | View Document |

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30.75 | 56.86 | 171.35 | 314.91 | NA |

| File Description | Document |
|--|-------------------------------|
| Audited Income Expenditure statement year wise d | View Document |

3.2

Number of Computers in the institution for academic purposes..

Response: 30

| File Description | Document |
|--|-------------------------------|
| Invoice bills of purchase of computers | View Document |
| Copy of recent stock registers | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The in house curriculum committee is empowered with the right to make recommendations on the established program or plan initiated by faculty peers responsible for that program or plan. The committee reviews and makes recommendations on proposals for adding, expanding, deleting or modifying program and courses offered by our college.

Curriculum can be organised into three major components - Objectives, Content or Subject Matter, and Learning Experiences. Our Curriculum is designed to provide for common space of understanding and competency for the purpose of developing thinking, socially responsible citizens of free society.

Time Tabe is designed to ensure that each class has only one teacher during learning hours of a particular period.

Our college provides not only theoretical knowledge but also real and practical experiences recieved by the students with help of games, sports, art, literary and cultural activities etc., which are known as co-curricular activities.

College helps in developing aesthetic aspects, character building, spiritual growth, physical growth, moral values, creativity etc. Overall personality development is also supported by co curricular activities.

The principal college conducts regular meetings every semester to plan academic progress and review the classes according to the curriculum. The Principal and Management discuss and plan innovative practices for students' development. The institution follows Kolhan Universty syllabus and plans field trips and excursions accordingly.

| File Description | Document |
|---|-------------------------------|
| Plans for mid- course correction wherever needed for the last completed academic year | View Document |
| Plan developed for the last completed academic year | View Document |
| Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed | View Document |
| Paste link for additional information | View Document |

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

| File Description | Document |
|---|-------------------------------|
| Meeting notice and minutes of the meeting for in-house curriculum planning | View Document |
| List of persons who participated in the process of in-house curriculum planning | View Document |
| Data as per Data Template | View Document |
| Any other relevant information | View Document |
| A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year | View Document |

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report and photographs with caption and date of teacher orientation programmes | View Document |
| Report and photographs with caption and date of student induction programmes | View Document |
| Prospectus for the last completed academic year | View Document |
| Data as per Data Template | View Document |
| URL to the page on website where the PLOs and CLOs are listed | View Document |
| Paste link for additional information | View Document |

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including

pedagogy courses for which teachers are available**Response:** 20**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 5 | 5 | 5 | NA |

| File Description | Document |
|--|-------------------------------|
| Data as per Data Template | View Document |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View Document |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View Document |
| Paste link for additional information | View Document |

1.2.2 Average Number of Value-added courses offered during the last five years**Response:** 4.75**1.2.2.1 Number of Value – added courses offered during the last five years**

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

| File Description | Document |
|---------------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100 | 97 | 23 | 98 | NA |

| File Description | Document |
|---|-------------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | View Document |
| Course completion certificates | View Document |
| Paste link for additional information | View Document |

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table
- 2.Facilities in the Library
- 3.Computer lab facilities
- 4.Academic Advice/Guidance

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses | View Document |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 100

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 100 | 97 | 23 | 98 | NA |

| File Description | Document |
|---|-------------------------------|
| List of students enrolled and completed in self study course(s) | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Our institute's vision mentions human values, social commitments and ethics, intellectual competency, moral uprightness, social commitment, spiritual orientation and service to society. The achievement of sustainable development depends on the availability and use of coherent planning methodology to ensure the integration of gender issues. The challenges of cross cutting issues in development policy and planning suggest a basis for for an explicit conceptual framework which can be used as a first step of translating and integrated perspective into organizational relationships, planning processes and methods.

Institute gives much attention to the quality of teacher education program for continuous professional development.

The institute endeavors to assure that teachers have access to effective early career support programs at the start of their career enforcing critical thinking. It makes the teachers capable to apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.

The institution is committed to quality education on a regular basis. Students are given opportunities to showcase their skills, knowledge, values and attitudes. In the different activities organised by the college every week, we have activities like speech competitions and debates to improve their communication skills. We also provide opportunities to the students for anchoring and organising events.

The institution lays emphasis on inculcating values like honesty, sincerity, commitment, and brotherhood among the prospective teachers.

| File Description | Document |
|--|-------------------------------|
| Photographs indicating the participation of students, if any | View Document |
| Paste link for additional information | View Document |

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

The institution familiarizes students with the diversities in school system in India. At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic backgrounds are. It is strongly connected to the notions of intercultural and multicultural education.

NCTE provides curriculum and support and technical assistance to schools in India. There are benefits associated with diversity in education, but the outcomes for students depend on how much diversity is acknowledged in a classroom setting.

The college incorporates lesson plans that account for all forms of diversity. Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. Students feel safer when they are educated in a diverse setting. Our administration readies graduates for promoting and teaching diversity as a means of accepting it. Our institute develops learning skills to build communities promoting diversity and employing human resource functions such as recruitment and orientation.

Our institute considers education as a continuous learning process and not a formality. Practical implementation of knowledge rather than scoring good marks. Updating the education system according to

new trends and technologies.

The Institution sends its B.Ed students to ICSE, CBSE, and JAC board schools for their internship, so that they are acquainted with the different boards. We organise workshops for the students, where resource persons, who are our alumunus, are invited to address the students.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

Students learn in college to connect new knowledge with previous knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less development or incomplete conceptual framework.

