Dev Sangha Institute of Professional Studies and Educational Research (DIPSER)

Dev Sangha, Bompas Town, Deoghar – 814114, Jharkhand, India

SELF-STUDY REPORT
(2nd CYCLE)

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BANGALORE

DIPSER

Vision

The realise the integration of theory with practice in all aspects of Teacher Education and encourage its sustainable development.

MISSION

- The upliftment of the poor potential tribal girls students to a level of respect and self-dependence.
- The creation of a conducive educational climate in the College for spontaneous and sustainable development of both teacher and taught.
- The willful undertaking of college responsibilities for the arrangement of academic activities especially research activities in Teacher Education.
- The constant arrangement to teachers and students for their accountability, self evaluation and innovative creations.
- The designing of educational programmes for the development in each trainee teacher a burning need to be quality conscious.

GOALS

- To prepare conscious, dedicated and fully motivated teachers for the society.
- To draw out the best in children with the help of such teachers.
- To transform the character of the institute for achieving higher level of excellence in the field of Teacher Education.
- To commit to the cause of rapid development of education for women.
- To achieve the goals of character building, boosting of morale, maintenance of a high order of discipline in students and teachers.
- To observe all kinds or rules, regulations and directives of the government, management and of the society.
- To follow the mechanism of integration of educational theory with practice.

Part-1

A. <u>Profile of the Institution</u>

DIPSER College of Education was established in the year 2001 and the B.Ed. course was inaugurated on 18th August 2004. The vision for introduction of this course is for imparting teacher education to all aspiring women student teachers.

This institute is geographically located in the southern part of Jharkhand State. DIPSER lies in the lap of Mother Nature and is centrally positioned between the urban and tribal areas of the district Deoghar. Adjacent to Dev sangha Matri Mandir , the institute enjoys a healthy, pristine and spiritual ambiance conducive for learning. This institute is connected by road, rail and airways from all four sides-Kolkata, Ranchi, Patna and Bhagalpur.

The administration of the College is looked after by the Management Committee. This institute has been recognized by N.C.T.E. affiliated to the Sido Kanhu Murmu University and recognized by an order of the Jharkhand State Government. It is a self-financing operating institution in an ideal ambience of peace serenity and discipline. There is a well – organized office which looks after the internal administration of the institute. It manages the purchase, keeps and maintains all types of records including correspondences and transacts all financial operations. There is a close link between academic and administrative activities of the institute. The growth and sustenance of the institute are mainly due to collective participation of all its communities.

The session of the B.Ed. and M.Ed. normally extends from July to June each year whereas for E.T.E. for a period of two years is from July to June. The session is sometimes subject to change because of the changes in the programmes of the University. There is a scheme of admission procedure in the College. Under this scheme, the procedure starts from advertisement for admission to submission of the from, scrutiny of the forms, finalization of selection results and commencement of the session for the date mentioned in the academic calendar. Eligibility for admission to M.Ed., B.Ed. and E.T.E. is guided by the well – defined and combined rules of the University, N.C.T.E. and the State Government. The institute always follows merit as a norm for admission of students.

The permanent residents of the State of Jharkhand are qualified to apply for admission to M.Ed., B.Ed. and E.T.E. courses provided they possess minimum 55% marks in B.Ed., 50% marks in Graduation and 45% in Higher secondary (10+2) respectively. Out of the total application submitted, the institute selects 35 students in M.Ed., 100 students in B.Ed. and 50 students in E.T.E. on the basis of merit. Number of seats is determined by the directives of N.C.T.E. The institute has no role to increase or diminish the number of seats. The selection of students is made on the basis of caste reservation policies of the State Government, wherein 100% roster is maintained.

All the students admitted in the College are girl students coming from every nook and corner of the State and belonging to different caste categories namely General, OBC, SC and ST. The student self Government is formed through democratic selection of some active students to conduct co-curricualr activities under the supervision and guidance of the concerned teacher educators.

A. Profile of the Institution

1. Name and address of the institution: DIPSER College of Education, Bompass Town, Deoghar, Jharkhand, Pin:-814114
2. Website URL : www.dipsercollege.info

3. For communication : DIPSER College of Education
   Bompass Town, Deoghar, Jharkhand
   Pin:-814114

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal: **Dr. Pronab Krishna Choudhury**	09308119664		Choudhury.pronab@yahoo.in
Vice-Principal: **Mrs. Jolly Sinha**	09308119665		Jovisinha101@gmail.com
Self – appraisal Co-ordinator : **Mrs Jolly Sinha**	08603196240		

Residence

Name	Telephone Number with STD Code	Mobile Number
Principal: **Dr. Pronab Krishna Choudhury**		08294275407
Vice-Principal: **Mrs. Jolly Sinha**		09431394825
Self-appraisal Co-ordinator: **Mrs Jolly Sinha**		08603196240

4. Location of the Institution:

   Urban [√]   Semi-urban [ ]   Rural [ ]   Tribal [ ]

   Any other (specify and indicate)

5. Campus area in acres: [1.73 Acres]

6. Is it a recognized minority institution? Yes [√] No [ ]

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	2001

8. University/ Board to which the institution is affiliated:

S. K. M. University

9. Details of UGC recognition under sections 2 (f) and 12 (B) of the UGC Act.

Month & Year

2F

MM	YYYY
06	2009

Type of Institution

a. By funding
- i. Government ☐
- ii. Grant-in-aid ☐
- iii. Constituent ☐
- iv. Self-financed ☑
- v. Any other (specify and indicate) ☐

b. By Gender
- i. Only for Men ☐
- ii. Only for Women ☑
- iii. Co-education ☐

c. By Nature
- i. University Dept. ☐
- ii. IASE ☐
- iii. Autonomous College ☐
- iv. Affiliated College ☑
- v. Constituent College ☐
- vi. Dept. of Education of Composite College ☐
- vii. CTE ☐
- viii. Any other (specify and indicate) ☐

10. Does the University/ State Education Act have provision for autonomy?

Yes ☑   No ☐

If yes, has the institution applied for autonomy?

Yes ☐   No ☑

11. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
		E.T.E	Sr. Secondary	Diploma	2 Years	Hindi/English
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
		B.Ed.(Regular)	Graduate	Degree	1 Years	Hindi/English
		B.Ed. (IGNOU)		Degree	2 Years	Hindi/English
iv.	Post Graduate			Diploma		
		M.Ed.	B.Ed	Degree	1 Years	Hindi/English
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(*Additional rows may be inserted as per requirement*)

12. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid Up to	Sanctioned Intake
Pre-primary				
Primary/Elementary	E.T.E	ERC/7-55.6(8)/2005/12.70(1) 20th April2005	Until further order	50
Secondary/Sr. secondary	B.Ed.	ERC/7-46(ER-46.64/2004/2094-B.Ed 12th July2004	Do	100
Post Graduate	M.Ed.	ERC/7-83.6(III)1/2008/102088(3)28th Feb2008	Do	35
Other (specify)				

(*Additional rows may be inserted as per requirement*)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

   Vision

Yes	√	No	

   Mission

Yes	√	No	

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Values   Yes | √ | No |

Objectives   Yes | √ | No |

2. a) Does the institution offer self-financed programme (s) ?   Yes | √ | No |
   If yes,
   a) How many programmes?

   03

   b) Fee charged per programme   E.T.E.I   45,000
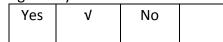
                                             E.T.E.II   29,000

                                             B.Ed.   52,000

                                             M.Ed.   1,11,00

3. Are there programmes with semester system   No

   Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies:

   Yes | √ | No |

   If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

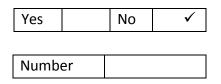   One

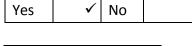4. Number of methods/elective options (Programme wise)

   D.Ed.   07

   B.Ed.   10

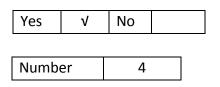   M.Ed. (Full Time)   02

   M.Ed. (Part Time)

   Any other (specify and indicate)

6

5. Are there Programmes offered in modular form

Yes		No	✓

Number	

6. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	

Number	3

7. Are there Programmes with faculty exchange/visiting faculty
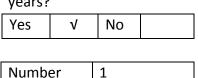
Yes	√	No	

Number	4

8. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	√	No	

- Academic peers

Yes	√	No	

- Alumni

Yes	√	No	

- Students

Yes	√	No	

- Employers

Yes	√	No	

9. How long does it take for the institution to introduce a new programme within the existing system?

One Month

10. Has the institution introduced any new courses in teacher education during the last three years?

Yes	√	No	

Number	1

11. Are there courses in which major syllabus revision was done during the last five years?

Yes		No	√

Number	

12. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes [√]   No [ ]

13. Does the institution encourage the faculty to prepare course outlines?

Yes [√]   No [ ]

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
   a) Through an entrance test developed by the institution [ ]

   b) Common entrance test conducted by the University/Government [ ]
   c) Through an interview [ ]

   d) Entrance test and interview [ ]

   e) Merit at the qualifying examination [√]

   f) Any other (specify and indicate) [ ]

   (If more than one method is followed, kindly specify the weight ages) [ ]

2. Furnish the following information (for the previous academic year):
   a) Date of start of the academic year → 5th July,2010

   b) Date of last admission → E.T.E.15.06.10, B.Ed. 18.6.10, M.Ed.8.11.10

   c) Date of closing of the academic year → 30th , June, 2011

   d) Total teaching days → 180

   e) Total working days → 241

3. Total number of students admitted

Programme	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D. Ed.	-	50	50	-	37	37	-	13	13
B.Ed.	-	100	100	-	47	47	-	53	53
M.Ed. (Full Time)	-	35	35	-	18	18	-	17	17
M.Ed. (Part Time)	-	-	-	-	-	-	-	-	-

4. Are there any overseas students?

| Yes | | No | √ |

If yes, how many?

| |

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/trainees enrolled).

   a) Unit cost excluding salary component

   | 16,655 |

   b) Unit cost including salary component

   | 28,731 |

   (*Please provide the unit cost for each of the programme offered by the institution as detailed at Question 12 or profile of the institution*)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session.

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D. Ed.	64	51	58	49
B.Ed.	75	55	59	51
M.Ed. (Full Time)	80	70	76	70
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

   Yes | √ | No | |

8. Does the institution develop its academic calendar?

   Yes | √ | No | |

9

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D. Ed.	40	40	20
B.Ed.	60	30	10
M.Ed. (Full Time)	Dissertation 75	Viva-Vice 25	
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

    a) Number of pre-practice teaching days   17

    b) Minimum number of pre-practice teaching
        Lessons given by each student   05

11. Practice Teaching at School

    a) Number of schools identified for practice
        teaching   10

    b) Total number of practice teaching days   30

    c) Minimum number of practice teaching
        lessons given by each student.

40	B.Ed.
33	D.Ed.

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons in simulation	No.9	No. of Lessons Pre-practice Teaching	No.9

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes [√]   No [ ]

14. Does the institution provide for continuous evaluation?

Yes [√]   No [ ]

15. Weight age (in percent) given to internal and external evaluation

Programmes	Internal	External
D. Ed.	50	50
B.Ed.	15	85
M.Ed. (Full Time)	2.5	97.5
M.Ed. (Part Time)		

16. Examinations
   a) Number of sessional tests held for each paper

2	

   b) Number of assignments for each paper

2	

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet		√
Internet	√	
Software/courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		

18. Are there courses with ICT enable teaching-learning process?

Yes	√	No	

Number	3

19. Does the institution offer computer science as a subject?

Yes		No	√

11

If yes, is it offered as a compulsory or optional paper?

Compulsory [   ]   Optional [   ]

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph.D. and their percentage to the total faculty strength

Number	3	15	%

2. Does the Institution have ongoing research projects?

Yes		No	√

   If yes, provide the following details on the ongoing research
   Projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

NIl

4. How does the institution motivate its teachers to take up research in education? (Mark [ ] for positive response and X for negative response)
    ➤ Teachers are given study leave   [√]
    ➤ Teachers are provided with seed money   [x]
    ➤ Adjustment in teaching schedule   [√]
    ➤ Providing secretarial support and other facilities   [√]
    ➤ Any other specify and indicate   [√]

5. Does the institution provide financial support to research scholars?

Yes [√]   No [   ]

6. Number of research degrees awarded during the last 5 years.

   a. Ph.D. `3`

   b. M.Phil `2`

7. Does the institution support student research projects (UG & PG)?
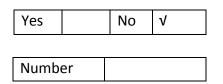
   Yes ☐   No `√`

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International Journals		√	
National Journals-referred papers Non referred papers		√	
Academic articles in reputed Magazines/news papers		√	
Books	√		3
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes		No	√

Number	

10. Number of papers presented by the faculty and student (during last five years):

    Faculty   Students

	Faculty	Students
National seminars	10	5
International seminars	---	--
Any other academic forum	2	--

11. What types of instructional materials have been developed by the institution?

    (Mark '☐' for yes and 'X' for No.)

