SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES AND EDUCATIONAL RESEARCH

BOMPAS TOWN, PO- DEV SANGHA, DIST-DEOGHAR, JHARKHAND, PIN-814114
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dipsercollege.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dev Sangha Institute of Professional Studies and Educational Research (henceforth to be called DIPSER), is a premier College of Teachers' Education at Deoghar, Jharkhand. The institution located in the backward area of the state, mainly inhabited by tribals, has made a conscious initiative to alleviate the people of this area by empowering women through education.

DIPSER is a self-financing institution. It offers regular courses namely Bachelor of Education (B.Ed.), Master of Education (M.Ed.) and Diploma in Elementary Education (D. El. Ed.). All these courses are recognized by the NCTE – B.Ed. course in 2004, D. El. Ed. course in 2005 and the M.Ed. course in 2008. The D. El. Ed course is affiliated to Jharkhand Academic Council, Ranchi and that of B.Ed. & M.Ed. are affiliated to Sido Kanhu Murmu University, Dumka.

In June, 2009, the name of the Institute was included in the list of colleges prepared under section 2 (f) of the UGC Act, 1965 under the head Non-government colleges teaching up to post graduate Degree. The Institute has received the linguistic minority institution status in December, 2010 from the Government of Jharkhand. DIPSER was declared as accredited (2nd cycle) with 'B' Grade by the NAAC on October 25, 2013.

DIPSER is an integral part of Dev Sangha Seva Pratisthan, a registered body under the Societies Registration Act, is situated at the Geo Location- 24.48°N 86.7°E. Our College was established in 2001 by Shrimat Saumyendra Nath Brahmachary, a Gold Medalist from IIT, Kharagpur (batch of 1968), and an eminent Thought Leader and former Acharya, Dev Sangha Ashram, Deoghar to nurture committed teachers, who would be fully dedicated to the cause of teaching.

The College selects 50 students each for M.Ed. & D. El. Ed., based on merit, as per the norms of the affiliating institution. The admission of 200 students in B.Ed. is done under the strict guidelines of J.C.E.C.E.B., Ranchi from 2019 onwards. J.C.E.C.E.B. selects candidates and allot institutions based on CML rank obtain by the candidates. The college admits only girl students who hail from different caste categories namely General, OBC, SC, and ST.

Vision

The spirit of DIPSER is guided by the following beautiful lines that beckon women to learn and illuminate the world with their light of knowledge and compassion

"Oh Women of the Land
Come, to learn and go to teach,
For, in you lies the future of the country,
And the world at large"

Accordingly, the Vision of DIPSER is to nurture competent, caring and academically superior Teacher-Mothers, who would be fully dedicated to the cause of teaching, serve the nation with a sense of duty and commitment and be ever conscious of their role as responsible guardians of developing the society through

education.

Mission

1. To impart Teacher Education for empowering girl students, hailing largely from tribal and stressed socio-economic background, and enable them to attain respectable self-dependence
2. To add to the strength of value-based teacher-mothers in the country so essential for educating and building up humane young members of a redeemed society
3. To create a conducive educational/cultural climate in the College for spontaneous and sustainable development of both teachers and taught, in the process kindling in them a sense of mission – to give caring, committed education to their students
4. To promote mutual bonding among students and teachers, and nurture a culture of caring, sharing, purposeful ownership, and involvement in academic and co-curricular activities
5. To promote the culture of research and publication in the area of Teacher Education
6. To instill in every student the habits of ongoing self-assessment, self-critiquing, and accountability, as well as the burning need to be quality conscious at all times

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A premier institution exclusively for women's education
2. Proactive management with a progressive vision
3. Faculty with rich experience and qualification
4. Admirable infrastructure with well-equipped laboratories
5. Library with a rich collection of books and reputed journals
6. Conducive learning environment
7. Focus on Research and Publication
8. Timely conduct of all academic activities
9. Productive extension activities acknowledged at regional and state levels
10. Ample opportunities in curricular/ co- curricular activities and sports
11. Highly committed and supportive student community and alumnae.
12. Excellent support services
13. Excellent support from the local administration
14. Excellent linkages with Community

Institutional Weakness

1. Locational disadvantage
2. Consultancy and industry linkages weak
3. Dependence on affiliating institutions restricting autonomy in decision-making
4. Language problem for students coming from a rural background
5. Insufficient quantifiable performance indicators

Institutional Opportunity

1. Can become an institution of excellence in the field of Teachers' Education.
2. Can become an incubation center for community-oriented educational research.
3. Can take a meaningful role in fostering specialized education in the field of 'Teachers' Education' for other colleges.
4. Can be a nodal center for Indigenous Studies for women empowerment through education.
5. Provide Technical Expertise for Women as successful entrepreneurs.

Can help PSUs, NGOs and corporates in corporate social responsibility initiatives.

Institutional Challenge

1. Sustaining DIPSER's credibility as a premier institution dedicated to the cause of teachers' education for women
2. Overcoming knowledge obsolescence on a continued basis
3. Constant thrust on superior quality in academic and support services
4. Building a strong intellectual infrastructure in DIPSER
5. Creating an emotional infrastructure based on the strong DIPSER values
6. Optimizing resources including mobilization of resources and their effective use
7. Sustaining learning atmosphere based on research, innovation and mutual trust

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dev Sangha Institute of Professional Studies and Educational Research is affiliated to Sido Kanhu Murmu University (SKMU), Dumka, Jharkhand, India, and is governed by its ordinances for its B.Ed. and M.Ed. Programmes. The D.El.Ed. programme of DIPSER is affiliated to Jharkhand Academic Council (JAC), Ranchi, Jharkhand, India. As such, the Institute follows the directives of its affiliating university SKMU, Dumka, and JAC, Ranchi for curricular aspects.

The College makes a detail plan for effective curriculum implementation through its Academic Calendar prepared by it at the beginning of each academic year. Classes are held as per the teaching plans and include modern pedagogical methods. The prescribed syllabi are followed to deliver class-room input to students.

DIPSER has an Academic Committee which ensures proper implementation of the defined curriculum. The Academic Committee takes care of curriculum implementation, teaching, learning, and evaluation. The subjects are delivered by faculty members with adequate specialization and experience levels. The Institute conducts several programs like News reading, debate, seminars, cultural and Co-curricular activities, Micro teaching, simulated teaching etc. for self-development and professional skill enhancement of student teachers. Student teachers take up internships in various institutions involved in development-related activities, schools, colleges, etc.

The Academic Committee also facilitates the Feedback System and students' related issues and monitors the effectiveness of its implementation. The feedback is obtained from students and their parents in a formal-

informal manner and the teaching-learning processes is enriched accordingly. Continuous evaluation is done also to help maintain objectivity, transparency, academic standards, and quality during the internal assessment of students.

Teaching-learning and Evaluation

The Teaching-learning and Evaluation process at DIPSER is student-centric. The College caters to the students coming from different backgrounds enriching the geographical, socio-economic, and cultural diversity within the institution by customizing their inputs to enable comprehension by student teachers. Students are familiarised with program outcomes, mode of internal assessment as well as facilities during the Orientation Program at the beginning of the session every year. Teachers chalk out their plans as per the requirement of the content to reduce the gap in knowledge and skills.

The Teaching-learning process is based on participative learning and includes a fine blend of theory and practice that is reinforced through extensive practice teaching/ practical/ field/ assignments. Visits to other institutes, field and educational trips, seminars, and talks by experts are organized to strengthen learning. The students are also encouraged to volunteer for short assignments and projects which help them acquire invaluable experiential learning.

The learning environment at DIPSER strives to provide an apt opportunity to the students who are encouraged to think critically and be innovative and creative in attempting assignments, projects, and other tasks assigned to them. A repertoire of instructional methods and active learning approaches are used to foster constructive participation. Extension activities, internships, and training ensure experiential learning for students.

Remedial classes are conducted as per the demand of the students and are delivered by subject experts. Students' learning is enhanced in the classroom with the help of assignments and feedback. Library facilities and teaching through e-learning aids are also provided for effective teaching-learning.

The evaluation process is guided by the affiliating University. The scheme and schedule of examinations are published in the DIPSER Academic Calendar. Appropriate assessment is incorporated into the learning process to achieve the learning goals of the courses. Internal Evaluation is done periodically and transparency and fairness of the evaluation system are ensured. The examination w.r.t. the different courses have a well-established system of internal assessment that includes Theory as well as Practical Examinations. The date sheets of these examinations are informed to the students as released by the University.

Infrastructure and Learning Resources

DIPSER has an appreciable infrastructure with modern facilities. The institution has spacious classrooms, an auditorium, well-equipped science and social sciences laboratories, a rich library, and has adequate facilities for sports, games (indoor-outdoor), a gymnasium, a yoga center, and cultural activities. The Institute also has a special 'Mother and Child Care' room is also there for students who are also lactating mothers.

DIPSER has decent hostel facilities with vegetarian, nutritious dining services. Hostels have a lift facility, RO drinking water facility, study room, medical first-aid, women health care essentials and common room with television. The campus has Solar-panels and also generator for power back up and is secured by CCTV cameras. The campus also has Rainwater Harvesting System.

The ICT facilities and other learning resources are adequately available in the College for academic and administrative purposes. The campus is Wi-Fi enabled and activities are facilitated by PCs at workstations. The College has sufficient resources allocated for the regular upkeep of the infrastructure. There are effective mechanisms for monitoring the upkeep of infrastructure facilities.

Student Support and Progression

The College is committed to excellence in all spheres. The students who join the Institute are extended academic, psychological and professional assistance to make their stay in the Institute an enriching experience. The Institute nurtures a meaningful relationship between students and teachers. This is seen in all academic, co-curricular, and extra-curricular activities of DIPSER.

DIPSER provides all possible assistance to students, to acquire meaningful experiences for learning on campus and to facilitate their overall development and progression. The focus of this criterion is captured in students' mentoring and support, their progression through different mechanisms established in the campus to facilitate student support and progression.

Facilitating mechanisms like Placement Cell, Grievance Redressal Cell and Welfare Measures are there to support students. DIPSER also has an established Alumni Association that contributes significantly to the development of the College through financial/non-financial means. The College has a suitable approach to promote active participation of students in social, cultural, and leisure activities. Encouraging students' participation in activities facilitates developing various skills and competencies and fosters holistic development.

The College strives to provide access to all kinds of reinforcements that students would need to complete their education such as remedial classes and development of their soft skills such as the development of communication skills, presentation skills, etc. Career counseling at various levels prepares them for progression to higher studies as well as finding suitable placements.

Co-curricular activities are given the pride of place and are vital part of the life of students thus enabling them to discover their true potential. The Institute has a democratically elected 'Student Self Government' guided by faculty members. The students explore their talents and interests through creative and meaningful opportunities. Various intra and inter-college platforms are provided to the students to showcase a wide array of extra-curricular activities.

Governance, Leadership and Management

DIPSER leadership provides a clear vision and mission that guides all its activities and helps in pursuing it to achieve its goals and helps build a value-based organizational culture in the institution. All functions (academics and services) of the Institute are based on participation, objectivity, and transparency in the institution.

Governance at DIPSER is guided by a well-documented Apex Manual. It describes the spirit of the institution, the vision of its founders, and the intent of its leadership to translate that vision into reality through times. The system is in two steps – Strategic Level and the Functional Level. While the policy formulation w.r.t. planning, staffing, monitoring, and control is done at the strategic level are covered in this document, the methods of

implementation of policies and strategic decisions through effective organizing and coordination are done at the functional level.

Dev Sangha Institute of Professional Studies and Educational Research is under the control and management of Dev Sangha Seva Pratisthan (DSSP), a registered body under the Societies Registration Act. DSSP is guided by leading academicians from premier Institutions, top bureaucrats, industrialists, and management professionals who provide the necessary direction for the successful management of the College to ensure that it becomes a model College in the National context and towards its professed aims and objectives.

The management of DIPSER is steered by its Executive Committee which takes strategic decisions and guides the institution in its quest to excellence. The functioning of the institution is looked after by the Principal who is the Head of the College. He is entrusted with the responsibility of running the administration of the college and ensuring that the decisions of the managing committee are implemented effectively. He is also responsible for implementing and preservation the decisions and future directions given by the Executive Committee from time to time in letter and spirit and ensure that all necessary resources are made available for the growth and development of the institution. The Principal is supported by the functional Coordinators who, along with their teams ensure that all activities of their respective functions are planned and executed meticulously. They report to the Principal.

