



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PATAMDA DEGREE COLLEGE,JALLA

VILLAGE - JALLA, PO- PATAMDA, PS- PATAMDA, DIST- EAST SINGHBHUM,
832105

www.pdcjpatamda.in

SSR SUBMITTED DATE: 02-03-2021

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

INTRODUCTION

Patamda Degree College, Jalla a Permanent affiliated unit of Kolhan University, Chaibasa, is located at the head quarter of Patamda Block under the district of East Singhbhum at a distance of 30 km. from Jamshedpur. Patamda Block is surrounded by hills and forests and is predominantly populated by the Scheduled Caste, Scheduled Tribe, Extremely Backward and Backward classes. This is primarily an agricultural area and as such per capita income is very low. As per government notification, Patamda Block comes under “Tribal-sub-Plan” area in East Singhbhum district.

In 1993, This college has been established by the local people under the Chairmanship of A. R. Sarangi, Retd. I.A.S., Advocate, Jharkhand High Court in quest of academic excellence to the rural poor and needy ones.

The college got its affiliation from Ranchi University, Ranchi in 2007 with Arts Faculty only. In 2009 it got its permission from Kolhan University, Chaibasa to run both Arts and Science Faculty and during 2014-2015 it got its permanent affiliation from Government of Jharkhand which was notified by Kolhan University, Chaibasa.

Presently under Kolhan University, Patamda Degree College, Jalla constantly endeavours to provide quality education to students in various courses in the Arts and Science stream achieving very good results year after year.

Vision

Our Vision

- To help students from economically challenged background overcoming all shorts of barriers- social, financial as well as mental.
- To be an eminent center of education in rural area giving emphasis on traditional culture and values.
- To focus on quality education which helps students to mould their character and gives scope of placement in different fields.
- To create a great mass of educated people who so the path of feature generation.
- To achieve academic excellence.
- To build student's strength to fit in the global competition.
- To develop mental health so that students can tackale their own difficulties.

Mission

Our Mission

- To achieve further academic excellence executing our level best pursuit.
- To educate students from the local rural and tribal areas, so that they become enlightened individuals, improving the living standards of their families and society.
- To develop infrastructural quality accommodating diverse academic programs.
- To provide individual attention, to quality education and take care of character building.

The different academic programs of the College are helping students strengthen their intellectual capability. The leadership of the College is actively involved for the fulfillment of stated missions and policy statements of the college and provides administrative, financial, and academic support for the implementation of the quality policy of the college.

The College has an organizational administrative structure including the president, secretary, Govt. representative, university representative, Teacher representative, Educationist, and the Principal. The Governing Body looks after the development works and make a decision of innovativeness of the College. The Governing Body holds meetings at the end of every three months and discuss Academic performance and development of the College

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTH

Patamda Degree College, Jalla has the following Strengths :-

- Transparent admission process.
- High enrolment.
- Approximately 80% students coming from ST, SC, OBC and minority communities.
- Well equipped library with a good number of text books, reference books having multiple volumes of both.
- Good number of computers.
- Internet facilities in college.
- ST/SC/OBC candidates scholarship under the Government run schemes.
- Cordial relationship between students and teachers.
- Strong faculty.
- Research papers and publications of faculty.
- Active and strong two NSS unit.
- Ragging free zone.

The inspiring and able guidance and support of the Principal is an immense help in building the team spirit among staff and students.

Institutional Weakness

INSTITUTIONAL WEAKNESS.

- As a Permanent affiliated college the institution has no constituent in academic reforms.
- The student teacher ratio is good which help to enhance academic excellence.
- No residential quarters for the staff.
- Insufficient number of encyclopedia and similar books.

Institutional Opportunity

INSTITUTIONAL OPPORTUNITY

- Give proper help and support to the college has potential to improve its complete education system to match and compete with the best institutions not only in the state but also at the national level.
- What is required is a well-equipped library, proper student teacher ratio and infrastructure.
- The college has gifted the village with many successful citizens, sports persons and artists.

It can continue to do so it provided with given conducive atmosphere and support.

Institutional Challenge

Our Promise

We aspire to establish a system of quality Assurance which would on a continuous basis evolution and monitor the Quality of education and training impartment at the institution, improve the teaching learning process and, ultimately, develop the institute as a Centre of Excellence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CURRICULAR ASPECTS

Patamda Degree College, Jalla is a permanent affiliated unit to the Kolhan University, Chaibasa, and it follows the curriculum prescribed by the university. The college follows different steps to ensure effective curriculum delivery through a well-planned and documented process which are as follows:-

- **The Annual Academic Calendar:** The IQAC prepares the annual academic calendar according to the University Calendar prior to the commencement of the academic year, specifying available dates for important activities to ensure proper teaching-learning process and continuous evaluation.
- **Departmental Meetings:** The members of each department hold meetings at the end of each academic

year to evaluate the progress of the past year and to plan the distribution of the course for the coming session. The department teachers allot the syllabus to the various members keeping in mind their specified expertise in the area.

- **Syllabus Distribution Among Students:** The syllabus of different subjects are available in the university website from where students can download the syllabus. Sometime, teachers also help them to available the syllabus.
- **Time Table Preparation:** The time table is prepared before the commencement of the classes and the classes both theory and practical follow this time table. The time table is also displayed on the staff and students notice board and college website.
- The teaching consists not only of the “chalk and talk” method but also incorporates **Experimental learning, Participative Learning and Problem solving method** to make teaching learning a more effective and interesting process.
- Paper presentation by students, Group discussion and assignments, seminars, special lectures, workshops, educational tours, field trips and term papers are planned and executed to supplement classroom teaching and delivering the curriculum. The records are maintained by the respective departments and information gives to the IQAC for documentation.
- **The college Library:** The library provides the faculty with the necessary resources for effective teaching. We are equipped with number of books, to facilitate the students.
- **INTERNAL EXAMINATIONS :** The University has very clear rules regarding the CBCS examination system and the college adheres to the university norms and follows the CBCS system completely.

Teaching-learning and Evaluation

TEACHING-LEARNING AND EVALUATION

Headed by the principal and accompanied by all the faculty, the college conducts an induction meeting at the beginning of every new session where the students are introduced to each giving details of their names, subject and specify expertise. The students are then told that they are free to approach any of the faculty members for any kind of academic and subject oriented needs. This creates bonds between the student and the teacher. The encouragement makes the student feel at home and comfortable and helps him/her speak up to ask questions whenever in doubt. The college believes that a cordial relationship between student and teacher is imperative to the learning process as no learning can take place in an atmosphere of fear and doubt.

The college also conducts remedial classes for the slow learners and encourages “peer group teaching”

Seminars:

- Seminars are conducted in the college with a difference.
- The topics are selected according to students needs.
- The topics are chosen from important current situations relating to the subject.
- The aim of the seminar is not to judge but more importantly to make each students speak and participate, make them worthy of facing the world outside.
- The seminars are conducted by the students and the speakers are also students. The teachers are merely the audience.
- They are judged by the faculty and awarded certificates of merit and participation.

Research, Innovations and Extension

RESEARCH, INNOVATION AND EXTENSION:

1. The College organizes Seminars and Workshops.
2. The College is known for extension activities within the campus. So far the College adopted Two villages in the neighborhood through its NSS Units. These platforms are organizing a large number of social activities and upliftment programmes within the campus as well as in the city and adopted villages or localities.
3. Project works, surveys, field visits and study tours for the students are organized. The College organizes Seminars, Workshops and invites personalities as resource persons.

Infrastructure and Learning Resources

INFRASTRUCTURE AND LEARNING RESOURCES:

1. The college has a beautiful campus area of 18,413.213sq.mtr. The Campus has 18 Class Rooms, out of which two are Smart Class Rooms and a library and reading room.
2. The College has sufficient parking space, fresh drinking water facilities cafeteria
3. A well maintained playground to play regularly and to organise annual sports.
4. Laboratories to facilitate students of practical subjects. .