The teachers help and encourages to students to access and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect, cobuild courses and roadmaps. The teachers provide scope to open lesson with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public. When the clear transition are provided lecturing can build knowledge more effectively while the simple use of whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding. The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibilities that student will offer incorrect, inaccurate or misguided responses at time. This builds a learning culture. The teachers demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma tracing the ways they link words.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any other relevant information | View Document |
| Paste link for additional information | View Document |

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Sample filled-in feedback forms of the stake holders | View Document |
| Paste link for additional information | View Document |

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following

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

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 79.5

| File Description | Document |
|---|-------------------------------|
| Document relating to Sanction of intake from University | View Document |
| Data as per Data Template | View Document |
| Approved admission list year-wise/ program-wise | View Document |
| Approval letter of NCTE for intake for all programs | View Document |
| Any additional link | View Document |

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

Response: 12.81

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 46 | 49 | 4 | 24 | NA |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version) | View Document |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | View Document |

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 3.14

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

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

| File Description | Document |
|---|-------------------------------|
| List of students enrolled from EWS and Divyangjan | View Document |
| Data as per Data Template | View Document |

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

There are many ways to assess the learning level of the student by the college at the time of commitment of the program, Students enrolled are categorized as slow and advanced learner on their entrance test conducted by the college. Special attention is given for the slow learners and their performance is evaluated from time to time. We follow CCE patterns for continuous assessment.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: C. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Reports with seal and signature of Principal | View Document |
| Relevant documents highlighting the activities to address the student diversities | View Document |
| Photographs with caption and date, if any | View Document |
| Data as per Data Template | View Document |

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: No Special effort put forth in accordance with learner needs

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 7:1

2.2.4.1 Number of mentors in the Institution

Response: 15

| File Description | Document |
|---|-------------------------------|
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |

2.3 Teaching- Learning Process**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

Response:

The college offers several types of CCE assessment on GRADES in all the classes. The college chooses the combination of assessment that meet their needs. They can also make there own assessment. Student learning is measured through CCE as slow learners and advance learner. College organised orientation program for both types of learner at the college level. The college provides 1 to 1 interaction between teachers and students, various workshop and seminars are conducted which provides scoop of all types of learners to come out with their problems and discuss with the teachers.

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

| | | | | |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 16 | 16 | 16 | 8 | NA |

| File Description | Document |
|---------------------------|-------------------------------|
| Data as per Data Template | View Document |

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 23

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 23

| File Description | Document |
|---|-------------------------------|
| Programme wise list of students using ICT support | View Document |
| Documentary evidence in support of the claim | View Document |
| Data as per Data Template | View Document |

2.3.4 ICT support is used by students in various learning situations such as

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations | View Document |
| Data as per Data Template | View Document |
| Link of resources used | View Document |

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students**Response:**

Continual mentoring is provided by teachers for develop professional attributes in students very effectively and mentoring powerfull by the impact of the mentoring relationship with faculty and students. they are also working on teams for monitraing our student. we provide micro teaching, workshop in which various skills are developed like blackbord work skills, questionnaire skill, set induction skills, closer skills, dimonstration skills etc. a mentor helps to students tyo develop multiple and varied relationship.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

| File Description | Document |
|---|-------------------------------|
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | View Document |
| Data as per Data Template | View Document |

2.3.7 Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

Response:

Teaching Learning process nurtures creativity, innovative, intellectual and thinking skills. innovation and creativity are fundamental to all acedemic disciplines and educational activites. The creativity is a cluster of skills that need to produce ideas that are both original and valuable. Teaching creativity means teachers using imaginative approches to make learning more intresting, exciting and effective. The college aims nurturing the students creativity in many different ways critically, analytically and through problem solving. Activities like art and craft, drama, celebration of important days like Independence Day, Republic Day etc, community service, debates, litterrary activities, communication drills and the like are a continuous part of the curriculum.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Response: B. Any 6 or 7 of the above

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the selected response/s | View Document |
| Data as per Data Template | View Document |

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

| File Description | Document |
|---|-------------------------------|
| Reports and photographs / videos of the activities | View Document |
| Documentary evidence in support of each selected activity | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Details of the activities carried out during last completed academic year in respect of each response indicated | View Document |
| Data as per Data Template | View Document |

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

| File Description | Document |
|--|-------------------------------|
| Samples prepared by students for each indicated assessment tool | View Document |
| Documents showing the different activities for evolving indicated assessment tools | View Document |
| Data as per Data Template | View Document |

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Sample evidence showing the tasks carried out for each of the selected response | View Document |
| Documentary evidence in respect of each response selected | View Document |
| Data as per Data Template | View Document |

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Photographs with caption and date wherever possible | View Document |
| Documentary evidence showing the activities carried out for each of the selected response | View Document |
| Data as per Data Template | View Document |

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Samples of assessed assignments for theory courses of different programmes | View Document |
| Data as per Data Template | View Document |

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

An internship is the transition into professional from apprentice. This prepares B.Ed students to face the professional challenges when they get placed in schools. Realizations of good platforms demand more from self, and assign more workload, and increased responsibilities. The faculty explains to the trainee teachers that internship is similar to training which would be given in an educational environment. The institution has learning agreement forms that are regularly filled up by students. An internship can only be true learning experience if constructive feedback is provided. The mentors or supervisors help the interns for transition from the classroom to the workplace.

Students undergoing internship complete a Lesson Plan and Attendance Sheet to log in their experiences and insights gained from their training. An intern gets the exposure of different types of schools while doing the internship. They get the idea of the working environment of a school, idea about the curriculum, and rules and regulations.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 25

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 4

| File Description | Document |
|---|-------------------------------|
| Plan of teacher engagement in school internship | View Document |
| Data as per Data Template | View Document |

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching

2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: B. Any 6 or 7 of the above

| File Description | Document |
|---|-------------------------------|
| School-wise internship reports showing student engagement in activities claimed | View Document |
| Sample copies for each of selected activities claimed | View Document |
| Data as per Data Template | View Document |

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internships are an integral requirement for the B.Ed program. The college has become internship oriented which is a must for developing the career of the students. An evaluation of the success of the internship program is very important for each student so that they can understand their strengths and weaknesses.

The training program formally and informally assesses the trainee throughout the year according to their progress.

After the evaluation, feedback is provided to facilitate the professional and personal development of the intern keeping these points in mind:

- Timely feedback
- purposeful
- creative
- comprehensive
- one on one
- evaluate interns' programs informally
- assess the components and broad nature of the training program

This timely support and feedback increases the intern's self confidence and self esteem. The college monitors whether interns maintain cordial relationships with fellow trainees, superiors, cross department colleagues and others.