Institutional Values and Best Practices

DIPSER is guided by Dev Sangha Seva Pratisthan, the spiritual institution working untiringly to resurrect the affirmative interpretation of the philosophy of life as propounded by Ancient Rishis (Saints) and Upanishads (Scriptures) in India. Blessed by Maa Haimavatee, the reigning deity, it emphasizes the harmony of material pursuits as the essential foundation for spiritual aspiration. It believes that there is a 'mother' in every woman, who instinctively is the first teacher in the life of every child the world over.

It is with this deference that DIPSER is in continuous quest in all its endeavours and with the blessings of divine mother strives to emerge as a Centre of Excellence for Education and Teacher Education in Eastern India. DIPSER aims at focussing on empowering women through education for the upliftment of society and aspires to engage with people and communities, fulfilling its role in making knowledge and information accessible to concerned people.

Research and Outreach Activities

DIPSER promotes research as an integral part of the curriculum. The students pursuing M.Ed. programme undertake minor research projects and submit a dissertation for evaluation. The students also take up action research, Field trips, etc. as their academic activities.

DIPSER students are regularly engaged in extension activities in the neighborhood community for creating impact and sensitizing students and the community to social issues. Extension activities are organized through the NSS Unit of the college. The extension activities include Swachh Bharat, AIDs awareness, Gender issues, Yoga, Fitness Programme, Educating Street Children, School dropout,etc.

The faculty members at DIPSER are also engaged in doctoral research and some of them have been awarded Ph.D. degrees. There is a thrust on publication also with faculty members publishing research papers/articles in

Journals and writing books and/or chapters in edited books. Papers are also presented in conferences and are published in conference proceedings. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, special lectures, and workshops are organized regularly.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES AND EDUCATIONAL RESEARCH
Address	Bompas Town, PO- Dev Sangha, Dist-Deoghar, Jharkhand, Pin- 814114
City	Deoghar
State	Jharkhand
Pin	814114
Website	dipsercollege.info

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Babita Kumari	06432-295148	9434932266	-	dipser@dipsercollege.info
IQAC / CIQA coordinator	Manoranjan Kumar	-	9179352995	-	singhmanoranjan66@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Bengali
Any Other	

Establishment Details

State	University name	Document
Jharkhand	Sido Kanhu Murmu University Dumka	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	12-06-2009	[View Document](#)
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	12-07-2004	24	MEd BEd and DElEd courses are recognised by NCTE as per uploaded documents

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Bompas Town, PO- Dev Sangha, Dist-Deoghar, Jharkhand, Pin- 814114	Urban	0.920467	4774

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Bachelor Of Education	24	Graduation	English + Hindi	200	183
PG	BEd MEd,Master Of Education	24	B.Ed. or D.El.Ed. with Graduation	English + Hindi	50	25

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				2				3				44
Recruited	1	0	0	1	1	2	0	3	12	12	0	24
Yet to Recruit				1				0				20
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				10
Recruited	4	6	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				3
Recruited	1	0	0	1
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	2	0	3	3	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	9	9	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	198	2	0	0	200
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	42	4	0	0	46
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	50	0	0	0	50
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	24	21	20	14
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	68	58	46	46
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	100	88	98	94
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	92	94	111	118
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	12	0	0	0
	Others	0	0	0	0
Total		296	261	275	272

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a)The Vision of DIPSER is to nurture competent, caring and academically superior Teacher-Mothers, who would be fully dedicated to the cause of teaching, serve the nation with a deep sense of duty and commitment, and be ever conscious of their role as responsible guardians of developing the society through education. b)Humanities subject are taught as pedagogy subjects to the student teachers at DIPSER and the syllabus ensures that these varied domains of knowledge are imparted to enable students to have a holistic view of all hues of knowledge as per their areas of specialization. c)DIPSER offers a flexible and innovative curricula that is framed by its affiliating university – SKM

University. All courses include are credit-based and projects in the subject areas - community engagement and service, environmental education, and value-based are taught towards the attainment of a holistic and multidisciplinary education. Extension activities are organized through its NSS unit and includes extension activities like Swachh Bharat, AIDs awareness, Gender issues, Yoga, Fitness Programme, Educating Street Children, school dropouts etc. d)DIPSER is guided by the rules and regulations of its affiliating university. At present SKM University rules does not permit multiple entry and exits at the end of 1st and 2nd years of undergraduate education. However, it maintains a strict rigor of learning to ensure students learn as per the stated 'Learning Outcomes'. e)The students pursuing M.Ed. programme undertake minor research projects and submit a dissertation for evaluation. The students of B.Ed and D. El. Ed are also encouraged to take up Action Research, Field trips, etc. as part of their academic activities. The faculty at DIPSER is also engaged in doctoral research and thrust is given on publishing research papers/articles in Journals and writing books and/or chapters in edited books. Papers are also presented in conferences and are published in conference proceedings. f)Following practices may be multidisciplinary/ interdisciplinary Classroom Teaching (Curricular Practices): M. Ed i.Psychology of Learning and Development ii.History and Political Economy iii.Philosophy of Education iv.Sociology of education v.Educational Research vi.Pedagogical theory and practices like Pedagogy of Social Science, Science, Mathematics and Language. vii.Optional Courses like : a.Educational Administration b.Inclusive education c.Education for disadvantaged group d.Education technology e.Educational measurement and evaluation f.Computer Education g.Adult education h.Environmental education i.Human rights and value education j.Guidance and Counseling k.Tribal education l.Distance education Classroom Teaching (Curricular Practices): B. Ed 1.Childhood and Growing up 2.Contemporary India and Education 3.Language across the curriculum 4.Drama and Art in Education Classroom Teaching (Curricular Practices): D. El. Ed. The Pupil Teachers of D. El. Ed. are given opportunities to study different disciplines simultaneously. The studies are Educational Theory and Practices in Society,

	Educational psychology, and Content cum Methodology of different school subjects like languages (Hindi, English, Bengali/Sanskrit etc.) mathematics, Social Science, Science, apart from Physical Education and Computer.
2. Academic bank of credits (ABC):	a)Academic Bank of Credit envisaged in NEP 2020 as a digital bank has not yet been started. b)DIPSER has not yet been registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme c)Efforts for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions for credit transfer has not yet started by DIPSER. d)The faculties are encouraged to design their own pedagogical approaches, selection of reading materials, assignments and assessments by providing resources like Computers and projectors in classrooms apart from well equipped Library, laboratories and resource centers. The faculties design their approaches by using given resources. They use PPT, online content, multimedia, audio-visual contents etc. e)Not yet started
3. Skill development:	a)Special non-credit Add-on short-term courses including one of soft skills have started. The same is yet to be aligned with the National Skills Qualifications Framework b)DIPSER provides three Teacher Education Programmes - M.Ed., B. Ed. and D. El. Ed.. After completion of the course each individual is entitled to practice the teaching profession and can start earning a living by joining any school as teacher or they may start their own institution to impart education. As such, these programmes are vocational in nature. Apart from that people teachers are trained in vocational discipline like Drama, Music, Fine Art, Craft and Computer application. c)DIPSER provides different activities to promote value-based education: i.Prayer: This is a daily and compulsory activity for everyone at DIPSER. Apart from prayer, students also share thought of the day, college anthem, Daily news and national anthem. ii.Blood donation Camp: Every year a blood donation camp is organized on 23rd June in collaboration with NGOs and mother organization DSSP. iii.Regular celebration of important days like Youth Day, World Cancer Day, Netaji Subhash Jayanti, national Voters' day, AIDS Day, Sadbhavna Diwas, National Integration Day, Gandhi Jayanti,

	Buddha Jayanti, Guru Purnima, Christmas, mathematics Day, Constitution Day, etc. iv.Laboratory Activities, Research and Projects: Scientific temper is promoted through different lab activities, research and project activities. v.Physical Education, Sports and Yoga activities promotes life-skill education. d)College's efforts list: i.Design a credit structure to ensure that all students take at least one vocational course before graduating. None (Following norms of the Affiliating University) ii.Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. DIPSER provides training in Tailoring and different kinds of Craft (items like paper bags, envelops, embroidery etc.) for D. El. Ed. students. It has planned to start courses on Musicology and Fine Arts. Apart from these it is providing training in Yoga and Physical Education including games and sports. iii.To offer vocational education in ODL/blended/on-campus modular modes to Learners. None (Following norms of the Affiliating University) iv.NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. None v.Skill development courses are planned to be offered to students through online and/or distance mode. None e)Besides developing skills related to Teaching and research, DIPSER puts forth efforts to equip its students in skills like Spoken English, Soft skill development, Computer Application, Music, Drama, Fine Arts, Crafts and Tailoring. DIPSER also offers Teaching skills through micro teaching practices and teaching demonstrations (in B.Ed. and D. El .Ed.). It emphasizes in developing skills like Academic writing, Expository writing, Community study projects, Case study, preparation of research proposal, preparation of research tools, and conduct independent research activities (for M.Ed.).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a)DIPSER promotes bilingual and multilingual culture in teaching. Though our affiliating university allows us prepare students in Hindi/English version. But our College looks one step ahead and permits its faculties explain the concepts in the language of the learners. Through organizing different activities DIPSER promotes multicultural environments by

	celebrating festivals from different cultures. b)Jharkhand is a Hindi Speaking state and most of the population of the state use Hindi as vernacular medium. DIPSER provides opportunity to its faculty members, to use Hindi and English languages as the language of curriculum delivery. In facilitates books in Hindi and English, in its library. c)DIPSER provides bilingual teaching mode for all the Teacher Education Programmes it run (viz. M.Ed., B.Ed. and D. El. Ed.) d) i.DIPSER provides opportunities for different language choice. It offers choices of Hindi, Bengali, Sanskrit and Santhali as Pedagogy. ii.DIPSER promotes traditional knowledge in Fine Art, Music, Drama and Yoga, Handicrafts embroidery etc. . iii.DIPSER promotes Fine Art, Music, Drama and Yoga, Handicraft s embroidery, folk art, folk music etc. . iv.DIPSER promotes Indian cultural tradition through celebration of programmes like Guru Purnima, Saraswati Puja, Mahalaya, Holi, etc. e)Not yet started.
5. Focus on Outcome based education (OBE):	i.DIPSER practices outcome-based curriculum transactions by making curriculum planning at the beginning of each academic session. It has identified Programme Learning Outcome, Course Learning Outcome (PLO, CLO) for each programme and has uploaded it on its website. During students' orientation programmes it is discussed to make student aware of the outcome of the programme and each course. ii.DIPSER prepares academic calendar for all activities which reflects the year-long academic plan based on outcomes. iii. a)Annual Academic Planning based on PLO and CLO, is reflected in Academic Calendar. b)PLO and CLO are discussed during students' orientation programmes.
6. Distance education/online education:	a)DIPSER has every potential to offer vocational courses through ODL mode. But, so far it has not prepared any plan to do it. b)DIPSER uses technological tools for teaching –learning activities. It has installed Projectors connected with computers in each of its classrooms and in Auditorium. All the computers are connected with internet through LAN and Wi-Fi. During COVID-19 lockdown DIPSER continued its educational services to its students through different online platforms like ZOOM, Microsoft Teams, Google Meet etc.. It uses Google form to collect feedback, assignments and even assessing its students. c)DIPSER uses technological

	tools like Projectors and computers for teaching –learning activities. All computers are connected with internet through LAN and Wi-Fi. During COVID-19 lockdown DIPSER continued its educational services to its students through different online platforms like ZOOM, Microsoft Teams, Google Meet etc.. It uses Google form to collect feedback, assignments and even assessing its students.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
554	556	535	547	542

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
209	270	70	484	198

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
202	268	69	479	195

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
258	296	261	275	272

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	28	31	31	29

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	48	48
File Description		**Document**		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
65.37976	64.59455	67.47915	62.45374	78.68861
File Description		**Document**		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 60

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The curriculum of the three courses (D. El. Ed., B.Ed. and M.Ed.) offered at DIPSER is planned as per the syllabus provided by its affiliating Institutions - Sido Kanhu Murmu University, Dumka for B.Ed. and M.Ed. and Jharkhand Academic Council (JAC) for the D. El. Ed., course. The Curriculum planning of each course is done through a complex process where faculty members define the intended learning outcomes, assessments, content, and pedagogic requirements necessary for student success across the entire curriculum.

Curriculum Planning

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 body for implementing different courses (D. El. Ed., B.Ed. and M.Ed.) in the College. The curriculum planning is done primarily in two steps: a) preparing the Academic Calendar (Macro-plan) and b) Preparing the Time Table (Micro-plan).

The Academic Calendar is prepared at the beginning of the academic year and indicates the activities necessary to implement the academic requirements of different courses being offered at DIPSER. It contains the details of academic working days, slots for co-curricular and extra-curricular activities, and other important activities planned by the College or directed by the affiliating bodies. It also contains the monitoring activities done by the College's regulating bodies to maintain quality of academic and related services.