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION:

1. The College organizes collective induction programme for all newly admitted students.
2. The College provides outdoor games facilities Annual indore games championship is also organized. The outdoor games and activities are looked after by the Sports In-charge.
3. The College is proud of its Co-curricular, Extra Curricular and Extension Activities. The Chhou Team is very active and it has in its credit a number of prizes at different national level competitions.
4. College has Discipline and Committee, Anti Ragging Cell, and Women's Cell
5. Help Desk has been established to provide information to visitors and guardians.

Governance, Leadership and Management

GOVERNANCE, LEADERSHIP AND MANAGEMENT

1. The College has different Cells/Governing body/Forums /Platforms to address academic administrative, financial and student support requirements.
2. It is major role player in planning, implementation and execution of multifarious developmental activities. Help Desk, CCTV, Notice Boards.
3. Appointments of teachers are made by Governing body as per UGC norms.
4. Students get benefits of governmental schemes and scholarships.

Institutional Values and Best Practices

INSTITUTIONAL VALUES AND BEST PRACTICES

1. We are extremely appreciative of the energy, enthusiasm, involvement and creativity of very huge team of students who are our real strength. They contribute in academic and administrative activities in such a brilliant way that our teachers-student relationship has been cited as example among local HEIs.
2. Complete transparency is maintained in academics and administration. Things are done on the basis of shared responsibilities. Regular meetings of different bodies are held in order to address the issues. Our multifarious effects in teaching-learning, administration, evaluation, student support, and institutional social responsibility, quality sustenance and improvement have started giving dividends.

Best Practices

Title of the Practice:

Plantation Programme

Goal of the Practice

It has been observing by the people that nature has been changing itself very tremendously as we are responsible for this change because of building and constructive more and more cities and town. So, the nature has unbalanced and disturbed that's why the combination of oxygen has ruined. Therefore, now we have to maintain this balance by following the given points :-

- To ensure more plantation of different fruits and other useful plants & trees.
- Plantation programme can become more popular. So, it is the duty of ours to promote more and more students to come forward.

The Practice

It is very important to plant more and more trees, herbs and climbers because these are the carriers of rain and cloud. Only the nature has capacity to turn up the balance of nature to produce more and more oxygen, but it is

only possible when our surroundings are full of trees and plants. Such type of programme is only possible when our new generation become more & more sincere and active towards plantation programme. If our programme of plantation makes the points of success, it is sure and certain that our nature will be in balance and the life of the people can be happy & prosperous. So, we should plant more & more trees and protect them for the future of new generation.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PATAMDA DEGREE COLLEGE,JALLA
Address	VILLAGE - JALLA, PO- PATAMDA, PS- PATAMDA, DIST- EAST SINGHBHUM,
City	JAMSHEDPUR
State	Jharkhand
Pin	832105
Website	www.pdcjpatamda.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sumanta Kumar Sen	0657-2755348	9430380801	-	pdcjpatamda1993@gmail.com
IQAC / CIQA coordinator	Bishwanath Mahato	0657-2650525	9955128386	-	bishwanath81@gmail.com

Status of the Institution	
Institution Status	Private and Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	28-11-1993

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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
No contents				

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	VILLAGE - JALLA, PO- PATAMDA, PS- PATAMDA, DIST- EAST SINGHBHUM,	Rural	10.55	2026.961

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History	36	XII	English,Hindi	150	76
UG	BA,Political Science	36	XII	English,Hindi	150	46
UG	BA,Economics	36	XII	English,Hindi	150	11
UG	BA,Geography	36	XII	English,Hindi	150	117
UG	BA,Psychology	36	XII	English,Hindi	150	37
UG	BA,Sociology	36	XII	English,Hindi	150	30
UG	BA,Mathematics	36	XII	English	150	0
UG	BSc,Mathematics	36	XII	English	60	14
UG	BA,Philosophy	36	XII	English,Hindi	150	15
UG	BA,Hindi	36	XII	Hindi	150	51
UG	BA,English	36	XII	English	150	48
UG	BA,Bengali	36	XII	Bengali	150	57
UG	BA,Santhali	36	XII	Hindi,Santali	150	32

UG	BA,Kurmali	36	XII	Hindi	150	37
UG	BA,Music	36	XII	Hindi	30	0
UG	BA,Chhou	36	XII	Hindi	30	0
UG	BSc,Physics	36	XII	English	60	14
UG	BSc,Chemistry	36	XII	English	60	26
UG	BSc,Botany	36	XII	English	60	2
UG	BSc,Zoology	36	XII	English	60	24

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				80			
Recruited	0	0	0	0	0	0	0	0	9	8	0	17
Yet to Recruit	0				0				63			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				43
Recruited	4	4	0	8
Yet to Recruit				35

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	0	1	0	1
Yet to Recruit				5

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	1	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	3	0	12

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	1	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	263	28	0	0	291
	Female	292	25	0	0	317
	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	32	40	78	50
	Female	32	15	32	30
	Others	0	0	0	0
ST	Male	267	162	280	219
	Female	180	153	139	154
	Others	0	0	0	0
OBC	Male	440	189	279	297
	Female	426	178	271	266
	Others	0	0	0	0
General	Male	109	33	77	43
	Female	64	84	53	48
	Others	0	0	0	0
Others	Male	0	0	0	3
	Female	1	0	3	1
	Others	0	0	0	0
Total		1551	854	1212	1111

Extended Profile

1 Program

1.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	18	18

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	18	18

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1639	1139	1190	1083	911

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1109	1109	1109	1079	1079

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
324	206	219	113	119

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	21	21	22	23

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
80	80	80	72	54

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 17

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	49	40	12	10

4.3

Number of Computers

Response: 10

4.4

Total number of computers in the campus for academic purpose

Response: 07

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The college follows the syllabus developed and implemented by the parent university. The University has adopted CBCS and implemented it from the academic session 2017-18. Students enrolled during the earlier academic sessions are in the annual mode. The College, in adherence to syllabus guidelines of the parent university, ensures an effective delivery and timely completion of the curriculum in a much planned manner. The departments have been asked to upload their syllabus in the college website. Curriculum has been distributed among teachers concerned by their respective heads. A printed copy of the distributed portions is given to the faculty members before the commencement of each session/semester. The teachers have also been asked to prepare a teaching plan before the commencement of classes. During the course of the session/semester the HODs constantly ensure that the teachers are religiously adhering to the curriculum distribution and planning. The teachers are also expected to mention the topic they have covered in the daily report which they got signed on daily basis by the respective faculty in-charges. A convenient and viable time-table is prepared before the commencement of every academic session. The time-table is given to the students at the time of Induction Meeting and uploaded on the college website too.

Students are encouraged to use library resources and of the college. Subject related reference books are told to the students. Students have been given home assignments and are encouraged to prepare their own study materials which may get checked by the teachers concerned. Attempts have been made to make classroom teaching interactive. Seminars, special/extra classes also prove helpful for better and timely implementation of the curriculum. Internal exam/class tests are also organized to assess the students with regard to their curriculum development. Students are also encouraged for group studies and collaborative periodical departmental reviews are ensured to gauge the quantum of syllabus covered in accordance to Academic and Activity Calendar.

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The college is affiliated to Kolhan University and it follows the University guidelines on academic matters such as the syllabus, courses, CIE, etc. The University follows two levels of evaluation, internal and external, as part of its structure and method of evaluation.