    Self-instructional materials   `√`

    Print materials   `√`

13

Non-print materials (e.g. Teaching

Aids/audio-visual, multimedia, etc.) √

Digitalized (Computer aided instructional materials) √

Question bank √

Any other (Roller Black Board) √

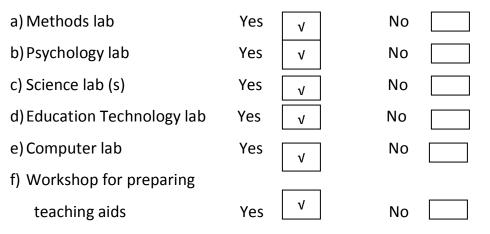12. Does the institution have a designated person for extension activities?

Yes √   No

If yes, indicate the nature of the post.

Full-time   Part-time   Additional charge √

13. Are there NSS and NCC programmes in the institution?

Yes √   No

14. Are there any other outreach programmes provided by the institution?

Yes √   No

15. Number of other curricular/co-curricular meets organized by other academic

agencies/NGOs on Campus

3

16. Does the institution provide consultancy services?

Yes √   No

In case of paid consultancy what is the net amount generated during last three years.

Free Service

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	√
State level	√
National level	√
International level	

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

29,000 Sq. Ft.

2. Are the following laboratories been established as per NCTE Norms?

		Yes		No	
a)	Methods lab	Yes	√	No	
b)	Psychology lab	Yes	√	No	
c)	Science lab (s)	Yes	√	No	
d)	Education Technology lab	Yes	√	No	
e)	Computer lab	Yes	√	No	
f)	Workshop for preparing teaching aids	Yes	√	No	

3. How many Computer terminals are available with the institution?

15

4. What is the Budget allotted for computers (purchase and maintenance) During the previous academic year?

Rs. 63,856/-

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs. 29,496/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Rs. 45,000/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/ financial year?

Rs. 8554100/-

8. Has the institution developed computer-aided learning packages?

   Yes | √ | No | |

15

9. Total number of posts sanctioned   Open   Reserved

	Open		Reserved	
	M	F	M	F
Teaching	8	9	--	--
Non-teaching	5	8	--	--

10. Total number of posts Vacant   Open   Reserved

	Open		Reserved	
	M	F	M	F
Teaching	--	--	--	--
Non-teaching	--	--	--	--

11. a. Number of regular and permanent teachers   Open   Reserved

    (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	5	9	--	--
	M	F	M	F
Readers	1	--	--	--
	M	F	M	F
Professors	2	--	--	--

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

            Open   Reserved

	Open		Reserved	
	M	F	M	F
Lecturers	--	--	--	--
	M	F	M	F
Readers	--	--	--	--
	M	F	M	F
Professors	--	--	--	--

c. Number of teachers from Same state | 09 |

           Other states | 08 |

12. Teacher student ratio (programme-wise)

Programmes	Teacher student ratio
D. Ed.	6:100
B.Ed.	7:100
M.Ed. (Full Time)	6:35
M.Ed. (Part Time)	

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		5	8	--	--
		M	F	M	F
Temporary		--	--	--	--

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent	1	--	--	--
	M	F	M	F
Temporary	--	--	--	--

14. Ratio of Teaching-non-teaching staff

17:13

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

36.56

16. Is there an advisory committee for the library?

Yes √   No ☐

17. Working hours of the Library

On working days   9 Hrs.

On holidays   6 Hrs.

During examinations   9 Hrs.

17

18. Does the library have an Open access facility

Yes	√	No	

19. Total collection of the following in the library
    a. Books
        -Textbooks

6.036

        -Reference books

1217
4,719

    b. Magazines

24

    c. Journals subscribed
        - Indian journals

        - Foreign Journals

13

    d. Peer reviewed journals

    e. Back volumes of journals

    f. E-information resources

        -Online journals/e-journals

60

        - CDs/DVDs

        -Databases

        -Video Cassettes

        -Audio Cassettes

20.   Mention the

    Total carpet area of the Library (in sq. mts.)

300 Sq, mts
60

    Seating capacity of the Reading room

21. Status of automation of Library

    Yet to intimate

✓

    Partially automated

    Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation | √

Clipping | √

Bibliographic compilation | √

Reference | √

Information display and notification | √

Book Bank | √

Photocopying | √

Computer and Printer | √

Internet | √

Online access facility | √

Inter-library borrowing | -

Power back up | √

User orientation/information literacy |

Any other (Please specify and indicate) |

23. Are students allowed to retain books for examinations?

Yes	√	No	

24. Furnish information on the following

Average number of books issued/returned per day | 50

Maximum number of days books are permitted to be retained

By students | 2

By faculty | 3

Maximum number of books permitted for issue

For students | 2

For faculty | 3

Average number of users who visited/ consulted per month | 3000

Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled |

19

25. What is the percentage of library budget in relation to total budget of the Institution

2.49%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I 2008-2009		II		III	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	722	2,36,259	277	51,348	434	1,87,873
Other books						
Journals/ Periodicals	21	↑ Cost included Above	21	↑ Cost included above	30	↑ Cost included above
Any others Specify and Indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise "dropout rate" for the last three batches

Programmes	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011
D. Ed.	1	01	03
B.Ed.	03	Nil	Nil
M.Ed. (Full Time)	1	Nil	Nil
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/ or any similar mentoring system?

Yes	√	No	

If yes, how many students are under the care of a mentor/tutor?

35

3. Does the institution offer Remedial instruction?

Yes	√	No	

4. Does the institution offer Bridge courses?

Yes		No	√

5. Examination Results during past three years (provide year wise data)

	UG			PG		
	I 2008-09	II 2009-10	III 2010-11	I 2008-09	II 2009-10	III 2010-11
Pass percentage	98	100	100	76	84	100
Number of first classes	94	97	101	08	19	35
Number of distinctions	19	18	83	Nil	--	01
Exemplary Performances (Gold Medal and university ranks)	01	Nil	--	01	01	01

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2008-09	2009-10	2010-11
NET SLET/SET	Nil	01	03
Any other (specify and indicate)	Nil	Nil	Nil

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	I 2008-09	II 2009-10	III 2010-11
Merit Scholarship	--	--	--
Merit-cum-means scholarship	--	--	--
Fee concession(M.Ed.)	11	07	20
Loan facilities	--	--	--
Govt. Scholarship for SC, ST and OBC	58	57	60

(*Additional rows may be inserted as per requirement*)

8. Is there a Health Centre available in the campus of the institution?

Yes	√	No	

9. Does the institution provide Residential accommodation for:

Faculty

Yes	√	No	

Non-teaching staff

Yes	√	No	

10. Does the institution provide Hostel facility for its students?

Yes	√	No	

If yes, number of students residing in hostels

Men

N.A.

Women

95

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields

Yes	√	No	

Indoor sports facilities

Yes	√	No	

Gymnasium

Yes	√	No	

12. Availability of rest rooms for women

Yes	√	No	

13. Availability of rest rooms for men

Yes		No	√

14. Is there transport facility available?

Yes	√	No	

15. Does the Institution obtain feedback from students on their campus experience?

Yes	√	No	

16. Give information on the Cultural Events (Last year data) in which the institution participated/ organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	√			√		
Inter-university	√			√		
National		√				
Any other (specify and indicate)						

22

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	Nil	
Regional	Nil	
National	Nil	
International	Nil	

18. Does the institution have an active Alumni Association?

Yes	√	No	

If yes, give the year of establishment

2006

19. Does the institution have a Student Association/Council?

Yes [√]   No [ ]

20. Does the institution regularly publish a college magazine?

Yes [√]   No [ ]

21. Does the institution publish its updated prospectus annually?

Yes [√]   No [ ]

Give the details on the progression of the students to employment/ further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	11%	7%	20%
Employment (Total)	Data NA		
Teaching Non teaching			

22. Is there a placement cell in the institution?

Yes [✓]   No [ ]

If yes, how many students were employed through placement cell during the past three years.

1 2008-09	2 2009-10	3 2010-2011
16	05	06

23. Does the institution provide the following guidance and counseling services to students?

Yes   No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Yes	No
√	
√	
√	

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) of any other similar body/committee

Yes [√]   No [ ]

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/ management	2
Staff council	8
IQAC/ or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Library Committee Exam. Committee Admis. Committee

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	√	No	
Medical assistance	Yes	√	No	
Insurance	Yes		No	√
	Yes		No	

24

Other (specify and indicate)

4. Number of career development programmes made available for non-teaching staff during the last three years

One

5. Furnish the following details for the past three years

   a. Number of teachers who have availed the Faculty Improvement Programme of the UGC/NCTE or any other recognized organization

01

   b. Number of teachers who were sponsored for professional development programmes by the institution

   National

02	---	---

   International

   c. Number of faculty development programmes organized by the Institution:

05

   d. Number of Seminars/workshops/symposia on Curricular Development, teaching-learning, Assessment, etc. Organized by the institution

06

   e. Research development programmes attended by the faculty

02

   f. Invited/ endowment lecturers at the institution

04

   Any other area (specify the programme and indicate)

-	-	-

6. How does the institution monitor the performance of the teaching and non-teaching staff?

   a. Self-appraisal

Yes	√	No	

   b. Student assessment of faculty performance

Yes	√	No	

   c. Expert assessment of faculty performance

Yes		No	√

   d. Combination of one or more of the above

Yes	√	No	

Yes		No	

e. Any other (specify and indicate)

7. Are the faculty assigned additional administrative work?

Yes	√	No	

If yes, give the number of hours spent by the faculty per week

6

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid

--

Fees

Rs. 89,25,759/-

Donation

--

Self-funded courses

--

Any other (Sale of Forms)

Rs. 585524/-

Expenditure statement (for last two years)

	Year 1	Year 2
Total sanctioned Budget		
% spent on the salary of faculty	38.31	36.56
% spent on the salary of non-teaching employees	5.55	5.47
% spent on books and journals	0.78	2.49
% spent on developmental activities (expansion of building)	--	64.21
% spent on telephone, electricity and water	1.07	2.90
% spent on maintenance of building, sports facilities	15.54	7.36
Hostel, residential complex and student amenities, etc.	--	--
% spent on maintenance of equipment, teaching aids, contingency etc.	5.60	7.46
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange etc.	--	--
% spent on travel	0.90	0.77
Any other (specify and indicate)	--	--
Total expenditure incurred	Rs. 6569706	Rs. 6751798

26

9. Specify the institutions surplus/deficit budget during the last three years?
(specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
Rs. 1927174/-	--
Rs. 2166010/-	--
Rs. 3027689/-	--

10. Is there an internal financial audit mechanism?

Yes [✓]　　　No [ ]

11. Is there an external financial audit mechanism?

Yes [✓]　　　No [ ]

12. ICT/ Technology supported activities/units of the institution:

Activity	Yes		No	
Administration	Yes	√	No	
Finance	Yes	√	No	
Student Records	Yes	√	No	
Career Counseling	Yes	√	No	
Aptitude Testing	Yes	✓	No	
Examinations/ Evaluation/	Yes	√	No	
Assessment	Yes	√	No	
Any other (specify and indicate)	Yes		No	

13. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes [√]　　No [ ]

14. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes [√]　　　No [ ]

15. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes [√]   No [ ]

16. Does the institution have the freedom and the resources to appoint and pay temporary / ad hoc / guest teaching staff?

Yes [√]   No [ ]

17. Is a grievance redressal mechanism in vogue in the institution?

a) For teachers [√]

b) For students [√]

c) For non-teaching staff [√]

18. Are there any ongoing legal disputes pertaining to the institution?

Yes [ ]   No [√]

19. Has the institution adopted any mechanism/ Process for internal academic audit/ quality checks?

Yes [√]   No [ ]

20. Is the institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making computerization and TQM?

Yes [√]   No [ ]

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes [√]   No [ ]

2. Do students participate in the Quality Enhancement of the Institution?

Yes [√]   No [ ]

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
A	SC	N.A.			10
B	ST	N.A.			26
C	OBC	N.A.			14
D	Physically Challenged	N.A.			
E	General Category	N.A.			50
F	Rural	N.A.			
G	Urban	N.A.			
H	Any other (specify)				

4. What is the percentage of the staff in the following category?

	Category	Teachings Staff	%	Non-teaching Staff	%
A	SC	--			
B	ST	--		02	28.57%
C	OBC	02	10.52%	01	14.28%
D	Women	11	57.89%	4	57.14%
E					
F					
G					
H					

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	09	08	08	08
ST	29	20	29	20
OBC	60	75	60	72
Physically challenged	--	01	--	01
General Category	70	81	70	70
Rural	109	118	109	116
Urban	59	67	58	66
Any other (Specify)				

Part – II (B)

Part – II: The Evaluative Report

1. Executive Summary

DIPSER College of education, a premier Institute of Teacher Education at Deoghar is geographically located in the eastern part of the state of Jharkhand. The institute, situated amidst quaint surroundings, is an integral part of Dev Sangha Seva Pratisthan and it enjoys a healthy, pristine and spiritual ambience conducive for learning. The institute was established with a view to produce committed teachers who would:

- Be fully dedicated to the cause of teaching,
- Serve the nation with a deep sense of duty and commitment,
- Be ever conscious of their role as responsible guardians of human resource development society.