Teachers regularly evaluate the knowledge gained by the interns on the test of new teaching techniques,

strategies, ideas and resources.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the response | View Document |
| Link for additional information | View Document |

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Two filled in sample observation formats for each of the claimed assessors | View Document |

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Five filled in formats for each of the aspects claimed | View Document |
| Any additional Link | View Document |

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 14

| File Description | Document |
|--|-------------------------------|
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years**Response:** 28.57**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years****Response:** 4

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View Document |

2.5.3 Average teaching experience of full time teachers for the last completed academic year.**Response:** 2.81**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year****Response:** 45

| File Description | Document |
|--|-------------------------------|
| Copy of the appointment letters of the fulltime teachers | View Document |

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers put forth efforts to keep themselves updated professionally through:

- **In house discussions on current developments and issues in education.**
- **Sharing information with colleagues and with other institutions on policies and regulations**

- The college gives opportunities to the faculty members and staff to upgrade themselves. They encourage them to share their knowledge with the students and colleagues on day to day basis.
- They are given official leave to participate in seminars and workshops organized by their colleges.
- They also share their knowledge on various other platforms like programs organized by different associations and literary cultural academic societies.
- We allow learners to learn in the best possible way.
- There are several other ways to adapt the changes that occur from time to time.
- Teachers need to update themselves and should handle changing times and trends in the education sector.
- Policies and regulations are shared through internet or social media.
- Since the Internet has a wide reach, which greatly helps the students to keep themselves updated with all the modern facilities in trends in various fields including education.
- Through publication of books , like NEP2020 we have shared knowledge of eminent scholars in the field.
- Two National Seminars were organized by the college for the enhancement of knowledge of teachers and students.
- The college helps in updating the teachers by online Faculty Development programs

| File Description | Document |
|--|-------------------------------|
| Documentary evidence to support the claims | View Document |
| Link for additional information | View Document |

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Internal assessment of the examination is the mirror of teaching success. It helps in upgrading the graphs academic success of the students. Continuous examinations are conducted by the college to evaluate teaching. The internal exams of our college are conducted by the teachers of the concerned subjects after completion of the prescribed portions. The end of the evaluation of the tests is the suggestions of the subject teachers. Necessary improvements are told to the trainees in writing. The students are shown their answer sheet to know their strengths and weaknesses, so that they can understand the mistakes done by them in their answer sheet and the record is being made as a mark sheet of an internal examination.

| File Description | Document |
|--|-------------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Documentary evidence for remedial support provided | View Document |
| Details of provisions for improvement and bi-lingual answering | View Document |
| Copy of university regulation on internal evaluation for teacher education | View Document |

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The college follows a prescribed procedure that brings complaints through feedback forms or drop in the complaint in the complain box so that the college knows them and takes necessary action to resolve them. It undertakes the receipts and processing of complaint from students, and issues raised by them are dealt with in order to benefit the services more effectively. The college has a well organised mechanism for redressal of examination related grievances. Students can contact the teachers, examination controller and principal to redress the examination related complaint as per the requirement and jurisdiction of the complaint. If there is any complaint related to the evaluation of the students, faculty and department heads are informed if necessary.

| File Description | Document |
|--|-------------------------------|
| Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal | View Document |

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The college annual calendar is the representation of the college plan that is scheduled for the entire year. It is a setting of precise activities that can be done in due time. The annual calendar is a planning tool for the college to do all the events on a particular period of time. It is also useful for prospective students, alumni and parents. The college calendar contains relevant information related to the teaching learning schedule, working days, various competitions to be held, holidays, internal examination dates, semester examination etc. Our educational calendar represents the planning of the college schedule for the entire semester to make teachers and students to get important information. The internal exams are planned but are subject to change as per the direction of the management or any other circumstances.

| File Description | Document |
|---|-------------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | View Document |

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

D.B.M.S. College of Education develops competencies among student teachers to select and use appropriate assessment strategies:

- To facilitate learning.
- To estimate what students will gain from an educational experience
- To track their progress and find out where they stand.
- To know in advance how they will be evaluated.

Changing and making changes in the curriculum to improve student learning, develop competencies among student teachers to select and use appropriate assessment strategies to facilitate learning. This also helps the teachers to track student progress and find out where they stand. The students in this college belong to diverse social, economic and cultural backgrounds. Interacting with them on a daily basis enables students teachers to acquire the necessary qualifications for organizing learning experiences. It is ensured that students develop an understanding about teaching, college management and community.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |

2.7.2 Average pass percentage of students during the last five years

Response: 38.05

2.7.2.1 Total number of students who passed the university examination during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 23 | 98 | NA |

| File Description | Document |
|---|-------------------------------|
| Result sheet for each year received from the Affiliating University | View Document |
| Data as per Data Template | View Document |

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Student progress monitoring is a practice that helps teachers continuously evaluate the effectiveness of teaching and use students' performance data to make more informed instructional decisions. Teachers use progress monitoring to help students learn more and become much aware of their own performance. Teachers check the understanding of the material being questioned by the students during the class discussion. The teacher conducts the periodic reviews with students to confirm their understanding of learning materials and identify gaps in their knowledge and understanding. The teacher administers the performance of students, corrects tests conducted and records their score. These data were collected and recorded by the teacher to make necessary adjustments in instruction and to review student performance data using these data. The teacher sets high standards monitoring students "work increases students" effort and achievement. The teacher facilitates learning and enhances, by holding students accountable for their work, and following through with rewards. The progressive performance of students of professional and personal attributes are monitored by their class activities and internship programs. The teachers also access them by the various curriculum activities.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | View Document |

2.7.4 Performance of outgoing students in internal assessment

Response: 23

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 23

| File Description | Document |
|--|-------------------------------|
| Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year | View Document |
| Data as per Data template | View Document |

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

D.B.M.S. College of Education while planning its curriculum keep focus on PLO's and CLO's for all Programmes offered by the institution. It helps the teachers as well as students to know their objective for the course. It provide guidance to students of what they are expected to do. It provides the broader aspect of understanding the curriculum to students and teachers and act accordingly.

1. Develop competencies among student teachers to select and use appropriate assessment strategies to facilitate learning.
2. To estimate what students will gain from an educational experience.
3. To track their process and find out where they their progress and find out where they stand.
4. Know in advance how they will be evaluated.
5. Changing and making changes in the curriculum to improve student learning.
6. To describe to the students what is expected of them.
7. To assess how single course outcomes align with larger outcomes for the entire program.
8. Being able to interact with children from diverse social, economic and diverse backgrounds. Enabling students teachers to acquire the necessary qualifications for organizing learning experiences .
9. To develop an understanding about teaching ,college management and community involve.
10. To develop professional teachers who are equipped with skills of competencies to address technical needs and global concerns.
11. Objectives of preparing facility for the initial phase of education to develop skills for logical development of the learner.