Programme	Internal Assessment/Practical	Marks	External Examination	Marks
B.A	College Level, Practical/Internal	30	University Level	70

B.Sc	College Level Practical/Internal	30	University Level	70
<p>The College assesses the students 'academic performance for 30 marks of which 15 marks are allotted for Subjective/Objective, 10 marks for Assignments and 5 marks is given for classroom attendance and good manners. In case of Practical subjects , out of 30 marks ,15 Marks for notebook and regularity and 15 marks for Viva-voce.The College has introduced more than one mode of evaluation as part of CIE. Besides the 'Mid- Semester Examinations, the College calls up and assigns 'Minor Project', Power-Point Presentations (PPTs) of the findings of the Projects in the class, Surprise tests, unit tests, etc. to raise the standard of the students.</p>				
<p>The College, in general, adheres to the academic calendar. The changes, if any, are made only in unforeseen circumstances that are beyond its control. The management, while preparing the academic calendar, receives inputs for faculty to have a common understanding and smooth functioning of the academic activities. The College from 2017 follows a semester-wise calendar for the semester students, while the yearly academic schedule for the annual students.</p>				
<p>The college, well ahead of time, announces as part of the academic calendar the last date of submission of the project and the internal assessment date. The dates are finalized in consultation with the faculty. The dates along with the external examiner are finalized by the University and the College executes the order.</p>				
<p>In the evaluation of CIE, the college adopts methods that are traditional as well as modern to reinforce students learning and development. Well ahead of time, the College announces the examination dates. By order of the Principal Controller of examination appoints different faculty as invigilators for the smooth functioning of the examination. Each faculty decides the duration, date, time, etc. for the remaining modes of internal evaluation. The College is serious concerning all the matters related to teaching-learning, evaluation, transparency, and timelines.</p>				
<p>For all these purposes the college follows its Academic and Activity calendar strictly and departments are told to complete the syllabus and the curriculum well in time. However, a lot depends upon the dates and schedules fixed by the university. The University too releases its academic and activity calendar and the officials of the university and all the affiliates of the university adhere to the schedules and time-frames of the University.</p>				
<p>1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p>				
<ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University 				
<p>Response: C. Any 2 of the above</p>				

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p>
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<p>1.2.1.1 Number of Programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 20</p>				
<table border="1"> <tr> <td>File Description</td> <td>Document</td> </tr> <tr> <td>Institutional data in prescribed format</td> <td>View Document</td> </tr> </table>	File Description	Document	Institutional data in prescribed format	View Document
File Description	Document			
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<p>1.2.2 Number of Add on /Certificate programs offered during the last five years</p> <p>Response: 0</p>

<p>1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15						
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File Description	Document									
Institutional data in prescribed format	View Document									

<p>1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>Response: 0</p>
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<p>1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15						
0	0	0	0	0						

1.3 Curriculum Enrichment

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

Response:

Response:

Being a Permanent affiliated college, we have to implement and follow the syllabus prescribed by the parent University. The cross cutting issues mentioned here i.e. gender, environment and sustainability human values and professional ethics are well integrated into the prescribed curriculum. Not only the syllabus of Hon's (Core)/General Course but also of Subsidiary/Generic Elective course address these issues. This apart, even the syllabuses of AECC (Ability Enhancement Compulsory Courses) and SEC (Skill Enhancement Courses) also contain these issues. In Semester- 2 of B.A/ B.Sc the University has introduced EVS as a compulsory subject while in Semester 4 of B.A / B.Sc the University has introduced Personality Development as a compulsory subject. All these course include topics related to gender sensitization, environmental issues, human values and professional ethics. The college, on its part, also tries to inculcate awareness about the issue related to gender, environment, sustainability, human values and professional ethics either through the academic departments or through different student platforms that look after co-curricular and extension activities. The teachers try to involve these issues as per the situations created while teaching in the classroom. The academic departments address these issues through seminars, discussions, field visits and different departmental events. Different student forums like NSS for literary & cultural activities and Women's Cell for the welfare of women. The NSS unit of the college is working a lot in the field of Environmental awareness and different drives. It also celebrates the Environment day. The Women's Cell is observing Women's Day and organizing a number of gender sensitization drives involving the students belonging to both the gender. The following events and programmes are undertaking addressing these issues: Plantation Drives, Environment Day, Blood Donation, Social Awareness Campaigns, Gender Awareness, Health Camps, International Women's Day, Cleanliness Drives, Ozon Day and Earth Day.

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 6.11

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
03	01	01	01	0

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Institutional data in prescribed format	View Document

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

Response: 1.83

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 30

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2) Teachers 3) Employers 4) Alumni

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: D. Feedback collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 54.21

2.1.1.1 Number of students admitted year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1639	1139	1190	1083	911

2.1.1.2 Number of sanctioned seats year wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2220	2220	2220	2160	2160

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 53.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
827	492	707	513	428

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The special learning needs of the advanced students are generally addressed by the department and faculty. At times the problem is brought to the notice of the Principal for a proper remedy. There is a continuous effort to have a close interaction between the faculty and students. During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners. Departments, through a combination of academic and co-curricular activities, encourage learners to optimize their potential.

- They are given additional reading in the concerned and related subjects.
- They are motivated to carry out more studies on various aspects of the syllabus.
- They are motivated to help and provide support to the weaker students.
- The advanced learners are also offered opportunities to go for inter-college debates, seminars or conferences.
 - They are given an opportunity for micro teaching in the class as well as for making individual presentations. A database of students from weak socio-economic strata as well as students with special needs is created at the time of admissions as students from such backgrounds are identified by information given in the admission forms relating to income status, special categories, including ST/SC, and the differently-abled.
- There is a fee concession for the economically deprived students.
- The library maintains texts for the economically deprived students.
- The learning process in the college constitutes regular lecture classes, tutorial classes, interactive discussions, collaborative exercises, project work and presentations. The institution identifies and responds to the learning needs of advanced learners in the following manner.
- Advanced learners are identified through class and internal test performance.
 - To satisfy the inquisitiveness of students, they are encouraged to ask questions and are provided with latest information on global happenings, good reference books and articles.
- The institution identifies and responds to the learning needs of slow learners in the following manner -tutorial and remedial classes are organized for slow learners and extra books are provided to guide them.

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 78:1

2.3 Teaching- Learning Process

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

Response:

The Colleges encourages its faculties to adopt latest techniques and tools of teaching & learning process like AV rooms, language Lab, PPT, etc. More often than not, the teachers emphasize interactive teaching in place of conventional one way lecturing. E Class Room use and familerisation with new trend in teaching is what we practice.

The teachers have the freedom to make their own teaching plan within the time-frame stipulated by the university. For evaluation, the college follows university guidelines regarding internal assessment, class tests, assignments, projects and presentations. Our teachers encourage students. In order to make participative leraning on place, lectures are given in the shape of discussion involving the students and their problems. Students are given the impression that the lectures are the starting points from which they can pursue the problem further through group discussion or by spendingtimes in the library. The above measures have proved fruitful in developing collaborative and participative learning. The problem solving methodologies that we practice involve.

- (1) identifying the types of problems and types of problem solving methods to be covered.
- (2) instructing the students in problem-recognition and problem solving methods, along with ways of choosing appropriate methods for different types of problems and student needs.
- (3) modeling how to apply the methods.
- (4) giving the students practice solving problems that reasonably represent the range of problems they will encounter after graduation.
- (5) giving the students feedback on their performance.
- (6) using teaching methods that help motivate students to learn.
- (7) evaluating the results of the training in problem solving. In order to make teaching student? centric, lectures are given in the shape of discussion involving the students and their problems. Students are given the impression that the lectures are the starting points from which they can pursue the problem further through group discussion or by spending times in the library. The above measures have proved fruitful in developing collaborative and independent learning.

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The College follows the prescribed syllabus of Kolhan University and along with strict adherence to the prescribed curriculum the teachers have been asked to take up the teaching-learning process creatively and innovatively. The faculty members are using creative teaching methods not only to grab the attention of the students but also to make the process impressive and effective. The traditional pedagogy is not taken as outdated and has been used voraciously as it is the long-tested method of teaching. However, the new and innovative methods of teaching and learning are taken up to supplement and strengthen the basic teaching and learning process. Visual exercises, recorded lectures, videos, online presentations, web pages, ppts, etc. have been used by the faculty members in a very satisfactory manner. Teachers work with traditional chalk and talk method to the use of ICT and different tools in their classroom teaching. Often, they adopt the contrastive methodology to impact their teaching. Guest lectures, film shows, and interactive sessions also play a major role in the teaching-learning process. The online and offline virtual library facilities play an influential role in the development of the teaching-learning process. The audio-visual tools are used by the faculty members. Teachers try to link their teaching with real-world experiences. Brain Storming, role play, the introduction of new ideas, teamwork, etc. are also adopted by the faculty members to make the teaching-learning process effective. Most of the departments are organizing film shows related to the curriculum. The college is continuously organizing seminars and conferences in which advanced learners are encouraged to participate and to present their papers. A few departments have their study groups on social media and providing academic help to the students. The teachers and students are provided with free Wi-Fi facilities to enhance the horizon of current innovations in education. Skill development programs including language skills are organized to supplement the mainstream teaching and learning process. Interactive sessions, Project works, GDs, guest lectures, field visits, and study tours are organized to address the academic need of the students.