The Time Table is prepared before the commencement of every semester and includes the units of time for academic and co-curricular purposes like theory, practical, tutorial, life-skill, value education and add-on classes thereby ensuring a balance between the different types of engagement a student is expected to participate in. The Time Table also includes slots for Tutorials/ projects, class tests and internal assessments and other formal evaluative processes, and periods for beyond classroom hours for doubt-clearing and curricular discussions. Extra hours are also indicated therein for remedial classes after completion of internal examinations.

The Academic Committee provides directions and monitors the efficacy of the same throughout the session. The marking schemes are planned and written for continuous evaluation. The systems have been structured to help maintain uniformity, transparency, academic standards and quality during internal assessment of students. The curricula are reviewed and revised at regular intervals to reflect the advancement of knowledge and processes in the field of Teacher Education by University for providing state of the art education to students.

Curriculum Review and Revision

The Academic Committee holds regular meetings to review and plan the execution of courses wherein teaching focus on class assignments, internal assessments, use of reference materials and Audio-visual teaching aids for teachers are discussed. The review also includes review of the supportive College infrastructure following which necessary up-gradation of infrastructure and facilities are done to suit the needs of changing curriculum and pedagogy and necessary corrective actions are taken.

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

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

Response: D. Any 2 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which

are stated and communicated to teachers and students through 1.   Website of the Institution 2. Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

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

Response: 58.4

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	29	26	26

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	54	38	38

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 0.6

1.2.2.1 **Number of Value – added courses offered during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)

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

Response: 3.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 1.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	12	25	12

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

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

Response:

Some of the many opportunities provided by the Curriculum for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas, are as follows.

1.A fundamental or coherent understanding of the field of teacher education

Dev Sangha Institute of Professional Studies and Educational Research is committed towards Teacher

Education at three levels – M.Ed., B.Ed. and D. El. Ed. (Previously E.T.E.). DIPSER organises orientation programme at the beginning of each session of the Teacher Education at above mentioned three levels. The objective of the orientation programme is to induct them with the coherent knowledge of teacher education so that they may prepare themselves psychologically to embrace the teaching profession. The pupil teachers go through the course curriculum throughout the year and take part in different activities and functions to acquire knowledge, skills and competencies and equip them completely to be the active member of the teaching profession. Through proper organisation of curricular, co-curricular and extra-curricular activities they develop the proper attitude of teacher.

The M.Ed. curriculum has two courses on Teacher Education – Teacher Education – I (Teacher and Teaching) and Teacher Education- II (Issues and Challenges), and through these courses, the students acquaint in-depth, thorough and coherent knowledge and understanding of Teacher Education as a separate professional discipline. Two Internships – provide them ample opportunity to have the practical experience of teacher and teacher educators. In internship – I they take part as a teacher Educator in classroom teaching, Micro Teaching Practices, guide B.Ed. students in preparing lesson plan, demonstrate model lessons, organise Morning Prayer Assembly, co-curricular activities and prepare and present thematic paper in internal seminars. In internship – II, they supervise practice lessons demonstrated by B.Ed. students and assist them in practising teaching skills and related activities.

B.Ed. and D. El. Ed. Students are acquainted with the knowledge and understanding of teacher education through the pedagogy courses of different school subjects. Pedagogy of school subjects is optional/ elective for B.Ed. whereas these are compulsory for D. El. Ed.

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

DIPSER prepares teachers for elementary and secondary/ senior secondary levels of school education (D. El. Ed. and B.Ed.). It also prepares teacher educators for college of teacher education (M.Ed.). In every programme students are given proper opportunities for practice of skills which are essential to become effective teacher/ teacher educator in the chosen specialized areas of education.

The students are given procedural knowledge of teaching through different courses – Teaching, Learning and Assessment; Contemporary India and Education; Understanding classroom Practices; Language across curriculum; Understanding school management and Leadership; Pedagogy of different school subjects; Health and Physical education; Guidance and counselling; Developing Teachers' Identity, etc. (For B.Ed.). The procedural knowledge of teaching for D. El. Ed. Students is provided through courses – Education in Indian Society and Teachers; school organization, Guidance and Counselling; Educational Technology and Evaluation; Pedagogy of different school subjects. Apart from theory courses the students are exposed to simulated teaching situation through Microteaching skill practicing workshops, co-curricular activities, field experience through teaching practices.

The M.Ed. programme creates teacher educators, provides advance procedural knowledge of teaching and learning through theory courses – Psychology of Learning and Development; Teacher Education (Teachers and Teaching and Issues and Challenges); Secondary / Elementary Education; Curriculum studies; Basic research and Advanced Statistics in Education; Education Technology and ICT; Policies and Planning in Education; educational Administration and Management; Learning and Pedagogy of School Subjects; Assessment in Education; Inclusive Education for children with diverse needs; etc. Apart from the theory courses the students are given practical and field experience to sharp their skills and competencies through

practicum – Communication and expository writing; Self Development; internship in TEI; Seminar/ workshops on preparation of research proposal, Literature review, Tool Preparation, Academic writing, Dissertation.

3. Capability to extrapolate from what one has learnt and apply acquired competencies

The students are given proper opportunity to develop their skills and competencies in such a way that by the end of the programme they became self-reliant to use all the skills and competencies in their real life situation. During the programme they practice different skills and competencies needed to become an effective teacher in simulated situations through activities like Microteaching, Seminars, Workshops, etc.. The skills and competencies developed through such activities are practically used during their teaching practice in different government schools of the district. They are able to evaluate the power of these skills and competencies to solve the problems of the real classroom situations.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others.

DIPSER provides natural learning experience and those conscious and planned activities for developing Skills/Competencies such as: Critical Thinking and Communication Skills. These are the process by which, alone and with others, student teacher review, renew and extend their commitment as changing agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential for good professional thinking, planning and practice with children and peers through each phase of their programme. It is a well planned process intended to provide opportunities to student teachers to review, renew or update their knowledge and competence, which are essential for effective teaching learning. It is structured around the professional needs of the prospective teachers.

5. Thrust on Women Empowerment

DIPSER is a TEI exclusively for girls, underlines the thrust the College gives on Women Empowerment. Thus, the College lays strong emphasis on women empowerment and helps to unlock their potential on a transformational scale by organizing extension lectures and seminars. The department of visual and performing arts and Art and craft organises various programs from time to time for skill development and inculcation of value among the students. Recently the students of DIPSER participated in an online cultural program on HUL DIVAS. It was organised by Sido Kanhu Murmu University Dumka. The participants from our College bagged the first prize in Slogan writing.

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

Response:

DIPSER has always strived for complete professional development of its student teachers at all levels (M.Ed., B.Ed. and D. El. Ed.). All these three teachers' education programmes are closely involved with school education. As such, it is felt necessary for the student teachers to be acquainted with the development of school system of the country and know the functioning of various boards of school education. Accordingly, the students are taught about the functioning of schools, the functional differences among them, their assessment systems, etc.

The First Syllabus (2015-17 to 2018-20) of two year M.Ed. programme consists development of school system of the country and the world and know the functioning of various boards of school education in the form of following Courses:

1. CSP-202 E/S: Secondary and Elementary Education and deals with institutions, system and structure along with stage specific status, issues and concerns
2. CSP-301 E/S: Elementary/Secondary Education, deals with Policy and Practice regarding curriculum, Pedagogy and Assessment. These courses elaborate the development of school systems in details

The current syllabus (2019-21 to Present) of two year M.Ed. programme contains the course M.Ed. CC-103 Educational Studies deals with changing political content of education: School Context, which includes content like – Multiple school contexts – rural/urban, school affiliated to different boards; support system of education – department of public instruction, ministry and other government agencies, academic institutions: role, involvement, issues related to control and autonomy; monitoring and evaluation of schools.

M.Ed. SB 301B Specialization on Secondary Education deals with Secondary education management Information System and Assessment and Evaluation, which includes contents like – CCE in teacher education; formative and summative evaluation; norm reference and criterion reference evaluation; evaluation of school experience / internship programme; assessment of teaching proficiency; criterion, tools, and techniques; organisation and regulation of internal assessment in PSTE: preparation of guidelines and schemes of internal assessment; portfolio assessment.

The First Syllabus (2015-17 to 2018-20) of two year B.Ed. programme also includes the courses namely CC-3 deals with learning, teaching and assessment, CC-6 deals with School, Inclusion and Education Policy with special reference to name and type of school: development in the light of policy perspective, as source to understand the contemporary structure of schools in India as well as in Bihar; Evaluation system in school: policy perspective about major changes and the context of evaluation in Jharkhand and CC-8 deals with understanding school management and leadership. Thus, the syllabus covers the content of the development of School System in the country and the world.

The current syllabus (2019-21 to Present) 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	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

DIPSER is committed towards professional development of its women student teachers who would be fully dedicated to the cause of learning; serve the nation with deep sense of duty and commitment; be ever conscious of their role as responsible guardians of human resource development society.

The theoretical components of each Programme (M.Ed., B.Ed. and D. El. Ed.) helps student teachers understand the learners, the community and society as well as content of subjects they are supposed to teach, and give them a perspective of the internal and external variables which control the learning.

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

Curriculum delivery processes are invariably emphasised interactive, participative, and activity based approaches. The strategies may vary according to the context and nature of content to be delivered. The theoretical components of the curriculum are imparted by lecture, discussion, self-study, seminar, multimedia supported interaction, followed by tutorials, workshops and field based practical activities.

The student teachers are trained for accessing knowledge through variety of sources, including print and electronic media, rather than transmitting the readymade produced knowledge.

The course on methodology of teaching subjects included both content enrichment and exposing them to differing approaches to the teaching of school subjects. These include progressive methodologies which help the learners to construct knowledge on their own. This involves various strategies with the use of pedagogical analysis for selecting and presenting subject matter content.

Practice teaching/ internship is organised intensively and more systematically. During internship each

student teacher is attached full time with a school to work like a regular teacher under the control of the head of the school, cooperating, using senior school teacher as mentor teachers, and takes up the optimum level of work that is assigned to her along with the regular teacher, by the head of the school. Every student teacher usually take part in teaching practice for 20 weeks in all – 4 weeks in the first year as school contact programme and 16 weeks in second year as teaching practice like regular teachers.

In the first year the student teachers participate in the pedagogical skill development programme for 10 days in the institution and rest 18 days the student teachers participate in the school contact programme for practical experience in the school environment – observing regular classroom teaching with a regular teacher, peer observation, teacher observation, and faculty observation of practice lessons. In the school contact programme 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 for 16 weeks.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

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

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 90.8

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

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

Response: 22.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
161	192	167	164	154

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

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

Response: 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	8	2	1	1

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

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

Response:

The Institute takes several measures to understand the needs and requirements of the students before the commencement of the program. The students are assessed through their performance in previous examinations. Furthermore, subsequent to the admission, an induction programme is organised where the students introduced themselves. Their ways of introduction reveal their strength and weaknesses side by side their readiness for the course they are beginning. Students are also asked about their skills in various co-curricular activities and encouraged to speak about their hobbies and interest. The induction programme is followed by Orientation Program, wherein students are familiarized with the course, modes of internal assessment as well as academic facilities available in Institute.

Before beginning their courses teachers informally get the pulse of the students in the class, their knowledge about the course and their comfort level with English/ Hindi as a medium of instruction. Teachers, during class interactions, identify student potentials and use different pedagogical means to bridge the knowledge and skill gaps. Teachers are available in Institute premises as well as on email / Whatsapp groups to clear doubts and counsel on a one to one basis.

Institution organises different curricular and co-curricular activities throughout the session and equal opportunity is given to each students to strengthen their professional skills.Their academic needs are assessed, and each function makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning. Practical/ Field experience/ Assignments are modified students with special needs. Separate examination room is provided, and additional time is given to them. Scribes are provided if required.

Learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up internships. They are also motivated to join innovation projects to develop their research acumen

(M.Ed.). Participation in national and international seminars and conferences, presentation and publication of research data is also encouraged. A well-stocked library and computer resources provide all students access to books, journals and e-resources.

Students are required to make course choices based on their core competence and aptitude, and skills they would like to acquire (for specialization and elective courses). The teachers counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the students' aptitude and competence.

The academic supports provided to the student teachers are:

1. Compensatory classes and tutorials.
2. Internal Continuous Assessments (ICA) for facilitating learning consistently.
3. Practices and experiments through different laboratory activities, Mentoring and Audio Visual Equipment.
4. The Institute promotes interactive sessions for all classroom teaching.
5. Research projects are mandatory for M.Ed. courses.
6. Remedial Teaching is being conducted to enhancing/ reinforcing learning.
7. Peer – learning is practiced during internship and microteaching skill practices.
8. E-content materials are made available to supplement classroom teaching.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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

Response: C. Any 3 of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 21:1

2.2.4.1 **Number of mentors in the Institution**

Response: 27

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

2.3 Teaching- Learning Process

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

Response:

Learning at DIPSER has always been student centric. The students participate in various academic and co-curricular activities within and outside the Institute. Field and educational trips, seminars and talks by experts are organized during the year. 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 ensure experiential learning for students.

