YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	**DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES AND EDUCATIONAL RESEARCH (DIPSER) FOR WOMEN**
• Name of the Head of the institution	**Dr. Babita Kumari**
• Designation	**Principal (Officiating)**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**06432295148**
• Mobile No:	**9102102986**
• Registered e-mail ID (Principal)	**dipser@dipsercollege.info**
• Alternate Email ID	**dipser.dssp2004@gmail.com**
• Address	**Dev Sangha, Bompas Town, Deoghar, Jharkhand**
• City/Town	**Deoghar**
• State/UT	**Jharkhand**
• Pin Code	**814114**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Women**

◆ Location	**Urban**	
◆ Financial Status	**Self-financing**	
◆ Name of the Affiliating University	**SIDO KANHU MURMU UNIVERSITY, DUMKA**	
◆ Name of the IQAC Co-ordinator/Director	**Mr. Manoranjan Kumar**	
◆ Phone No.	**06432295148**	
◆ Alternate phone No.(IQAC)		
◆ Mobile (IQAC)		
◆ IQAC e-mail address	**iqacdipser@gmail.com**	
◆ Alternate e-mail address (IQAC)		
3.Website address	https://dipsercollege.info	
◆ Web-link of the AQAR: (Previous Academic Year)		
4.Whether Academic Calendar prepared during the year?	**Yes**	
◆ if yes, whether it is uploaded in the Institutional website Web link:		

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.89**	**2007**	**31/03/2007**	**30/03/2013**
Cycle 2	**B**	**2.66**	**2013**	**25/10/2013**	**24/10/2018**

6.Date of Establishment of IQAC	**17/01/2011**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	**NA**	**NA**	**31/12/2021**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	05	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Computer Proficiency Training

Online Students' / Parents' Feedback

Grievance Handling System

Activating Laboratories

MIS

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

27-07-2022 02:19:07

Plan of Action	Achievements/Outcomes
Implementing Quality System and Procedures for efficient functioning of the college	Achieved
To reinforce seamless communication through IT System	Achieved
Increasing paperless work	Achieved
Preparation for NAAC inspection	Achieved
Preparing College for NEP 2020	Not Achieved

13. Whether the AQAR was placed before statutory body?	Yes

- ◆ Name of the statutory body

14. Whether institutional data submitted to AISHE

Extended Profile

2.Student

2.1 Number of students on roll during the year	557

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	300

File Description	Documents
Data Template	[View File]

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**170**

File Description	Documents
Data Template	[View File]

2.4 Number of outgoing / final year students during the year:	**261**

File Description	Documents
Data Template	[View File]

2.5Number of graduating students during the year	**181**

File Description	Documents
Data Template	[View File]

2.6 Number of students enrolled during the year	**296**

File Description	Documents
Data Template	[View File]

4.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**47.68148**
4.2 Total number of computers on campus for academic purposes	**60**

5.Teacher

5.1	**28**

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**48**
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Curriculum Planning and Implementation is done at DIPSER by the Academic Committee. The Academic Committee prepares the framework and broad guidelines to address the requirements of syllabi provided by the affiliating bodies (SKMU and JAC respectively) for the three different courses (B.Ed., M.Ed. & D. El. Ed.,) offered in the Institute. The curriculum planning is done primarily in three steps: a) preparing the Academic Calendar (Macro-plan), b) Preparing the Time Table (The Micro-plan) and c) distributing the syllabus among the faculty members (In- house Planning). The academic committee provides directions and monitors the efficacy of the same throughout the session.

The curricula are reviewed and revised at regular intervals to reflect the advancement of knowledge and processes in the field of Teacher Education. The application of curricula is guided by the broad vision and goals of Institute. There are well-structured processes that help in effective application of the curricula by adapting it to local the context. The curriculum is communicated to all concerned and is reviewed to ensure its efficacy.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	B. Any 3 of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://dipserdocs.dipsercollege.info/dipserdocs/Program_Learning_Outcomes/
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

54

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	https://dipsercollege.info/academic-calender-2020-2021/
Any other relevant information	https://dipserdocs.dipsercollege.info/dipserdocs/Syllabus

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

File Description	Documents
Data as per Data Template	**No File Uploaded**
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Certificates / evidences for completing the self-study course(s)	**No File Uploaded**
List of students enrolled and completed in self study course(s)	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

DIPSER organises orientation programme at the beginning of the

Teacher Education in all courses. The main objective of orientation programme is to induct them with the coherent knowledge of teacher education to enable them to prepare themselves psychologically to imbibe the course curriculum effectively. Through orientation programme students are acquainted with the knowledge and understanding of teacher education through pedagogy courses of different school subjects.

Opportunities provided by the Curriculum for the students to acquire and demonstrate knowledge, skills, values and attitudes are fundamentally in six areas - a) a coherent understanding of the field of teacher education b) procedural knowledge that creates skills specific to a student's chosen specialization in which wherein he/ she is given opportunities for practice of skills essential to become effective teacher/ teacher educator; c) procedural knowledge of Learning and Assessment wherein students are exposed, besides theory, to simulated teaching situations through Microteaching skills, practicing workshops, co-curricular activities, field experience teaching practices etc.. d) develop capability to apply acquired competencies and enable them to become self-reliant and use their competencies in their real-life situation. e) develop skills/Competencies like Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. f) Thrust on Women Empowerment.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

DIPSER has always strived for complete professional development of its student teachers at all levels (M.Ed., B.Ed. & D. El. Ed.).

The syllabus (2019)of two year M.Ed. programme contains the course M.Ed. CC-103 Educational Studies deals with changing political content of education: School Context.

M.Ed. SB 301B Specialization on Secondary Education A deals with Secondary education management Information System and Assessment and Evaluation.

The syllabus (2019) of two year B. Ed. programme the course, B.Ed. TC-102 Contemporary India and Education contains some contents related development of Indian knowledge system, elementary, secondary and higher education.

B.Ed. TC-204 Assessment of Learning deals with assessment and evaluation in Education.

The D. El. Ed. Consists of courses like Foundation - 3 that includes School Organization, Guidance and Counselling, wherein it describes in details the development of school system in the country.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

DIPSER is committed towards the professional development of its women student teachers.

The theoretical components of each Programme (M.Ed., B.Ed. & D. El. Ed.) helps student teachers to understand the content of subjects in context of the learners, community and society, and provide a perspective of the internal and external variables controlling learning.