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 96:1

2.3.3.1 Number of mentors

Response: 17

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 30.38

File Description	Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 24.13

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
06	05	05	05	05

File Description	Document
Institutional data in prescribed format	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 0.81

2.4.3.1 Total experience of full-time teachers

Response: 17

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Response:

The mechanism of internal assessment is transparent and robust. The students and parents are informed and continuously updated about it. The dates of mid semester tests are notified well in adherence. The dates of class tests are decided in consultation with the students. Topics and areas to be covered in the tests are announced among the students. The evaluated sheets are given back to students. The topics for quizzes, posters, assignments and seminars are announced and allotted to the students well in time and in

adherence to the norms. The marks of internal assessments are uploaded in the college MIS which can be accessed by the students. The college has already linked its MIS with the website and parents may also see the performance of their wards with regard to Internal Assessment. A few departments have also started the practice of uploading the marks of internal assessment on the college website. Marks are duly displayed on the notice boards also. The process of evaluation and marking for the internal assessments is impartial and transparent. No genuine students are made to feel let down in the process of evaluation and award of marks in internal exams. Marks are awarded on the basis of student's performance, active participation, regularity in attendance, leadership qualities and their contribution and cooperation in the enhancement of the reputation of the college. Irregular and non-sincere students are not encouraged in any case. The old annual system is still in use for those who have taken admission during the academic sessions 2015-16 & 2016-17 such students are now in Part –II, Part – III. As per their curriculum, prescribed by the parent university, The teachers organise class tests and give assignments to these students also. For the award of practical marks also a complete impartiality and transparency is practiced. In case of any discrepancy with regard to evaluation and award of marks for internal assessment the students feel free to contact the teacher concerned or the Head of the respective department. In case the grievance persists on part of the students with regard to their internal assessment the Examination Cell and the Grievance Redressal Cell of the college take note of the situation and try to resolve the issue to the full satisfaction of the student.

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

Response:

Response:

The concept of CIE was introduced along with the recently implemented CBCS. The CBCS was implemented recently (2017-18) hence the CIE is also in a state of infancy. Before 2017-18 the annual mode was in practice and the students currently enrolled in UG Part II & UG Part III are covered under the same mode. In the annual system, the College organises classes tests and assignments for these students. With regard to CIE the teachers are instructed to practice a student centric and encouraging approach with regard to CIE. The grievances of the students, in this regard, are taken care of by the teachers/department concerned. Students feel free to contact their teachers concerned for the redressal of their grievances with regard to CIE. The academic departments take utmost care of a grievance raised by any students. Timely and effective measure is taken in this regard up to the satisfaction of the stake holders. As far as grievances related to End Semester/Annual Exam is concerned the college adopts the procedure prescribed by the parent university. Applications and Complaints in this regard are timely and effectively forwarded by the Examination Cell of the college to the Controller of Examinations of the parent university. The Examination Cell of college also takes utmost care of informing and guiding the students with regard to examination rules and regulations of the parent university.

In case of any examination related grievances of a student the Grievance Redressal Cell and the Examination Cell takes up a judicious and helpful approach in solving the problem. If the grievance is related to annual/end-sem exam the matter is taken up with the parent University for its Solution. The clerical staffs of the Examination Cell of the college are asked to take up the case and work for its quick

and justified solution. The parent university provides the facilities of re-totalling and re-checking of the answer books. The officials and staffs of the Examination Section of the parent university are very cooperative and helpful and in case a student goes to the university headquarter for the redressal of grievance related to exam, these officials and staff help them resolve the issue.

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

Response:

The Course outcomes for the various course run by the college are uploaded on the college website for easy accessibility by teachers and students. Apart from this, the General Induction Meeting held by the college at the beginning of every session to introduce the fresh batch of students to the college's structure, culture and ethos, also involves the makings of the statement concerning the programme outcomes of the various courses. At the department level, programme specific outcomes and course outcomes are communicated to them students and teachers in the Departmental Induction Meeting. Teachers of the various departments are also engaged in re-evaluating and re-assessing the started outcomes and departmental meetings concerning this are held at the start and end of each session to ensure to that the outcomes set for various courses are concrete, viable and utilitarian in the present day scenario. Changes, if suggested by teachers are deliberated with administrative consent.

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Response:

The Programme Outcomes, Programme Specific Outcomes of the Course Outcomes of the various run by the College are regularly evaluated by the institution on 3 levels. On the level of the department wherein teachers assess how far their outcomes have been accomplished, or the level of the students who assess their accomplishment of course outcomes in terms of knowledge gained and on the college level where the IQAC evaluated the accomplishment of each department on the basis of student performance. On the departmental level, attainment of course outcomes is quarterly through departmental meeting in which portions of the syllabus taught by the individual teachers are

presented along with the marks and reports of tests given and viva-voce conducted on the topics taught. Apart from this, the college has a mechanism of the submission of a weekly report by teachers through which the department can keep a track of syllabus coverage and outcomes initiated. On the level of the students, the department, under the guidance of the IQAC maintain a mechanism of student feedback whereby a performs is circulated at the end of each semester with an intention to measure student satisfaction with class teaching and their own evaluation of outcomes attained. On the College level, The

IQAC monitors the attainment of course outcomes of each department by comparatively evaluating the departmental report on attainment of outcome, student's feedback on the same, and the performance of the student's feedback on the same, and the performance of the department in the biannual semester examinations.

On the whole, the college is proud to state that its PoS, PSOs and Cos are well-attained and this is reflected not only in the student's satisfaction with class room teaching but also in the good performance of students in University Examinations as also their career later in their lives.

2.6.3 Average pass percentage of Students during last five years

Response: 93.4

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
324	206	221	113	119

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

2018-19	2017-18	2016-17	2015-16	2014-15
334	216	233	120	139

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.1.2.2 Number of departments offering academic programmes

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	18	18

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 5

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

3.2 Research Publications and Awards

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

Response: 0.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	04	02	01	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.3 Extension Activities

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Response:

The College conducts various Extension activities in nearby locality and within the college Campus. These activities have sensitized students to social issues and help in total development of personalities of student and the society as whole. The NSS conduct number of activities related to leadership and personality development. NSS parades and stage Programme develop their personalities. The college conducts different stage programmes in nearby villege for the benefit of people. In the skill devolpment programme, legal literacy, computer literacy etc. The NSS has conducted programmes on malnutrition, health and hygiene in nearby adopted villege and locality. Cleanliness, environment awareness, cashless movement, blood donation, sickle cell syndrome. College NSS has adopted nearby villege Bangurda (katine) for the multi- dimensional development. Various awareness drives to eradicate malnutrition, self- employmen for women, cleanliness drive etc. And also organized Blood donation camp under Jamshedpur Blood Bank and Red cross society.

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 64

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

2018-19	2017-18	2016-17	2015-16	2014-15
26	10	12	16	0

File Description	Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 3.16

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
43	53	41	55	0

File Description	Document
Institutional data in prescribed format	View Document

3.4 Collaboration

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 1

3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

PATAMDA DEGREE COLLEGE, JALLA has its own building situated at Patamda District East Singhbhum, Jharkhand. Enrollment of student in this college is increasing year by year. Hence, more infrastructures are required and therefore a new building at the present campus comprising of HOD Chambers, Class Rooms, E-Class Room, cafeteria, Staff Rooms etc are under IPR/DPR and Examination Hall at another land at Bamni Patamda owned by college, with the financial aid of University/HRD, Jharkhand. There are separate laboratories for Geography, Psychology, Physics, Chemistry, Botany and Zoology. The college has various amenities such as Seminar hall, hostel, botanical garden, sports facility and equipments playground, library facility and computer lab. The building and campus are maintained regularly. Different committees are working to look after facilities and campus. Water harvesting is functional. Toilets and bathrooms are cleaned regularly.