The unique feature of DIPSER College of Education is that it is the only college for women under the University. Women empowerment through their education has been the crying need of this region.

"Mother is the first teacher of a child. Educated mothers create educated citizens".

This is the vision of Acharya Saumyendra Nath Brahmachary, the spiritual head of Dev Sangha Seva Pratisthan. So, the women representing the symbol of "Mother" have been targeted to be trained professionally as teachers.

DIPSER College of Education offers regular courses like, E.T.E., B.Ed. and M.Ed. All the three courses are recognized by the NCTE. NCTE Recognition of the B.Ed. course was obtained in 2004, E.T.E. course in 2005 and the M.Ed. course in 2008. The affiliating body of E.T.E. course is Jharkhand Academic Council and that of B.Ed. & M.Ed. is Sido Kanhu Murmu University. The name of the college has been included in the list of colleges prepared under section 2 (f) of the UGC Act, 1965 under the head Non-government colleges teaching up to post graduate Degree in June, 2009. The college has got the linguistic minority status in December, 2010 from the government of Jharkhand.

The college was declared as Accredited at the B level by the NAAC on March 31, 2007.

DIPSER has been enjoying the optimum level of co-operation of the practice teaching schools. Practice teaching is done in different well established reputed schools of Deoghar both of

English and Hindi medium. The relationships with those schools are very good. Service to the community is one of the most important agenda of the institution. Inter-School debate competition, extempore speech-competition, NSS Health Camp, Awareness campaign on population, Literacy, Human rights, environment etc. are organized regularly by the student-teachers of the college.

Educational research is a part of the present activities of the institution. The college has been publishing a research oriented journal "Devaloke" which has been assigned the ISSN from NISCAIR.

With this backdrop, DIPSER has the pleasure to submit itself for its inspection, assessment and re-accreditation at an early date.

2. Criterion-wise Analysis:

Criterion 1: Curricular Aspects

1.1 Curriculum Design and Development

Q: 1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

DIPSER College of Education, from its inception, is dedicated to the academic and professional preparation of teachers. It helps the student-teachers to enhance their knowledge of the subject as well as pedagogic skills. It increases the level of motivation of student-teachers and strives for producing teachers with high degree of commitment to the profession. The faculty members of the college are found engaged to implement the curriculum of various levels of teacher education with sincerity. The student-teachers are provided with experiences step by step and attempts are made to integrate the curriculum by establishing relationships between various subjects / topics. The syllabi are reviewed by the faculty members off and on. They give valuable input regarding implementation of the curriculum more effectively. Occasionally, experts are invited for evaluation of the curriculum and its transaction. There is a constant effort to update the syllabi by the institution pending revision of the syllabus, the B.Ed. syllabus in particular, by the university. Current, need-based and relevant topics are incorporated in the curriculum of the institute. The student-teachers are motivated and sensitized to the philosophy of inclusive education. Some other objectives of the institution are noted below-

- To prepare conscious, dedicated, fully motivated and competent teachers for the society.
- To transform the character of the institution for achieving higher level of excellence in the field of teacher education.
- To remain committed to the cause of development of education for women.
- To achieve the goals of character building, boosting of morale, maintenance of a high order of discipline in students and teachers.
- To integrate educational theory with practice.

- To provide an ideal educational environment and aspire for a nationally integrating consciousness for the future teacher.

- DIPSER College of Education strives to produce human resources with ethical and value-based mind-set for sustainable development in the field of education.

- The college is situated in a tribal dominated state and it does not miss any scope for rendering its support to the disadvantaged people of the area. It also plays an active role to provide access in respect of relaxation in admission, arrangement of remedial teaching and development of communication skill to achieve the self esteem of the its students.

- The college organizes various programmes such as NSS, health and environmental awareness, plantation, cleanliness campaign, literacy campaign etc.

- Value orientation is provided to our student teachers through lectures, observation of festivals reflecting different cultures. Reading out the text message of the great thinkers during morning assembly is a regular practice.

- As such there is no concrete data available in respect of employment but the placement cell of our college monitors the employment of its students as and when necessary.

- With the promulgation of RTE Act in the country the demand for qualified teachers have increased considerably and as a consequence the college is trying to enhance its intake capacity through NCTE.

Q. 2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts and formalizing the decisions in statutory academic bodies).

The curriculum development processes include the operational activities of teaching and learning. Staff meetings at regular intervals are held to make assessment of the feedback received from the faculty members, students, alumni, academicians and other stakeholders. The information database developed is utilized for the purpose of enrichment of the curricular content as well as its transaction. Preparation of Annual Calendar for the date wise programme, framing of Time Table involving all faculty and making provision for other co-curricular activities such as cultural, literacy, sports, music, dance, Arts and Craft, community activities are some of the steps taken with utmost care. Curricular programmes in various disciplines delivered by the

teacher educators and the supervisory activities conducted by the principal and the management are very much productive.

Recently the institute has organized a national seminar on "Quality concerns in teacher education: curricular reform perspectives." The main objective of the seminar was to examine the existing teacher education curriculum in the present perspectives and invite suggestions for improvement of the present syllabus. The seminar also provided a platform to share views of the experts on different dimensions of quality teacher education. The participants discussed about the curriculum framework of the NCTE and its impact on the curriculum of different universities.

Q. 3. How are the global trends in teacher education reflected in the curriculum and existing course modified to meet the emerging needs?

In the present B.Ed. programme various components of ICT has been introduced. Input is provided to the student-teachers for their sensitization to the philosophy of inclusive education, eradication of gender discrimination, human rights, environmental education, health awareness campaign and right to education. The teacher education course in this institution is seen as a process by which quality of teaching in the class is regularly improved.

Q. 4. How does institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

Value education and Environmental awareness are inculcated amongst the student teachers through various curricular and co-curricular activities. There are ample scopes in this regard. The student-teachers of E.T.E., B.Ed. and M.Ed. attend classes on ICT; they learn computer application, internet searching etc. ICT is used quite regularly in the classroom.

Q. 5. Does the institution make use of ICT for curricular planning? If yes give details.

The institution makes use of ICT for curricular planning. ICT is used in Admission, Administration, Time table, Curriculum transaction and evaluation. The students and the faculty members get optimum benefit from the college library as it is computerized.

1.2 Academic Flexibility:

Q. 1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The institution provides necessary experiences through special orientation classes on pedagogy. Teacher educators usually follow constructivist approach in teaching. The teacher educators use to ask various types of questions while teaching and encourage the students to ask questions. Demonstration classes are held to develop skills of teaching through inductive and deductive approaches, skills of introducing a lesson, skill of probing question etc.

Q. 2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The institution provides adequate flexibility in respect of curriculum transaction. The learning experiences of varied dimensions are provided to the student-teachers both in the campus and outside the campus. As for example, the teaching skills learnt through microteaching are applied by our student teachers during practice teaching in schools. The theoretical aspects of action research are practiced during practice teaching time when our student-teachers are deputed in different schools.

Q.3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

- Value-added programmes are in practice on regular basis to develop-
- Communication skill through participation in debate and speech.
- ICT skills through regular classes on computer application.
- Community orientation through various out- reach activities.
- Life skills through morning prayer, recitation, games and sports. Quite often special lectures are organized. Resource persons from various fields are invited for interaction with the students and teachers.
- Sense of social responsibility is developed through NSS programme, Blood donation camp, Health camp from which people from the locality are also benefited.

Q. 4. How does the institution ensure the inclusion of the following aspects in the curriculum?

       i. Interdisciplinary/ Multidisciplinary
       ii. Multi-skill development
       iii. Inclusive education
       iv. Practice teaching
       v. School experience / internship
       vi. Work experience / SUPW
       vii. Any other (specify and give details)

The institution ensures the inclusion of the above aspects in the curriculum as below:

(i)   Interdisciplinary/Multidisciplinary approach in curricular transaction is followed through drawing correlation among different subjects in the class.

(ii)   Multi-skill development is discussed thoroughly in the class and workshop on Micro Teaching in simulated condition is organized.

(iii)   The institution strongly favours inclusive education. Student-teachers are given orientation to deal with the disabled children along with the normal students.

(iv)   Practice teaching, a most important part of the teacher education programme, begins from demonstration lessons by faculty members and ends after execution of approved lessons in the schools.

(v)   Student-teachers are deputed to deliver lessons in schools. The teacher educators supervise each and every class and give suggestion for improvement. The practice teaching programme is held for more than a month. During this period the student teachers gather administrative and organizational experience along with teaching experience.

(vi)   Work experience is an essential component of the syllabus. The student-teachers engage themselves in various works on art and craft. They prepare socially useful articles. e.g. dress materials, table cloth, bed sheets, various craft materials and so many things of daily use.

(vii) The out-going students use to hand over the earthen pots of garden plants, which they have nurtured throughout the session to the students of the next batch.

1.3 Feedback on Curriculum:

Q. 1. How does the institution encourage feedback and communication from the students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The institution always encourages feedback and communication from its students, alumni and other stake holders through interactions on various occasions .The institution has introduced students diary and teachers diary to get feedback from both the students and the teachers regarding the progress of the curriculum in a specified time and also to keep track on the academic standard. Employers, alumni and other people use to provide feedback through interaction when they come to the college on different occasions.

Q. 2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

The Principal and senior teachers sit together, review and identify the areas for improvement to be brought in the curriculum from time to time. Improvement programmes are organized as per the requirement of the students. Academic peers, alumni and other stakeholders are of the view that the present B.Ed. syllabus of the SKM University needs reforms. The university has taken steps for revision of the B.Ed. syllabus.

Q. 3. What are the contributions of the institution to curriculum development? (Member of BoS / sending timely suggestions, feedback. Etc.)

DIPSER College of Education plays a proactive role to review and identify areas for improvement. Some of the faculty members always remain in touch with the University and provide suggestions and feedback for preparing a new syllabus of B.Ed. Recently the Principal of the college has been appointed the Dean, Faculty of Education, S.K.M. University.

1.4 Curriculum Update:

Q.1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The M.Ed. course has been introduced in 2008. The syllabus of M.Ed. is new and is by and large similar to the standard of other good Universities. This is the only College in SKM University where M.Ed. is taught.

The process of revision of the B.Ed. curriculum is in the offing. It is expected that the revised curriculum will be implemented from the coming session. However, pending revision of the core curriculum by the University this college thrives for quality teacher education through introduction and use of ICT resources and inclusion of physical education, music and dance as part of null curriculum.

Q. 2. What are the strategies adopted by the institution for curriculum revision and update? (need assessment, student input, feedback from practicing schools etc.)

The college has sent proposals to the University for revision of the B.Ed. syllabus as early as possible. It is known that the university has already prepared the revised syllabus. The faculty members have taken initiative in this regard. Recently the college organized a national seminar on "Quality Concerns in Teacher Education: Curricular reforms perspectives" during 27-28 August, 2011 and the outcome of the seminar has been sent to the university.

1.5 Best Practices in Curricular Aspects:

Q. 1. What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

Some relevant and updated topics have been included in the existing curriculum of B.Ed. by the college. This has been done to maintain a national standard pending revision of the B.Ed. syllabus by the university.

Q.2. What innovations/best practices in 'Curricular Aspects' have been planned/ implemented by the institution?

The following best practices have been incorporated in the curriculum of the institution and implemented:

- The student-teachers are given exposure to constructivist approach in teaching learning process.

- The institution has introduced action research at the B.Ed. level to deal with the problems encountered by the trainees during practice teaching.

- Orientation for organizing exhibition, seminar, sports, cultural programmes etc. are given to the student teachers. They are encouraged to participate actively in those activities.

- Value education is provided through different programmes eg. Speech by invited educationists, observation of important days, festivals of different cultures etc.

- Orientation programmes on the role of professional organizations/body as NCTE, NCERT, SCERT, NAAC, DIETS, CTE, IASE etc. are organized for the student-teachers.

- Life style education is provided through lectures and activities performed by the student-teachers.

- Use of ET in teaching learning has become a regular practice in this institution.

- Development of teaching skills through workshops in Micro teaching is one of the salient features of this institute.

- Piaget's cognitive development theory & Blooms instructional objectives are explained in detail.

- Practicals in different method papers are demonstrated to fill up the knowledge gaps of the trainee teachers.

- Orientation on inclusive education at B.Ed. level is provided by our faculty members.

- Orientation for preparation of CTET Examinations is one of the unique features of the institution.