To augment learning, Micro-teaching skill practice programmes are

organised in such a way that theory and practices are well integrated. Psychology of teaching/ learning, school organisation and pedagogical analysis of the content of school subjects provide a base for adoption of an integrated approach to teaching/ learning and for establishing a meaningful and interactive linkage between theory and practice.

Curriculum delivery processes are highly interactive, participative, and activity-based. The teaching methodologies of theoretical components of the curriculum include lecture, discussion, self-study, seminar, multimedia supported interaction, followed by tutorials, workshops and field based practical activities.

Practice teaching/ internship is organised intensively to reinforce learning in the class. The student teachers are exposed to activities like maintenance of attendance register, maintenance of school records etc. In the second year the student teachers are actively involved in the teaching learning programmes in the concerned school environment/ real classroom situations.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

296

2.1.1.1 - Number of students enrolled during the year

296

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	**No File Uploaded**

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

160

2.1.2.1 - Number of students enrolled from the reserved categories during the year

160

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

08

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

08

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The initial assessment at the entry level is done through entrance examination conducted by statutory authorities for different courses – D. El. Ed – Jharkhand Academic Council norms, B. Ed – Jharkhand Combined Entrance Competitive Examination Board norms and M. Ed, as per NCTE norms.

Once admitted, DIPSER takes several measures to understand the students' requirements. Students are assessed through their performance in previous examinations and during the induction programme, are encouraged to talk about their strength/ weaknesses and their readiness to pursue the course. Students are also stimulated to speak about their interest in co-curricular activities, hobbies and interest.

Once in the class, teachers, through class interactions, assess students' academic needs, their knowledge about the course and their comfort level with English/ Hindi as a medium of instruction. Based on the students' potential, appropriate pedagogical means are ascertained to bridge the knowledge and skill gaps. Teachers also counsel students through email / Whatsapp groups on a one-to-one basis.

Learners are also encouraged to read beyond the requirements of the syllabus and take up internships and join innovation projects to develop their research acumen (M.Ed.). Participation in seminars, conferences, presentation and publication

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	Vie‧ File
Relevant documents highlighting the activities to address the student diversities	Vie‧ File
Reports with seal and signature of Principal	Vie‧ File
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	View File

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**One of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

25

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Learning at DIPSER has always been student centric. Students of all courses are taught teaching skills development deeply. Students are engaged in Field and educational trips, seminars and talks by experts are organized and students are given individual projects and class assignments, focusing on self-study and independent learning. They are also assigned group projects and activities which promote peer learning and team building. Class room discussions, debates, presentations by students, brain storming activities, creating mind maps, role play, facilitate participative learning. Extension activities, internships and trainings are conducted constantly which ensure experiential learning for students.

Other important teaching-learning modes adopted include Micro-Teaching Sessions for students who practice at least seven skills during their course. Analytical point of view and creative academic writing skills are developed through papers, projects and paper presentation. Extension and Outreach Programmes are organised which provide students an opportunity to learn social activities and develop leadership skills. In Performing Arts, students learn poetry-recitation, music, drama and others co-curriculum activities that helps in developing moral and ethical values. DIPSER also conducts programs like Model Exhibition and Cultural Programmes, Youth and Mock Parliament, Debate, Sports etc. which hone students' capabilities and help in developing their overall personality.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

- Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

25

File Description	Documents
Data as per Data Template	View File
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

553

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

- ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The development of professional attributes at DIPSER is inculcated through mentoring and is an inherent part of development of student-teachers. This initiative provides avenues to its student teachers to learn behavioural dimensions necessary for their professional growth.

Each faculty member is allotted a group of student-teachers. The mentoring groups are formed whereinstudents from all three programmes (D. El. Ed., B.Ed. and M.Ed.) are intermixed in each group and is ensured that all levels and categories of students are present in each group. The mentors try to inculcate professional attributes in the students and guide them in their studies and also in co-curricular and extra-curricular activities. The mentors discusses their personal problems inside as well as outside the classroom and motivate their students to develop qualities like leadership, cooperation, collaboration etc.

As mentor, each teacher educator follows the professional code of conduct determined by the institution and helps to create self-discipline and conducive professional environment and help student to develop professional attributes effectively.

Being the institute for women, mentors also emphasize on minimising home and work stress on its student teachers and address issues related to stress and help students to establish balance between the

work of home and work.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	**No File Uploaded**

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

The teachers at DIPSER engage themselves in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. The following two case studies explain the point.

Case 1:

Namita comes from a rural traditional background. A student of D El Ed (2018-20) having Roll 10, Namita's husband is a Govt School teacher. After few days, it is observed that she was keeping herself isolated and looked sullen and depressed.

As a result, she started absenting herself from attending classes gradually. One day, she was called by his teacher Dr Ramesh, to understand the cause of such changed behaviour. Firstly, she was hesitant to speak anything but after a proper counselling, she broke down and informed that she was suffering from acute tuberculosis for quite sometime. Somehow, proper medical and psychological support was missing.

Immediately her husband was called for a proper counselling process and was requested to take special care of her. He was also told to extend all support especially moral support to Namita and was urged to keep Dr Ramesh informed about her progress

With collective efforts, now Namita is cured and has turned to be a personality with positive approach towards her studies and life. Now she has started even writing article in magazines and participating in all other activities. Now she has successfully completed her D El Ed course and is awaiting her result.

Case 2:

Poonam Kumari of B Ed, (2019-21 Batch) is a meritorious, extraordinary student of Bio-method. Throughout her regular classes, she has been performing satisfactorily in all respects. However, during the micro-teaching session, it is observed that she, though, prepares very well, she is completely nervous during the practical sessions and has difficulty in presenting it effectively in the class-room. Having come to know about her difficulties, she has been taken into confidence by the teachers and a classroom discussion method is conducted wherein continuous reinforcement, feedback and reflection process is exercised in order to develop confidence in her expressive skill. In the course of time, it is observed that now she has improved significantly and is able to present micro-teaching skills effectively and exhibits self-confidence in handling difficult situations of the classroom nicely. Now she herself realizes that the process adopted by the college teacher in developing her practical skill has been praiseworthy and admirable.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**Five/Six of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of the selected response/s	[View File](#)
Reports of activities with video graphic support wherever possibl	[View File](#)
Any other relevant information	[View File](#)