The institution has almost adequate facilities for teaching and learning. It has main buildings. One is the Administrative Building, 1 Hostel and 1 Seminar hall and presently the infrastructure is sufficient to meet the ever-increasing number of students enrolled in the college. The college has applied for the financial help in various constructional supports via IPR/DPR under University/HRD, Jharkhand.

The infrastructures available in this campus are as follows:

1. Class room -16
2. Laboratory – 06
3. Library – 01
4. Office room – 01
5. Principal Room – 01
6. Boys Hostel – 01
7. Common room – 02
8. Staff Room – 01
9. Seminar hall – 01
10. Examination room - 01
11. Canteen – 01

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

Response:

Response:

The College has adequate facilities for sports and games,Indore and Out door games. To encourage personality development, team spirit, and leadership qualities among students, the College encourages students to participate in various sports and games at different levels. Every year the College organizes, under the leadership of sports director, Annual Sports Day in January. Many students depending on their interests and talents take part in various events. Besides the annual sports day celebration, the College students take part in various games and sports.

On the Annual Sports Day the following outdoor events are organized: 100m race, 200m race, and 400m race, long jump and high jump, etc. The College also has indoor games facilities which include Chess,Carom, etc.

The NSS team organizes at regular intervals blood donations camp, social awareness camps, 'gram swachhata Abhiyan camp', One-act play, etc. to develop students' skills and leadership talents and to make them more and more aware of issues that would enable them to become better citizens of our great nation. The College besides encouraging students' participation in extracurricular activities also makes them understand and aware of the importance of these extracurricular activities. The College organizes every year, Independence Day, Republic Day celebration with events such as March Past, Speech, Music, Prayer Dance, Classical Dance, Group Dance, One Act play, Patriotic Group Songs, etc. Students from all streams participate in these activities.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 17.65

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 3

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 10205998.59

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five

years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
1744930.64	4951105.29	4076566.76	1256057	1000284

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

Response:

The College is automated using an Integrated Library Management System. Recently the college has taken initiatives to make the library more automated. The College library is running under a trained Librarian. The library staff supports the students and the staff (Teaching and Non-Teaching) in searching out the books and journals they require. All the staffs keep themselves updated on the demand coming from students and teachers and cater to their demands. They also keep the library open even after routine hours it required by students and staff.

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: E. None of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 30720.34

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
.41460	0	.3000	153601	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 2.17

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 36

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Response:

The College updates its IT system as per requirement and situation. Today we are living in a world of the technology revolution and crossed the out-dated 19th century with paper and typewriter systems. Students have become more techno-savvy and fancy with the upcoming various sorts of Nano-technology. Therefore, keeping in mind the changes and signs of the time, the Colleges provides computer and internet facilities to every student and staff. The College regularly upgrades IT facilities including Wi-Fi. We are using all the latest versions of connectivity systems.

We have upgraded the operating system (OS) from Windows 7 to Windows 8.1 There is a separate 5 KV UPS .

All the classrooms are equipped .

There are 08 CCTV cameras with 30 days backup facility. All the computers in the college have the latest antivirus software.

There are two multipurpose (photocopy/scan) printers for office purposes and one photocopy machine for common use.

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 234:1**4.3.3 Bandwidth of internet connection in the Institution****Response:** A. 750 MBPS**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 1.03**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
.21	.25	.12	.12	.21

File Description

Institutional data in prescribed format(Data template)

Document[View Document](#)**4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.****Response:**

Response:

The College has a well-established system procedure for maintaining and utilizing physical, academic, and support facilities. The management has introduced a well-placed system to look into ordinary repair and maintenance. First of all. There are a full-time administrator and support staff who look after the ordinary or day-to-day maintenance. As soon as any breakdown or non-functioning of equipment is brought to the notice of the principal, the works are attended and completed in 24 hours. The class representatives are entrusted with the responsibility of informing the principal whenever there is a problem with the malfunctioning of equipment. As a result, as soon as something goes wrong, the class representatives report the matter to the office, and the information is passed on to the administrator. The maintenance staff is also informed and entrusted with the responsibility of reporting to the management whenever they observe any damage or realize the need for repair and maintenance. The management has appointed a full-time maintenance staff to look after issues related to the internet and computer. All ordinary repairs and maintenance of the internet and computer are attended immediately, only major repairs might take more than 24 hours due to lack of availability of spare parts or replacement

of ti with a new one. The administrator discusses the details with the Principal who assess the seriousness of the case and makes a decision. There is an electrician who takes care of the repair and maintenance of electrical and electronic equipment.

The College has enough support staff and they take care of day-to-day maintenance of physical things. Adequate in- house staff is employed to meticulously maintain cleanliness and infrastructure of the campus to provide a congenial learning environment. The supportive staff cleans classrooms, staffrooms, seminar hall, and laboratories.etc. Washrooms and restrooms are cleaned every day with phenol and water and are well maintained. All the electronic items such as CCTV cameras, photocopy machines, water purifiers are maintained through the mechanic of the shop from which they have been bought.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
225	72	66	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 5.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
225	72	66	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: D. 1 of the above

File Description	Document
Institutional data in prescribed format	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 1.08

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	20	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: D. 1 of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

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

Response: 2.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	4	7	2	3

File Description	Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 27.78

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 90

File Description	Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 40

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	01	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
01	0	01	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
01	02	03	01	00

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Response:

The college ensures the representation and participation of the students in its day to day activities as well as special functions and events. In fact that the college is quite known for its teachers-students camaraderie and relationships and can claim that it is the only college of the two blocks,i.e Patamda and Boram.

The college is in a position of claiming that it is one of its kind among the college of parent university in ensuring maximum involvement and maximum participation of the students in its functioning and activities. Not only participation the college gives ample representation to students in different bodies and platforms of the college. There is a full-fledged Student Organising Committee to look after the library and cultural activities. Apart from all these there are student representatives in IQAC (two representatives) Women's Cell (two representatives) and Senior Student Volunteer in NSS. Each and every co-curricular, extra-curricular, and departments have introduced the concept of a core team of students to look after the academic and requirement of the department.

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)**Response:** 31.2**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
54	48	25	29	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services****Response:**

Response:

The Alumni Association contributes to the institution in the following ways :

1.The College annually hosts a Career Talk to which members of the alumni are invited with the sole purpose of acquainting students with the career opportunities that lie ahead for them in the various disciplines. In addition to this, the individual departments of the College also host Career Talks by Alumni Members with the intention to open horizons to the students regarding opportunities for higher education and learning.

2.There is an Alumni Notice Board in the College exclusively dedicated to information and news which alumni members may be interested in sharing with students. Such sharing usually includes information concerning admission to institutes of higher learning, advertisements concerning fellowships, scholarships and employment vacancies.

5.4.2 Alumni contribution during the last five years (INR in lakhs)**Response:** E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response:

Our Vision

To impact futuristic qualitative Education and install students of Teacher education staff who set global standards making our students educationally strong, who turn shall improve the quality of the human race.

The College, while keeping in mind the vision statement organizes various day-to-day activities to make the vision a reality as 'already and not yet'. It is 'already' in the sense that the management, faculty, and students are earnestly striving every day towards 'academic excellence and human values'. It is 'not in the sense that the College has not yet achieved 'academic excellence and human values it is envisaged, but moving closer to it slowly and steadily, one step at a time.

Our Mission

To educate students from the local rural and tribal areas, so that they become enlightened individuals, improving the living standards of their families and society. We will provide individual attention, to quality education and take care of character building. The different academic programs of the College are helping students strengthen their intellectual

capability. The leadership of the College is actively involved for the fulfillment of stated missions and policy statements of the college and provides administrative, financial, and academic support for the implementation of the quality policy of the college.

The College has an organizational administrative structure including the president, secretary, Govt. representative, university representative, Teacher representative, Educationist, and the Principal. The Samittee looks after the development works and make a decision of innovativeness of the College. The Samittee holds meetings at the end of every three months and discuss Academic performance and development of the College.

Our Promise

We aspire to establish a system of quality Assurance which would on a continuous basis evolution and monitor the Quality of education and training impartment at the institution, improve the teaching learning process and, ultimately, develop the institute as a Centre of Excellence.