More over IQAC has been established to identify and manage quality improvement of both the curricular and co-curricular activities of the institution.

Additional Information to be provided by Institutions opting for Re-accreditation / Re- assessment

Q. 1. What are the main evaluative observations made in the first assessment report with reference to curricular aspects and how have they been acted upon?

Observations made in the 1st assessment report: "The College follows an out dated curriculum prescribed by the Sido Kanhu Murmu University (SKMU) Dumka. There is a need to upgrade the curriculum by incorporating the UGC suggested curriculum as well as taking into account the

NCTE suggestions. The University must take an urgent action in this regard as requested by the college".

The B.Ed. curriculum has been revised by the SKMU but notification from the university in this regard is awaited. It is hoped that the new syllabus for B.Ed. will be implemented very soon. However, pending revision of the core curriculum by the University, the institution has introduced some innovative practices. The institute has been playing a proactive role to introduce some modern approaches on teacher education as envisaged in the NCF (2005).

Q. 2. What are the major quality sustenance and enhancement measures undertaken by the Institution since the previous assessment and accreditation?

There has been a concerted effort by all the stake holders for overall quality enhancement since the previous assessment and accreditation. Introduction of diary for faculty members and feedback regarding curriculum transaction from the student-teachers on daily basis have resulted in good quality teacher education. So many curricular and co-curricular programmes have been undertaken after getting suggestions from the peer team of the NAAC.

Criterion II : Teaching-Learning and Evaluation

2.1   Admission Process and Student Profile

Q. 1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

The institute always adheres to the admission policy, rules and regulations of the government, the University and the NCTE. The admission committee takes decisions in respect of date of publication of notice for submission of application for admission. There is an arrangement for on – line submission of applications through the college website. The admission is taken strictly on merit basis. The lists of eligible candidates are displayed on the notice board well in advance and the candidates are informed through letter and telephone. The whole process of admission is kept transparent.

Q.2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The detailed programme related to the admission is advertised in the state level daily News Papers for information of all concerned. Notice is also displayed in the college website. Prospectus is made available at the college counter. The overall profile of the college and other relevant information are provided in the prospectus.

Q. 3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The admission committee is always alert to ensure that the admission criteria are equitably applied to all applicants.

Q.4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged).

The strategies adopted by the institution to retain the diverse student population admitted are as follows:

(i)   The institute helps the economically disadvantages students from the SC, ST and Backward Community to get scholarships and tuition fees from the government.

(ii)   Cultural programmes covering different religious and ethnic and linguistic minority groups are held.

(iii)   Physically challenged students are paid extra attention so that they do not feel alienated from the main stream.

Q. 5. Is there a provision for assessing student's knowledge / needs and skills before the commencement of teaching programmes? If yes give details on the same.

There is a provision for assessing student's knowledge, needs and skills before commencement of the teaching programme-

(i)   During the first week when orientation programme is held all the faculty members interact with the students to assess their knowledge level and needs.

(ii)   A talent finding programme is held where students show their skills in various co-curricular activities, tell about their hobbies and interest.

2.2   Catering to Diverse Needs:

Q.1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The institution is committed to create environment conducive to learning and development of student-teachers. The institution has arranged ideal classroom conditions like, proper size of the class, with adequate infrastructural facilities and dedicated and competent teachers.

Q.2. How does the institution cater to the diverse learning needs of the students?

There is ample scope to cater to the diverse learning needs to the students. This is done through group as well as individualized guidance & counseling. Tutorial classes are held regularly. The students are allowed to discuss freely with the teachers about their problems inside as well outside the class.

Q.3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

The activities which help to understand the role of diversity and equity in teaching learning process are as such properly reflected in the core curriculum of the university. However, the institution, through its sessional activity programmes, inculcate an understanding about the role of diversity and equity in teaching learning.

Q. 4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The institution frequently organizes faculty improvement programmes to develop sensitivity towards the diverse needs of the students. The institution also get daily feedback from the students and appropriate measures are adopted. Daily recitation of the College Anthem by our teachers, non-teaching staff members and students in the Assembly Hall and equal treatment to the students inside and outside classroom help students to develop knowledge and skill related to diversity and inclusion.

Q. 5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in class room situations?

The student teachers are sensitized about the cultural diversity and plurality of language, ethnicity and religion prevailing in our country. They are oriented to maintain unity in diversity and harmony in the multi ethnic cultural groups of our citizens. Student-teachers acquire knowledge and skills through transaction of the curriculum as well as participation in various co-curricular activities.

The student teachers are given exposure on the ways of addressing discrimination on sex, caste, religion and disability through educational interventions.

Lectures are organized on human rights, constitution of India etc. The students are provided knowledge about inclusive education which is one of the most viable options to increase educational opportunities for persons with disabilities. They are made aware that a through curricular adaptation in terms of methods of presentation, display, content etc are needed for better learning environment. It would help teachers to assist children who have learning problems.

2.3 Teaching-Learning Process

Q.1. How does the institution engage students in "active learning" ? (use of learning resources such as library, web site, focus group, individual project, simulation, peer teaching, role-playing, internships, practicum, etc.)

The institution engages students in active learning through the use of learning resources, like library, website, project, simulation, peer teaching, internship, practical's, one act play, drama etc.

Q.2. How is 'learning' made student-centered? Give a list of the participatory learning activities adopted by the institution and those, which contributed to self-management of knowledge and skill development by the students?

Following participatory learning activities are adopted by the institution:-

    a) Preparing report on various sessional activities.

    b) Participation in seminars, debates etc.

    c) Preparation of articles of daily use through SUPW.

    d) Preparation of teaching aids etc.

Q. 3. What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/ used.

Almost all the instructional approaches and experiences are provided for ensuring effective learning. Some of the models of teaching are taught at B.Ed. and M.Ed. level. Mainly Advanced Organizer and Concept Attainment model are used along with the other methods of teaching on regular basis. Teaching through quiz – competition, extempore lecture competition, tutorial classes, joyful learning sessions, communicative skill development are in vogue.

Q. 4. Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

A few models of teaching are taught at the M.Ed. level, as a part of their core curriculum. However, only Concept Attainment model of teaching is sometimes used at the B.Ed. and E.T.E. level.

Q. 5. Does the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The student-teachers use micro-teaching technique for developing teaching skills such as:
- Skill of introduction
- Skill of Illustrating with example.
- Skill of Teaching Aids
- Skill of Blackboard
- Skill of Probing Question

Above skills are practiced by the students during microteaching in simulated condition. Two lessons in each skill are delivered by each student.

Q.6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers / school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

During practice teaching on and average two lessons on two method subjects are delivered by each student per day. More than 50 percent of the lessons delivered are observed by the teacher educators and the rest by the peers and school teachers. Feedback is provided in printed format

and also verbally. One teacher educator remain in-charge of a school. Supervision of lessons by teacher educators are done by rotation.

Q.7. Describe the process of Block Teaching / Internship of students in vogue.

The student teachers are deputed in various practice teaching schools to execute their lessons and also participate in day to day programmes of the school as interns.

Q.8. Are the practice teaching sessions / plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Practice teaching plans are developed co-operatively involving school staff and mentor teachers for example, School – timing, Time-table, Special time-tables, Syllabus, use of TLM etc.

Q. 9. How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The student-teachers are oriented in managing the diverse learning needs of the students in schools through action research. Student-teachers accordingly give inputs.

Q. 10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

Teacher educators, by and large, use overhead projector, power point and other appliances in their normal classes but during demonstration lesson emphasis is given to the science and art of using technology in teaching which helps to motivate student teachers.

2.4   Teacher Quality

Q. 1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

The overall plan of practice teaching is developed cooperatively involving the teacher educators and school staff. Starting from taking decision about commencement of practice teaching, duration of practice teaching, daily routine, progress of lesson delivery, mode of supervision of classes etc. are carried out with sincerity and commitment.

Q. 2. What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

The ratio of student-teachers to identified practice teaching schools are 1:20

Most of the schools have primary section and the number of student- teachers shown here includes both E.T.E. & B.Ed.

Q. 3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Feed back to the students are given on the basis of the observation made during supervision. Follow-up actions are taken for improvement of student's performance.

Q. 4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The institution keeps in touch with the school authority to get information on the policy directions and their educational needs through the teacher-in-charge of the respective practice teaching schools and communicate the same to the student-teachers accordingly.

Q. 5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and faculty keep pace with the recent developments in school subjects by reviewing the prescribed curriculum of different boards and councils. Information about new approaches or methodologies of teaching are obtained through internet, journals, new published books and interaction with various stakeholders.

Q. 6. What are the major initiatives of the institution for ensuring personal and professional / career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The institution takes initiatives in respect of professional or career development of its teaching staff by providing study leaves, allowing them to attend Seminars, Workshops, NET/SLET examinations etc. The faculty improvement programmes are organized on regular basis.

Q. 7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

The institution gives reward and motivates staff members for good performance in the form of memento, prizes and books. The teachers, who perform better, are also provided with increased salary.

2.5   Evaluation Process and Reforms

Q.1. How are the barriers to student learning identified, communicated and addressed?
(Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The barriers to student learning are identified through regular supervision & interaction. Necessary measures are taken as and when needed.

Q.2. Provide details of various assessment / evaluation processes (internal assessment, midterm assessment, term and evaluations, external evaluation) used for assessing student learning?

The student teachers are to pass through various assessment and evaluation processes. These are mid-term examination, term end evaluation, external evaluation etc.

Q.3. How are the assessment/ evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The assessment/ evaluation outcomes are communicated to student-teachers through issuing mark sheets. The members of examination committee sit together and assess students' learning. The ways and means of improving performance of the student and curricular transaction is discussed in the meeting of the faculty members.

Q.4. How is ICT used in assessment and evaluation processes?

The ICT has proved itself very much helpful in examination/evaluation process. Computation of results and drawing of inference have become easy. The examination department of the institute has its database and printed mark sheets are issued through computer and printer.

2.6   Best Practices in Teaching-Learning and Evaluation Process

Q.1. Detail on any significant innovations in teaching / learning / evaluation introduced by the institution?

The institute has introduced a viva-voce test just after the 1st term written examination to assess the reason for attempting/ not attempting a particular question or assess any missconception or knowledge gap of the students.

Q.2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Through the use of technology the teaching-learning process is always kept vibrant in the college. The student and faculty enjoy access to the internet facility. PowerPoint presentation, use of overhead projector is a regular practice.

Additional Information to be provided by Institutions opting for Re-accreditation / Re-assessment

Q.1 What are the main evaluative observations/ suggestions made in the first assessment report with reference to Teaching Learning and Evaluation and how have they been acted upon?

Observations/suggestions made in the 1st assessment report:
"The college must see that in each skill each student gives three to four lessons. This should be followed by the presentation of integrated lessons. The college should give training in Models of Teaching also".
Each student usually gives three lessons in each skill which is followed by integrated lessons. Trainings in Models of Teaching are being given. Concept attainment model and Inquiry training model at the B.Ed. level and four models viz. Advance organizer and Value attainment model and the two models taught at the B.Ed. level are discussed at the M.Ed. level.

Q.2 What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Faculty development programmes are conducted. Faculty members are encouraged to deliver Lectures on contemporary topics. Educationists and senior Teacher educators from different universities and RIE, Bhubaneswar are invited for talk. Examination results have been computerized. Mark sheets are generated by the examination department themselves. Oral test just after written examination of each term has been introduced. It helps to understand the knowledge gap of the students and difficulties, if any, faced by them.

Criterion III Research, Consultancy and Extension:

3.1   Promotion of Research

Q.1 How does the institution motivate its teachers to take up research in education?

The institution, particularly the management and senior faculty members always encourage and motivate the teachers to take up research in education. Teachers are provided special leave to carry out research.

Q.2 What are the thrust areas of research prioritized by the institution?

The thrust areas of research prioritized by the institution are-
- i.   Teacher education and its qualitative improvement
- ii.   Women education
- iii.   Educational psychology
- iv.   Environmental studies

Q.3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

The institution always encourages action research.

The areas of action research are as following-

Class discipline, Delinquent child, Interest, attitude and personality, self concept, study habit etc. Student-teachers are found very enthusiastic to carry out action research as it helps to find out immediate/instant solution of a problem.

Q.4. Give details of the Conference / Seminar / Workshop attended and / organized by the faculty members in last five years.

Conference, seminars, workshops attended and/organized by faculty members in last five years-

Seminars/Workshop organized by the institution till date.

1. AIDS awareness and role of teachers- 1st December, 2006.
2. Knowing the culture through language – Its educational implication.
3. Human Rights
4. Science Teacher in 21st century- 22nd August, 2008.
5. Colour charisma- 2009.