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	**No File Uploaded**

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

One of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	**One of the above**

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	**No File Uploaded**

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The institute has a very systematic internship programme for its D. El. Ed, B. Ed and M. Ed. student-teachers. The Institute sends a letter containing full details of student-teachers to the District Education Officer for allotment of government schools wherein they can successfully complete their internship The application consists of the list of student-teachers for whom the internship needs to be provided. The DEO authorizes the request and specifies the institutes with a letter detailing out the internship information and the rules to be followed. The principal of our institute deputes a mentor to meet the Principal of the allotted school with the letter of the DEO. The students are well prepared in the Institution through microteaching programme before going for internship. The

teachers of the institute are allocated schools with the help of a duty roster prepared by the institute The teachers of the institution play the role of observers, noting the performance of student-teachers The performance of the student-teachers is assessed with the help of an observation schedule.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

180

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	Three/Four of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The objective of internship in the B. Ed program is to acquire learning experiences about functioning of a school and how teaching learning takes place. The student teachers are accompanied to the schools by their supervisor teachers. The attendance is marked daily. The supervisor's duties are assigned by the program coordinator. Before the classes, the interns are given their lesson plans and teaching learning materials to be used, which is approved by the respective method teachers. The supervisors fill Teaching Assessment Scale based on the lessons in the plan. The School Principal also visits the classes at times or assigns it to his subject teachers. Heading all the matters, the Institute Principal takes a note of how the process is being carried out every day and visits schools atleast once every week. Weekly feedback is collected from the interns every Saturday and actions are taken to address problems, if any. The Principal/ Head Master of the School helps in providing the schedule of the School to the student-teachers, helping them prepare for the day ahead. He also randomly checks lesson plans to be delivered by the student-teachers to ensure that it is in line with the expectations of the School.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	**No File Uploaded**

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	**Two of the above**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Three of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

28

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

- Number of fulltime teachers with Ph. D. degree during the year

10

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	**No File Uploaded**

- Number of teaching experience of full time teachers for the during the year

191

- Total number of years of teaching experience of full-time teachers for the academic year

191

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	**No File Uploaded**

- Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

All the teacher educators of our institute update themselves continuously to improve their potentials. They equip themselves with the latest development in the field of teacher education. They do

this by continually developing in information technology and through regular visitors of the library. Our avenues for enhancing their knowledge and skills are done by publishing papers and attending conferences, seminars, symposium, workshops and training programmes. Faculty members also attend lectures using online /ICT resources through different internet sites like NCTE, MHRD, NCERT, UGC etc.

In addition to the above, DIPSER organizes In-house discussions on current development and issues in education. The teacher educators also organise in-house seminars, group discussion etc. on the current development and issues in education wherein contemporary issues are discussed formally and informally. The faculty members also share information with colleagues with other institutions on policies and regulation and share knowledge, information and skills through talks, discussions, texts, Whatsapp, mails etc.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Continuous Internal Evaluation for B.Ed. & M.Ed. programmes are done as per norms set by SKM University, Dumka. For D. El. Ed programme, it is specified by Jharkhand Academic Council, Ranchi. Since 2015-2017, the internal evaluation of B.Ed. and M.Ed. Programmes is done primarily through Projects/ Assignment/ Presentations and Written Tests which aim at fostering peer learning as well as honing public speaking skills of students. D.El.Ed. Programme contains 14 courses in which 2 courses (Computer Application and Community Life) are completely practical The marking ratio of external and internal evaluation in B.Ed. programme is 80:20, except in courses like EPC-2 (Drama and Art Education) and EPC-3 (ICT in Education). The M.Ed. course comprises of 15 theory courses of 100 marks each with 20:80 ratio of internal and external evaluation. Internal evaluation of theory courses are done through mid-term written examinations. The M.Ed. programme also contains practical courses comprising Semester based activities (SBA) and has different Internal evaluation patterns. SBA -105 (Communication & Expository Writing) and SBA-106 (Self-Development) contains 25 marks each and are evaluated through Projects/ Assignments and Presentation. SBA-205 (Internship – I,) is

evaluated through participation and performance of learners in activities like classroom teaching, Micro Teaching practices.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	**No File Uploaded**

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The grievances related to examinations are carefully addressed at DIPSER as per the following procedure:

The student writes an application describing her grievances with attached relevant documents to the controller of examination of SKM University, Dumka, through the Principal of the Institute.

The Principal recommends relevant corrections and forwards the

application to the Controller of Examination of the University.

Further, university authority takes needful action to sort out the grievances and informs the Institute about the result.

The mentioned process of grievance redressal is applicable to B.Ed. and M.Ed. students as their examinations are governed by the University

The grievances for examination of D. El. Ed. are addressed to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand. The procedures for lodging grievances are as follows:

The student writes an application describing her grievances with attached relevant documents to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand, through the Principal of the Institute.

The Principal recommends relevant corrections and forward the application to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand.

Further, Jharkhand Academic Council (JAC) authority takes needful action to resolve the grievances and informs the institute about the result.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

DIPSER conducts all academic, co-curricular and extra-curricular activities as per the academic calendar. This includes internal evaluations also. The Academic calendar of the Institute is prepared by the Academic Committee along with the course coordinators mentioning the tentative schedule of examinations, class tests, and other evaluation activities in accordance to the affiliating university's academic calendar. DIPSER has a strong component of formative assessment. Students' development in their subject areas

and other co-scholastic activities is monitored through continuous and comprehensive assessment and feedback mechanism. The assessment in school experience/ practice teaching work is done on day-to-day basis. The teachers of the institute act as supervisors to administer the practice teaching activities of the students and assess the classroom teaching activities of the student teachers meticulously. The Action Research, Case Study Projects and Dissertations are also assessed by the concerned supervisors. Dates for the tests/ submission of assignments are mentioned in the Academic Calendar, notified on the Institute Notice Boards and are also announced by faculty members in the respective classes at least a week in advance. After checking, the answer sheets/ assignments are shared with students and marking pattern is discussed.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The teaching learning process at DIPSER is aligned with the PLOs and CLOs stated in the syllabus of the concerned programs and on the website of the institute. The teaching-learning process is strictly guided by the Institute Time-Table and the Academic Calendar. As the teachers are well aware about the PLOs and CLOs, they conduct their classroom activities in the line of PLOs and CLOs. Co-Curricular and Extra-Curricular activities are also organized to achieve the PLOs and CLOs and these activities are mentioned in the Academic Calendar clearly. The Institute website mentions the objectives of all Programs (D. El. Ed., B.Ed. and M. Ed.) of the Institute and the learning outcomes are defined for each course offered by the Institute. These are linked to the broad program outcomes. This helps the students appreciate the topic being covered in class and appreciate its relevance. The syllabus describing the learning objectives for all subjects is also available for students and teachers on Institute website.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	**No File Uploaded**

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

DIPSER follows a student centric education system and focuses on what the students are expected to be able to demonstrate at the end of program or we can say after the learning. The monitoring of professional and personal attributes as per the PLOs and CLOs is based on the course outcomes, regular participation of the students in various extra- curricular and co-curricular activities. The continuous internal assessment structure at DIPSER provides feedback on the efficacy of the teaching-learning process, and learning outcomes, gauged through of each course, is monitored thoroughly.

