

Constructive Feedback on -NAAC-1st road map of DBMS-College of Education

(Period 1st and 2nd August 2025)

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INTRODUCTION

D.B.M.S. College of Education, (a unit of D.B.M.S. Trust) established in the Year-2018, recognised by ERC-NCTE (National Council for Teacher Education) & affiliated to Kolhan University, Chaibasa & J.A.C., Ranchi, Jharkhand, to provide a well-balanced, carefully structured & affordable education to develop competent teachers to their full potential and to face the challenges of the 21st century. The teachers' training college is offering a two-year course leading to a Bachelor's Degree in Education (B.Ed.) and also a two-year course leading to Diploma in Elementary Education (D.El.Ed.).

SUMMARY OF KEY FINDINGS

The institution demonstrates strengths in areas such as dedicated faculty, well-designed curriculum, and adequate physical infrastructure. However, it faces challenges in fostering research culture and enhancing digital learning resources like SWAYAM/ NPTEL etc.

CRITERION-WISE ANALYSIS

Criterion I: Curricular Aspects

Strengths:

- Well-structured curriculum aligned with national educational standards.
- Periodic curriculum updates to integrate contemporary teaching methodologies.

Weaknesses:

- Limited flexibility in elective courses. (as per University guidelines)
- Need for greater collaboration with schools for field-based learning.

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Criterion II: Teaching-Learning and Evaluation

Strengths:

- Experienced faculty with a strong commitment to student engagement.
- Effective use of ICT in classrooms, especially for teacher training modules.

Weaknesses:

- Infrequent faculty development programs.
- Evaluation methods largely reliant on traditional assessments, with limited formative evaluation.

Criterion III: Research, Innovations, and Extension

Strengths:

- Occasional workshops on educational research methodology.

Weaknesses:

- Low research output and publication rate.
- Insufficient research funding and collaborations with educational bodies.

Criterion IV: Infrastructure and Learning Resources

Strengths:

- Sufficiently equipped classrooms and library resources, with digital access to educational journals.
- A well-maintained campus that fosters a conducive learning environment.

Weaknesses:

- Limited online learning resources for remote and hybrid learning options.
- Library lacks dedicated resources for teacher education-specific research.

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(Period 1st and 2nd August 2025)

Criterion V: Student Support and Progression

Strengths:

- Effective counselling and mentoring support for students.
- Active placement cell with good placement rates in regional schools.

Weaknesses:

- Career guidance sessions infrequent and need expansion.
- Limited opportunities for students to participate in national-level teacher education seminars.

Criterion VI: Governance, Leadership, and Management

Strengths:

- Transparent administrative processes and responsive leadership.
- Financial management practices ensure sustainability of operations.

Weaknesses:

- Infrequent leadership development programs for faculty.
- Limited collaboration with external academic and research organizations.

Criterion VII: Institutional Values and Best Practices

Strengths:

- Focus on community service and outreach programs, fostering social responsibility.
- Emphasis on inclusive practices and values, including gender sensitization workshops.

Weaknesses:

- Absence of systematic feedback from stakeholders for quality improvement.
- Need for better-defined environmental sustainability initiatives.

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4. SWOC Analysis (details are in separate sheets)

Strengths: Strong faculty, effective use of ICT, commitment to social values.

Weaknesses: Limited research culture, inadequate faculty development, restricted library resources.

Opportunities: Partnerships with schools for field training, expansion of digital resources, and enhancement of research funding.

Challenges: Growing demand for digital education, regional competition, and student preference for institutions with stronger research support.

5. OPPORTUNITIES FOR IMPROVEMENT (details are in separate sheets)

1. Develop a structured plan for faculty development to enhance teaching and research skills.
2. Establish partnerships with local schools for immersive field-based learning.
3. Increase funding and support for research projects and publications.
4. Expand digital and online resources to align with blended learning demands.
5. Create regular mechanisms for collecting and utilizing feedback from students, alumni, and other stakeholders.

6. Conclusion

D.B.M.S. College of Education has a solid foundation in teacher education, marked by strong faculty commitment and adequate infrastructure. Addressing the areas for improvement, particularly in Integration of digital tools for teaching and stakeholder engagement, will enhance its capacity to meet emerging educational demands and standards. With appropriate support and development, the institution has potential for further growth and excellence in teacher education.