12. To develop skills in all functional areas of education and management by providing many opportunities for experiential learning, provides education that influences thinking and achievements at the workplace.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in respect to claim | View Document |

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

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

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: D. Any 1 of the above

| File Description | Document |
|--|-------------------------------|
| Sanction letters of award of incentives | View Document |
| Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View Document |
| Documentary proof for each of the claims | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Reports of innovations tried out and ideas incubated | View Document |
| Documentary evidences in support of the claims for each effort | View Document |
| Details of reports highlighting the claims made by the institution | View Document |
| Link for additional information | View Document |

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.36

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 3 | 1 | NA |

| | |
|---|-------------------------------|
| File Description | Document |
| First page of the article/journals with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.64

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

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

| | |
|---|-------------------------------|
| File Description | Document |
| First page of the published book/chapter with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 8.5

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14 | 2 | 11 | 7 | NA |

| File Description | Document |
|---|-------------------------------|
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 95.91

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 75 | 80 | 75 | 75 | NA |

| File Description | Document |
|---|-------------------------------|
| Report of each outreach activity with seal and signature of the Principal | View Document |
| Event-wise newspaper clippings / videos / photographs with captions and dates | View Document |

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 94.34

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 70 | 70 | 75 | 85 | NA |

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim along with photographs with caption and date | View Document |
| Data as per Data Template | View Document |

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

DBMS College has a Rotaract club through which students organise a number of outreach activities. The college promotes regular engagement of faculty, students and staff with the neighbourhood community for its overall development and community development through various activities every year. Programs are organised under which students and staff volunteer in community based activities.

Various awareness programs, workshops, road shows are organised with topics such as sanitation, green environment, tree plantation, gender sensitisation, traffic rules awareness, empowerment of girls and women, blood donation camp, awareness programs on health and hygiene etc.

In addition to this, the Rotaractors also conduct free communicative English classes for the underprivileged children of DBMS Lilliput school.

| File Description | Document |
|--|-------------------------------|
| Report of each outreach activity signed by the Principal | View Document |

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 7

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 4 | 2 | NA |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Appropriate certificates from the awarding agency | View Document |
| Link for additional information | View Document |

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

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

| File Description | Document |
|---------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

| File Description | Document |
|---------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Link for additional information | View Document |

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools

3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: C. Any 3 or 4 of the above

| File Description | Document |
|--|-------------------------------|
| Report of each activities with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

The institution provides facilities for sports and games. It has adequate facilities for sports, yoga center and cultural activities. To implement the plans and achieve the intended goal, the institute has built up adequate infrastructure in the context of arts, computer labs, libraries, language labs, faculty rooms and classrooms, seminar halls with audio visual facilities.

The campus has internet access, and facilities like

- Playground
- Xerox
- Department heads
- Laboratory technicians
- Course requirements
- Well equipped classrooms
- Well equipped labs with adequate scientific equipments
- Library with more than 4,500 books
- Well equipped tutorial rooms with smart boards
- Computer room with latest configuration desktops and software
- Spacious Seminar hall with seating capacity of more than 100 students.

The college ensures regular maintenance and upkeep of all basic facilities. The maintenance work is executed by trained in-house experts. The head of the institution is regularly updated regarding the status of water supply, power supply, and safety standards. Furniture and equipment are purchased regularly as per the requirement. The college has its own full time plumber, electrician, sweeper and gardener to maintain the lawn and floor of the college.

| File Description | Document |
|---|-------------------------------|
| List of physical facilities available for teaching learning | View Document |
| Geo tagged photographs | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart

classroom, LMS, video and sound systems etc. during the last completed academic year.

Response: 33.33

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities

Response: 4

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 12

| File Description | Document |
|--|-------------------------------|
| Geo-tagged photographs | View Document |
| Data as per Data Template | View Document |
| Link to relevant page on the Institutional website | View Document |

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 70.01

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1.06 | 14.5 | 121.09 | 265.11 | NA |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college library has a large collection of academic books, journals, encyclopedia, biographies, research projects, other informative books, magazines and newspapers. Books are made available to the students to increase knowledge and understanding on various subjects. Students and staff membership entries with Library Management System where the student can check issue and return of books. If the book is returned on the due date, no fine is charged. The library has been provided with wi-fi facility.

| File Description | Document |
|--|-------------------------------|
| Bill for augmentation of library signed by the Principal | View Document |
| Web-link to library facilities | View Document |
| Link for additional information | View Document |

4.2.2 Institution has remote access to library resources which students and teachers use frequently

Response:

The institute currently does not have remote access to library resources. Student and staff are using digital library resources and online net surfing, Google search via their mobile applications. Sharing link of digital libraries with students, E-Pathshala, National Digital Library. Recently D.B.M.S College of Education has subscribed to DELNET - An India International Centre Library. it aims to collect, store and disseminate information besides offering computerized services to users.

| File Description | Document |
|--|-------------------------------|
| Details of users and details of visits/downloads | View Document |
| Any other relevant information | View Document |
| Landing page of the remote access webpage | View Document |

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

| File Description | Document |
|--|-------------------------------|
| Receipts of subscription /membership to e-resources | View Document |
| E-copy of the letter of subscription /member ship in the name of institution | View Document |
| Data as per Data template | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: 1.6

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.08 | 0.59 | 2.25 | 3.47 | NA |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |

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

Response: 40.55

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 385

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 611

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 880

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 1203

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 1625

| File Description | Document |
|--|-------------------------------|
| Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal | View Document |

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Response: C. Any 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |

4.3 ICT Infrastructure**4.3.1 Institution updates its ICT facilities including Wi-Fi**

Response:

DBMS College has a 24x7 wi-fi facility in the college campus for the students and faculty members to avail internet connection at any place in the college. IT facilities are well developed, adequate number of

computers with printers, scanners and high speed internet are available in the office, examination section, computer rooms, library.