As part of the course outcomes of papers taught in M.Ed., students are assessed for their skill building, conceptual understanding, comprehension of research methodology, and experiential and fieldwork learning capabilities. The internship in schools and TEIs undertaken by students are also evaluated by a committee of teachers for their application of learning from across courses. The assessment of dissertations of M.Ed. students are evaluated by external examiners.

Yet another parameter for evaluating the efficacy of our programmes is the current status of our Alumnae, which is tracked by the Institute Placement Cell which maintains a database and updates it regularly.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

209

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The content of the three courses - D. El. Ed., B. Ed. and M. Ed.. offered at DIPSER are planned and delivered meticulously with utmost attention to quality and with learning needs of students. The D. El. Ed. course aims to develop a better understanding about their learners, helps to prepare the content appropriately and develops their teaching skills for the primary level. The B.Ed. course provides opportunities to acquire knowledge and competencies required for effective teaching-learning process at the secondary stage. Similarly, the MEd course provides opportunities to study new methods in teaching and educational research and imparts education on different aspects of education including instruction, curriculum, counselling, leadership, and educational technology.

Performance of students in different subjects reflects explicitly the level to which inputs have been delivered as per their initially

identified learning needs are catered to. At DIPSER, the student teachers of D. El. Ed. secured over 70 % marks in their final examination. Similarly, 152 out of 197 B.Ed. students and 12 out of 20 M.Ed. student teachers secured more than 70 % marks. Hence, it can be said that our Institute take cares the initially identified learning needs well.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

- Resource Mobilization for Research

- Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

- Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

- In-house support is provided by the institution to teachers for research purposes	One of the above

during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

2

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	View File

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

50

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

- Number of students participating in outreach activities organized by the institution during the year

- Number of students participating in outreach activities organized by the institution during the year

50

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

- Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

1846

- Number of students participated in activities as part of national priority programmes during the year

1846

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

DIPSER conducts different outreach activities in the neighbourhood community and helps to sensitize students to the social issues and thus help their holistic development. The institute organizes its outreach activities through its NSS Unit. The Plan for outreach activities is made at the beginning of every academic year. These activities are led by the Principal of the institute and are steered by the NSS Programme coordinator with the help of other faculty members.

Some of the important NSS activities conducted include Blood Donation Camp, AIDS Awareness Drive, Cleanliness Drive, Environment Awareness Drive etc. Besides the above, other activities as "Swachh Bharat Abhiyan", National Integration Day, Dengue Awareness and similar activities are also organized. The students also work in the village adopted by its parent organization - Dev Sangha Seva Pratishthan (DSSP) actively.

Through participation in these extension activities, students develop a deeper understanding of the community and are made aware through such programmes about the responsibility of a teacher to lead people towards development. The experience thus gained not only students better human beings but also enable them to adapt to changes with a free mind. It helps in making them more confident and improves their self-esteem.

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	<u>View File</u>
Any other relevant information	**No File Uploaded**

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

- Collaboration and Linkages

- Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

- Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

- Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

- Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	One/Two of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

DIPSER has adequate facilities for Teaching- Learning to facilitate the teaching-learning process. The Institute has adequate classrooms for each unit of 50 student teachers. It has10 class rooms, 2 Lecture Halls with LCD projectors, and one auditorium with LCD projector and Public Address System. DIPSER also has well-equipped laboratories – Psycho-lab, Language lab, ET lab, Bio-Science lab, Physical Science lab, Mathematics lab, Social Science lab, Computer lab with LCD projector, Art and Craft resource centre etc. It has one Assembly Hall, also used as a multipurpose hall, which is equipped with public address system. DIPSER has a play-ground for outdoor games including its own Basketball Court and Volley Ball Court. It also provides facilities for indoor games like Chess, Carom, Table Tennis etc. Our institute regularly organises Yoga sessions for our student teachers so that they make themselves healthy physically, mentally and spiritually. Our institute has well equipped Art and Craft resource centre and Music centre for developing and organising cultural activities.A good Hostel with the total intake capacity of 110 and hygienic dining facility is also available in the institution to give accommodation and good vegetarian food to the outstation students.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

- Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

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

14

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://dipsercollege.info/campus-infrastructure/
Any other relevant information	**No File Uploaded**

- Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

25.50478

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	**No File Uploaded**

- Library as a Learning Resource

- Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

DIPSER library uses E-Granthalaya 3.0 (National Informatics Centre)

as the automation software. The Library is used as a primary learning resource centre and has 9294 copies of books including reference books. This library is partially automated (circulation and OPAC services are available in automation). The Library has internet connectivity (Wi-Fi) for students and faculties. All system requirements and maintenance of computers and internet connectivity are looked after by IT professional of the institute. The total carpet area of the Library is 2387 Sq. ft. and it is situated at the top floor of the academic building. The Library has a sitting capacity of 62 for students and six for teachers. Library also has digital library facility through GSDL software. The Library has Accession Register, Journal Register, Magazine Register, Students Attendance Register, Teachers Attendance Register, Fine Collection Register, Meeting & Notice Register, Resolution Register etc. The Library is open during 10 AM - 4 PM and 5 PM -7 PM for hostellers and provides reading room service, reference service, lending service, photo copy service, internet facility, New-arrivals' display, etc. Students can borrow 2 books at a time for seven days and teachers can borrow 3 books for 21 days.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://dipsercollege.info/library/
Any other relevant information	**No File Uploaded**

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The following remote access facilities are available in the institute web portal in library menu for the benefit of the users. The Institute is also going to add some more open access databases in future for more extended e-content services to our users.