6. Anti ragging laws.

7. Democracy and education.

8. Importance of literacy from Indian perspective.

9. Quality concerns' in Teacher Education: curriculum reform perspective (National Seminar)

Seminar/Conference/Workshop attended by the Faculty members:

Jolly Sinha

i. National Seminar on Empowerment of Tribal women India at A. S. College Deoghar, (U.G.C. Sponsored)

ii. National Seminar on Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

iii. National Seminar on "Teacher Education: Recent Trends, Challenges and opportunities" 24th & 25th April, 2012. (Sponsored by U.G.C. Organized) by Faculty of Education, Jamshedpur Women's College.

iv. National Conference on Economic And Educational Backwardness of Indian Women at Sido Kanhu Murmu University (UGC Sponsored)

v. National Seminar on Human Right and Environment Protection 26-27th March, 2012.

vi. National Seminar on Role of Management in Economic development of Jharkhand on 16th and 17th March 2012.

vii. International Seminar on Thoughts of Idea of Swami Vivekananda on Education University of Kalyani.

viii. Impact of Education of the development of Socio-economic status of India with special reference to Jharkhand 21st and 22nd February (UGC sponsored)

Publication of Articles:

Jolly Sinha

i. Behavioural Research Review: Development of Positive Attitude towards teaching profession: A challenge. **[ISSN-0975-7198]**

ii. Performance Appraisal in Teacher Education : An Overview **[ISSN-2250-2254]**

Ajay Babu

i. National Seminar on Quality Concern's in ECCE at Regional Institute of Education (NCERT) Bhubaneswar (24-25 November, 2011)

ii. UGC Sponsored National Seminar on perspective of quality management in education at Surendra Nath college for women in collaboration with AIAER (W.B.)

iii. National Seminar on Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

iv. National Conference on Educational Technology in Teaching and Learning prospect & challenges at Patna womens College.

Publication of Articles

Ajay Babu

i. Organizational climate and job satisfaction of elementary school teacher, pragayn.

ii. Exploring the extent of ICT application among Secondary School Mathematics teacher. Himalayan journal Social Science.

Seminar/Conference/Workshop attended by:

Dr. S. K. Bej

i. Women empowerment in present contest at Jajpur Mahavidyalaya, Mugpal, Jajpur Orissa (1998)

ii. Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

Seminar/Conference/Workshop attended by:

Arunima Kumari

i. Quality Concern's in ECCE at Regional Institute of Education (NCERT) Bhubaneswar.

ii. UGC Sponsored National Seminar on perspective of quality management in education at Surendra Nath college for women in collaboration with AIAER (W.B.)

iii. Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

iv. National Conference on Educational Technology in Teaching and Learning prospect & challenges at Patna women's College.

Seminar/Conference/Workshop attended by:

Babita Kumari

i. A national Seminar on MANREGA at Graduate School College of Education, Jamshedpur.

ii. National Seminar on Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

iii. National Seminar on Human Right and Environment Protection 26-27th March, 2012.

iv. National Seminar on Role of Management in Economic development of Jharkhand on 16th and 17th March 2012.

Seminar/Conference/Workshop attended by:

Ritu Rani

i. National Seminar on Quality concerns' in Teacher Education: curriculum reform perspective at DIPSER College of Education.

ii. Impact of Education of the development of Socio-economic status of India with special reference to Jharkhand 21st and 22nd February (UGC sponsored)

Seminar/Conference/Workshop attended by:

Indrani Nath

i. International Seminar on Thoughts of Idea of Swami Vivekananda on Education University of Kalyani.

3.2 Research and Publication Output

Q.1. Give details of instructional and other materials developed including teaching aids and / or used by the institution for enhancing the quality of teaching during the last three years.

Instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years-

i. Some Models and charts in Biological Science, geography, Physical Science, Mathematics etc.

ii.   Some low cost teaching aids in different subjects.

iii.   Programmed texts

iv.   Sample unit tests in different subjects

v.   CDs on different lessons have been prepared.

Q.2. Give details on facilities available with the institution for developing instructional materials?

The institution has made available all the facilities for developing instructional materials. It has workshop and different laboratories for the purpose where both faculty members and student-teachers are found involved in preparing instructional materials.

Q.3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

The faculty members have developed following ICT related instructional materials-

- Digitalized/ computer aided instructional materials
- Question Bank
- Self instructional materials

Q.4. Give details on various training programs and / or workshops on material development (both instructional and other materials)

a. **Organised by the institution**

b. **Attended by the Staff**

c. **Training provided to the staff**

Training programmes and/or workshops on material development are attended by the staff.

The institution organizes training cum exhibition programme every year on material development for a week in the college for faculty and students. Resource persons are also invited for the purpose.

Q. 5. List the journals in which the faculty members have published papers in the last five years.

Jolly Sinha Publication of Articles

i.   Behavioural Research Review: Development of Positive Attitude towards teaching profession: A challenge. **[ISSN-0975-7198]**

ii.   Performance Appraisal in Teacher Education : An Overview **[ISSN-2250-2254]**

<u>Ajay Babu</u> Publication of Articles (Under Consideration)

i. Organizational climate and job satisfaction of elementary school teacher, pragayn.

ii. Exploring the extent of ICT application among Secondary School Mathematics teacher. Himalayan journal Social Science.

A research oriented Journal "DEVALOKE" with ISSN : 2250-2254 is published by the college. The faculty members are to contribute papers/articles in that Journal.

Q. 6. Give details of the awards, honours and patents received by the faculty members in last five years.

The principal of the college has recently been nominated as Dean, Faculty of Education of SKM University.

Q. 7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

As such no minor / major research project has yet been undertaken. But the college has submitted a proposal to the S K M University to start research in education in the college.

3.3 Consultancy:

Q.1. Did the institution provide consultancy services in last five years? If yes, give details.

The institution, through its senior faculty members, use to provide consultancy services. Former and present students regularly come for guidance in academic matters as well as for taking decision on the course of action for settlement in life.

Q.2. Are faculty / staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Senior faculty members are sometimes invited by other institutions and the university to provide views or input in both the academic and administrative issues.

Q.3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Consultancy is always free of cost and question of earning revenue through consultancy does not arise.

Q. 4. How does the institution use the revenue generated through consultancy?

Does not arise.

3.4   Extension Activities

Q.1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

The local community is benefited from the institution in many respects-

    i.   The institute has created employment opportunity of the people of the locality.

    ii.   As per government rules the students who are domiciled in Jharkhand only get admission.

    iii.   There is a constant dissemination of knowledge in diverse fields through various types of awareness campaign in the locality.

    iv.   The student teachers go to the schools of the locality for practice teaching and teach students using various instructional materials to get better learning outcome.

    v.   Teacher educators from distant places are working here for the benefit of the local community.

Q.2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

The institution has also benefited from the community. Without the Co-operation of the community this institution could not have achieved such height. There are well established networking system amongst all the institutions, community and schools which has proved undoubtedly very productive.

Q.3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

This institute will take initiative for the training of local people/self help groups and develop human resources for sustainable development. The students through participation will receive community orientation to students.

Q.4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

As such there is no such formal project undertaken but the institution under the umbrella of Dev Sangh Seva Pratisthan, its parent organization, carry out various works for community development.

Q. 5. How does the institution develop social and citizenship values and skills among its students?

The institution is constantly engaged in organizing various programmes to inculcate social and citizenship values and skills among its students. The programmes organized in the recent past are given below:-

   a) Polythene eradication campaign, save water campaign.
   b) Educational excursion programme
   c) Plantation programme at different places.
   d) Health check up, Medical camp, Blood donation camp.
   e) Observation of festivals reflecting different cultures.
   f) Organizing seminars/Lectures on human rights and other socially relevant topics.
   g) NSS programme and other outreach activities.

3.5   Collaborations

Q.1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

The institution has established linkages with the following organization during the last five years:-

   • NCERT through Regional Institute of Education (RIE), Bhubaneswar
   • IGNOU, Calcutta University, Kalyani University, IIM (Joka), IICM (Ranchi)
   • Professors from RIE, Bhubaneswar deliver lectures on contemporary topics on education.
   • About 40 students of RIE use to stay at the college hostel every year and participate in teaching practice programme.
   • Professors of Calcutta & Kalyani University come to the institutions and take classes. Both student teachers and the faculty are benefited.

- The institute has close linkage with IIM (Joka) and IICM (Ranchi) and benefited in the management of the institute. Professors from those institutes give lectures on management and human resource development.

Q.2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Linkage with International Organization has not yet been established.

Q. 3. How did the linkages if any contribute to the following?

- **Curriculum Development**
- **Teaching**
- **Training**
- **Practice Teaching**
- **Research**
- **Consultancy**
- **Extension**
- **Publication**
- **Student Placement**

The linkages with the organizations have contributed significantly. Senior teachers of RIE Bhubaneswar and few universities already mentioned above use to come and give their valued opinion for curriculum development. Some renowned professors use to come to the college and take classes and act as supervisors in research leading to M.Ed. and Ph.d. People from different organizations contribute on other aspects which are already mentioned above.

Q.4. What are the linkages of the institution with the school sector?

(Institute-school-community networking)

Being a teacher education institution, it has linkage with the school sector in the following manners: –

- Practice teaching held in different schools
- Students of the institution go to schools for survey work, dissertation work etc.
- The schools are provided with the TLM prepared by student teachers of the institute every year.
- The institute is in constant touch with the Education department government of Jharkhand, Jharkhand Academic Council, District Education office etc.

Q.5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

The faculty remain actively engaged in designing, execution and evaluation process before and at the time of practice teaching. The school teachers co-operate whole heartedly in this regard.

Q. 6. How does the faculty collaborate with school and other college or university faculty?

The faculty of the institute always collaborate with local schools, college and the university faculty in respect of matters related to education in general and examination in particular.

3.6   Best Practices in Research, Consultancy & Extension

Q. 1. What are the measures adopted by the institution to enhance the quality of Research, Consultancy and Extension activities during the last five years?

- Eminent Professors of different universities come to the institute regularly and guide M.Ed. students to carry out research, a part of their curriculum. Some faculty members are also doing research for their Ph.D.
- The student-teacher of the institute has been engaged to carry out action research.
- M.Ed. students use to carry out research work which is a part of their curriculum. They even go to the remote corner of the state to collect data for the purpose.

Q. 2. What are the significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

The college publishes a research oriented Journal 'Devaloke' annually. The journal has been assigned ISSN by NISCAIR.

Additional Information to be provided by the Institution opting for Re-accreditation / Re-assessment

Q. 1. What are the main evaluative observations / suggestions made in the first assessment report with reference to Research, Consultancy and Extension and how have they been acted upon?

Observation / suggestion made in the 1st assessment report:

"Majority of staff did not attend any conference and have not published any paper. Majority of teachers are not computer literate".

The scenario has undergone remarkable change. Majority of the staff members have attended seminars, conferences and published papers in journals. Almost all the faculty are now computer literate.

Q. 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation?

The institution publishes a research oriented journal, 'Devaloke' which has got ISSN number also. Majority of faculty members frequently use power point presentation. Some members are engaged in research work. All use internet. Faculty development programmes are organized on regular basis. The institution has gradually achieved fame for imparting quality teacher education in the state of Jharkhand**.**

Criterion IV : Infrastructure and Learning Resources

4.1 Physical Facilities

Q.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure.
   Enclose the master plan of the building.
- The institution has the adequate physical infrastructure as per NCTE norms.
- The amount invested in development of infrastructure-Rs. 18,039,422/-
- The available infrastructure of the institution is optimally utilized through synchronization of academic programmes and activities.

Q.2 How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

The institution has vacant space and resources for augmenting the infrastructure if needed. Every year as per requirement the institution keeps on adding infrastructure with academic growth.

Q.3 List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The institution has one big hall for multipurpose use including various cultural and literary programmes. The institution has an auditorium with state of art facilities for seminars, lectures, conferences etc.

Recently another big auditorium has been constructed for use of both the school and the college. The institution has one open stage also.

The institute has its own play ground, arrangement for outdoor games and sports and indoor games e.g. Table tennis, Badminton etc. Students are trained to ride bicycle.

Q.4 Give details on the physical infrastructure shared with other programmes of the institution or other institution of the parent society or university.

The hostel is shared with the girls of H.S. section of Dev Sangha National School, an institution of Dev Sangha Seva Pratisthan, the parent society.

Q. 5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health center etc.)

The institute has the following facilities to ensure health and hygiene of the staff and students- Restrooms, Washrooms, Canteen, Common room, Health check up facilities etc.

Q.6 Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

The institute has the hostel facilities-

- Four big dormitories and six rooms where about 100 students reside, they take part in games and sports, gym facility available, often enjoy television programmes, cinema etc.
- Health check up done on regular basis.
- Sweepers are deputed round the clock
- Disinfectants e.g. phenyl, bleaching power, detergents are used regularly.

This institution is very particular in ensuring neatness and cleanliness through supervision of the entire area. The building of the institution has attached garden. The environment of the institution is very conducive for imparting education.