Engaging students in problem-solving based learning through continuous engagement with issues and challenges is encouraged in different subjects. As a part of routine teaching- learning process, the Institute organizes workshops and training programs for students by inviting subject matter experts, practitioners, activists from organizations of national and international eminence. The guiding principle behind workshops is to ensure that students can link theory with practice, apply their knowledge and develop their teaching skills. Workshops also encourage creativity, innovation and adaptation of ideas to yield multiple need-based solutions to meet the challenges of contemporary society in the field of Education at all levels

(elementary ((D. El. Ed), secondary (B.Ed.) and tertiary (M.Ed.)). Students are given projects for all and dissertations (for M.Ed.) to find creative solutions to the real-world problems and challenges of organizations they work with. Assignments are designed to promote holistic understanding of concepts taught in theory along with their practical applications.

DIPSER has developed several support systems for the students and teachers that expand the learning environment like the library, Psychology Lab, Mathematics Lab, Social Science Resource Centre, Physical Science Lab, Biological Science Lab, Language Lab, Educational Technology Lab, Art & Craft Resource Centre side by side Computer laboratory. Students regularly participate in community work with schools. ICT and multi-media-based learning are also used in class room processes. Institute offers invaluable experiential learning.

School Experience Program (SEP), Teaching Practices, Internships, Microteaching etc. are significant components of D. El. Ed., B.Ed. & M. Ed. Programmes and give a practical experience to the learners in the real school situation, which helps in contextualizing their theoretical understanding of the course. Different government schools (Elementary/ Secondary/ Senior Secondary) & Teacher Education Institutions serve as a training platform for Teaching Practice/Internships /Educational administration for D. El. Ed., B.Ed. & M. Ed. student teachers.

Teaching Practices/ Field works/ Projects etc. provide students with the learning experiences and professional skills for working in the development for research, policy, advocacy and programs. Such opportunities by the different institutions foster better learning among students as they are based on experience in particular context.

As far as use of models of teaching are concerned, a few models of teaching are taught and practiced as the part of curriculum of B.Ed. and M. Ed. Courses. Such use of teaching models enhances the teaching skills of pupil teachers.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 100

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

Response: 554

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

Development of professional attributes is inculcated through mentoring and is an inherent part of development of student-teachers. This initiative provides to its student teachers avenues to learn behavioural dimensions necessary for professional growth. Some of the interventions done through mentoring are mentioned below –

1. **Working in Teams:** Each faculty member is allotted a group of student-teachers. Our institution runs three programmes of teachers' education – D. El. Ed., B.Ed. and M.Ed.. The teacher educators of M.Ed., B.Ed. and D. El. Ed. are given a group of M.Ed. student teachers. The groups are formed in such a way that the mentor faculty member who takes classes in all three programmes, are allotted students for mentoring from these three programmes. These mentors try their level best to inculcate professional attributes in the student teachers by engaging their students in group tasks pertaining to their studies and also in co-curricular and extra-curricular activities. The mentors motivate their students to work in groups to develop qualities like leadership, cooperation, collaboration etc.
2. **Dealing with student diversity**: The groups of student teachers are prepared by keeping in mind their socio-economic diversity. It is ensured that all levels and categories of students are present in each group. Students are allowed to discuss freely with the teachers about their problem inside as well as outside the classroom.
3. **Conduct of self with colleagues and authorities**: As mentor, each teacher educator follows the professional code of conduct and ethics determined by the institution. Such kind of self-discipline create conducive professional environment in the institution which help the mentors developing professional attributes in the student teachers. Thus each mentor emphasise upon the conduct of self with colleagues and authorities.
4. **Balancing home and work stress:** Being the institute for women, DIPSER emphasizes on minimising home and work stress on its student teachers. This is one of the essential functions of every mentor. Our teacher educators try their level best to address issues related to such stress and help students to resolve it. With the mode of formal and informal conversation and guidance, mentors help their students to enhance their efficiency to establish balance between the work of home and work place and thus minimise the level of stress.

Keeping oneself abreast with recent developments in education and life: Our institution prepares teachers for elementary and secondary education, and prepares teacher educators for higher education institution. Hence, it is the duty and responsibility of the faculties of the institution to ensure quality professional education. To achieve the objective of quality education our teacher educators/mentors keep them abreast with the recent development in the education and life. With the help of such preparedness they are able to perform their duties and responsibilities of mentor/teacher educator.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

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

Response: D. Any 2 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The teachers at DIPSER engage themselves in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Here we are submitting two case studies showcasing the details impact and attempts.

Case 1

Neha entered the class with her usual smile on her face and greeted the students of class VII. She was in her teaching practice in Government Middle School, Bompas Town, Deoghar. It was her second day in the school. She was one of the good students of B.Ed. course (2015-17) at DIPSER College of Education and had a promise to be a good teacher. She was intelligent, obedient and had a child-like curiosity. The only child of her parents, she always wanted to be a teacher since her childhood and once she was selected for the course, it was a 'dream come true' for her.

It was a mathematics class. As she started her class and gave some simple mathematical problems, one of the students, Rahul, started disturbing the class. While he was not paying attention to what she was saying, he was also disturbing other students. When instructed not to do so, he not only kept on disrupting the class, he also started arguing with Neha. Rahul seemed to be one of those bullies who are always there in a school and are involved in all kinds of disruptive activities. Since, Neha was a student teacher and was quite young, he probably thought of bantering her by doing such mischief.

It was a difficult situation for Neha. Initially a little nervous, she first thought of sending him out of the class as punishment. But then she remembered the lessons taught in her own classes and decided to handle the situation intelligently with empathy and creativity. She thought that if she punished Rahul, she would

create a barrier for him once for all that would deter him from learning and might also lead to a long-term aversion to any kind of teaching.

Neha decided to try to find out the cause behind the rude behaviour of Rahul. She instructed other students to work, went to Rahul and talked to him separately. Neha found out that Rahul hailed from a remote village where he could not learn much from his school. Though he had managed to pass and was now in class VII, he could not even solve simple problems of math. She empathized with Rahul and started explaining him the basics of mathematics. Rahul quickly picked up and was now doing simple calculations. Rahul had stopped disturbing the class now and was taking interest not only in math but in other subjects as well.

That day Neha was very happy. After she returned, she went straight to her teachers and narrated the whole incident. As she was describing the instance, tears of joy rolled down her cheek with happiness. Her teachers too were pleased and blessed her saying, "The sun has risen in your career today." Now be the Sun yourself and brighten the whole world with your own sunshine".

Greatly motivated, Neha was now waiting to go to the class again and teach young children, and especially Rahul, who was now so dear to him as it was for Rahul.

Case 2

It took Nidhi a week to establish control over her two hundred students of class IX of Upgraded High School, Chandi, Deoghar. She was on her teaching practice (internship) in Upgraded High School, Chandi, and Deoghar. Nidhi is the student teacher of B.Ed. (2018-20) of DIPSER has cherished dream to be a teacher from her childhood. She says, "I never thought of any profession other than teaching." She has the ability to apply all possible skills to achieve the goal of her teaching. She is very positive, intelligent and obedient. She is equally loving and caring side by side being a strict disciplinarian.

Nidhi was a bit nervous at the very first day of her teaching practice because of the new surroundings and overcrowded class; soon, she established control over herself and greeted her students with a nice smile. After, 15 minutes of her teaching she observed that two students sitting at the last row were not paying attention to her. They were busy in talking together. They were identified as Saurabh and Gautam. She remembered the words of her teacher, "a good teacher never punish bad students rather reform them to be good". She prepared a plan and accordingly.

The next very day as she entered in the class with her usual smile, after greeting the students she called Saurabh and Gautam and managed their sitting in the first row so that she could have observed them closely. Now, Saurabh and Gautam stopped talking because they have realised that they are being recognised by the new teacher. They were not bad but a bit naughty. Nidhi is a strict disciplinarian. She herself obeys the rule and regulation of the profession and that is why no student could dare to break the discipline in her class. At the beginning Saurabh and Gautam failed to answer the questions Nidhi asked, but soon they have picked up their rhythm and by the end of the teaching practice of three months they showed considerable progress in English.

While Nidhi was addressing the last class on the last day of her teaching, every eye of the class was moist with gratitude. Saurabh and Gautam met her after the class and said, "Sorry ma'am! You have shown us the path of life. We will always remember you. Your words will guide us in the path of our journey of life." While they were saying, tears were rolled down from three pairs of eyes. Those tears were telling the

story of two boys who found their right path.

Though tears were rolling down, she was happy at her first success as a true teacher as explained by her teachers at DIPSER. She described the incident to her teachers after returning from teaching practice. Her teachers were equally happy on her achievement and blessed her by saying, "This is the beginning. You have to go along way. Brighten up the life of your students like the sun who shines equally to all without discrimination."

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

2.4 Competency and Skill Development

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

File Description	Document
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: C. Any 2 of the above

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

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

Response: E. Any 1 or none of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	[View Document](#)
Data as per Data Template	[View Document](#)

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

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

Response: D. Any 1 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The College has a very systematic internship programme for its D. El. Ed, B. Ed and M. Ed. student-teachers, are as follows:

1. Selection/Identification of schools for internship: participative/on request

The College sends a letter containing the full details of the trainees to the District Education Officer for the allotment of government schools for internship. We require 20 secondary schools within the District of Deoghar for our 200 B.Ed. student teachers and 5 government schools for 50 D. El. Ed. Students for about four months.

The DEO authorizes the request and provides the College with a letter detailing out the internship information and the rules to be followed.

2. Orientation to school principal /teachers

The Principal of our College deputes a mentor to meet the Principal of the allotted school with the letter of the DEO. The Principal/ Head Master of the concerned school hand over the routine and syllabus of the school to the mentor. The mentor in consultation with the Principal of the school prepares a schedule, for the allotment of classes to the trainees.

3. Orientation to students going for internship

Micro Teaching program is organized by the faculty members of the College to prepare student teacher for internship. Each student prepares Micro lesson plan with the help of faculty members and practise each teaching skill before the faculty members and other trainees. The faculty members supervise the whole program with minute details

4. Defining role of teachers of the institution

The teachers of the College are allocated schools with the help of a duty roster prepared by the College. The teacher facilitates the communication between the student-teachers and the principal and teachers of the school with the help of the letter from the DEO.

The teachers of the institution play the role of observers, noting the performance of student-teachers. They help the student-teachers in case of difficulties faced during the internship and build relationships with the Principal of the school, explaining them about routine, syllabus, curricular and co-curricular activities, achievement tests and support the student-teachers in delivering the lessons.

5. Streamlining modes of assessment of student performance

The mentors visit the schools as per the schedule for the observation and assessment of student performance on a daily basis.

The performance of the student-teachers is assessed with the help of an observation schedule. The subject teacher assesses the student-teachers on class routine framework, co-curricular activities etc. and the school supervisor (external) assesses the students on their preparation and use of teaching aids, teaching performance etc. At least 50% lessons of B. Ed. Student teachers are supervised by the M. Ed student-teachers. In order to complete their assessments, the student-teachers need to submit their internship report for evaluation.

6. Exposure to variety of school set ups

The student-teachers get an opportunity to work with different schools following different set ups. While all the schools have six working days, they vary in their schedules (morning schedule / day schedule), student demographic (co-educated / boys only / girls only) and shifts (single shift / two shifts).

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

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

Response: 7.46

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

Response: 28

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Dev Sangha Institute of Professional Studies and Educational Research understands the importance of an internship programme and has well defined roles and responsibilities for the people involved to ensure that the student-teachers receive the best impact of the internship programme.

The objective of performing internship in B. Ed program is to acquire learning experiences about how a

school functions in different context and how teaching learning takes place. A successful internship requires not only a good deal of effort on the side of the intern but the supervisors must also put in the some work to ensure that the intern gets a meaningful experience. It relaxes the student teachers off the classroom environment much before they actually take up teaching jobs in various schools. It not only helps teachers but students also as new teachers are already pre-trained and are helpful from day one.

The student teachers are accompanied to the schools by supervisors. The attendance is marked daily. The supervisor duties are assigned by the program coordinator to the teacher educators. Before the classes the interns must get their lesson plans and teaching learning materials to be used, approved by the respective method teachers. The supervisor is responsible for the smooth conduct of the classes as well as taking a note of whether the noted lessons are being taught in a proper way. The students also clear their doubts without any hesitation. The school principal sometimes visits the classes himself or assigns his subject teachers for the same. The headmaster of the school also looks after the discipline.