Sr. no

Items

Number

Database

1

e-books

1. Academic peer-reviewed books
2. publishers

DOAB

2

e-journals

1. Journals
2. searchable at Article level
3. Countries
4. Articles

1. 100,183,705 documents (as per 2016)
2. 4,695 content sources

DOAJ

BASE

3

e-magazine

4

e-link

4

e-News paper

4

e-link

5

e-question paper

Previous year university and institute question paper

```
1.  D. El. Ed.
2.  B. Ed.
3.
```

e-link

6

Dissertation list

List of M. Ed. Dissertations (previous years)

e-link

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	**All of the above**

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	**No File Uploaded**
E-copy of the letter of subscription /member ship in the name of institution	**No File Uploaded**
Any other relevant information	View File

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

1.75084

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.2.5 - Per day usage of library by teachers and students during the academic year

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

110

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://dipserdocs.dipsercollege.info/dipserdocs/Library use Teachers' Students' Attendance.pdf
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College	**Two of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institution is adequately technology enabled. There is 24*7 internet and Wi-Fi connection for the staff and students. We have 12 LCD projectors, 47 Computers, Two Server Computers, audio-visual equipment like television, microphones (wireless), speakers, amplifier, mixer, camera and video camera. A Well-furnished with a high configured server system and five NVR for CCTV, are being used at DIPSER. The office is well connected with internet and Biometric system to monitor the movement of the staff and student. A server and six computers are available for the student-teachers to access the electronic resources. The library has Wi-Fi connection for the staff and students. Our well-equipped Computer Lab has twenty-five systems with high configuration and is LAN, Internet and Wi-Fi Connected. A good Language Laboratory is functioning with a server and ten systems with high configuration and LAN connected. ET lab has an Over Head Projector, LCD projector, audio-visual equipment, Collar and wireless microphones, speakers, amplifier, mixer, camera and video camera. All classrooms are equipped with LCD projector. The institution predominantly uses Windows 7 and 8, windows 10, MS office 2007, MS office 2010, Adobe Photoshop 7.0, Cosec Matrix (Bio-Metric System Software), Honeywell (CCTV System Software) and Orell (Language) Software.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

10

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

10.45963

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maintenance is a continuous operation at DIPSER done to keep the buildings, furniture and equipment of the institute in the best possible form for normal use and minimum downtime. Maintenance is a planned activity and includes planning, coordination and execution in a professional manner. The maintenance cell ensures that assets of the institute are always available for use and physical structures are maintained in the best possible manner. The maintenance programme and the related purchase systems are synchronized and a systematic and proactive alignment is made to enable that all assets could be used most effectively for creation and delivery of knowledge in DIPSER. The maintenance and purchase function is responsible for all activities related to maintain physical, academic and support facilities – laboratory, library, sports complex, computers, classrooms and others places. The activities of maintenance and purchase are coordinated by Senior PRO and supported by other employees of the Institute as per the task assigned to them.

File Description	Documents
Appropriate link(s) on the institutional website	https://dipserdocs.dipsercollege.info/dipser docs/work_Procedure.pdf
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the	**One/Two of the above**

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

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Five/Six of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely

A. All of the above

redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	**No File Uploaded**

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
2	**180**

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	**No File Uploaded**

- Number of student progression to higher education during the academic year

- Number of outgoing students progressing from Bachelor to PG (A1).

10

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

- Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

5

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	**No File Uploaded**

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The student self-government plays a significant role in conducting and regulating curricular, co-curricular and extra-curricular activities at DIPSER. It helps in developing leadership qualities and life skills among the students, which are essential for academic and related activities of students and help in the teaching profession. DIPSER has an organized and democratically elected Student Self-government (Students Council) . The student Self-government has elected office bearers comprising of President, Vice-President, General Secretary, Assistant General Secretary, Cultural Secretary, Magazine Secretary, NSS Secretary, Debate & Seminar Secretary, Class Counselor, Assembly In-Charge and student's representatives from first and second years. We have student's representatives in IQAC also. The institute has a structured calendar for student's event within the annual cycle. Student council provides them an opportunity to develop leadership quality by organizing and carrying out institute activities they learn to execute responsibility sincerely.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.3.2 - Number of sports and cultural events organized at the institution during the year

50

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

At DIPSER, Alumni are the reflection of its past, representation of its present and a link to its future. It is a means to interact with other fellow alumni. The Alumni association fosters the sustained relationship between the alumni and Alma matter. It also bridges the widening gap between the ex-students and the institute and keeps them in touch with the institute and its activities. At the same time, its active involvement in organizing socio-cultural, educational and some other events in the institute strengthens its relation with the students and faculty members. With the advent of social media, alumni relationship has taken a different stance altogether. We find numerous alumni on various social networking platforms with many active members in them.

The alumni association of our institute was officially formed in 2006 with the purpose to have an active involvement in certain matters of our outgoing students to accelerate the quality enhancement process of the institution. The Alumni Association of the institute was formed much earlier but got itself registered underSociety Registration Act XXI, 1860, with registration number 122, dated 11thAugust, 2014. Alumni members also represent in IQAC.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	**No File Uploaded**

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

6

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The Alumni Association of DIPSER acts as an effective support system to motivate students as well as recognising, nurturing and furthering special talents in student teachers of the institution. The Alumni Association works as per a structured strategy to create a constructive and realistic yearly Action Plan and enumerates the

different activities that it aims to pursue during the year. The Alumni Association also pursues improvement efforts and support implementation that enhances the capacity and sustainability prospects of the organisation and the Alumni Association as a whole. Amongst different events, the Rangoli Competition organised every year, is a popular event successfully conducted by the Alumni Association in this year. The Association also publishes an e-magazine DEV-VARTA which has interesting articles, poems and other writ-ups by the Alumni.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The governance at DIPSER is affected through a three-tier leadership structure. Leadership at the Top level, Leadership at the Institutional Level, Leadership at the functional level. The management of DIPSER is steered by its Governing Body which takes strategic decisions at the macro-level and guides the institute in its quest to pursue the vision, mission and goals. Secretary, DSSP/ DIPSER is the Chief Executive Officer of the Institute and oversees all its functions. Leadership at the Institutional Level is looked after by the Principal who is the head of the Institution. He is entrusted with the responsibilities of running the administration of the institution on a day-to-day basis and ensures that the decisions of the Top Management are implemented effectively. The progress of an Institute lies in the effective implementation of strategic plan and effective implementation of the same. Leadership at the functional level supported by IQAC and different committees. The IQAC Committee looks after the quality aspects of all functions are coordinated by the Internal Quality Assurance Cell (IQAC). The IQAC is responsible for all quality matters at DIPSER.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Institute has a decentralized structure for decision making where Principal, with help of the functional committees, execute the decisions of the Governing Body. While the IQAC Team implements the Quality System in the institute, individual functional heads and their teams are responsible for implementation of Quality System in their own areas. The Academic Committee manages all academic matters including preparation and implementation of Academic Calendar, facilitating admission, conducting examinations and Evaluation (Internal), preparation of Time Table, distribution of syllabus etc. The Research and Publication Committee looks after academic research and publication and the Library Committee manages the functioning of the library. There is a NSS Committee that coordinates different sports and games. Similarly, the Cultural committee plans and organises cultural events. The IT committee ensures smooth functioning of all information technology equipment and ensures proper functioning of computer lab, language lab and ET lab and. It also maintains the institute website. Grievance redressal committee looks after the students' grievances and their redressal. The Alumni network interacts with government and non-government organisations and helps students in career, planning, internship and placement. Similarly, the Placement cell helps students in preparing students for placements by updating their profile and providing technical guidance.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