4.2 Maintenance of Infrastructure

Q.1 What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- Building
- Laboratories
- Furniture
- Equipments
- Computers
- Transport/Vehicle

Budget allocation & utilization during last five years-

Head	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Building	38, 97, 552/-	----	----	----	43,35, 571/-
Laboratory					45,000/-
Furniture	97, 595/-	48, 54, 17/-	1, 53, 567/-	3, 58, 420/-	86078/-
Equipment		76021/-	74,576/-	1, 23, 742/-	1,31,905/-
Computers		1, 23, 532/-	1, 32053/-		63856/-
Transport/ vehicle	3, 00, 000/- approx	3, 00, 000/- Approx	3, 00,000/- approx	3, 00,000/- approx	3, 00,000/- Approx

Q.2 How does the institution plan and ensure that the available infrastructure is optimally utilized?

The institution always take stock of its infrastructure and utilize those in meaningful and proper ways. The management and the faculty are very active in this regard.

Q.3 How does the Institution consider the environmental issues associated with the infrastructure?

Environmental issues associated with the infrastructure are given utmost priority.\

4.3   Library as a Learning Resource

Q.1 Does the Institution have a qualified librarian and sufficient technical staff to support the library (materials collection and media/ computer services)

The institute has qualified librarian and sufficient technical staff to support the library.

Q.2. What are the library resources available to the staff and students? (Number of books volumes and titles, Journals-national and international magazines, audio visual teaching-learning resources, software, internet access, etc.).

Library resources available to the staff and students are:-

    i.   Number of books, volume and titles – 6036

    ii.   Journals – 13

    iii.   Magazines – 24

    iv.   AV TLM available in sufficient number

    v.   Internet access – yes

Q. 3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

The institution have a mechanism for review of the library resources and make acquisition decisions.

Composition & function of library committee-

1. Dr. P.K. Choudhury   Chairman
2. Prof. Jolly Sinha   Vice-chairman
3. Prof. Ritu Rani   Prof.In-charge
4. Dr. S. K. Bej   Member
5. Ms. Nivedita Shee   Librarian
6. Ms. Parul Kumari   Librarian
7. Mr. P. Bhardwaj   Technical Support

Q.4. Is your library computerized? If yes, give details.

The library is at present fully computerized. The e- Granthalaya software has been used for the purpose.

Q.5. Does the institution library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and student and the frequency of use.

The library has computers, Internet facilities, Xerox machine which are used by the staff and student teachers daily including holidays.

Q.6. Does the institution make use of Inflibnet / Delnet / IUC facilities? If yes, give details.

Such facilities are not available at this stage. However, attempt in this aspect will be made in near future. The college library has internet facilities and with the help of internet one can follow the day to day development in field of education.

Q.7. Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

Working days of the library

    i.   Number of days the library remain open in an academic year –   285 days

    ii.   Number of hours the library remain open per day – 9 Hours on working day and 6 Hours on holidays.

Q.8. How do the staff and students come to know of the new arrivals?

The staff and students come to know about the new arrivals through-

Circulation, Chippings, Information display, Notification and Announcement during the morning assembly.

Q. 9. Does the institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

The institution library has a book bank. The students utilize the facility of book bank during the library hours. They use it to enhance their content knowledge. They use books throughout the session and use school text books, particularly for preparation of lesson plans during practice teaching.

Q.10. What are the special facilities offered by the library to the visually and physically challenged persons?

For the physically challenged persons the institution has a lift and special sitting arrangement.

4.4 ICT as Learning Resource

Q.1. Give details of ICT facilities available in the institution (Computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensures the optimum use of the facility.

- The institution has 16 computers, internet facilities,
- CDs and other AV materials.

Q.2. Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

The institution ensures optimum use of ICT facilities. There is provision in the curriculum for imparting computer skills to all students. For example:-

M.Ed. – Power Point presentation, office, working with Internet, etc.

B.Ed. - Fundamental knowledge of computer, office, working with Internet.

E.T.E - Basic, Logo, M.S. Office, Internet etc.

Q. 3. How and to what extent does the institution incorporate and make use of the new technologies /ICT in curriculum transactional processes?

Almost all the faculty members use new technologies in curricular transaction. Use of ICT is a regular feature.

Q. 4. What are major areas and initiatives for which student teachers use / adopt technology in practice teaching? (Developing Lesson Plans, class room transactions, evaluation, preparation of teaching aids)

Some of the student teachers use computers for TLM preparation, PowerPoint presentation in classroom transactions during practice teaching. CDs on various teaching units are made available to all the student teachers.

4.5 Other Facilities

Q.1. How is the instructional infrastructure optimally used? Does the institution share its facilities with others for e.g. serve as information technology resource in education to the institution (beyond the program), to other institutions and to the community.

The institutions make optimum use of new technologies in transactional processes. Computer, overhead projector, sound system etc are used.

The student teachers use technology mainly in preparation of teaching aids and curriculum transaction in schools.

Q.2. What are the various audio-visual facilities/materials (CDs, audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

CD$_s$ and other A-V materials and cassettes are available with the institution. Students teachers are encouraged to use those materials.

Q.3. What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The institution has the following laboratories-

   i.   Physical Sc. Lab.

   ii.   Bio. Sci. Lab.

   iii.   S.St. Lab.

   iv.   Language lab.

   v.   Math. Lab.

   vi.   Psycho. Lab.

   vii.   Educational Technology Lab.

This institution provides equipments as required and maintains those properly.

Q.4. Give details on the facilities like multipurpose hall, workshop, music and sports, transports etc. available with the institution.

The institution has a multipurpose hall, an auditorium, Music Room, craft room and a workshop for preparation of TLM.

Play ground, room for indoor games, College Bus for transporting day scholars and faculty members.

Q.5. Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institution's future plans to modernize the classrooms.

The class rooms are equipped for the use of latest technology. Arrangements for using A-V aids, Power point presentation are available.

4.6 Best Practices in Infrastructure and Learning Resources

Q.1. How does the faculty seek to model and reflect on the best practice in the diversity of instruction, including the use of technology?

The faculty members use to apply diverse types of instructional resources and reflect on their effectiveness. The auditorium and assembly hall is the most important asset of the institution which is having all sorts of ICT facilities.

Q.2. List innovative practices related to the use of ICT, which contributed to quality enhancement.

ICT is used for joyful learning; self instructional materials are prepared and used through computers.

Q.3. What innovations/ best practices in 'Infrastructure and Learning Resources' are in vogue or adopted / adapted by the institution?

The institution has one multipurpose hall and one auditorium. These are used daily for various purposes. The overall campus of the institution and its adjoining places are used for nature study. Human resources from various fields are brought to deliver Lectures.

Additional information to be provided by the institutions opting for Re- accreditation/ Re- assessment

Q. 1. What were the evaluative observations made under Infrastructure and Learning Resources in the previous assessment report and how have they been acted upon?

"Efforts may be made to procure good books, encyclopedias, survey of Researches". A lot of good books have been procured including the survey of educational researches. Books are purchased every year and also as and when needed.

Q. 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Infrastructure and Learning Resources?

- Experts in the field of Education are invited for giving talks to the students & teachers every year after getting suggestion from the NAAC.
- Internet facilities have been provided.

- Library timings have been increased including Sunday and other holidays as suggested by the NAAC.

Criterion V: Student Support and Progression

5.1 Student Progression

Q.1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advise through the commencement of their professional education programme (students pre-requisite knowledge and skill to advance) to completion?

For M.Ed. and B.Ed. students interactive session is organized to assess their preparedness for the programme. All the students including E.T.E. students are provided guidance and advise at the time of commencement of the programme. Such orientation continues till the students are convinced and motivated.

Q.2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

The institution ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students through feedback and reinforcement. The campus of the college is very calm and quite. Some teacher educators including the Principal resides within the campus which helps the students is so many ways.

Q.3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop-out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

On an average the drop-out rate was less than I percent per year which might be due to getting job during the middle of the session or personal reason.

Q.4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central / State services through competitive examination in the last two years?

Student teachers are given special training to sit in the common entrance test for recruitment of teachers. Each year on an average 20 students appear in the NET examination. Some of our students have qualified NET.

Majority of our students are absorbed as teachers in government schools of the state.

Students are provided with extra classes on communicative English, computer application, guidance, special classes on art and science of facing an interview board.

Q.5. What percentage of students on an average go for further studies / choose teaching as a career? Give details for the last three years?

Most of the student-teachers are graduates and post graduates and they choose teaching as their career. Percentage of student teachers who go for higher studies (M.Ed.) annually – In 2008-09 = 11%., 2009-10 = 7%, 2010-11 = 20%

Q.6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teacher after graduating from the institution? If yes give details on the same.

The institution provides access to library and other resources of the college even after graduating from the institution. Members of alumni association use the library as and when required.

Q. 7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The institution provides placement services to its student-teachers by collecting and sending information to stakeholders. The approximate numbers of students benefited from the placement cell of the college during 2009-10 and 2010-11 are 05 and 06 respectively.

Q.8. What are the difficulties (if any) faced by placement cell? How does the institution over come these difficulties?

The main difficulty faced by the placement cell is dearth of information from both employers as well as student-teachers passing out from the institution. The institution has recently developed a website where necessary information on placement will be provided.

Q. 9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The institution keeps contact with practice teaching schools for placement of student teachers.

Q.10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

Resources like, financial, human and ICT are provided to the placement cell by the institution. Financial resources are used in providing transport, stationary etc. Several staff members are working in the placement cell. Internet facility, computer and telephone are used by the placement cell of the college.

5.2 Student Support

Q. 1. How are the curricular (teaching-learning processes), co-curricular and extra curricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

The Curricular and Co-curricular programmes are planned and printed in the form of / academic calendar every year. The programmes are evaluated through feedback from various stakeholders and sometimes revised, if necessary, to achieve the objectives and implementation of the curriculum more effectively.

Q. 2. How is the curricular planning done differently for physically challenged students?

By and large physically challenged student-teachers are provided with flexible curriculum. Provisions of fully accessible information, environments and support are made available for them. There are components of special education in the teacher education curriculum of the University.

Q.3. Does the institution have mentoring arrangements? If yes, how is it organized?

The institution has as such no formal mentoring arrangement. However, Prof. D. Mukhopadhyay, Dr. Susmita Saha, Prof. Sudip Ghosh and Prof. K. K. De, Prof. Ramanuj Majumdar and others serve the purpose. They use to come to the institution, interact and provide guidance for enhancement of quality in teacher education.

Q. 4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

All the times technical persons assist the faculty to operate projector, address system, during PowerPoint presentation. Any materials needed by the faculty are supplied at once. Teacher educators can give maximum time for mentoring of students because all the faculty either reside in the campus or in the locality.

Q. 5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The institution has its website *www. dipsercollege.info*

The information posted on the website are as follows-

- The profile of the college
- Home
- Admission
- Courses
- Campus life
- Alumni
- Administration
- Result
- Faculty
- News & events
- Notice

The website can be updated as and when needed.

Q. 6. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The institution has a remedial programme for academically low achievers.

Remedial classes are organized as per need and placed in the time table.

Special/tutorial classes are also held in the library during the evening.

Q.7. What specific teaching strategies are adopted for teaching

   a) Advanced learners and (b) Slow Learners

Advance learners are given assignments on relevant subjects. Slow learners attend special classes.

Q.8. What are the various guidance and counseling services available to the students? Give details.

Guidance & Counselling services are provided to student teachers as following:-

   i.   In the selection of method papers and optional papers.

   ii.   Personal guidance.

   iii.   Vocational guidance.

Q.9. what is the grievance redressal mechanism adopted by the institution for students? What are the major grievances redressed in last two years?

The institution has its grievance redressal mechanism, grievance redressal cell is comprising of two senior faculty members. The student-teachers convey any grievance in a prescribed format and drop the same in a box. Major grievances redressed during last two years are-

   (i)   Medium of instruction from English to Hindi.

   (ii)   Activity dress allowed for two days/week.

   (iii)   Library service provided in the evening and holidays.

   (iv)   Students residing in hostel and provided chapatti in their lunch instead of rice during practice teaching period.

Q. 10. How is the progress of the candidates at different stages of programs monitored and advised?

The progress of the candidates are known through results of tests and examination at various stages. The examination committee sit together and give appropriate advise to the students.

Q. 11. How does the institution ensure the students' competency to begin practice teaching? (Pre-practice preparation details) and what is the follow-up support in the field (Practice teaching) provided to the students during practice teaching in schools?

The institution ensures student's competency to begin practice teaching when the faculty are satisfied. Pre practice teaching sessions comprises of demonstration lessons, teaching feedback and again re-teaching by student teachers.

The follow up support during practice teaching in schools is provided by the subject teachers and teacher-in-charge.

5.3 Students Activities

Q. 1. Does the institution have an Alumni Association? If yes,

i) List the current office bearers

ii) Give the year of the last election

iii) List Alumni Association activities of last two years.

iv) Give details of the top ten alumni occupying prominent position.

v) Give details on the contribution of alumni to the growth and development of the institution.

i. The institution has an Alumni Association.