They can access the internet facility in the college campus through their mobile phone, tablets or laptops. College has own LCD projectors, overhead projectors, printers and scanners. Software is installed in the library, lab, office, principal office, also maintained from time to time. Most of the classrooms have computers with all facilities for preparing Learning and Teaching materials. The IT facilities have been well developed with sufficient numbers of computers with printer, scanner and high speed internet available. Scanners are periodically enhanced for each financial year according to the strength of the students. The college has its own website, Facebook page and YouTube channel. During the pandemic GoogleMeet and Zoom app were extensively used.

| File Description | Document |
|--|-------------------------------|
| Document related to date of implementation, and updation, receipt for updating the Wi-Fi | View Document |

4.3.2 Student – Computer ratio for last completed academic year

Response: 3:1

| File Description | Document |
|---|-------------------------------|
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

4.3.3 Internet bandwidth available in the institution

Response: 200

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 200

| File Description | Document |
|---|-------------------------------|
| Receipt for connection indicating bandwidth | View Document |
| Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio

2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: C. Any 2 or 3 of the above

| File Description | Document |
|---|-------------------------------|
| List the equipment purchased for claimed facilities along with the relevant bills | View Document |
| Data as per Data Template | View Document |
| Any additional information | View Document |

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 2.58

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2.32 | 4.34 | 7.15 | 0.99 | NA |

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | View Document |
| Data as per Data Template | View Document |

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

DBMS College is recognised by NCTE and follows its prescribed norms. We have the required infrastructure which is maintained efficiently by the DBMS management. The management has employed support staff for the upkeep and maintenance. College has stabilised systems and procedures for maintaining and using physical educational facilities such as sports, computer labs, classrooms etc. The

institute has a well maintained system for the maintenance of all the above facilities. Some facilities are maintained by faculty members and skilled staff appointed by the management. Some of them are maintained annual maintenance contracts awarded to the agencies concerned. External agencies are also appointed for maintenance. Our college has various committees for smooth functioning of these facilities.

1. The Maintenance of Library includes

- Maintenance committee
- Stock Verification
- Equipped with collection of rare books
- Requirement as per faculty and students
- Procurement from various agencies and book fairs

2. Maintenance and use of sports complex, grounds, equipment

- Qualified physical trainers appointed
- Well maintained playground
- Facilities for indoor games like table tennis, carrom, chess
- Sports equipments issued to the students as per events schedule
- Damaged equipments are periodically reviewed and repaired

3. Maintenance and use of class

- Cleanliness and Hygiene are maintained
- IT facilities managed by computer expert
- Well equipped digital classrooms used for teaching with PPT

4. Maintenance and use of computers

- Well equipped computer lab
- Maintenance work is scheduled during holidays
- Regular updates of software and necessary equipments
- Power backup provided

5. Maintenance and use of extra curricular activities

- Air conditioned multipurpose hall
- Audio Visual system installed in the hall
- Extra curricular activities are held regularly
- Agencies are hired for scheduled maintenance of furniture, electricity and other equipments.

| File Description | Document |
|--|-------------------------------|
| Appropriate link(s) on the institutional website | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Sample feedback sheets from the students participating in each of the initiative | View Document |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | View Document |
| Data as per Data Template | View Document |
| Paste link for additional information | View Document |

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: B. Any 7 of the above

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Geo-tagged photographs | View Document |
| Paste link for additional information | View Document |

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

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Samples of grievance submitted offline | View Document |
| Institutional guidelines for students' grievance redressal | View Document |
| Data as per Data Template for the applicable options | View Document |
| Composition of the student grievance redressal committee including sexual harassment and ragging | View Document |
| Paste link for additional information | View Document |

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

| File Description | Document |
|---|-------------------------------|
| Report of the Placement Cell | View Document |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | View Document |
| Data as per Data template | View Document |

5.2 Student Progression

| <p>5.2.1 Percentage of placement of students as teachers/teacher educators</p> <p>Response: 9.43</p> | | | | | | | | | | | |
|--|-------------------------------|---------|---------|---------|---------|---------|---|---|----|----|----|
| <p>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>13</td> <td>17</td> <td>NA</td> </tr> </tbody> </table> | | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 0 | 0 | 13 | 17 | NA |
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | | | | | | | |
| 0 | 0 | 13 | 17 | NA | | | | | | | |
| <p>File Description</p> | | | | | | | | | | | |
| Data as per Data Template | View Document | | | | | | | | | | |
| Appointment letters of 10% graduates for each year | View Document | | | | | | | | | | |
| Annual reports of Placement Cell for five years | View Document | | | | | | | | | | |
| <p>5.2.2 Percentage of student progression to higher education during the last completed academic year</p> <p>Response: 31</p> | | | | | | | | | | | |
| <p>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</p> <p>Response: 29</p> | | | | | | | | | | | |
| <p>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</p> | | | | | | | | | | | |
| <p>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</p> <p>Response: 2</p> | | | | | | | | | | | |

| File Description | Document |
|---|-------------------------------|
| Details of graduating students and their progression to higher education with seal and signature of the principal | View Document |
| Data as per Data Template | View Document |

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 3.77

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 12 | 0 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Copy of certificates for qualifying in the state/national examination | View Document |

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

College has not formed such a student council. We have student representatives who act like a bridge between management, principal and teachers. The Student representatives communicate the problems of their batchmates. We also have a very active Rotaract Club which works in collaboration with the student representatives, and develop a spirit of partnership and co operation with the teachers and the students to promote friendship and respect among pupils. Students help in organisation and management of cultural events, sports and games and environment conducive to educational and personal development. To ensure good communication between them, they consult regularly with students in the college to involve as many students as possible in the activities. Student representatives help in representing the view of the students to the college management. It involves talking and listening to the students considering their views and concern and discussing with college management on behalf of the students.

| File Description | Document |
|---|-------------------------------|
| List of students represented on different bodies of the Institution signed by the Principal | View Document |

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 39.25

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64 | 24 | 45 | 24 | NA |

| File Description | Document |
|--|-------------------------------|
| Reports of the events along with the photographs with captions and dates | View Document |
| Data as per Data Template | View Document |
| Copy of circular / brochure indicating such kind of events | View Document |
| Paste link for additional information | View Document |

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

College has formed Alumni Cell in the year 2020 after the first batch passed out. This cell is non registered but functional. The Alumni Cell is very active in prompting interaction between alumni, staff and management. It supports the college to achieve its cherished goal , its vision and mission. The main objective is to support a network of alumni is alumni associations, which will help raise to raise the university's profile.