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. At the end of the school day, he also provides feedback and improvement points to the student-teachers. The Principal also requests organizing curricular and co-curricular activities from student-teachers, thereby ensuring a holistic growth of student-teachers during their internship.

The teachers of the school help the students from the morning assemble till the end of the day. They play the role of observers in the classroom, monitoring the performance of student-teachers and providing feedback wherever necessary. The internship programme offers a collaborative learning and strength-based environment where peer interns work together. They meet each other at the end of the school day and discuss their learning experiences, by sharing valuable information to the entire group. The peers also learn team spirit as they help each other out in case of absence, by filling in for them, ensuring that no class is unattended. They monitor each other during their classes, learning and growing together in the process.

With the above monitoring mechanisms in place, DIPSER ensures that its students have the optimal impact of internship and is ready to course correct whenever necessary. In teacher preparation program, supervisor and peers are the primary source of information on the intern's own teaching, whether she is being able to convey her intentions. The supervision really helps in raising their standard of teaching.

File Description	Document
Documentary evidence in support of the response	[View Document](#)

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

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

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

Response: D. Any 1 of the above

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

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

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

Response: 60.83

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

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 54.79

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 16

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

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 7.07

2.5.3.1 **Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 191

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

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

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

Response:

Teacher educators at DIPSER are equally aware about the need of their continuous professional development in the field of knowledge and skills etc. with the changing needs and demands of the profession.

All the teacher educators of our institute update themselves continuously to improve their potential. They equip themselves with the latest development in the field of teacher education. They spend their leisure hours in development of the professional knowledge and skills to keep themselves updated and use the most recent technology with the new development of knowledge in the field of educational practices and theory.

The lifelong approach to professional development of teacher educators recognises the fact that teacher educators need a solid base in the content areas, an understanding of teaching learning process, and an understanding of the impact of individual difference on learning together with basic foundation skills for teaching side by side adapt pedagogical changes. The teacher educators usually build and review knowledge and skills in all the areas of education throughout his/her career. The educators are well aware about the changing learning needs of the learners, the changing needs of the society and the country with the changing of time and advancement of technology in the field of educational theories and practices. And, therefore, they keep themselves professionally updated through the process of life-long learning and through systematic continuing education. Teachers used to focus on the needs of their students and for that they learn and solve problems together.

Our teacher educators are well equipped with information technology and the regular visitors of the library. Our library is the store house of good number of text books, reference books, national and international journal in the field of educational development and educational research. Through these sources they update their knowledge. By attending different conferences, seminars, symposium, workshops and training programmes they keep updating their skills.

Apart from above mentioned ways of keeping themselves updated professionally, our institution practice following ways:

1. In-house discussion on current development and issues in education: The teacher educators of DIPSER organise in-house seminars, group discussion etc. on the current development and issues in education. They discuss on these issues formally and informally.
2. Share information with colleagues with other institutions on policies and regulations: Our teacher educators believes in sharing knowledge, information and skills through talks, discussions, texts, Whatsapp, mails etc.
3. Attend lectures of eminent people: The teachers at DIPSER keep themselves professionally updated by attending lectures of eminent people organised in and outside the institute. They also attend lectures online and through different internet sites like you tube, Facebook etc.
4. Attend seminars/workshops/training programmes/ awareness programmes/ webinars
5. Use online /ICT resources though different internet sites like NCTE, MHRD, NCERT, UGC etc.
6. The teacher educators of our institute create their own ICT resources and upload them in different websites like you tube, slide share etc. Thus they not only enhance their professional skills for their own students but they offer their creative output for public uses.

Thus, following the tradition of study, discussion, sharing and disseminating knowledge and skills the teacher educators of DIPSER keep them updated professionally.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

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

Response:

Continuous Internal Evaluation at DIPSER has been prescribed by the SKM University, Dumka, for B.Ed. and M.Ed. programmes and the evaluation system for D. El. Ed programme has been prescribed by Jharkhand Academic Council, Ranchi. During the Two Year B.Ed. and M.Ed. Programmes (since 2015-2017) Internal Evaluation has been emphasized upon projects/ Assignments and presentations and written tests which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students.

D. El. Ed Programme

The D. El. Ed. Programme contains 14 courses among which 2 courses (Computer application and community life) are completely practical and are evaluated internally for 100 marks each course. Marks for the rest 12 courses are shared as 60 external and 40 internal. In this programme monthly tests are conducted for continuous internal evaluation. There are provisions of assignments, projects and presentation for continuous internal evaluation.

B. Ed. Programme

The marking ratio of External and Internal evaluation in B.Ed. programme is 80:20, except in courses like EPC-1(Reading and reflecting on text), EPC-2 (Drama and Art Education), EPC-3 (Critical understanding of ICT) and EPC-4 (Understanding the self). EPC- 2 and EPC- 3 are completely practical courses, where EPC-1 and EPC-4 are project and assignment based, and therefore, 100 % evaluation is done internally in these courses. Evaluation of these courses is done through assignment, Presentation, projects and practical. In theory courses 20 % marks in each course is evaluated internally through continuous assignments and projects as per the nature of the courses. Internal evaluation of school Internship (150 marks) is done through the evaluation of teaching practice, action research, project, school activities, professional ethics and observations.

M.Ed. Programme

It comprises of 15 theory courses contains 100 marks each. Internal and external evaluation ratio is 20:80. Internal evaluation of theory courses are done through mid-term written examination. The M.Ed. programme also contains practical courses comprising SBA (Semester based activities) has different Internal evaluation patterns. M.Ed. PC-205 (communication and expository writing) contains 50 marks and is evaluated through projects /assignments / presentation. M.Ed. PC-305 (Internship – I, in Teacher Education Institution) is evaluated through the participation and performance of learners in activities like classroom teaching, Micro Teaching practices, Preparation and demonstration of Lesson Plan, Morning Assembly, Co-curricular activities, Seminar etc. it contains 100 marks. M.Ed. PC-306: Internship-II (Community participation project and Institutional study Project) Contains 50 marks for internal evaluation and 50 marks for external evaluation (Viva-Voce). M.Ed. PC-307: Dissertation Workshop – I (Research Proposal for their Dissertation) its evaluation is done on the basis of the participation and performance of the learners in the Seminar and, or workshop and presentation of their respective Research Proposal for their Dissertation and it contains 50 marks. M.Ed. PC-405 (Academic writing) contains 50 marks and evaluated on the basis of assignment on academic writing on a given topic.

M.Ed. PC-407 (Seminar/workshop on literature review and tool preparation for Dissertation) contains 50 marks and is evaluated on the basis of the participation and performance in presentation of their activities on literature review and tool preparation for their respective Dissertation. M.Ed. PC-403 (Dissertation of Final Research Report) contains 100 marks - 20 marks as internal and 80 marks by external evaluators.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The examination of B.Ed. and M.Ed. programmes are governed by our affiliating university i.e. Sido Kanhu Murmu University, Dumka; whereas examination of D. El. Ed. programme is governed by Jharkhand Academic Council (JAC), Ranchi, Jharkhand. The grievances regarding examination conducted by the university are directed to the controller of examination, SKMU, Dumka and grievances regarding examination conducted by the JAC. Ranchi is directed to the Secretary, JAC, Ranchi.

The grievances for examinations are carefully addressed at DIPSER. The procedures for the grievances related to examination are as follows:

1. 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.
2. The principal recommends relevant corrections and forward the application to the controller of examination of the university.

3. Further, university authority takes needful action to short out the grievances and informs the institute about the result.

4. 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:

1. 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.

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

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

There is complete transparency in the internal assessment. At the beginning of the semester the teacher educators/ coordinators inform students about the various components in the assessment process during the semester. The internal assessment schedules are prepared as per the norms and communicated to the students well in advance. In our institution proper conducts of formative test and evaluation is done by the course handling faculty members within the given time/date for the examination. The corrected answer-scripts of the students are distributed among the students so that they will be able see the marks they achieved. The grievance is addressed immediately. Day to day performance of the students is assessed for every experience which includes regularity, performance, Viva, projects and the promptness in submitting the record.

Supplementary test are organised for those students who fail to attend or obtain qualifying marks in the sent up test. For internal evaluation and test examination evaluated answer scripts are shown to the students which minimises the test related grievances.

The principal of DIPSER guides the students about the process of submitting grievances regarding examination. Academic committee addresses all grievances related to internal assessment marks. The committee is set-up at the Institute level to sort issues related to attendance and internal assessments and all queries are responded to by the coordinator of the committee concerned. The committee promptly deals with mistakes/errors related to attendance, internal assessment of the students.

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

Response:

DIPSER conducts every activity for every programme (D. El. Ed., B.Ed. and M.Ed.) as per the Academic Calendar. DIPSER adheres to the Academic Calendar for internal evaluations. Academic Calendar of the Institute is prepared by the Academic Committee along with the course coordinators mentioning the tentative schedule of test examination, class test, holidays, sports/ cultural events and many other extra-curricular activities in accordance to the affiliating university's calendar. The Academic Calendar is circulated among all the students at the beginning of the session so that students can get an idea about the

different activities. The Academic Calendar guides students about different activities like seminar, continuous evaluation system, etc. All the course coordinators strictly follow the Academic Calendar to conduct tests, submission of projects, dissertations and also other form of assessment.

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. Students are also assessed by their teachers at institute based on their performance in the classroom activities. Assessment includes presentations, tests, assignments and projects submitted by students. In this process multiple drafts of lesson plans are also checked evaluated by teachers before sending them for practice teaching.

The assessment in school experience/practice teaching work is done on day to day basis. The teachers of the institute act as supervisors to supervise the practice teaching of the students. They assess the classroom teaching activities of the student teachers. The action research and case study projects are also assessed by the concerned supervisor. The community work and tutorial work are assessed by the concerned teacher of the institute who usually guide and mentor them on such activities. Transparency is maintained to assess every student.

Dates for the tests/submission of assignments are mentioned in the academic calendar and also notified on the Institute notice boards and announced by faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and marking pattern is discussed. The internal assessment lists are displayed on the notice board at the end of the semester. The institution has an effective mechanism for redressal of grievances pertaining to internal assessment.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

The teaching learning process at DIPSER is aligned with the PLOs and CLOs stated on the syllabus of concerned programmes 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 states the objectives of all Programmes (D. El. Ed., B.Ed. and M. Ed.) of the Institute. In the Orientation program for the first year/semester students, the broad program objective of Teacher

Education is explained. Program-specific outcomes are highlighted through career options open to students after completion of the programs.

The learning outcomes have been 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 as they see the relevance. The syllabus depicting the learning objectives is readily available for students and teachers on Institute website.

File Description	Document
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 93.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
202	247	69	475	152

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

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

Response:

The College follows student centric education system. The focus is laid on what the students are expected to be able to demonstrate at the end of program or we can say after the learning.

Teaching learning cycle consists of three phases namely planning phase, action phase and lastly the measure phase. In the planning phase the course outcome and objectives. The method of assessment and schedule of assessment is done. The action phase, where content delivered, the question paper for assessment is drawn and internal assessments are conducted. The third phase measure phase based on the

marks obtained by the students.

The process of attainment of professional and personal attributes in the PLOs and CLOs start from writing appropriate course outcome each course in the two years teacher's training program.

Every year examination results display exemplary performance of DIPSER students who largely occupy the top merit positions in the University. While the academic progression of the students are evaluated based on course outcomes, regular participation of the students in various extra- curricular and co-curricular activities like cultural activity, sports, NSS etc. The publication of wall magazine '*Debali*' depicts the creativity, team spirit, sportsmanship, leadership quality and soft skills of the Student. To track program outcomes, the College placement cell maintains a database, regularly updating information on their current employment and other endeavours. The biggest benchmark is our distinguished alumnae. The College track how many of the students who successfully complete the course seek employment or go in for higher studies.

Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is in the form of assignments which are a part of the internal evaluation as well as additional quizzes, tests and assignments which are periodically given to students.

As part of the course outcomes of the various papers taught to students during the Masters' program, there is substantial scope of evaluation of opportunities for skill building, enhancement of conceptual understanding, training in research methodology, and experiential and fieldwork learning. All students undertake internship in schools and TEIs. They are evaluated by a committee of teachers for their application of learning from across courses.

Successful completion of courses like dissertation is also evaluated. Every student of M.Ed. programme prepares a research design, carries out fieldwork and writes a dissertation or thesis that is evaluated by external examiners.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 96.65

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

Response: 202

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

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

Response:

DIPSER provides all facilities to cater the learning needs of its students. Our institution imparts education at three levels viz. D. El. Ed., B. Ed. and M. Ed. The learning need are fundamentally assessed, Besides marks, through proper observation, one to one interaction and closed monitoring of progress of every student in the class by teachers teaching different subject.