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SWOC Analysis for DBMS College of Education, Jamshedpur

NAAC-1st road map (during 1st and 2nd August 2025)

STRENGTHS:

- Approved and regulated B. Ed & D.El.Ed. Ed programs with NCTE - National Council for Teacher Education (https://ncte.gov.in/ncte_new/) affiliation, offering ₹2.10 L (for B. Ed) and 100 seats total.
- Value-added and self-study courses integrated into curriculum—supported by e-certificates, fostering a self-learning culture.
- Dedicated ICT infrastructure: computer lab, e-library, Wi-Fi facilities.
- Recognised as most promising B. Ed Colleges in India, by Higher Education Review.

WEAKNESSES:

- Established in 2018, still a **young institution** lacking deeper alumni networks and a long-term brand legacy.
- Limited research output & external collaborations (no strong MoUs or funded research projects mentioned).
- A small campus (~1 acre) may restrict future infrastructure expansion.

OPPORTUNITIES:

- Growing demand for quality teacher education in Jharkhand—a chance to lead regionally.
- Expand collaborations via MoUs (e.g., local schools, NGOs)—the Web menu lists MOUs but lacks detail.
- Strengthen self-learning initiatives by partnering widely with SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)/NPTEL (National Programme on Technology-Enhanced Learning) for certification programs. (<https://onlinecourses.nptel.ac.in/>)
- Leverage national recognition to boost marketing, student recruitment, and placement.

CHALLENGES:

- Rising competition from more established B. Ed colleges in Jharkhand with longer histories.
- Regulatory updates (e.g. shift to 4-year integrated B. Ed under NEP 2020) could require quick adjustments.
- Dependence on counselling processes through the Jharkhand Combined Entrance Competitive Examination Board (JCECEB) for admissions introduces uncertainty.

OPPORTUNITIES FOR IMPROVEMENT:
In DBMS College of Education, Jamshedpur

Prepared by P.C.Das -August'25

MANAGEMENT SUPPORT

Do's:

- Invest in R&D: introduce minor grants, seed funding, and research workshops.
- Expand strategic MoUs with high schools, universities, and NGOs for practical exposure.
- Pioneer marketing initiatives using the recognition as most promising B. Ed Colleges in India.
- Modernize campus: greener spaces, additional labs, comfortable student areas.

Don'ts:

- Do not neglect emerging NEP guidelines (like 4-year B. Ed); delay compliance planning.
- Do not maintain status quo in infrastructure, despite growth in student strength.

TEACHERS INVOLVEMENT

Do's:

- Incorporate value-added/self-study credits in lesson plans; guide students on certification pathways.
- Integrate ICT tools into pedagogy using the lab and virtual resources.
- Participate in professional development (FDPs, MOOC-massive open online course), document uploaded certificates.
- Encourage student involvement in online e-certification.

Don'ts:

- Do not depend only on traditional lecture methods; embrace tech-enhanced lessons.
- Do not overlook reflective tools like CO-PO mapping and student feedback analysis.

STUDENTS PARTICIPATION

Do's:

- Actively engage in self-study courses and internships; pursue SWAYAM/ NPTEL / DIKSHA/ NISHTHA certifications.
- Join clubs/cells (NSS, Rotaract, Social Science) for holistic development.
- Provide honest feedback through institutional channels.
- Use ICT & library independently for academic exploration and research.

Don'ts:

- Do not adopt last-minute study; instead, maintain steady engagement throughout the academic year. and
- Do not hesitate to seek guidance or mentor support when facing academic or administrative issues.

OPPORTUNITIES FOR IMPROVEMENT:
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SUMMARY TABLE:

STAKEHOLDER	KEY DO'S	KEY DON'TS
MANAGEMENT	Invest in research, formalize MoUs, upgrade infrastructure	Avoid NEP delay, infrastructure stagnation
TEACHERS	Use ICT and certifications, upskill through FDP/MOOCs (Massive Open Online Course) https://www.mooc.org/	Don't stick to old methods, do not neglect feedback
STUDENTS	Attend self-study/cert courses, join clubs, give feedback	Avoid cramming, don't stay passive in learning

SWAYAM: Study Webs of Active-learning for Young Aspiring Minds

NPTEL: National Programme on Technology Enhanced Learning

DIKSHA: Digital Infrastructure for Knowledge Sharing,

NISHTHA: National Initiative for School Heads' and Teachers' Holistic Advancement

V-Lab- Ministry of Education, Under the National Mission on Education through ICT (<https://www.vlab.co.in/>)

VIDWAN ID: A Comprehensive database of researchers and academicians in India

PCA
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(P.C. DAS)