The institution rests on the rich history, success and pride of its students. The objective is to foster mutually beneficial interactions between current college students and alumni, and between alumni themselves. This helps the institute to conduct a placement program, thus new enrollment is accompanied by expansion and grows stronger. Alumni support the institution and contribute to its institutional, academic and infrastructural development. Alumni council students representatives build close

relationship between students and alumni and provides students input to the councils deliberation and priorities responses. The DBMS College alumni meets annually in December and organises one event for the college.

| File Description | Document |
|---|-------------------------------|
| Details of office bearers and members of alumni association | View Document |

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

| File Description | Document |
|--|-------------------------------|
| Report of alumni participation in institutional functioning for last completed academic year | View Document |
| Any additional link | View Document |

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

Response: 2

5.4.3.1 Number of meetings of Alumni Association held during the last five years

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

| File Description | Document |
|---|-------------------------------|
| Data as per Data Template | View Document |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | View Document |
| Paste link for additional information | View Document |

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students

as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

DBMS College alumni members are well placed in different schools of Jamshedpur. They encourage the students to do well. The institution values the contribution of alumni members. The alumni association plays an active role in motivating students and any special talent in them-prompting, providing guidance and mentoring to the alumni for future prospectus.

Alumni association want to involve more and more students of the college with the activity of the institute. It can be a common platform for all students to meet, share and grow. The association wants to maintain the academic support mechanism for the alumni network and facilitate frequent interactions with alumni and also forge a healthy and lasting relationship with them.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Paste link for additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The leadership of our institution is in the hands of a few very experienced and matured professionals. As matured leadership demands, they believe in participatory management and delegation of authority. The president of the college is a highly qualified finance professional with over 4 decades of experience in industry as well as in NGOs in the steel city. Other management members are also highly qualified and experienced professionals. In tune with our Mission and vision, they always strive to provide quality education and instil leadership quality in our students to become future citizens. In a participatory leadership style, regular review of all aspects: academics, maintenance of infrastructure, help to students etc are discussed and action taken.

| File Description | Document |
|---|-------------------------------|
| Vision and Mission statements of the institution | View Document |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | View Document |

6.1.2 Institution practices decentralization and participative management

Response:

We very firmly believe in participatory or shared responsibility of the management of our institution coupled with delegation of authority and responsibility wherever possible. A system of Regular review of all the activities are undertaken and roles allotted to individual functionaries. For example, the primary responsibility and accountability for Academics lies with the Principal of the institution; Finance and accounting, infrastructure and other administrative, legal functions lies with Joint Secretary, Secretary, Treasurer, Governing Body Members, President etc. The responsibilities are allotted based upon the skills and experience of the members of the management and it is ensured that there is no overlap of functions or authorities.

| File Description | Document |
|--|-------------------------------|
| Relevant documents to indicate decentralization and participative management | View Document |
| Link for additional information | View Document |

6.1.3 The institution maintains transparency in its financial, academic, administrative and other functions

Response:

In an effort to be transparent in our management, our systems are so defined that all the critical information pertaining to Finance, University communications, hiring, placements, results, faculty performance etc are available to everyone, complete transparency is maintained between the functioning of the Principal with the Management. We also share all important/pertinent information with our faculty members at regular intervals. Wherever needed, support is also provided in the form of resources, facilities and funds if necessary. Apart from the above informal appraisals are also conducted, exemplary or outstanding efforts and performances are appreciated and rewarded eg. Support for conducting University examinations, CA Examinations etc.

| File Description | Document |
|--|-------------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Institution's strategic plan is shared with all concerned, and action plan is charted out in a transparent manner, our Mission and Vision are shared in our Prospectus and Management members along with Principal and Vice Principal are shared the Objectives, Short and Long term Action Plans. Our Strategic Plan is to start a few more courses and also move on to Integrated Courses so as to make our institution a multi disciplinary unit. Application to M/s Tata Steel has been made for additional Land Allocation in the adjacent plot and communication is ongoing for making the same available for use timely.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Any additional information | View Document |
| Link to the page leading to Strategic Plan and deployment documents | View Document |

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

Response:

Clubs like Rotaract Club, Literary Club, Social Science Club etc., and Committees like Advisory Committee, Faculty Development Committee, and IQAC are formed as a part of Objectives and actions to achieve the Mission and Vision. Meetings chaired by the Chairman/Secretary along with the committee members are scheduled and held in the Management Room as per the convenience and availability of the members. From the academic results of recent examinations and students' feedback, it is evident that our functioning is effective. The same is also reflected in our achievements by participating and winning in various categories in Inter College competitions, and University competitions.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Link to Organogram of the Institution website | View Document |
| Link for additional information | View Document |

6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: A. Any 6 or more of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module | View Document |
| Data as per Data Template | View Document |
| Annual e-governance report | View Document |
| Link for additional information | View Document |

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**Response:**

For the smooth functioning of academic and administrative works and strengthening the students' activities to develop the knowledge of the students, the governing body of the institutions decides to form

the different types of committees or cells. Institute forms various committees, bodies, cells and their functions are properly defined. Considering the overall development of the Institute for Effective Implementation, following committees are formed. Regular meetings of these committees are conducted annually or biannually. The main Academic affairs of the college are overseen by the Academic Committee. The members of the committee sit together at regular intervals to develop the ways and means to ensure the quality teaching and learning processes. The committee also formulates the guidelines, rules and regulations of the Academic Affairs of the college. The committee decides the introduction of students uniform in the college, prepares and reviews the academic calendar and class routine for the college, oversee the internal examinations and evaluation recording, review the academic and other related activities of the college, take disciplinary action for violations, and disobedience to the college rules.

| File Description | Document |
|---|-------------------------------|
| Minutes of the meeting with seal and signature of the Principal | View Document |
| Action taken report with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