The learners come for D. El. Ed. to be teacher at primary level. Hence, they need develop better understanding in child psychology so that they should be able to understand their learners and prepare content and use teaching skills accordingly. They are equipped with all the relevant knowledge and skills so that they can impart education at elementary level effectively. To cater their learning needs the course curriculum contains courses like Educational psychology, Teacher and Education in Emerging Indian Society, School Organization, Guidance and Counseling, pedagogy of different school subjects, teaching skills, Work Experience and Physical Education, Computer application, Community life etc.. The performance of the student teacher on various assessment tasks can only be reflected through their final examination result. All the student teachers of D. El. Ed. secured more than 70 % marks in their last final examination.

The student teachers of B.Ed. and M.Ed. have performed quite satisfactorily in all their examinations and 152 out of 197 B.Ed. student teachers secured more than 70 % marks whereas 12 out of 20 M.Ed. student teachers secured the same.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Response: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)

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

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

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)

3.2 Research Publications

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

Response: 0.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	0	1

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 0.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	4	3	3

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	1	2

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 52.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
554	556	54	50	227

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 50.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
554	556	71	50	150

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant link	[View Document](#)

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

Response:

DIPSER conducts different outreach activities in the neighbourhood community in terms of creating impact and sensitizing students with social issues and their holistic development. The College plans and organizes all its outreach activities through its NSS unit. It organizes activities like Blood Donation Camp, AIDS awareness drive, cleanliness drive, environment awareness drive etc.

At the Beginning of every academic year, the Principal of the College and the NSS Programme coordinator address the NSS activities. Students are made aware of the programme proposed to be conducted during the academic year.

The programme coordinator remains under consultation with the principal, and other faculty members, who play the prominent role in coordinating and executing activities of the students.

Some of the important NSS activities are focused as under:

Dev Sangha Seva Pratishthan (DSSP), parent body of DIPSER has adopted a village to help the poor people. In this connection NSS unit of DIPSER organised a function on 28th September, 2019, where the poor Villagers were provided clothes and food.

The pupil teachers are made aware through such programmes about the responsibility of a teacher to lead people towards development. Providing food and clothes for once can never be able to solve their problem. Such organisations are symbolic to reach the people to help them through developmental education by which they should be able to earn their own living.

The NSS unit of DIPSER organised a cleanliness drive under "Swachh Bharat Abhiyan" on 19th November, 2019 the Integration Day. Student teachers of B.Ed. and D. El. Ed. 1st year took part in cleaning the college campus and Baidyanath Dham railway station. Later on a programme was organised to connect "Swachh Bhaarat Abhiyan" and "Integration Day", in the Assembly Hall. Such efforts sensitise the pupil teachers and the general people towards cleanliness its importance to sustain healthy environment. Our NSS unit conducted a rally on 30th November, 2019 for "Dengue Awareness" to sensitise people by shouting slogans. The pupil teachers of DIPSER moved street to street of Deoghar to convey the message that health is utmost important and people must protect themselves from the disease like Dengue and stop its spread.

Thus through participation under these extension activities, students develop a deeper understanding of the community. The experience thus gained not only make individuals 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	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

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

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

Response: D. Any 1 or 2 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

DIPSER is very sensitive towards the teaching learning needs of its student teachers. Therefore, it always strives for providing all possible facilities to its student teachers. It provides adequate facilities for teaching and learning to its student teachers. It has separate classroom for each unit of 50 student teachers. It has 10 classrooms, 2 lecture halls and an auditorium, all well-furnished and equipped with LCD projector and computer. The auditorium is also equipped with Public Address System, for conducting seamless curricular and co-curricular activities. As practical is one of the important aspect of teaching learning process, it provides facilities of well-equipped laboratories – Psycho-lab, Language lab, ICT 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 equipped with public address system also used as multipurpose hall. This hall is also used as multipurpose hall. DIPSER has common room for students. Regular Yoga sessions are also organised in the multi-purpose hall.

DIPSER provides adequate facilities for games and sports. It has a play-ground for outdoor games. It has its own Basketball Court and Volley Ball Court apart from its play-ground. It also provides facilities for indoor games like Chess, Carom, Table Tennis etc. our College regularly organises Yoga sessions for our student teachers so that they make themselves healthy physically, mentally and spiritually. Our College has well equipped Art and Craft resource centre and Music centre for developing and organising cultural activities.

Hostel with dining facility is also available in the institution to give accommodation to the outstation students with the total intake capacity of 83.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 92.86

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

Response: 13

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

Response: 14

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

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 18.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
14.12	25.5	0.61	10.55	11.14

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

4.2 Library as a Learning Resource

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

Response:

DIPSER is using E-Granthalaya 3.0 (National Informatics Centre) as automation software. Library is used as a primary learning resource centre. Library has 9, 294 copies of books including reference books. This library is partially automated (circulation and OPAC services are available in automation). 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 College.

Total carpet area of the Library is 2387 Sq. ft. and it is situated at the top floor of the building. Library has sitting capacity of 62 for students and six for teachers. Library also has digital library facility through GSDL software. We are keeping all the dissertations of M. Ed. students from the beginning. As earlier stated that we have OPAC facility so our 2 computers using for OPAC services, another 2 computers are used for digital library and one is used for internet surfing by the students. We also provide "book form library catalogue" for those who are not comfortable with computer catalogue. We have subscribed 20 Journals and 15 magazines and we have decided that from this academic session we will subscribe only CARE listed journals for our institution. We have also subscribed eight NEWS papers including Bengali and English, apart from Hindi.

Library has Accession Register, Journal Register, Magazine Register, Students Attendance Register, Teachers Attendance Register, Fine Collection Register, Meeting and Notice Register, Resolution Register etc. Our Library timing is 10 AM - 4 PM. We provide reading room service, reference service, lending service, photo copy service, internet facility, New-arrivals' display, etc. Students can borrow 4 books at a time for fifteen days and teachers can borrow 5 books for 21 days. Journals, Magazines, Dissertations are not issued to anyone.

(Presently the library is using KOHA as ILMS w. e. f. Dec., 2021)

File Description	Document
Web-link to library facilities	View Document

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

Response:

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

Sr. no	Items	Number	Da
1	Online Learning Resources	- SWAYAM - e-PGPathshala - Swayam Prabha - CEC-UGC YouTube channel - e-Shodh Sindhu - National Repository Of Open Educational Resources - Open Educational Resources Commons - MIT OpenCourseWare (OCW) - Massively Open Online Courses (MOOCs) Directory - Academic Earth - Karnataka Open Educational Resources -KOER	
2	e-books	- Academic peer-reviewed books - publishers	DC
3	e-journals	Journals	DC

		• searchable at Article level • Countries • Articles • 100,183,705 documents(as per 2016) • 4,695 content sources		BA
4	e-magazine	4		e-l
5	e-News paper	4		e-l
6	e-question paper	Previous year university and College question paper • D. El. Ed. • B. Ed. • M .Ed.		e-l
7	Dissertation list	List of M. Ed. Dissertations (previous years)		e-l

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 1.06

4.2.3.1 **Annual expenditure for purchase of books, journals and e-resources during the last five**

years. (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
0.028	1.75085	0.57428	0.41085	2.54186

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0.26

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

Response: 22

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

Response: 33

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

Response: 16

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

Response: 62

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

Response: 19

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

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facilities

The institution is totally technology enabled. There is 24*7 internet and Wi-Fi connection available for the staff and students. We have 12 LCD projectors, 79 Computers, Two Server Computers, audio-visual equipment like television, CDs and DVDs, DVD player, microphones (wireless), speakers, amplifier, mixer, camera and video camera. All these resources are well utilised to make teaching-learning meaningful.

The Available ICT facilities in the institution are as follows:

Biometric System and CCTV: Well-furnished with a high configured server system and five NVR for CCTV, are used. The office is well connected with internet and Biometric system to monitor the movement of the staff and students.

Digital Library: A server and six computers are available for the student-teachers to access electronic resources. The library has also internet and Wi-Fi connection for the staff and students.

Computer Lab: Well-furnished Computer Lab is functioning in the College with twenty five systems with high configuration, LAN, Internet and Wi-Fi Connected.

Language Lab: Well-furnished Language Laboratory is functioning with a server and ten systems with high configuration and LAN connected.

Educational Technology (ET) Lab: ET lab has one Over Head Projectors (OHP), OHP sheets, One Slide Projector, one portable LCD projector, audio-visual equipment like, CDs and DVDs, DVD player, microphones (Collar and wireless), speakers, amplifier, mixer, camera and video camera.

Technology Enabled Classrooms: All the classrooms are well furnished with LCD projector.

Accessibility: The staff and Student-Teachers have access to internet and Wi-Fi connection. The staff and student-teachers use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. The staff and student-teachers also use the ET equipment for seminars and for preparing teaching learning materials. The staff avail the ICT facilities to enhance their teaching competencies.

Software: The institution uses predominantly 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 9:1

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

4.3.3 Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 15.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.79855	10.45963	9.57936	7.77421	16.35529

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

Response:

Maintenance is a continuous operation at DIPSER to keep the buildings, furniture and other equipments of the College in the best possible form for normal use. It ensures that physical infrastructure of the College building is always functional. As such, maintenance programme and the related purchase systems are synchronized, systematic and proactive to enable the creation and delivery of knowledge most effectively in DIPSER.

The maintenance function is responsible for the activities 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 coordinator of Maintenance committee and executed by all members as per the task assigned to them.

The procedure for Accomplishing tasks:

Task Description (Maintenance)	Frequency
1. Preparing category-wise list of all infrastructures – building, furniture and fixtures, electrical equipment (fans, light, electrical circuits, DG sets, Lift water supply, sewerage system etc.)	Before start of financial y update with inclusion/ excl any item
2. Preparing Preventive Maintenance schedule for each and get budget allocation.	Before start of financial year
3. Monitoring support staff for effective maintenance of all infrastructure	Continuous
4. Maintenance of grounds, lawns and upkeep of plants	Continuous
5. Checking the complaint register regularly and ensure resolution of problems within a set time frame.	Daily
6. Managing Annual maintenance contracts	Continuous
7. Preparing inspection and maintenance plan	Before start of financial year
8. Preparing checklist for maintenance under each category	Before start of financial year
9. Executing scheduled maintenance	As per plan
10. Attending to emergency maintenance/ breakdown maintenance	As per need
11. Conducting inspection as per checklist	At least once a fortnight
12. Maintaining record. Get users' signature	Always
13. Keeping records	Continuous

File Description	Document
Link for additional inflrmation	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

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

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 4.95

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 10

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 5.94

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/**

CTET) during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12	32	22	2	4

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

5.3 Student Participation and Activities

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

Response:

The student self-government plays a significant role at DIPSER in conducting and regulating curricular, co-curricular and extra-curricular activities. It develops leadership qualities and certain other life skills among the students. The leadership qualities among the students lay down a stepping stone for actual academic and other kinds of developments which ultimately help the student teachers in their endeavor in teaching profession.

DIPSER has a very organized and democratically elected Student Self-government. The student council has elected office bearers comprising President, vice-president, General Secretary, assistant general secretary, cultural secretary, and magazine secretary, NSS secretary, debate and seminar secretary, class counselor, assembly in charge etc. and student's representatives from first and second year. There are elected positions for looking after co-curricular activities, hospitalities issues and other cultural and academic events throughout the year. The student Self-government (office bearers) is guided by Programme Coordinators, Vice Principal and Principal of the College.

Student Self-government plays a vital role maintaining discipline in the campus. Any significant issue in the campus is decided with their representatives. They act as a bridge between students and teachers. They voice the grievance of students before the College. They share student's interests, ideas and grievances with teachers during annual day, sports day or during any celebration and functions. On such occasions they shoulder the huge responsibility for smooth running of the function. We have student's representatives in IQAC.

The College has a structured calendar for student's event within the annual cycle. These events are led by the students and conceptualized in consultation with staff advisors. These events broaden the scope of education besides providing students to show-case their talents and learn managerial and organizational competencies. The events can be classed as:

1. Initiating the new students through orientation and spot the talent features.
2. National memorial days: Gandhi Jayanti, independence day, republic day

3. Socio-cultural events: Teacher's day, classical art performance, farewell to outgoing students etc.
4. Magazine of the College is published in assistance with the Students Self Government where the creative writing and article of the students and teachers are published.
5. The active office bearer of the Students Self Government represents the students in the IQAC.
6. The Student Self Government organises 'Fresher Welcome' every year for the newly admitted students.