DIPSER maintains complete transparency in its financial, academic, and administrative functions. All financial transactions includingPayment, Salary etc are made online, Demand Drafts or Account Payee Cheques. The legal receipts/ vouchers are provided against the fee collected. Financial Audits are done regularly by external chartered Accountant and yearly balance sheet is displayed on the institutional website.

Exhibiting complete academic transparency at DIPSER, all admissions are done strictly as per guidelines of the affiliating institutions - Jharkhand Academic Council for D.El.Ed. and SKM university for M.Ed. and B. Ed.. Admissions to B.Ed. is done through entrance test and counselling is conducted by state government; The Academic activities are pursued as per the Academic Calendar which is uploaded on the website. All information regarding academic courses like affiliation, recognition, admission details, fee structure, syllabus and course learning outcomes are displayed on the website. All notices w. r. t. academics and related activities are also shared electronically.

Administrative Transparency is maintained at DIPSER. The Code of Conduct for teachers, non-academic staff and students are uploaded on the DIPSER website. The Personal Files of employees are maintained and all information regarding administration, rules and regulation are made also available to all employees.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

All activities of DIPSER are guided by a well-configured strategy. This strategy-making is done at three levels – Top Management Strategy, Functional Strategy, and Team Strategy. While the Top Management Strategy is about the overall strategy of the Institute, the functional strategy seeks to achieve the functional goals and objectives. To achieve its goals and objectives, the top management plans resources and its effective deployment. This is done by translating organizational strategy into functional strategies and is measured for its efficacy and corrective/ preventive actions as per need by following Deming's PDCA Model (Plan, Do, Check, Act). The top management is in constant communication with employees to assess the fulfilment of institutional objectives and necessity to adhere to occupational, social, statutory and regulatory requirements. While the Strategy at DIPSER is configured at by the Top Management Level, its deployment is done at the functional level, i.e. by the Principal and faculty members through the student-teachers and is aimed to achieve the vision of DIPSER and is guided by DIPSER's values. The ultimate implementation of strategy is done at the Team Level.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://dipserdocs.dipsercollege.info/dipser docs/Strategic Framework at DIPSER.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of DIPSER is guided by the Governing Body of DIPSER. The Governing Body works in tandem with the apex administrative body of the parent organization DSSP and looks after the functioning of the institute

The Secretary is the top administrative position at DIPSER. The Secretary vests all powers, including financial powers and is the final decision-making authority. He is supported by the Principal who implements the decisions of the General Body. The Principal is

**supported by functional coordinators and IQAC in discharge of her
work.**

**The Committees look after a specific functional area. Each Committee
is a team of committed teachers/ non-academic staff and is led by a
coordinator. The recruitment of teaching staff is as per the UGC
norms; that of non-teaching staff as per the affiliating university.
The promotional policies for teachers are performance oriented as is
measured through the Performance Appraisal System.**

**At DIPSER, well-laid down procedures are established to have synergy
between different functions through laid down procedures. The
procedures describe the steps to be followed to achieve the
functional objectives. There are rules for all teachers and others
that are to be followed religiously to ensure a conducive academic
environment in the Institute.**

File Description	Documents
Link to organogram on the institutional website	https://dipserdocs.dipsercollege.info/dipser docs/Organogram_of_DIPSER.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	**Five/Six of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The functioning of DIPSER is guided by the decisions taken by its various Bodies/ Cells/ Committees on a continuous basis. These decisions are taken by these bodies/ committees and are implemented religiously so as to ensure a continual improvement in the quality of academic and related support services at the Institute. DIPSER is managed by the Governing Body, which is the apex administrative body of the Institute. The Governing Body is supported by different Committees each looking after a specific functional area.

One of the decisions (Point 3) taken in the Meeting of the IQAC held on 28thMarch 2021 and successfully implemented relates to the recruitment of the Teaching Staff in the Institute. Subsequent to the Meeting an advertisement (dated 20th July 2021) for Professors, Associate Professors and Asst. Professors was prepared and published in the leading dailies of East India and uploaded in the Institute website. The applications received were scrutinized and candidates were shortlisted based on eligibility criteria and merit. Interviews have since been held on October 30-31, 2021 and December 18-19, 2021 and certain candidates have been selected. The names of these candidates have been sent to SKM University for their final approval.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

A series of welfare measures are provided by DIPSER to its teachers and non-teaching staff. Employees Provident Fund is applicable to all permanent employees as per rules and employees and employers (same amount) contribution as decided by the Govt along is deposited timely online. The LICs, Group Gratuity Scheme is also applicable to

the employees. In addition, HRA is also paid to the employees. One of the important welfare measures is provision of highly subsidised hygienic vegetarian meals made available to the teachers and non-teaching staff of the Institute on demand at the Institute's modern dining hall. The Teachers and non-teaching staff are also provided free accommodation and proper health care arrangement as per their needs.

Extending welfare measures to the families of the teachers and the non-teaching staff, DIPSER has extended concessional tuition fee to the sons and daughters of the employees, studying in 'Dev Sangha National School (DSNS)', which is owned by DIPSER's parent organization - Dev Sangha Seva Pratisthan. The Institute provides a multi-cultural environment in the campus where the management assures celebration of all the festivals, particularly, those of the tribals. Teaching and Non-Teaching Staff Club are providing sports facilities in the campus.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

1

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	View File
Any other relevant information	No File Uploaded

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

A formal Performance Appraisal System has been designed at DIPSER for performance evaluation of its employees. The System is aimed at providing objective measures of evaluation of an employee's performance vis-à-vis his tasks and targets, his contribution to the institution, meet his developmental needs and take judicious decisions as may be required. The system has been constructed to assess employees' performance qualitatively or quantitatively with optimum objectivity, exactness and thoroughness.