The institute ensures to implement welfare resources for its teaching and non teaching staff. The well being of the employees is important for the effective functioning of the institute. The institute takes the following welfare measures for its teaching and non-teaching staff. Teachers Welfare Fund has been created and salary is given to needy employees in advance. . Computer lab and internet facilities, uniform free for all 4th class employees are also provided. Faculty members are promoted for self-development programs and higher education. Study leave for campus higher studies is provided. Group Insurance has been done for all the employees of the institute, medical consultancy is available on a daily basis in the campus.

| File Description | Document |
|--|-------------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | View Document |
| List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**Response:** 23.21**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8 | 0 | 5 | 0 | NA |

| File Description | Document |
|---|-------------------------------|
| Institutional Policy document on providing financial support to teachers | View Document |
| Income Expenditure statement highlighting the financial support to teachers | View Document |
| Data as per Data Template | View Document |

6.3.3 Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 18**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5 | 6 | 4 | 3 | NA |

| File Description | Document |
|--|-------------------------------|
| List of participants of each programme | View Document |
| Data as per Data Template | View Document |
| Brochures / Reports along with Photographs with date and caption | View Document |

6.3.4 Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term

Course and any other similar programmes**Response:** 0**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

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

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

Regular review of performance of teaching and non teaching staff is undertaken by way of Student Feedback forms, student examination results in each subject and batch. Ours being a relatively small institution, these reviews are discussed in the College Executive Council and necessary feedback is given directly to the employee concerned. Except in case of disciplinary actions, these appraisals are not recorded. Annual compensation change/increments also depend on such reviews. Financial remunerations are also given from time to time for outstanding and out of the way performances exhibited.

| File Description | Document |
|--|-------------------------------|
| Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal | View Document |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal or/and external financial audit regularly**

Response:

The institution's accounts are regularly audited by a qualified chartered accountant. The audit report is reviewed and action taken wherever required. Audited Balance sheet and Income and Expenditure account submitted for filing income tax return. The Trust has been accorded a status of Charitable Institution wherein exemption u/s 12 AA has been granted by Income tax authorities. There is no appeal, or dispute with Tax authorities pending resolution.

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)

Response: 106.79

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| .35 | .31 | 111.57 | 314.91 | NA |

| File Description | Document |
|---------------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Link for additional information | View Document |

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

An institution of our nature, requires funds which cannot be met only from students' fees. In accordance with the requirement of funds, steps are taken to mobilise funds from the Trust and, if necessary, resort to bank loan. We have, in recent past resorted to mobilise from the Trust, but plan to repay the same as and when funds permit. However, additional infrastructure and facilities to the students for academic and co-curricular activities are never compromised.

Occasionally, when there is no requirement of funds in the immediate future, we also deploy funds in investment opportunities so that funds do not remain idle and returns from such investments help in earning reasonable return, which can later be deployed back into the institution.

| File Description | Document |
|---|-------------------------------|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View Document |
| Link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Institution has developed an IQAC system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. It will disseminate all the efforts and measures of the institution towards promoting its overall academic excellence. IQAC has to ensure that whatever is done in the institution for education is done efficiently and effectively with very high standards. To do this, IQAC must first establish practices and methodologies to collect data and information on various aspects of institutional functioning. IQAC is a major policy making and implementing unit in our college, it works hard to upgrade the college infrastructure and all support facilities to meet the standards of higher education in the growing needs of the students. It researches, assesses and suggests the parameters of quality education.

| File Description | Document |
|---|-------------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | View Document |
| Link for additional information | View Document |

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

Feedback is collected by students through the IQ AC. Improvements in curriculum and teaching materials are brought to life with the help of assessment on curriculum aspects demanding teaching methods, faculty programs and institutional programs. All students are provided with a student diary/prospectus which provides all the details relevant to the students. The academic calendar is displayed and circulated in advance at the institute and is strictly adhered to. IQAC conducts periodic meetings throughout the academic year in the presence of IQAC coordinators with departments, internal examinations committee, HOD's and Principal. The Faculty Coordination Committee conducts academic reviews of all departments collecting information about academic activities such as study schedules, unit tests, assignments, seminars,

group discussion quizzes, educational visits and the completion of other activities. The Staff Council meeting is held at the beginning of the session to discuss the plan for the session. The daily learning diary of each faculty member is signed by the HOD and presented every month to the Principal for approval. Student-centric methods are adopted to clear all concepts. The library is enriched with curriculum related resources. Emphasis is placed on timely and as planned course completion. The participation of students in class discussions is to be increased. Transparency in internal assessment is maintained.

| File Description | Document |
|---|-------------------------------|
| Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal | View Document |

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.5

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1 | 7 | 14 | 4 | NA |

| File Description | Document |
|--|-------------------------------|
| Report of the work done by IQAC or other quality mechanisms | View Document |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | View Document |
| Data as per Data Template | View Document |

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: C. Any 2 of the above

| File Description | Document |
|----------------------------|-------------------------------|
| Data as per Data Template | View Document |
| Any additional information | View Document |

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

The IQAC cell successfully implemented quality enhancement initiatives in the academic and administrative domains, integration of modern methods of teaching and learning, Use of ICT devices in teaching, development of environment friendly campus, Conduct bridge courses, practise Waste management, build Green Practices, Use of ICT tools for teaching learning. Successful implementation of which enabled online admission, online fee collection, online admission tickets, online certificates, online date sheets and digitization of educational records and staff records. Development of institute websites. Introduction to computerized result processing through in-house expertise. Computer training program for employees. ICT tools contributed to high quality lessons, as they include increasing student motivation, connecting students from multiple information sources, supporting active in the classroom and helping with the learning environment, and allowing teachers to allocate more time to facilitate Has been given. These tools are the best methods of education that use information and communication technology to support, enhance and optimize the delivery of information. This leads to a better student learning and better teaching methods. The use of computers in colleges gave students the opportunity to do assignments or group projects, saving a lot of time. It increased students' knowledge at the same time. Introduction to smart classrooms Computer assistive instruction played an important role in improving quality in teacher education.

| File Description | Document |
|---|-------------------------------|
| Relevant documentary evidence in support of the claim | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

The organisation strives to conserve energy by reducing energy consumption and using less of an energy service. Some of the ways in which energy is conserved in the college:

1. Planting trees around the campus to minimise the use of air conditioners.
2. Adding blinds and window fixtures to classrooms to reduce glare while trading electric light for natural light, thereby creating a more relaxed environment.
3. When students leave classrooms, turning off the lights, closing projectors, computers and smart boards after use.
4. In Jamshedpur, 24 hours electric supply is provided by Jamshedpur Utilities Services Company. In our college we take electricity connection from JUSCO. In case of an emergency, generators are hired to meet the requirement of power.

| File Description | Document |
|------------------------------------|-------------------------------|
| Institution energy policy document | View Document |
| Link for additional information | View Document |

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

We at the DBMS College have waste management in compliance with local and state guidelines. The culture of following waste management practices goes a long way in ensuring that environment is preserved, recycling is carried out effectively with the co operation of students, staff and management. The procedures howsoever simple they may be, require continuous effort, education and training of all involved.

Hulladek recycling company collects e waste from our college which is collected by the students from nearby areas.

We have our own rainwater harvesting plant in the college campus since 2018.

Institute carries out waste management in the following ways:

- Segregating waste into organic and inorganic
- Use of compost pit to turn kitchen waste into manure
- Regular training of staff regarding benefits of waste management

- Proper monitoring of waste management by the management of the college

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: C. Any 2 of the above

| File Description | Document |
|---|-------------------------------|
| Geo-tagged photographs | View Document |
| Documentary evidence in support of each selected response | View Document |

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Income Expenditure statement highlighting the specific components | View Document |
| Geotagged photographs | View Document |
| Documentary evidence in support of the claim | View Document |

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Cleanliness and proper sanitation is widely practiced in DBMS College. Several dedicated staff members have been engaged to maintain hygiene standards. The support staff maintains the hygiene in washrooms and

cleanliness in the campus. The institute is located in an area where green cover is easily maintainable. Several varieties of trees, plants etc have been planted and continuously maintained. These help in keeping the campus fresh as well as healthy and a pleasing appearance. DBMS College has won best garden award by the Horticulture Society of TATA Steel in 2019. Gardeners are employed to maintain green cover. No pesticides are used. Students and staff are motivated to give suggestions to improve the green cover.

| File Description | Document |
|--|-------------------------------|
| Documents and/or photographs in support of the claim | View Document |
| Link for additional information | View Document |

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: C. Any 3 of the above

| File Description | Document |
|---|-------------------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | View Document |
| Snap shots and documents related to exclusive software packages used for paperless office | View Document |
| Circulars and relevant policy papers for the claims made | View Document |

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 2.78

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3.85 | 4.72 | 4.14 | 3.23 | NA |

| File Description | Document |
|--|-------------------------------|
| Income Expenditure statement on green initiatives, energy and waste management | View Document |
| Data as per Data Template | View Document |
| Link for additional information | View Document |

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

DBMS College of Education is located in Jamshedpur, Jharkhand which is a tribal state. The college is aware of their needs and tries to reach out to them through various means. Mode of teaching in classroom is bi lingual. Geographical location and local demographic structure play a role in the diversity of the students body. Students have knowledge of their environment and have to adjust to economic and social changes to develop and grow. teachers are trained to use local languages efficiently in the classroom. They use it effectively to enhance their students' education. For preparation of J-TET teachers teach students in local languages like Kurmali, Bangla, Bhojpuri etc. Our students go to the DBMS Lilliput school, which is a school for the underprivileged children to teach the children communicative english.

| File Description | Document |
|--|-------------------------------|
| Documentary evidence in support of the claim | View Document |
| Link for additional information | View Document |

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | View Document |

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

- Special teaching practices to the deserving trainees by the institute
- Tree plantation
- Blood Donation Camp

We at DBMS college have students who are brilliant, average, mediocre and slow learners. To deal with slow learners special attention is given to them. Faculty members conduct special classes and provide personal counselling and guidance. Our student Sonali Pramanik, Namlen Barjo and Divyalata were guided personally by the faculty members with patience. As a result these three students of the 2018 - 20 batch passed out with first division.

Tree plantation and nature conservation drives are undertaken regularly by the college.

Blood Donation camp is organised by the Rotaract club of the DBMS College every year and collected by the Jamshedpur Blood Bank.

| File Description | Document |
|---|-------------------------------|
| Photos related to two best practices of the Institution | View Document |

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The college has established its distinctive approach towards the comprehensive vision, which is essentially to maintain global standards, quality and value based education. The faculty members are encouraged and updated for applying in research grant projects. The students participate in the state and national level competitions and the best ideas are rewarded. The institution clearly points out towards a value based education based education based on the curriculum of the affiliating institute., combining it with the core vision with contemporary issues has evolved a number of best practices like:

- Google Classrooms
- Sharing study materials on Google Drive

The teaching and extracurricular activities are oriented in such a way that the mental health, physical disability, skill development related requirements do not take a backseat. To make students aware of the wider social context in which they live, they are encouraged to participate in regular programs organised

by the college including community service, blood donation, gender and environmental awareness.

The students are guided to work on innovative project ideas. In keeping with the institution's vision of imparting quality education with values in a holistic way for one and all. Accordingly, the institutions education and empathy for the less privileged sections of society. The institute has emerged strong in its pursuit for value based education to make this institution a center for excellence in line with the mission of the institute. Our faculty members are committed to the mission of the institute.

| File Description | Document |
|---|-------------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View Document |

NAAC

5. CONCLUSION

Additional Information :

D.B.M.S. College of Education was started with the objective of providing quality education to the prospective teachers who are going to shape the destiny of Jharkhand.

The college has appointed accomplished teachers to impart the best value-based education so that the prospective teachers can carry the baton forward.

The Management of D.B.M.S. College of Education has the experience of running schools affiliated with different boards so the quality of education is never compromised.

Concluding Remarks :

The College has established itself in a very short span of time and is considered the best B.Ed. college of KOLHAN UNIVERSITY.

It has taken several initiatives and has been a milestone for others to follow. Our students have placed in some very good reputed schools of Jamshedpur and its outskirts.

The placement cell of the college is very active and the Management considers the deserving candidates and appoints them to various units of DBMS.