Current Office Bearers of the Alumni Association are:-

I.	President	Mrs. Shanti Kumari
II.	Vice President	Mrs. Kalpana Kumari
III.	Secretary	Mrs. Babita Kumari
IV.	Assistant Secretary	Mrs. Ritu Rani
V.	Treasure	Mrs. Sandhya Kumari Jha
VI.	Chairman (Ex-officio)	Mr. P. K. Choudhury, Executive Officer
VII.	Vice-chairman (Ex-officio)	Mrs. J. Sinha, Executive Officer

ii. Last election held in 2011 during the reunion programme of the Alumni association on 24th December, 2011

iii. Some of Alumni Association activities during the last two years

- Distribution of clothes at Dahua
- Active participation and conduction of the National Seminar
- Diabetes check up camp.
- Spoken English Course

iv. List of Alumni occupying prominent positions mainly in the field of education :-

Dr. Bandana Pandey	Mrs. Babita Kumari
Mrs. Tripti Sinha	Mrs. Shanti Kumari
Mrs. Bishu Kiran	Mrs. Kalpana Kumari
Mrs. Sandhya Kumari Jha	Mrs. Ritu Rani
Mrs. Raj Rani	Ms. Soni Singh

v. Alumni have significant contribution in the growth and development of the institution. Transmission of the information about the academic achievements of the institution is done by the alumni.

- Organizing Health Awareness Programme,
- Organizing Educational Excursion
- Organizing Re-union Programme
- Providing Scholarship to meritorious students of (BPL) family, Physically handicapped person.
- Cultural Transmission to next generation student teachers
- Contribution to the Book Bank.

Q.2. How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

The institution always encourages the students to participate in co-curricular activities. Both the students and faculty remain actively involved through out the year. Follows are the committees for the purpose:-

Q.3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other material. List the major publications/ materials brought out by the students during the previous academic session.

The institution through active participation of its staff members encourages the students for active participation in co-curricular activities. Annual sports, cultural function, debate, extempore speech, outreach activities, Health camps, etc. are the few example, of the co-curricular activities.

wall-magazines, Annual magazine (Dev Vanee), Journal (Devaloke) etc.

The theme of the wall magazines during previous academic session were-

Shakti Swarupa, Aayare Basant, Sunahere Pal

Q. 4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding.

The institution has students' council. The student's council is constituted through election. General Secretary, Asst. General Secretary and Secretaries of different subcommittees constitute the students council. Its main activities are

i. Conduction of various co-curricular programmes during the session.

ii. Maintenance of self discipline,

iii. Co-operative in the management of the academic matters.

The sub committees e.g. cultural, games and sports, debate Seminar, Magazine, NSS etc. The students remain involved in different academic and administrative activities of the college.

Q. 5. Give details of the various bodies and their activities (academic and administrative), which have student representation on it.

Structure of the Administrative Body (Student Self Government)		Activities	
A. Administrative Department		i.	Conduction of Election
i. principal -	Chairman	ii.	Monitoring all the Cultural Programmes and other activities.
ii. Vice-Principal –	Member		
iii. Three Co-ordinators (Faculty)	Member	iii.	Time table preparation, Official matters, Day-to-day supervision,
iv. President (Students)	Member		

v. Vice President (Student) Member vi. general Secretary (Student) Member vii. Asst. General Secretary (Student) Member	Sanitation, Class arrangements and other matters related to curricular and Co-curricular programmes
B. Language Laboratory (Department Members) i. English – Arunima Kumari, Ritu Rani Member ii. Bengali – Indrani Nath, Karuna Penjiara Member iii. Sanskrit – Shambhu Nath Mishra Member iv. Hindi – Shanti Kumari, Karuna Penjiara Member v. Vice Principal Chairman vi. Students Representative (5) Members	i. Preparation of TLM ii. Maintenance of Language laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.
C. Science Laboratory (Department) i. Sandhya Kumari Jha Convenor i. Shanti Kumari Member ii. Babita Kumari Member iii. Ajay Babu Member iv. Anamika Member v. Students Representative (3) Members	i. Preparation of TLM ii. Maintenance of Science laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.
D. Social Science Laboratory (Department) i. Kalpana Kumari Convenor ii. Shambhu Nath Mishra Member iii. Students Representative (3) Members	i. Preparation of TLM ii. Maintenance of Social Science laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.
E. Cultural Department & Literary Pursuits Committee – iv. Babita Kumari Convenor v. Babli Singh Member	College Assembly i. Organizing and monitoring all the cultural activities. ii. Organizing Debate, Seminars,

vi. Kalpana Kumari Member		Organizing programmes related to literature.
vii. Jaya Banerjee Member		
viii. Shanti Kumari Member	iii.	Conduction of debate and Seminar throughout the session.
ix. Biswanath Banerjee Member		
x. Pratik Kumar Khowala Member		
xi. Dyuti Prava Chakrabarty Member		
vii. Students Representative (5) Members		
F. : Magazine Committee	i.	Collect & edit all the articles for the Magazine.
i. Shanti Kumari Convenor		
ii. Babita Kumari Member	ii.	Collection of Articles and Preparation of Wall magazine.
iii. Ritu Rani Member		
iv. Jaya Banerjee Member		
v. Students Representative (5) Members		
G. Games & Sports Committee	i.	Organizes various outdoor and indoor games through out the session.
i. Babita Kumari Convenor		
ii. Shanti Kumari Member		
iii. Runu Ghosh Member	ii.	Organizes Annual sports meet.
iv. Jaya Banerjee Member		
v. Ritu Rani Member		
vi. Students Representative (5) Members		
H. Community Service	i.	Plays an active role during NSS programme.
i. Kalpana Kumari , Jaya Banerjee & Sandhya Kumari Jha Convenors		
ii. Shanti Kumari Member	ii.	Organizes programme related to community service.
iii. Ajay Babu Member	iii.	Monitor activity of population club, Nature club
iv. Babli Singh Member		
v. Pratik Kumar Khowala Member	iv.	Organizes programmes related to Health and sanitation.
vi. Shakuntala Charterjee Member		
iii. Students Representative (5) Members		

Q. 6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

The institution encourages the ex-students of the college and others to provide feedback for overall improvement of the institution.

5.4   Best Practices in Students Support and Progression

Q. 1. Give details of institutional best practices in student support and progression?

The members of the faculty regularly discuss about the ways and means of enhancing their capacity level for teaching and mentoring the students. They also provide requisite support in respect of facilities such as books, Journals and through counseling. The institution assesses progress of its student-teachers through observation and evaluation. Faculty members encourage student-teachers for their improvement in performance in different areas of the curriculum.

Additional Information to be provided by the Institution opting for Re-accreditation /Re-assessment

Q. 1. What were the evaluative observations made under student support and progression in the previous assessment report and how have they been acted upon?

The institution has augmented the capacity of its library and provided improved library services, internet facilities, procured good books and survey books for research in Education.

Q. 2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Student Support and Progression?

The institution has provided ICT facilities and also made elaborate arrangements for preparation of TLM by the student teachers.

Criterion VI Governance and Leadership

6.1   Institutional Vision and Leadership

Q. 1. What are the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Institutions prime purpose and vision is to always aspire for a nationally integrating consciousness for the future teachers, who will be able to work successfully on an international

canvas of the 'one world, with a view of achieving higher levels of quality and excellence. The mission is to empower the women through proper professional training for becoming ideal teachers, with value based mind set for sustainable development. The mission and vision of the institution is propagated through the students of the college, the college website, mash media and other beneficiaries.

Q. 2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education institution's traditions and value orientations?

Institution's mission is to provide consciousness, dedicated and fully motivated teachers to the society who would be ideally trained to go into the remotest corners of our country to bring the best out of young children.

Q.3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

Institutions management is committed to monitor the purpose of teaching and learning with scientific and modern mechanisms. The head/principal of the college with his leadership quality always strikes a fine tuning in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of the students.

Q.4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

The head of the institution discharges his duty as the leader of the academic team in the college in association with directive suggestions and advice of the learned faculty and management team.

Q. 5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

The progress of the institution at different stages is monitored and advised through a well designed evaluation and assessment by the head of the institution. Head of the institution collect feedback personally and communicate all the stakeholders to view and review both academic and administrative activities.

Q. 6. How does the institution identify and address the barriers (if any) in achieving the vision / mission and goals?

Institutions try to identify the barriers in the way of achieving excellence through the feedback available from the stakeholders. The institute addresses the hindrances with the help of its committed and dedicate staff members and available resources.

Q.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Management is devoted to encourage and support its staff for improvement-through various activities, incentives, guidance and proper care which leads to effective and efficient functioning of the institution.

Q. 8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

In an institution the role of the leader is immense and vital. Head of the institution creates an environment which ultimately helps to achieve the institutional goals and mission. The head of the institution with his visionary leadership skills always strike a balance in managing the curriculum, administration, allocation and utilization of resources for the preparation of students.

6.2 Organizational Arrangements

Q. 1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meeting held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

Academic, administrative, financial management of the college are interwoven under well planned strategies. The institution ensures that regulations of funds for the programmes are based on clearly laid down procedures of financial management.

All the committees execute the decision adopted during the meetings convened by the secretaries on regular intervals. The institution always use the information and data obtained from the

feedback provided by different sub committees in decision-making and such practice helps in the improvements of the performance of all the sectors.

Name of committees for management of different institutional activities:

1. Executive Committee (Governing Body)
2. Internal Quality Assurance Cell
3. Staff Council
4. Library Committee
5. Grievance redressal Cell
6. Placement Cell
7. Examination Committee
8. Student's Council
9. Magazine Committee
10. Games & Sports Committee
11. Cultural Committee
12. Language Department
13. Science Department
14. Social Science Department
15. Mathematics Department

Q. 2. **Give the organizational structure and the details of the academic and administrative bodies of the institution**

Members of Executive Committee

Srimat Saumyendra Nath Brahmachary – (Founder Chairman)

Sri Asim Kumar Dutta (Secretary)

Smt. Subhra Ghosh (Asst. Secretary)

Sri Subhas Kumar Mekherjee (Asst. Secretary)

Prof. Dulal Mukhopadhyay (Member, Exe. Committee)

Dr. Susmita (Member, Exe. Committee)

Sri. Subhasis Das (Member, Exe. Committee)

Sri. Sanjay Mitra (Member, Exe. Committee)

Sri. Sanjay Kumar Kayan (Member, Exe. Committee)

Staff Council

    i.   principal -   Chairman

    ii.   Teaching and Non Teaching Staff   Members

Internal Quality Assurance Cell

i.	Chairperson :	Dr. P. K. Choudhury
ii.	Administrative officer :	Mr. A. Banerjee
iii.	Teachers:	Mrs. Jolly Sinha
		Mrs. Babita Kumari
		Mrs. Ritu Rani
iv.	Management :	Mr. Subhash Mukherjee
v.	Local Society:	Mr. Gourav Ganguli
vi.	Co-ordinator :	Mrs. Jolly Sinha

Structure of the Administrative Body (Student Self Government)	Activities
A. Administrative Department i. principal - Chairman i. Vice-Principal – Member ii. Three Co-ordinators (Faculty) Member iii. President (Students) Member iv. Vice President (Student) Member v. general Secretary (Student) Member vi. Asst. General Secretary (Student) Member	i. Conduction of Election ii. Monitoring all the Cultural Programmes and other activities. iii. Time table preparation, Official matters, Day-to-day supervision, Sanitation, Class arrangements and other matters related to curricular and Co-curricular programmes
B. Language Laboratory (Department) i. English – Arunima Kumari, Ritu Rani Member ii. Bengali – Indrani Nath, Karuna Penjiara, Member iii. Sanskrit – Shambhu Nath Mishra Member iv. Hindi – Shanti Kumari, Karuna Penjiara Member v. Vice Principal Chairman vi. Students Representative (5) Members	i. Preparation of TLM ii. Maintenance of Language laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.