The Students' self-government provides them an opportunity to develop leadership quality by organizing and carrying out College activities they learn to execute responsibility sincerely.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Copy of constitution of student council signed by the Principal	View Document

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

Response: 7.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	9	5	6

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

5.4 Alumni Engagement

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

Response:

Alumni, at DIPSER, 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 with the advent of social media alumni relationship has taken a different flavor altogether. We find numerous alumni on various social networking platforms with many

active members in them.

Alumni association fosters the relationship between the alumni and Alma matter. It bridges the widening gap between the former students and the College to keep them in touch with the challenges before the College. At the same time, its role in organizing socio-cultural, educational and some other kind of events in the inst College itute premises strengthen its relation with the College with the passing off of each day.

The alumni association of our College was officially formed in the year 2006, with a purpose to have a say in certain matters of our outgoing students to accelerate the quality enhancement process of the institution. The Alumni Association of the College has been formed much earlier though, it is registered under Society Registration Act XXI, 1860, with registration number 122, dated 11th August, 2014. Alumni members also represent in IQAC. Pass out students can register themselves in the Alumni Association at any time of the year

The alumni, who have been successfully deploying their services in various sectors, formed the executive committee and went on putting its contribution to enhance the quality culture.

DIPSER Alumni Association is a registered organization of old students, meets twice in a year. It collects Rs.200/- from the M.Ed., B.Ed. and D. El. Ed. Final year students and that corpus fund. Money generated is deposited and utilized for various purposes of the activities. Some of our students have found placed in our College and some in government services.

The alumni association, in this way mirrors the positive efforts undertaken by the College to enhance the quality at external as well as internal level. It has a pivotal role in shaping and preserving a lasting relationship between the former and existing students on the one hand and the College and society on the other.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

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

Response: D. Any 1 of the above

File Description	Document
Documentary evidence for the selected claim	View Document

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

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	5	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

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. Alumni Association works under previously prepared action plan.

To create a constructive and realistic 12 months action plan for Alumni Association that tracks improvement efforts and support implementation that increases the capacity and sustainability prospects of the organisation and the Alumni Association as a whole.

Objectives

The Objectives of Alumni Association are:

1. To keep a roster of all Alumni of College and their pertinent data
2. To maintaining the updated and current information of all Alumni
3. To encourage, foster and promote close relations among the alumni themselves
4. To promote a sustained sense of belonging to the Alma Mater among the Alumni by being in regular contact with them
5. To disseminate information about Alma Mater, Faculties and students to the Alumni
6. To assist and support the efforts in obtaining funds for development
7. To guide and assist Alumni who have recently completed their courses of study at DIPSER to keep them engaged in productive pursuits useful to the society
8. To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues of the day by organizing and coordinating reunion activities of the Alumni

9. To let the alumni acknowledge their gratitude to their Alma Mater

Annual Action Plan

The Alumni Association achieves these objectives by staging an annual programme of events and reunions; through communications, by providing a range of programmes and services for alumni; and by supporting student scholarships and other fund raising initiatives.

The schedule of activities of the Alumni Association is indicated below.

(Day/month)	Activities
September	Reunion programme and election
October	Registration process of newly elected members and meeting
November	NSS
December	Excursion
January	Art and craft exhibition
February	Workshop on ICT
March	Rangoli competition
April	Seminar
May	Publish E-magazine DEV VARTA
June	Raise alumni funds with the help of cultural programme
July	Plantation programme
August	Rakhi making programme (to dispatch to temple)

File Description	Document
Paste link for additional information	[View Document]()

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The leadership of DIPSER strives to maintain an open and interactive environment for the fulfilment of the College mission. All stakeholders are actively encouraged to participate and voice their perspective for effective decision making and policy formation. A two-way communication channel between the staff and the leadership is an important feature of DIPSER. The governance at DIPSER is affected through a three-tier leadership structure, described below.

- Leadership at the Top level
- Leadership at the Institutional Level
- Leadership at the functional level.

1. Leadership at the Top Level:

The management of DIPSER is steered by its Governing Body which takes strategic decisions and guides the institution in its quest to pursue the vision, mission and goals. Secretary, DSSP/ DIPSER is the Chief Executive Officer of the College and oversees all its functions.

The Secretary DIPSER interacts with staff and students both online and offline in formal and informal levels regularly. The College leadership also maintains systematic and active interaction with all stakeholders during the span of an academic session.

2. Leadership at the Institutional Level

The day to day functioning of the institution 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 and ensures that the decisions of the Top Management are implemented effectively. He is also responsible for ensuring that necessary resources are made available for the growth and development of the institution.

DIPSER accepts that progress of an institution lies in the effective implementation of strategic plan and effective implementation of the same. Academic calendar of the institution enumerates the Strategic Plan decided by the Executive Committee of the parent body i.e. DSSP. The Principal implements the academic and related activities, co-curricular activities, sports and cultural events and other administrative work for the institution.

3. Leadership at the functional level.

The Principal, supported by IQAC and different committees oversee the implementation of different decision taken at functional level. 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.

The committees led by the functional coordinators ensure that all activities of their respective functions are planned and executed meticulously. The different Committees as described under 6.1.2 look after the academic and support functions and ensure that the decisions, taken by the Executive Committee are productively implemented.

The management also gives thrust to ensure high quality teaching-learning through innovative methods and high academic achievement, which can be linked with successful careers for students. Excellence in performance is promoted by honouring deserving students with awards. The management and the staff work in complete unison with each other in tune with Vision and Mission of the College.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2 Institution practices decentralization and participative management

Response:

DIPSER encourages a culture of participative management by involving staff member various Administrative roles. All aspects managed by different committees constituted for academic and non-academic activities, are regularly monitored and the events are successfully performed. The College has created decentralized structure for decision making where functional committees interface their decision with Principal.

Various committees are constituted for managing different functions of the College. These are:

- **The Course Coordinators:** Each Course (M.Ed., B.Ed. & D.El.Ed) has separate Course Coordinator. Each Course Coordinator is responsible for the administration of academic activities of respective course.
- **The IQAC**: The IQAC Team is responsible for implementation and maintenance of Quality System in the institution.
- **Academic Committee:** The Academic Committee manages academic matters of D. El. Ed., B.Ed. and M.Ed. programmes at DIPSER. The academic matters include - preparation and implementation of Academic Calendar, facilitating Admission, Examination and Evaluation (Internal), Preparation of Time Table, Distribution of Syllabus among teachers etc.
- **Library Committee:** Library Committee regulate smooth functioning of the library facilitating updated services to its users.
- **Sports and NSS Committee:** It continuously strives to enhance engagement of students in different sports and games. DIPSER organizes activities of serving the society in a structured manner and develop capability of students necessary for enhancing sociable qualities and good leadership to serve the society under NSS.

- **Cultural Committee:** It is responsible for planning, organising and reporting of cultural events listed under EPCs (including Visual and Performing Arts) of B.Ed. curriculum, and co-curricular activity of D. El. Ed., B. Ed, and M.Ed. It also conducts functions to celebrate important days and cultural functions of the College.
- **Alumnae Cell:** The College uses alumnae network to interact with government and non-government organisation for training students in career growth, planning, internship and placement.
- **Placement Cell:** The College also has a **Placement Cell** which helps students prepare and update their profile by providing technical guidance. It keeps the students informed about potential job opportunities and guide the time to time.
- **Admission Committee:** Admission Committee supervise the process of admission in all the courses.
- **Examination Committee:** Examination Committee supervises and administers all the internal examinations and evaluation of all the Courses.
- **Website Committee:** Website Committee looks after website maintenance.
- **Research and Publication Committee**: It looks after the academic research and publication activities at DIPSER
- **Grievance Redressal Committee:** It looks after the grievances of students and their redressal. The student submit their grievance both online and offline while the committee addresses the grievances as per the nature and intensity. It encourages students to inform about their grievance by creating conducive atmosphere.
- **Activities Documentation Cell:** This cell is responsible for documentations of all the activies organised and conducted in the institution.
- **Assembly Committee:** Assembly Committee supervises and regulates the activities of Morning Prayer Assembly.

This Committee framework for implementation is structured so meticulously that all relevant decisions are taken by the committee members at their respective fields. Each committee is headed by a coordinator who establishes coordination among members and different functions.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)

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

Response:

The institution maintains complete transparency in its financial, academic, and administrative functions as follows:

Financial Transparency:

1. Most financial transactions are made through online process and Demand Drafts.
2. The official receipt with serial no.are provided to the students.
3. All types of Payment, Salary etc. are provided through online process.
4. Financial Audits are done regularly by independent external bodies of Chartered Accountants.
5. Financial transparency is maintained by displaying the yearly balance sheet of the College on the institutional website.
6. The income and expenditure details are amply maintained by the finance function of the College as per statutory requirements.
7. The course fee is approved by the management considering the financial ability of the students as well as administrative cost. The same is displayed on the website also.
8. All development works involving heavy expenditure are as per set guidelines and procedures with no lapses as per Accounts Manual.

Academic Transparency:

1. Admissions to all the three courses offered by DIPSER viz. D. El. Ed., and M. Ed. are done strictly according to the guidelines of the affiliating institution. The admissions of D.El.Ed. are done as per the guidelines of Jharkhand Academic Council whereas the admissions to the B.Ed. is done through entrance test and counselling conducted by state government. Admission of M.Ed. is done under SKM university guidelines (on academic merit basis).
2. Academic activities of the College are carried out as per the Academic Calendar. The same is uploaded on the website.
3. All information regarding the academic courses like its affiliation, recognition, fee structure, syllabi and course learning outcomes are displayed on the website
4. Full details of admitted students of each course are also uploaded on the institutional website
5. Teaching planning is done by Academic Committee and report is forwarded to the Principal.
6. API and PBAS are maintained by the faculty and get it sanctioned by the Principal.
7. All the information regarding teaching learning process and other related academic activities are made available on the institutional website.
8. All notices w.r.t. academics and related activities are also displayed on the MIS.
9. Complete details about the resources and facilities available on the website are uploaded on the website.

Administrative Transparency:

1. The Code of Conduct for teachers, non-academic staff as well as students is uploaded on the DIPSER website.
2. The Personal Files of employees are kept updated and reviewed by the IQAC.
3. All information regarding administration, statutory body's rules and regulation are made available in the college prospectus as well as on the institutional website.
4. There is a structure framework for handling students' grievance and is coordinated by the Grievance Redressal Cell.
5. There is a well-established mentoring system and all the student teachers are well taken care of by their respective mentors

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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 College, 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 segregating the 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 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 at achieving the vision of DIPSER and is guided by DIPSER's values. The ultimate implementation of strategy is done at the Team Level.

The strategy deployment at DIPSER is illustrated through the following diagram:

The Strategy Deployment Process

All three levels are integrated to each other and work in harmony to attain the institutional goals as decided by the top management.

Deployment of strategies at the functional and team levels guided by well-laid down procedures and coordinated by the functional head. The deployment is done by following the PDCA Model, corrective and preventive actions are taken any procedural deviations affecting output.

Example of Deployment of Strategic Plan: Example of School Internship Programme

1. Orientation to Students going for Internship

First of all the faculty members impart knowledge on teaching skills and the role of different teaching aids to the students. The faculty members supervise the whole program very carefully and any issue/ doubt is explained to the student to their satisfaction.

2. Selection/Identification of Schools for Internship:

The DEO provides the College with a letter detailing out the internship information and the rules to be followed.

3. Orientation to School Principal /Teachers (Strategic Plan)

The Principal of DIPSER deputes a mentor to meet the Principal of the allotted school with the letter of the DEO. The Principal/ Head Master of the concerned school hands over the routine and syllabus of the school to the mentor. The mentor, in consultation with the Principal of the school, prepares a schedule for the allotment of classes to the trainees.

4. Defining Role of Teachers of the Institution

The teachers of the allocated schools allocate classes of the student teachers on the basis of a duty roster prepared by the College. The student-teachers, along with teachers of the College, are then sent to their respective classes. The teacher facilitates the communication between the student-teachers and the principal and teachers of the school with the help of the letter from the DEO.

5. Streamlining modes of assessment of student performance (Deployment Strategy)

A school-wise daily schedule for mentors is prepared by the College. The mentors visit the schools as per the schedule for the observation and assessment of student performance on a daily basis.

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

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

Response:

The functioning of the institutional bodies is guided by the following bodies.

Governing Body:

The Governing Body is the top management body of DIPSER. It is constituted as per statutory requirements and consists of eleven members and is headed by the Chairman. The Governing Body works in tandem with the apex administrative body of the parent organization Dev Sangha Seva Pratishthan and formulates policies and looks after the functioning of the College. The Governing Body meets periodically to review the performance of the College and provides necessary guidance and support to the College to achieve its objectives. There is representation of Teacher Representatives and Non-Teaching Staff

Representative also in the Govern Body. .