The objectives of DIPSER's Performance Appraisal System are to:

1. **Assess employees' performance w.r.t. the set tasks and targets**
2. **Gauge the disposition of employees towards their assigned task and their capability to accomplish them successfully**
3. **Identify strengths and weaknesses and explore areas needing improvement**
4. **Identifying employees with potential for taking up more challenging assignments in future**
5. **Enable management to decide necessary actions more objectively**
6. **To facilitate the process of key human resource development through performance planning, self-review and performance analysis**

The Performance Appraisal System involves assigning specific tasks & targets to individual employees, appraising employees vis-à-vis their tasks and targets, Performance Review Discussions and Performance Assessment and Final Assessment. A development plan is also prepared to enhance competence of employees as per need.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

DIPSER manages its accounting in responsible manner. Financial accounting is done as per prescribed guidelines and norms followed by internal audit at every quarter of the year. The Audit is done by Charter Accountants. For transparency in accounting, regular reconciliation is done by qualified accountants in the office. The statutory audit for the complete year is carried out independently by CA firm. The annual balance sheet is uploaded on the institutional website. The standard mechanism are followed for settling audit objections, if any, during the year. Audit observations are settled during audit when query is issued. Audit observations are settled during seen and discussion meeting on the last day of the audit by providing necessary reply along with required information covering, recovery, adjustment rectification of errors or anomalies.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View File](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

DIPSER is an unaided institution imparting quality education to women only in the backward region of Santhal Pargana. It is part of a spiritual institution – Dev Sangha Seva Pratishthan and as such the total investment in any development work or improvement of infrastructural facility is borne by the management. Any proposal pertaining to investment is evaluated objectively and is put up to the management for allocation of fund. The same is duly recorded. An annual statement of such fund allocation and expenditure is prepared for record. It is always ensured that all investments are made after due diligence and after ensuring that there is optimal utilization of funds.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The Quality aspects of all functions are coordinated by the Internal Quality Assurance Cell (IQAC). It is the nodal cell at DIPSER for ensuring adherence to quality in all activities in the institution.

IQAC facilitates the process to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution and promotes measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. As such, IQAC is responsible for all quality matters at Dipser and ensures it by planning and preparing system for all functions in coordination with the functional coordinators, Co-ordinating activities of all Functional Teams for upkeep, maintenance and effective functioning of the Quality Systems at DIPSER, Organizing audits for academic and related services as per procedure, Conducting post audit review meetings for undertaking necessary corrective and preventive actions.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	**No File Uploaded**

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Post accreditation IQAC has been constituted as per in guidelines of NAAC. The IQAC reviews the quality of teaching - learning process, structures and methodologies of operations and learning outcomes once every quarter and takes corrective and preventive actions. It also reviews the performance of the institution against all the seven criteria specified by NAAC and also discusses scope for new initiatives to be implemented in the Institute. Teaching learning process, being the core activity of the Institute, its quality is reviewed in the IQAC Meetings. The progression and status of the curriculum is also checked. IQAC strives to continually improve the effectiveness of its quality system through periodic review meetings, communication exercises, interaction of senior management with students and employees, feedback reports and other means, as deemed fit. In these and other forums the senior management ensures that the institution's policy is adhered to in letter and spirit and objectives are met by each function religiously. Continual improvement is also ensured by monitoring the functional measures.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

21

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://dipsercollege.info/iqac-meeting/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://dipsercollege.info/aqar-report-2019-2020/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

DIPSER has achieved a number of incremental improvements since the previous accreditation in 2013. The two examples in this respect are mentioned below.

Example-1: Enhancing Quality of Academics

1. **New teachers appointed to run the classes smoothly with new age teaching methodologies using practical, workshop, seminar, and practice sessions.**
2. **All classrooms are equipped with latest LCD projectors for using ICT based teaching.**
3. **Learning made more student-centric by adopting experiential learning and problem-solving methodologies**
4. **Three Coordinators for D.El.Ed., B.Ed. & M.Ed. managing duties under the guidance of Principal & Management exhibiting decentralization of authority.**
5. **Digital Initiatives of Library System and enhancement of quality of Dissemination of Knowledge**

Example-2: Development of Infrastructure

- ◆ **New classrooms and new furniture in all classrooms.**

- ◆ **Renovation of computer laboratory with computers with latest configuration**
- ◆ **LCD projectors & Computers in all classrooms**
- ◆ **The Campus enabled with hi-speed Wi-Fi facility**
- ◆ **Installation of Bio-Matrix attendance for employees and students**
- ◆ **IP base intercom facility for smooth functioning of the administration**
- ◆ **CCTV cameras for better surveillance and security in the campus**
- ◆ **Online fee collection facility**
- ◆ **Solar Panels installed to provide uninterrupted electricity in the campus**
- ◆ **Updated Fire safety measures**

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The Energy Policy of DIPSER states that it (DIPSER) reaffirms its commitment to be part of a national mission for efficient use of energy and shall strive to:

1. **Comply with national and international regulations pertaining to energy conservation**
2. **Adopt best available approaches to enhance energy efficiency**
3. **Implement world-class practices so as to conserve energy and natural resources**
4. **Monitor continual reduction in energy use and**
5. **Spread awareness regularly about energy conservation in the Institute**