C. Science Laboratory (Department) i. Sandhya Kumari Jha Convenor ii. Shanti Kumari Member iii. Babita Kumari Member iv. Ajay Babu Member v. Anamika Member vi. Students Representative (3) Members	i. Preparation of TLM ii. Maintenance of Science laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.
D. Social Science Laboratory (Department) i. Kalpana Kumari Convenor ii. Shambhu Nath Mishra Member iii. Students Representative (3) Members	i. Preparation of TLM ii. Maintenance of Social Science laboratory, organizing demonstration lesson, Micro teaching, Practice teaching etc. iii. Organizing subject related activities.
E. Cultural Department & Literary Pursuits Committee – i. Babita Kumari Convenor ii. Bablee Singh Member iii. Kalpana Kumari Member iv. Jaya Banerjee Member v. Shanti Kumari Member vi. Biswanath Banerjee Member vii. Pratik Kumar Khowala Member viii. Dyuti Prava Chakrabarty Member ix. Students Representative (5) Members	College Assembly i. Organizing and monitoring all the cultural activities. ii. Organizing Debate, Seminars, Organizing programmes related to literature. iii. Conduction of debate and Seminar throughout the session.
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i. Babita Kumari — Convenor	
ii. Shanti Kumari — Member	
iii. Runu Ghosh — Member	ii. Organize Annual sports meet.
iv. Jaya Banerjee — Member	
v. Ritu Rani — Member	
vi. Students Representative (5) Members	
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i. Kalpana Kumari , Jaya Banerjee & Sandhya Kumari Jha — Convenors	
ii. Shanti Kumari — Member	ii. Organize programme related to community service.
iii. Ajay Babu — Member	
iv. Bablee Singh — Member	iii. Monitor activity of population club, Nature club
v. Pratik Kumar Khowala — Member	
vi. Shakuntala Chatterjee — Member	iv. Organize programmes related to Health and sanitation.
vii. Students Representative (5) Members	

Q. 3. To what extent is the administration decentralized? Give the structure and details of its functioning.

The administration is decentralized. Various Committees and developments/cells function independently. The Principal, Vice Principal and Coordinators of different courses always keep in touch with each department and participate in decision making and execution.

Q. 4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

The Principal, Vice-principal and Coordinators always collaborate with all the departments of the college, Government offices of education departments, practice teaching schools, Boards / Councils, University and other agencies of education.

Q. 5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

The data and information obtained from the feedback are placed before the concerned committee or staff council or IQAC or the Executive committee depending on nature of the problem. Necessary input is provided for improvement of performance of the person concerned or of the overall system.

Q. 6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty? (Skill sharing across departments' creating/providing conducive environment).

This institution always takes initiatives in each and every occasion. The overall environment of the college is such that the faculty members co-operate with each other in every situation, share knowledge and skills and innovations. Faculty members are encouraged to carry out research work, publish papers, attend seminars & conferences majority of faculty are using laptops. They have developed confidence in them.

6.3 Strategy Development and Deployment

Q. 1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The institution as such has no formal Management Information System but it collects and integrate and provide information on administrative and academic aspects through its dynamic website.

Q.2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates financial and human resources liberally and promptly to accomplish required changes in the action plans and support implementation of its goals.

Q. 3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

The institution has sufficient resources, both human and financial, to support the implementation of its mission and goal.

Q. 4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

The academic plan of the institution is developed through discussion in the meetings of the teacher's council. In such meetings views of teachers from practice teaching schools and the management are taken into consideration.

Q. 5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The objectives of the institution are communicated through discussion in the assembly and notifications so that each and every employee get the information. Such practice develops a sense of belongingness to its employees.

Q. 6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision, mission and implementation plans are monitored, evaluated and revised as per the advice of the IQAC. The IQAC also acts in the deployment of new technologies through the management.

6.4   Human Resources Management

Q.1. How do you identify the faculty development needs and career progression of the staff?

The institution identifies the faculty development needs and career progression through discussion in the staff meetings. The faculty and office staff are encouraged to participate in programmes leading to career progression. Such as Ph. D. research, attending refresher course and seminars, appearing in the NET/ SLET etc. Non-teaching staff are also provided training in handling different gadgets, maintenance of records cleaning etc.

Q.2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The performance assessment of faculty and staff is done through Self Appraisal Report and comprehensive evaluation by the students. Such evaluations help to improve teaching and service of the faculty and other staff.

Q.3. What are the welfare measures for the staff and faculty? (mention only those which affect and improve staff well-being, satisfaction and motivation)

The institution provides facilities for the professional growth of its faculty and staff.

The management provides every logistic supports for execution of its agenda, provide canteen facility, free health check-up and free treatment of its employees.

Q.4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has conducted a National Seminar on Teacher Education and faculty improvement programmes for up gradation of skills of teachers. It has also arranged for training of its non-teaching staff for their skill up gradation.

Q.5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

The institution is very alert in the recruitment and retention of diverse faculty and other staff as per the qualifications prescribed by NCTE.

The faculty particularly those coming from out station are provided facilities like boarding and lodging and transport to town. The salary structure and service conditions are revised at definite intervals.

Q. 6. What are the criteria for employing part-time /Adhoc faculty? How are the part-time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Part time faculty of art and craft, music & dance are recruited from the locality.

Q.7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

The institution remains ready to provide the required facilities for the professional development of faculty. The management of the institution have the full support and the budget allocation for

conducting research and staff development through organizing seminars in the college & encouraging participation in seminars & refresher courses conducted by other agencies.

Q. 8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The faculty are provided good working place, individual cabins, staff rooms & laboratories and other facilities required for their efficient functioning.

Q. 9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The faculty and other stakeholders get information from the functional website of the institute and also they are provided information from the office and the principal when asked for.

Q. 10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The work load of the faculty is rationally divided. They remain engaged in teaching, assessment, self study research etc.

Q. 11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The institution gives reward to its faculty in the forms of memento, prizes, increment in salary etc.

6.5   Financial Management and Resource Mobilization

Q. 1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The institution does not get financial support from the government. The source of revenue is from the fees collected from the students.

Q.2. What is the quantum of resources mobilized through donations? Give information for the last three years.

There is no system of donation to support the financial requirement of the institution.

Q.3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

So far the institution is able to cover its day to day expenditure.

Q.4. What are the budgetary resources to fulfill the missions and offer quality programmes? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year, and excess/deficit)

The Budgetary resources are adequate to fulfill the missions of the institution by offering quality programmes. Balance sheet enclosed.

Q.5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are audited regularly. The audited accounts are attached in separate sheets.

Q.6. Has the institution computerized its finance management systems? If yes, give details.

The institution has computerized its finance management system. The enclosed audited account sheets is computerized.

6.6 Best Practices in Governance and Leadership

Q.1. What are the significant best practices in Governance and Leadership carried out by the institution?

The management of the institution is free to consult the faculty and the principal to get information on organizational performance. The hierarchy of the managerial leadership of the institution begins from DIPSER Management to principal to office staff. All play effective role for implementation of the teacher education programme.

Additional Information to be provided by Institutions opting for Re-accreditation / Re –assessment

Q.1. What were the evaluative observations made under Governance and Leadership in the previous assessment report and how have they been acted upon?

Observations Made:

- The governing body consists of highly qualified and enlightened persons who take active interest in running and development of the institution.

- There is no representative of staff members on the governing body.
- The office should be computerized.
- The college should develop a system to ensure its quality. She feedback should be taken from students.

So far representation of staff members in the governing body is concerned the Principal attends each meeting of the executive committee. Other staffs members actively participate in the governance as some of them are the members of the IQAC. The feedback is taken from the students after the institution was suggested by the peer team during previous assessment. Necessary steps are taken to address the problem, if arises.

The office is computerized. All the work related to office, administration, accounts, administration etc are done with the help of computers.

Even the self study materials are prepared regularly. These days PowerPoint presentation is a regular practice. The institution has a website where necessary changes, if required, are made, Notices are displayed in Website. Quite often, correspondence is done using e-mail.

The library service is totally computerized.

Q.2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and Leadership?

There has been a conscious effort to attract and retain talented faculty members through better working conditions combined with incentives for performance.

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

Q.1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

The institution has established its Internal Quality Assurance Cell (IQAC). The first IQAC was formed after getting NAAC accreditation in the year 2007. The composition of the present IQAC is as following:-

1. Chairperson :   Dr. P. K. Choudhury (Principal)

2. Administrative officer :   Mr. A. Banerjee (Office Superintendent)

3. Teachers: Mrs. Ritu Rani (Faculty)

                                     Mrs. Babita Kumari (Faculty)

4. Management :   Mr. Subhash Mukherjee (Asst Secretary)

5. Local Society: Mr. Gourav Ganguli (Principal, A.S.College)

6. Co-ordinator :   Mrs. Jolly Sinha (Vice-Principal)

The major activities undertaken by the IQAC are as given below-

- In the beginning of every academic year a plan of action was chalked out with an overall objective of enhancement of the quality of teacher education.
- As the revision of the B.Ed. syllabus was overdue and as per suggestion made by the Peer Team of the NAAC the university was persuaded for the revision of the B.Ed. syllabus.
- Library timing was increased and kept open on Sundays and majority of holidays.
- Library services improved, Books and Journals purchased, Xerox machine installed.
- Teachers were encouraged for doing research work.
- Faculty improvement programmes were organized. Experts were invited for the purpose. Computer training for the faculty started.
- Internet facility was made available.
- Different committees were entrusted with respective institutional activities and encouraged.
- Since inception IQAC has been engaged in quality assessment as well as quality control. Utmost care has been taken for optimum utilization of resources
- The following different performance areas for the faculty members has been identified and efforts have been made to translate them into action:
  i.   Planning the teaching schedule for whole academic year including preparation of the academic calendar.
  ii.   Class room teaching, tutorials, assignments were taken care of, steps for improvement were adopted on the basis of the feed back from student-teachers. Faculty members were encouraged for innovations in the transactional aspect.

iii. The faculty were encouraged to help and guide student-teachers both inside and outside the classroom to address their academic and personal problems.

iv. Some measures were taken to make the examination system in the college more efficient and reliable. It started from question paper setting to evaluating answer scripts, declaring results and providing supportive feedback.

- The IQAC has also taken care of the management of classes and different co-curricular activities of the college.
- The IQAC has been providing advice to increase human relationships amongst the students, teachers, alumni and other professionals in the field of education.
- It has encouraged the grievance reddresal cell, placement cell, Library committee, examination committee to perform with enthusiasm and commitment.
- The cell has taken care of self discipline and punctuality of the staff and student-teachers and excellence in academic matters.
- The TQAC along with all the staff has been engaged in identifying their strengths, weaknesses, opportunities and threats and act accordingly.

Q. 2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Achievement of goals and objectives are being evaluated through students' feedback, preparation of Annual Self appraisal report for submission to the NCTE.

Q. 3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic programme through IQAC and active participation of its faculty members and management of the institution.

Q. 4. How does the institution ensure the quality of its administration and financial management processes?

The institution ensures the quality of its administration and financial management process through its Principal, Vice-principal, Executive committee and well qualified and committed persons associated with financial management.

Q. 5. How does the institution identify and share good practices with various constituents of the institution.

The institution identifies and share good practices with its various constituents mainly through interaction. The faculty members encourage students to express freely about the strength and weakness of the institution, good practices are inculcated to its students, teachers, non teaching staff by translating those into regular action.

7.2 Inclusive Practices

Q. 1. How does the institution sensitise teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum.

The institution appreciates the initiatives taken by the NCTE and RCI regarding inclusive education.

Q. 2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning.

The faculty and the student teachers has felt the need for developing a curriculum on special education for inclusion in general teacher education programmes of E.T.E., B.Ed. and M.Ed. level.

Q. 3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The institution has a plan to organize a seminar on inclusive education in near future.

Q. 4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

The institution with the help of faculty members takes special care to address the needs of its physically challenged and differently-able students.

7.3 Stakeholder Relationships

Q.1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The institution has a website where most of the relevant information about the institution along with the recent notices are displayed.

Q.2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The institution has its own feedback mechanism. The student teachers through the grievance redressal cell, annual general meeting and reunion of alumni and the professional community through their visit to the institution provide input for quality improvement of the institution.

The institutions always share information in respect of its success and failures satisfaction and dissatisfaction with all the stakeholders as quality management is a journey without an end. The institution wants sustainability of the quality journey in the management of teacher education.

Q.3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

Quality assurance is not a one-time act, it is to be done on a continuing basis. Therefore, the institution requires its periodic assessment/evaluation, certification and accreditation by the NAAC. This institution wants to draw lessons from the core values of NAAC and develop set of criteria around the inputs, processes and output as these would contribute to quality assurance. NAAC has done significant efforts to promote the concept of institutional evaluation and therefore, our institution is voluntarily seeking its evaluation by the NAAC with a hope of its re-accreditation at an early date.

Members of Executive Committee
Srimat Saumyendra Nath Brahmachary – (Founder Chairman)
Sri Asim Kumar Dutta (Secretary)
Smt. Subhra Ghosh (Asst. Secretary)
Sri Subhas Kumar Mukherjee (Asst. Secretary)
Prof. Dulal Mukhopadhyay (Member, Exe. Committee)
Dr. Susmita (Member, Exe. Committee)
Sri. Subhasis Das (Member, Exe. Committee)
Sri. Sanjay Mitra (Member, Exe. Committee)
Sri. Sanjay Kumar Kayan (Member, Exe. Committee)

Additional Information to be provided by Institutions opting for Re-accreditation

Q.1. How are the core values of NAAC reflected in the various functions of the institution?

The institution always functions with an aim to act according to the core value of NAAC particularly in respect of quality assurance through its curricular and co-curricular activities round the year.