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

There is College Development Council in the institution which discusses the effective implementation and evaluation of policy and plans. All the policies and plans framed are monitored and evaluated by the different committees formed in the College. There is a clear process of delegation of authority in the institution; such as all Head of the Departments of concern subject are empowered take decision concerning their department. In charge of various Committees of the College are empowered or authorized to take decision. Faculty members, Non-teaching staffs are given independent charge to show their efficiency and groom their leadership ability and quality.

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic / Perspective plan is effectively deployed****Response:****Response:**

In our Strategic Plan we proposed to launch Management Information System (MIS) and to introduce multipurpose RFID cards. Before the commencement of the academic session 2016-17 we initiated the process. The whole idea was to cover the complete journey of a student, from his admission to his final exit, through MIS. This would not only enable us to ensure complete computerized handling of every step of a student's journey but also to have ready data for multiple use. It was also planned that in future if the parent university and the HRD, Govt. of Jharkhand launch their own MIS and asks the college to link its data with the university headquarter of the State Government we should be in a position to immediately link our data with the said agencies. It was decided that MIS would be done in a phased manner.

In the first phase we would cover the whole admission process, the fee counters and the college library. It was also decided that RFID Cards would be introduced in the first phase itself. This phase was completed on time and admissions for the session 2016-17 were taken through MIS. Multipurpose RFID cards were issued. These cards serve multiple purposes i.e. I-card, Library Card and Fee Card (replacing the printed hard copies of fee cards). The old computerized data of the library as well as its previous e-cataloguing and bar coding system was changed in accordance with the requirements of MIS. In the third phase all academic departments were covered. RFID cards were issued to teaching and non-teaching staff was and a system containing individual data of all students were created for academic purposes. In the fourth and final phase the Examination Cell and Certificate Issue Counter was covered. Specified software was created to record the examination related information of all students. And finally the certificate issue counter which issues CLC, TC, Character and other certificates to the students was covered.

Thus a complete and comprehensive MIS is now operative in the college which is capturing the whole journey of a student in the institution. This ensures a smooth discharge of duties on part of the staff and a smooth sail for the student at the academic and administrative level. A huge pile of organised data is now available with the college which can be used for any academic or administrative purposes and the same can be

made virtually available (through the website) to the parent university or the state government.

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:

Response:

PRINCIPAL ,Head of Academic Committee

Departments

1. College Development Council
2. Purchase Committee
3. Building Committee
4. Library Committee
5. Grievance Redressal Cell
6. ST/SC/OBC Cell
7. Anti-Ragging Cell
8. Women Sexual harassment Cell
9. Cultural Committee
10. UGC programmes execution Committee.

Administrative Sections

1. Establishment Section
2. Accounts Section
3. Examination Section
4. Library
5. Sports

6. NSS

7.RUSA Cell

8. IQAC Cell

9. AISHE Cell

6.2.3 Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3. Student Admission and Support

4. Examination

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Response:

1. The following welfare measures are available for the teaching & non teaching staff -

a) Partial withdrawal the P.F. Account in case of urgent family needs, such as marriage, education, construction of house and for medical urgency.

b) The college provides uniforms (2 set) for the IV grade staff during

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

Response: 4.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	3	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 0.95

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The College adopts proper methodology for teacher's appraisal. Individual and close door meetings withlow performing teachers are organized to motivate them towards better and committed performance. The daily class reports about classes engaged by the teachers have been analysed and notified on monthly basis. This has also been seen as a performance appraisal mechanism The management conducts an appraisal of the faculty at regular intervals.

The uniqueness of the appraisal was that to avoid any kind of perception of bias or favouritism, the management invited experts from other organizations. The experts observed the lecture sample by being physically present in the class during the lecture hour. The management has shared the results with individual faculty. In the personal or one-to-one appraisal interview, the management highlighted both strengths and weaknesses and encouraged the faculty to nurture the strengths and improve on the weaknesses.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

The College comprises an internal audit system for proper working and transparent procedure within the norms as usual by implementing division of work. The Accounts of the college is audited yearly by an auditors every year. The utilization report is being submitted to the university and to the H.R.D. govt. of Jharkhand also. The accounts of the institution are audited regularly at the end of financial year. There is a transparent transaction procedure in the college. Various income & expenditure records are maintained in a systematic manner. And can be accessed as and when the need arises.

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

Response: 200000

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	00	200000	00

File Description	Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Response:

Strategies regarding optimum utilization of resources and mobilization of fund:

The main source of fund for the college are

1. Financial Aid provided by the state government.

2. Tuition fee collected from the students enrolled in the institution. The fund provided by the H.R.D. Govt. of Jharkhand is spent in for the purposes for which it is being allotted.

A. The fund collected from the enrolled students for various courses are spent according to their heads.

B. Tution fee collected is spent for the purpose of salary of the staff.

C. Development fund resources are being spent relating to development works of the college.

6.5 Internal Quality Assurance System

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

Response:

Response:

Contribution of significant institutionalizing quality assurance strategies and processes - by IQAC of the College. The IQAC of the institution came in to existence in the year 2019 and has taken initiatives in institutional quality assurance. To develop the institutional empowerment IQAC provides the strategic development plan-

- i) Plantation program and cleanness drive in the college campus to make the environment healthy.
- ii) Swachhata Abhiyan in the nearby areas.
- iii) Take care of the planted saplings regularly.
- iv) Waste management to be carried out regularly.
- v) Students are advised to maintain overall discipline inside & outside the campus.

All kind of development planning's and implementations are monitored primarily by the IQAC of the College.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Response:

Review of the teaching & learning process and operation methodologies and observation of outcome – the IQAC takes initiatives in the reviews and implements teaching learning reforms in the college. Different sort of developments of the college organize Seminars, Workshops, Guest Lectures, debate, project assignments etc

The IQAC pay first attention to enhancements of the teaching and learning process and its outcome. The academic development of the college depended on the structure of the improvement of regarding teaching learning. We have students from different sections from the rural society and they too have different scale of learning power, hence we face the challenge to impart quality education to them in time and hence the IQAC works honestly to understand the needs and devise appropriate measures.

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Response:

The institution has commendable enrolment of girl students and the number of female among its staff is also very substantial. Hence, the college has shown gender sensitivity and awareness on the part of administration and management. Continuous visit in the campus is maintained by the discipline committee. The discipline committee has Female Teaching Staff also as member. The College has constituted a Women's Cell which is very active and has shown greater concern for the safety and security of girl students. The Women Cell is continuously organizing Gender Sensitization and Gender Awareness Drives not only with girl students but also with boys. The Women's Cell also undertakes group counselling as well as individual counselling session of students with regard to Gender Sensitivity. The Women Cell organizes Essay Competitions, Poetry Competitions, Health Camps, and Invitation Lectures in an effort to inculcate a good sense of gender awareness among the students. The College has separate Common Room for Boys and Girls. The Girls Common Room is looked after by a Female Teacher.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:**Response:**

The college has employed sufficient number of menial staff for clearing and waste management. Old newspaper and other useless/rejected paper junks are given for to vendors for recycling. The College has an AMC for its computer and other ICT resources. The vendor for AMC is responsible for the e-waste management also.

The NSS unit of the college organizes awareness drives and camps in relation to cleanliness and environment inside the campus and in the society. The Volunteers of NSS undertake the responsibility of campus cleaning time to time. The initiatives of office automation, MIS and digitization have enabled us to lessen the use of papers in college offices. The College authorities are committed towards waste management and energy conservations and efforts are continuously being taken to improve the situation.

7.1.4 Water conservation facilities available in the Institution:

- 1.Rain water harvesting**
- 2.Borewell /Open well recharge**
- 3.Construction of tanks and bunds**
- 4.Waste water recycling**
- 5.Maintenance of water bodies and distribution system in the campus**

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

- 1.Restricted entry of automobiles**
- 2.Use of Bicycles/ Battery powered vehicles**
- 3.Pedestrian Friendly pathways**
- 4.Ban on use of Plastic**
- 5.landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Response:

The College has strategic plans and wants to make the flowers in ten to fifteen years. The College is preparing for launching a Management Information System (MIS). The College aims to achieve the following:

To begin new PG programmes.