DIPSER is ever conscious of energy conservation, use of alternate sources of energy for meeting its power requirements and as such has installed Solar Power equipment in the campus. The institute has total connected load of about 100KW. Therefore, alternative source of energy by installing 3x26.4KWp Roof Top Solar PV Power Generation units was approved by the management. It was found that one M/s My Home Power Consultancy Services Pvt. Ltd. Of Hyderabad, Telangana has expertise & experience of such installation. The company representative visited the campus and submitted a feasibility report.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The waste management of the Institute is handled by its parent body DSSP. The waste is collected, segregated and deposited at a place fixed by Deoghar Municipal Corporation from where it is collected by the people of the corporation. For implementation of waste management, a resource management plan is a part of an integrated Material Management strategy in which municipality makes its own decision as to how material should flow. These materials include segregation, collection, reuse, transfer, recycling; disposal etc. The institution has also installed an incineration system for the disposal of napkins. Dry waste products are allowed to decompose and garden waste products are often burnt and disposed of. Dustbins are placed at regular intervals to dispose of solid waste generated every day. Another challenge of taking responsible waste management would be the effectiveness of strategies like information strategies such as educational campaign may receive quick responses and therefore, the Institute organises awareness programme from time to time.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices	One of the above

include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

DIPSER is committed to maintain cleanliness. Sweepers have been hired to maintain cleanliness of the campus and ensure its proper sanitation. The campus is cleaned every day and sanitation is maintained. All the bathrooms of the Institute and the hostel are cleaned daily with high quality bathroom cleaner (disinfectant). Incinerators were installed in some bathrooms of hostel for burning the sanitary pads to maintain cleanliness and sanitation. The garden of the campus is maintained carefully by expert gardeners. The campus maintains its green cover with help of trees planted in the campus regularly. The sport complex is also maintained with green

covers by planting trees on its sides. Suggestions from students and staff is also sought regularly to maintain a pollution free healthy environment at DIPSER. The message to maintain an eco-friendly environment is also propagated regularly through different competitions, debates and other student-centric activities.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	**Four of the above**

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View File](#)
Circulars and relevant policy papers for the claims made	**No File Uploaded**
Snap shots and documents related to exclusive software packages used for paperless office	[View File](#)
Income- Expenditure statement highlighting the specific components	[View File](#)

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	**No File Uploaded**

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

DIPSER is engaged in imparting teachers' education and is exclusively focussed on girl students. Conscious of the fact that the Institute is situated in the backward Santhal Pargana region and students come mostly from the tribal areas, DIPSER is engaged in exemplary work of imparting knowledge to the socio-economically under-privileged women from these areas, thereby empowering them through education and thus helping the local populace socio-economically.

While teaching, faculty members take extra care to communicate with students in their dialect, leverage on the local knowledge and resources, and engage in community practices that enable students to grow as confident teachers. Challenges that might come in the way are addressed adequately. The course content delivered in the classes is consciously related to the local context and surroundings and is reinforced through informal interaction with the local folks. The students, through their earnest endeavour have created opportunities to people to establish shops and stores and find a source of earning and get financial benefit by the Institute indirectly, thus helping the local environment to develop economically.

The Institute also organises blood donation camps, Swachchh Bharat Mission programmes and other community development initiatives thereby serving the local environment, and learning from community practices.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Institutional Best Practices 1 : Morning Prayer Assembly

Context: Teaching is the noble profession. Practicing of the Cultural Values System is one of the most essential needs for the prospective teacher and the activities of Morning Prayer Assembly only can fulfil this purpose. Objectives: To inculcate Cultural Value System among Pupil Teachers The Practice: Emphasizing the cultural values is one of the objectives of our institution and Morning Prayer Assembly is structured for the same. The activities include Morning Prayer, Institute anthem and National anthem, are the integral part of the assembly to promote Spiritual values,

Cultural Values and National Values respectively. The other activities are Thoughts of the Day, Morning News and Teacher Talk. Almost all the students get chance to command the assembly, lead prayer, collect and present thoughts and read news by performing on the stage at least once, which helps them remove their stage fright and hesitation. Gradually they develop confidence to be good teacher. It is expected that after successful completion of the programme the student-teachers develop proper insight regarding their Value System and act confidently as teacher in real life. Obstacles faced & strategies adopted to overcome them: Initially some pupil teachers show disinterestedness to present activities on the stage but after proper scaffolding and motivation all of them perform at their level best towards the completion of their course. Impact of the Practice: This is an event where student-teachers get opportunity to express themselves to develop their different faculties through activities like commanding the assembly, leading prayer, collecting and presenting thoughts and reading news. Teacher Talk is an added advantage which motivates student-teachers to develop the extent of their knowledge towards practical insight. These activities develop different skills like public speaking, singing in chorus, lead the team, presentation skill etc.. To be a good teacher, these skills boost the confidence of the student-teachers and help them in their teaching profession. Resources required: Large hall with Public Address System & Teacher Educators as facilitator on demand.

Institutional Best Practices 2 : Abhivyakti (Expression)

Context: As a teacher each of the students need to reflect themselves confidently and therefore, it is considered to be important to conduct practices on the self expression skills. Objectives: To make each the pupil teacher confident in self expression skills. The Practice: These activities are reflected in the academic calendar and DIPSER conducts these self expression activities throughout the year. The activities like music (singing), dance, drama, drawing, painting, craft, literary activities like – speech, debate, essay writing, elocution, extempore and quiz are organised in the form of competition at different phases. The student teachers are given time for practice before the competition. Winner and participants are awarded with trophies and certificates. The activities like presentation, anchoring, recitation, etc. are practiced through the celebrations of important days and events. The NSS and sports activities are also included in this group which offer the opportunity to lead a group or team for the student teacher. The presentation skill is practised through seminar and workshop on different topic of education and training. The obstacle

faced and strategies adopted to overcome them: Some pupil teacher shoes her disinterestedness in participation but they are motivated by our teacher educators and encourage them by extending their helping hands in practice. Apart from that such activities are made compulsory for each one. Impact of the Practice: These opportunities enhance their skills in the respective field. Participation of students is compulsory in at least one event. Each student participates and gives her best which ultimately boost their skill in their respective area which can help them to flourish as good teacher. Self expression and reflection are the utmost valuable skill for a teacher to be a successful professional. Our institution is committed towards the inculcation of different skills among the student teachers so that they can use those skills to achieve the objectives of education and the above mentioned activities pave the way for their successful teaching career. The activities are distributed throughout the year. Resource required: Furnished Hall & Classrooms with Public Address System, Projectors and other equipments and materials as per the requirement of activities. Teacher Educators are always there as the best resources.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

DIPSER strives to inculcate the spirit of service along with professional development and skills for women empowerment through state-of-the-art Teacher education, and extension by nurturing innovation, leadership and national development. DIPSER has been a pioneer in women's Teacher Education, investing scientific emphasis on Teacher Education and community life. The Institute remains committed to building leadership, conscious citizenry and active participation of women teachers for furthering national developmental goals. The education in the Institute aims towards developing creative and critical thinking, nurturing innovation and excellence in teaching Profession. Our mission has firmly stood the test of time and the Institute has worked towards empowering the women force, in particular for national development. The Institute education aims towards capacity building for teaching, improved health and quality of life and communication for desirable

behavioural change. The disciplines are artistic, creative, culturally rooted and contemporary.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**