To begin new B.Ed programmes.

Keeping the goals in mind, the College is trying to create consciousness among the students, faculty, and all the staff to implement a suitable atmosphere, facilities, and infrastructure. We are trying to go beyond the syllabus and content, to adopt creative methods of teaching and learning, to focus on the integral development of students and society, to enhance quality, employability, organizational leadership, etc. To develop more infrastructures is our sole aim. The College has already begun the process on this line. The College has started to create awareness among students and faculty about their role and responsibility towards the less benefitted persons. The students and faculty go to the nearby villages and slum areas and

interacted with the villagers.

A complete and comprehensive MIS is now in operation in the college and also trying to update it with new features of MIS. This ensures a smooth discharge of duties on part of the staff and a smooth sail for the student at the academic and administrative levels. With the help of this system, the college has accumulated various types of data and documents that can be used for any academic purposes.

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

Patamda Degree College, Jalla adheres to Kolhan University and it has strict rules and regulations. Every teacher and student of this college has to abide by strict rules. Not only the students but teachers of the college discharge their duties well.

Principal: Responsible for the overall administration and academic function of the institution in keeping with policies of the management as well as mandatory regulations and stipulations of the related statutory authorities. He evolves quality policy, formulates a quality system, enforces implementation and adherence, monitor effectiveness, and promote quality improvement in teaching, learning, evaluation, and support systems.

Teachers: Responsible for the effective and systematic working of their departments. Making timetable, ensuring adherence to the same, maintaining attendance of students and staff members, encouraging and employing innovating teaching aids and methods, conducting an internal evaluation of students as per stipulations, maintaining the laboratories, current curriculum and syllabus as per the needs of changing priorities and recommending improvements for keeping abreast of the latest trends in knowledge and technology, studying results and feedback to evolve improved teaching systems.

Students: Students come from various backgrounds for learning new things. They are taught an innovative technique for facilitating and helping to crack the difficulties they have to face off and on. They are the future citizens of the country and bear a lot of burden and obligations towards the society and the country. Students are motivated to maintain timetable, discipline, manners, and obligations in colleges and also at home. We are trying to update them with new systems and techniques so that they may face any hardships and hindrances in their practical life. Learning is a continuous process and goes on the last. Students have many duties towards family, society, and country. They have to contribute a lot to developing the country by spreading education, new technique, and innovations.

The College NSS unit also has arranged blood donation camps in collaboration with the VBDA Jharkhand, Indian Red Cross Society and local hygiene club. The Eco club is creating awareness among the students of the college regarding road safety, the pollution-free celebration of Deepavali, Hazards of Plastic use.

The College is taking at most care on neighborhood development without much scarcity in terms of basic needs and other relevant needs of the society. A survey on hope from traffic was conducted by the NSS volunteers with the co-ordination with the traffic inspectors so as we can make a constant effort on minimizing the traffic. Anti, Tobacco Rally was organized by the NSS unit of Patamda Degree College, Jalla.

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response:

The College takes initiatives to inculcate in its students an appreciation of the rich historical and cultural heritage of the country. To this effect, it takes effort to observe and celebrate within the campus National festivals and the birth and death anniversaries of significant historical personalities. While Independence Day, Republic Day is observed on the campus with the traditional hosting of the National flag and conventional cultural programmes signifying and promoting national unity, the various forms of the college also observe other significant occasions of national importance. The college has observed the birth centenaries of Rabindranath Tagore and Swami Vivekananda, Mahatma Gandhi, Netaji Jayanti, etc. In addition to these, the Women's Cell of the College organises an annual essay competition, Mehendi competition, drawing competition on the eve of a certain occasion. The women's cell has so far organised some competitions on – Remembering Rabindra Nath Tagore and Gandhi Jayanti.

The NSS wing of the College observes Voter's Day, Safety Day, Blood donation Camp, Tree plantation, and Precautions of Road Accident.

7.2 Best Practices

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

Response:

Best Practices I

1. Title of the Practice

Women Empowerment

1. Goal of the Practice

Women constitute more than 50% of the total student strength of the college. The majority of them come from not only rural but extremely backward, & tribal area, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of –

- Mentoring women students on women specific issues with one women teacher as mentor for every 50 women mentees.
- Creating an environment through awareness programmes to enable the students to realize their full potential for learning and solving their problems independently
- Arranging special sessions with the police and social activists for enabling the female students to be aware of several types of ‘evil designs’ by professional criminals for the worst type of exploitation taking the advantage of their innocence and gullibility.
- Dealing amicably with the student victims of exploitation of all sorts maintaining utmost confidentiality of the private life to protect their dignity.
- Involving social activists and Government officials to enlighten the students on human rights and fundamental freedom for equal rights and opportunities.
- Organizing debates and discussions on gender equality to enable the students to realize gender sensitization, thus leading to more equality and harmony in family and society.
- Conducting seminars and special sessions on ragging, eve-teasing and dowry system to expose the ill-effects of the evils.
- Development of vocational and technical skills among the women students by providing special training to enable them to become independent earners of their living.
- Extending financial assistance to the deserving poor women of disadvantaged sections to help acquire their degrees.
- Organizing the exclusive health camps for women students by women doctors for free treatment of women-related health problems and conducting awareness programmes on the importance of sanitation, personal hygiene and prevention of seasonal diseases.
- Tackling the social, developmental, health consequences and prevention of HIV/AIDS from a gender perspective.

3. Background

The women students, in the beginning were not enthusiastic to participate in the deliberations.

- Some parents and staff vehemently opined that the awareness / sensitization programmes defeated the very purpose of sending their wards to college.
- The coordinator and the members of the unit had to visit certain families and persuade the parents that all the programmes were meant for the betterment and empowerment of their dear daughters.
- As the gender sensitization programmes designed revealed several disparities and inequalities, that we might not have noticed earlier, people especially the other gender, argued discussing gender and gender roles would break up families and destroy society.
- Similarly, the various legal protective provisions for women were misunderstood as undue favour meant to belittle men.
- Even some teachers supporting the argument often opined that the change was difficult to be accepted as the ideas emanated from these seminars/workshops/debates on gender inequalities appeared new and startling.
- Some parents even found fault with the college that their children were detained in the college beyond working hours for unconnected and counter productive programmes.
- Under these circumstances, the college has thought it appropriate to forge ahead with the objective implementations the objective for which an exclusive cell is created.

4.The Practice

Discrimination against women even in the 21st century is a devastating reality. That is why 'gender inequality' has been a matter of serious concern across the globe and within the countries. India still has a long way to go before achieving gender equity and empowerment of women. Especially, the rural areas are ravaged by the miserable conditions of abject poverty, illiteracy, ill-health and superstition. The college girls account for 52% of the total strength and most of them come from rural areas. The majority of these girls belong to the weaker sections including scheduled caste, scheduled tribes, other backward classes and minorities without proper access to education, health and other productive resources. Therefore, they remain largely as the marginalized poor and socially excluded. Joining a degree college in the town and acquiring higher education involve money and higher things. So the poverty-stricken and tradition-bound parents reluctantly admit their daughters to colleges. Being the most vibrant and dynamic segment, the youth including girls, is our most valuable human resource. We cannot afford to neglect our female force to be the victims of discrimination, exploitation and segregation. So the college resolved to empower female students to face the vicissitudes of life boldly and successfully for a life of peace, harmony and dignity. To achieve the aim, the college established a Women Empowerment Cell (WEC) with a senior woman teacher as its Coordinator and three other senior women teachers as its members. All female students are eligible to take membership of the Cell irrespective of their status. There are Three hundred girl student members in the unit. The Coordinator and the members of the unit meet twice a month and decide the conduct of awareness sessions during leisure hours sensitizing the girls to know why and how they are given subservient role in spite of their equal or even more abilities than their counterparts. They also draw an annual action plan for organizing various awareness programmes / seminars /workshops and interactive sessions. The Principal along with the Coordinator monitors the implementation of the plan. The Coordinator and the members are responsible for the implementation of the programmes in consultation with NGOs , Inner Wheel Club and Government officials from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary and Medical Departments. The Women Empowerment Cell is working for the protection of women's rights and actively empowers women creating conditions for gaining confidence in their abilities. It aims at curbing the social evils like eve-teasing, ragging and dowry system providing necessary counselling and guidance by professional women

counsellors, social and rights activists, enlightened academics and professional psychologists and psychiatrists, so that the women students become aware of unjust gender discrimination, the human rights, the legal provisions available for their protection, importance of higher education for higher enlightenment, mental and physical fitness. The College has organized several productive programmes so far extensively utilizing the services of the widespread network of NGOs which have a strong grass-root level presence with deep insight into women's concerns contributing to the inspiring initiatives for the empowerment of women.

5. Evidence of Success

One Ms. Sarita Mahato B.A Psychology (Hon's) students of 2017-2020 batch, was an active member of the Cell. She was a successful NSS volunteer, she was inspired by active performance in Chhou Dance in various programmes of the Women Empowerment Cell. She sensitized the women students on gender issues to relieve them of their negative feelings of inequality, diffidence and shyness in varied sociocultural contexts.

Ms. Romonita Sabar a History (Hon's), student of 2017-2020 batch, native of Purulia District (W.B) belongs to "Kharia" under primitive triv, recently completed her Degree with Distinction. She is 2nd Woman Graduate in the History of West Bengal, under Kharia community. She really Light up the name of our College.

6. Problems Encountered and Resources Required

* The modest and diffident students were reluctant to cross their academic borders affecting the successful conduct of awareness programmes.

* The first awareness camp for female students on HIV/AIDS received a discouraging response as women's talking about AIDS is still a taboo.

* Ensuring the all-round support and participation of women teachers in the programmes is also a tough task

* Women students' impulsiveness in the matter of love in the adolescent age is a sensitive issue to be dealt with by women teachers.

* Organizing various programmes during working hours, sometimes, has led to sacrificing the class work.

* Sometimes, the participants were put to disappointment as the resource persons did not turn up for the camp.

* Implementation of the annual plan and its monitoring has become a tough task in view of tight academic schedule in the autonomous ambience.

Best Practices II

Title of the Practice:

Plantation Programme

Goal of the Practice

It has been observing by the people that nature has been changing itself very tremendously as we are responsible for this change because of building and constructive more and more cities and town. So, the nature has unbalanced and disturbed that's why the combination of oxygen has ruined. Therefore, now we have to maintain this balance by following the given points :-

- To ensure more plantation of different fruits and other useful plants & trees.
- Plantation programme can become more popular. So, it is the duty of ours to promote more and more students to come forward.
- To enhance the values of plants & environment among the students.

Background

The very noble objective of “Plantation programme is to save & protect to the environment by plantation work” with under given points:-

- To rising up the level of the student thinking regarding plantation work.
- To ensure the sincerity of the students regarding the values of trees & plants.
- To inculcate the programme of plantation can change the heart & hobbies of students to produce more and more oxygen.
- For the maintenance the cycle of the nature for up-gradation of the environment.

The Practice

It is very important to plant more and more trees, herbs and climbers because these are the carriers of rain and cloud. Only the nature has capacity to turn up the balance of nature to produce more and more oxygen, but it is only possible when our surroundings are full of trees and plants. Such type of programme is only possible when our new generation become more & more sincere and active towards plantation programme. If our programme of plantation makes the points of success, it is sure and certain that our nature will be in balance and the life of the people can be happy & prosperous. So, we should plant more & more trees and protect them for the future of new generation.

Evidence of Success

Our efforts of plantation work provoke the heart of the students and inspired them to go quickly on the path of plantation for the balance of the nature & up-gradation of environment. It is the result of the programme that more than 70% student participated in the programme of the plantation started by college & administration. Some plants have been planted by the student in college campus and some plants have been provided to plant outside campus. Now we hoping that after this raining season, these planted trees will provide us feelings of true nature & beauty of the nature.

Problems Encountered and Resources Required

Some students were too naughty that they avoid the programme and deny such types of activities, but our learned & scholars faculties convinced them and ultimately they agreed for the plantation work and realized the value and importance of the nature and environment. Not enough, but they also planted more & more plants and take an oath for the protection of the plants for the balance of nature.

7.3 Institutional Distinctiveness

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

Response:

Response:

Environment awareness programs:

Objectives:

Motivate students to identify environmental hazards and work to curb them

Tree plantation:

To Keep the College campus Clean Green & Safe

To make students aware of water conservation.

Motivate students to opt for environment-friendly activities like no use of plastic.

Context:

We believe that the environment-friendly attitude of citizens is the need of time. Since we strive to make responsible citizens we focus on environmental awareness programs for students. Students are involved in 'No use of Plastic', 'Water Conservation', 'Tree Plantation' and 'NSS campaign'. This will help them to develop a sense of responsibility towards the environment. Students reach nearby villages and slum areas for cleanliness and awareness of environment. The village people unnecessarily cut trees for their livelihood without paying heed to the necessity of the trees. Students visit the nearby forests and hilly areas and contact the village people. In this way, they play an important role in making environment alive.

Practices:

We have made a club which works on environmental projects like- water conservation projects, Tree Plantation, No use of plastic, etc. Our students and teachers are very interested to plant trees in nearby empty land and hilly-areas. Last year, students planted some medicinal trees. We have been celebrating 'World environment Day' every year having planted trees and making posters. On the very day, a pompous rally is organised with the help of important officials and public representatives.

Success:

Staff and students have completely abandoned the use of plastic. Each and every important place of the campus we use dustbin and throw wastage things into it. No plastic, papers and other things are visible on the ground and the floor. They have developed the habit of using dustbin to put things into it.

Problems: Some students used to bring plastic bags so we kept a plastic collecting bucket at the entrance so that at least they cannot take it on campus.

NAAC

5. CONCLUSION

Additional Information :

1. Goal of the Practice

Women constitute more than 60% of the total student strength of the college. The majority of them come from not only rural but extremely backward, & tribal area, where miserable conditions of utter poverty, illiteracy, ill-health and superstition take hold of their lives. Thus they are doubly affected by the backwardness and discrimination. So, the college has resolved to take up the cause of Women Empowerment for the women students with the objectives of –

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Concluding Remarks :

CONCLUSION

Additional Information: The College takes initiative to inculcate in its students an appreciation of awareness of entrepreneurship. The College provides immense opportunity for the students to practice the principles on a real-time application.

Concluding Remarks: Patamda Degree College, Jalla was established in 1993 as a proper Higher Institute,

established and founded by a veteran, hardworking college teacher Prof. P.K. Mahato to enhance education among the pupil of tribal and extremely backward areas. He judiciously chose the location and started the institution in collaboration with some other eminent activists and educationists like A.R. Sarangi (IAS), B.T. Mahata (Eng. Tata Steal), Dr. B.B. Mahato (CMO Indian Cable Co.), Mr. Mrityunjay Mahato (District Judge) and Dr. S.K. Sen the principal of the institution. Their objectives were to educate the tribal, backward girls & boys and the downtrodden students of Jharkhand. With the help of the local conscious persons and land donor , they formed a strong committee as to establish and manage the existing college. Every year, each department gives shining results. Teachers of this institute are dedicated and hard-working and they are working to uplift the quality education to the slow learners. Patamda Degree College, Jalla maintains all formalities and guidance of the University concerned and the UGC Norms. In this extremely remote area Patamda Degree College, Jalla is a glaring example of enlightening the minds of the dark. The location of the college is surrounded by beautiful nature of famous Dalma Hill range. The college is situated in Jalla Village in Patamda-Boram State Highway under Patamda Block. Our college is at about 2 km from the Patamda Head- quater. The college tries to cover the handicapped, backward girls students of the nearby and the remote villages. There is no degree College around 35 km and hence several students from remote places enrolle in this College. Students of various categories such as SC, ST, OBC, GEN and MINORITIES of not only Jharkhand but also from neighbour state West Bengal, enroll on account of good communication as well as peaceful atmosphere for education.