Administrative Set Up:

The Secretary is in the top administrative position at DIPSER and is the administrative head of the College. The Secretary vests all the powers, including the financial powers and is the final decision-making authority. He is duly supported by the Principal who, guided by the Secretary, plans, coordinates implements and monitors all activities of the College. The Principal is vested with the powers of day-to-day running of the college. There is also a team of functional coordinators, the IQAC Coordinator and support staff to assist him/ her in the discharge of this work.

The Functional Bodies:

There are different Committees each looking after a specific functional area. The different Committees functioning at DIPSER are as follows:

1. Internal Quality Assurance Cell (IQAC)
2. Academic Committee
3. Library Committee
4. Sports and NSS Committee
5. Cultural Committee
6. Website Committee
7. Examination Committee
8. Admission Committee
9. Alumnae Association
10. Assembly Committee
11. Activities Documentation Cell
12. Grievance Cell
13. Placement Cell
14. Research and Publication Cell

Each Committee is a team of highly committed teachers/ non-academic staff and is led by a coordinator, and look after a particular functional domain.

Appointment and Service Rules:

The appointment norms of employees are as per the NCTE Rules and needs of the Institution. The Service rules and procedures are guided by the affiliating University, Constitution of the college and the rules of the State Government and are amended from time to time. The recruitment of teaching staff are as per the UGC norms; that of non-teaching staff as per the affiliating university. The promotional policies for teachers are based on the basis of performance of the employees which is measured through the Performance Appraisal System.

Procedures

At DIPSER, well-laid down procedures are established to have synergy between different functions through. The procedures describe the steps to be followed to achieve the functional objectives. Every procedure has a checklist by which the output is monitored and controlled and corrective and preventive

actions are taken as per need.

There are procedures for IQAC, Academics, Library, Placement, Cultural Activities, Sports and NSS activities. The implementation of systems is reviewed periodically and necessary help is extended to enhance its performance as against the set objectives.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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 College.

DIPSER is managed by the Governing Body, which is the apex administrative body of the College. The Governing Body is supported by different Committees each looking after a specific functional area. The different Committees functioning at DIPSER are as follows:

1. Internal Quality Assurance Cell (IQAC)
2. Academic Committee
3. Library Committee
4. Sports and NSS Committee
5. Cultural Committee
6. Website Committee
7. Examination Committee
8. Admission Committee
9. Alumnae Association
10. Assembly Committee
11. Activities Documentation Cell
12. Grievance Cell
13. Placement Cell
14. Research and Publication Cell

Given below is one decision based on the minutes of the meetings of the Governing Body which is successfully implemented.

Example:

The Governing Body holds its meetings periodically to review the quality of functioning of the College in the preceding period and provides guidance resolutions/ decisions for future. It also extends its support for implementation of its decisions. The faculty strength was reviewed by the governing Body in the Meeting of the DIPSER Governing body held on 16th February, 2019. In this meeting, it was observed that there were less faculty members than the required numbers and there was a need to have more faculty members in areas recruitment of new faculty members is an important activity at the College.

It was therefore resolved that faculty members in different subject would be appointed in the required subject areas so that the different courses could be delivered to the students more effectively. Accordingly the advertisement was published on the different national dailies on 30th April and 1st May, 2019 for the recruitment of Principal, Associate professors, and Assistant Professors.

As per the resolution of the Governing Body in its aforesaid meeting, the recruitment and selection process was started. The process of recruitment included:

1. Invitations of applications;
2. Preliminary assessment of the suitability of the candidates;
3. Shortlisting of eligible candidates
4. Invitation to applicants for interview;
5. Constitution of interview Board and taking approval from SKM University, Dumka

The Interviews were conducted on 24th and 25th of June, 2019. The faculties in all positions were empanelled and sent for the approval of the University. After getting the approval from the University, three Assistant Professors, one Associate professor and Principal joined DIPSER to strengthen the faculty position and ensure quality training to the prospective teachers.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	**View Document**
Link for additional information	**View Document**

6.3 Faculty Empowerment Strategies

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

Response:

DIPSER is managed and administered by Dev Sangha Seva Pratisthan (DSSP), which is a non-profit organization established under the Society Registration Act 1860. As part of managing DIPSER, it takes all necessary measures to provide secure, safe and care for teachers and non-teaching staff of the College to ensure their welfare, well-being and happiness.

DIPSER teachers and non-teaching staffs are regular employees on the rolls of the Institution. The College, being sensitive to the welfare needs for the teaching and non-teaching staffs provides many effective welfare measures. The welfare measures are aimed to deliver benefits of all the employees and as such reflect in their output and contribution towards continual growth of the institution.

Given below is a series of welfare measures provided by DIPSER to the teachers and non-teaching staff of the College.

The employees Provident Fund is applicable to the employees as per rules and their contribution as decided by the Govt alongwith the same amount of employees' share is deposited online within the specified date every month. In addition to the same, 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 College on demand at the College's modern dining hall. The Teachers and non-teaching staff are also provided free accommodation and proper health care arrangement as per their needs.

The teaching and non-teaching staffs of DIPSER avail themself other facility like Medical leave, Causual leave besides above. In addition, as the College is exclusively for women, maternity benefits are provided to all the eligible staff members. Special care is also taken for the women teachers who are expectant mothers or have a related medical problem.

The College ensures ease of working of teachers and non-teaching staffs by providing electronic communication network, computers and data network. Internet and free Wi-Fi facilities are available in the campus for the teachers and non-teaching staffs connected to the teaching process. The College supports Faculty Members to pursue Ph.D. and attend Management Development Programme etc. to enhance their skill and knowledge to achieve career growth.

Teachers and non-teaching staff are given advances to meet different expenses viz., school fees for the

children and festivals, as per their need. Transport facility is also provided to the teachers and other staff members to commute from home to college and back.

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 College 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 provides sports facilities in the campus.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 1.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	1	2

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

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

Response: 7.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	5	0	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

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

Response:

The performance appraisal system has been effectively introduced at DIPSER. The approved format for the purpose has been prepared by the IQAC having the concurrence of the Principal. The same was finally vetted by the Management. The principal being the controlling officer for all the teaching and non-teaching staffs of the College get the initial self-appraisal from the staff on the format duly approved for the purpose. Thereafter the same are received by the principal and placed before the management with proper recommendations with a view to fostering development and identifying opportunities for support to teachers of DIPSER, such meaningful appraisal system pays benefit both to the employee and the employer.

Individual teacher demonstrated ability and knowledge on the subject content it has found to be much useful for the management to identify the potential teachers requiring specialised development and career growth.

Teachers' performance appraisal is a continuous process for identifying, evaluating and developing the work performance of the teachers so that the objective of the College one must effectively achieve to recognise the potential and performance vis-a-vis mentoring the progress of actual performance against the target. At the same time under performance can also be identified enabling the enabling the management to reward the deserving teacher. On the other hand teachers provide constructive feedback for developed skills and knowledge.

This College being a centre for development of women's skill is teaching and choose teaching, as sacred profession it is essential to know the potential of each women students, and therefore, performance appraisal system has been useful.

- We maintain transparent system in this regard. The appraisal has enough scope to agree on the areas, criteria and appraisal method.
- We are to focus on students' learning and how effective it is for them to be a dedicated teacher; quality conversation between teacher and student.
- Online and semester wise feedback system has been implemented by the institution where students judge the performance of the teachers.
- Teacher's diary has been created and implemented by the institution where the Teacher's record their details of academic and other performance month wise
- Biometric attendance system has been installed for teaching and non teaching staff as a part of performance monitoring system

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

DIPSER manages its accounting in responsible manner. Financial accounting is done every month followed by internal audit at every quarter. 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.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

DIPSER is an unaided institution imparting quality education to women only. The total investment in any development work or improvement of infrastructural facility is borne by the management.

To throw some light on the matter this is being submitted as a reference in case of DIPSER.

During last two years management had spent the following amount in various activities of the College:

Expenditure (in INR):

Various Activities	2019-20 to 2020-21 (in Rupees)
Annual Sports	0
Sports & RelatedActivities	126179
Fresher's Party	13506
Excursion	50000
Annual Day Celebration	81000
NSS Activities	3306
Total	273991

However any expenditure incurred bears the concurrence of the purchase committee, countersigned by the head of the institution so that transparency is maintained where the teachers get an up-to-date idea about the institution.

Otherwise the proposal for infrastructural development is put up by the committee and after necessary perusal by the head of the institution the proposal is put up to the management for allocation of fund duly recorded. An annual statement of such fund allocation and expenditure is prepared for record.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

IQAC is the nodal cell at DIPSER for ensuring adherence to quality in all activities in the institution. It is responsible for:

Planning and preparing system for all functions in coordination with the functional coordinators

Helping coordinators establish and maintain all systems and procedures

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

Any other assignments as per organizational need

Significant Contribution made by IQAC :

1. Development of Quality Systems in the College
2. Preparation of Apex Manual to sustain Quality System in the institution
3. Preparation of Formats and Checklist to Monitor Quality Systems in the College
4. Preparation of Code of Professional Ethics for teachers
5. Preparation of Code of Ethics for Academic Integrity and Prevention of Plagiarism in Research
6. Ensured regular Meetings, Preparation of Minutes and ATR of all the Committees of the college (reflected in Academic Calender)
7. Ensured weekly Monitoring of Grievances recorded by the students and their timely redressal.
8. Ensured implementation of Structured Feedback System: Feedback received from Students, Teachers, Parents and Alumnae and analyzed
9. Ensured Meetings of Students' Self Government
10. Upgraded classrooms, auditorium and multi-purpose hall with ICT enabled modalities
11. Procured Books, Journal and other reading materials worth Rs. 1,75,084 only
12. Upgraded Wi-Fi enabled campus for all
13. Green Energy Initiatives: Installed Roof Top Solar Power Generation System
14. Implemented MIS (Management Information System) to ensure paperless office
15. Website redesigned and upgraded
16. Recruitment of Assistant Professors done following usual norms.
17. Upgraded Laboratories and Resource Centers
18. Upgraded computer laboratories with new computers and latest software (Windows 11)
19. Computerization of Examination Department has been done.
20. Initiated blended learning
21. Initiated Eminent Guest Lecture Series
22. Initiated regular and special, remedial and tutorial classes
23. Organised National Webinar on NEP 2020
24. Arranged Special Lecture on Flanders Interaction Analysis
25. FDP/ PDP: Computer Proficiency Training all faculty members completed.
26. Special Computer Proficiency Training for M.Ed. Students sucessfully implemented.
27. Van Mahotsav Week
28. International Literacy Week
29. Quami Ekta Week
30. National Youth Day-2022
31. Voter's Day
32. 73rd Republic Day - 2022 : Surya Namaskar
33. Martyr's Day – 2022
34. Azadi Ka Amrit Mahothsav
35. Inaugural Ceremony of B. Ed. Session 2021-2023
36. Vigyan Sarvatra Pujyate Celebration Week (Under the Banner of Azadi Ka Amrit Mahotsav)
37. International Women's Day: Slogan Writing, Drawing Competition and Poster Designing
38. Inaugural Ceremony of M. Ed. Session 2021-2023
39. World Water Day
40. Poshan Pakhwada:Quiz Competition
41. Health check-up Camp (On the occasion of World Health Day)
42. Academic Audit
43. International Day of Yoga
44. Health Awareness Programme on Cervical Cancer

45. Hul Diwas
46. Inauguration of the Deebali Wall Magazine-Topic: Grishm ki Tapish

Since, its Inception IQAC has been working for the development of the institution in its teaching learning mechanism as well as in administrative measures keeping pace making updated curriculum and technological for achieving its Vision and Mission.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)

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

Response:

Post accreditation IQAC has been constituted as per guidelines of NAAC. The institution reviews its teaching - learning process, structures and methodologies of operations and learning outcomes at periodic intervals through its academic committee and IQAC etc. Internal assessment and attendance is monitored and evaluated at periodic intervals. Placement cell organise annual placement. The academic committee reviews the result and plans activity for the academic growth of Institution at large.

The institution reviews its teaching learning process by the course coordinators and the IQAC coordinator act as the external reviewer to keep a check on the progression and status of the curriculum

The academic committee along with the course coordinator distribute the syllabus among the teachers the committee conducts various meeting, reviews the syllabus distribution, allotted class and routine in case of requirement due to leave of teachers or any unavoidable circumstances. The committee also emphasizes on taking extra classes and the remedial classes for slow learners special classes are also organised based on students' feedback. The mentors also work in collaboration with the course coordinator to encourage the involvement of the students in the teaching learning process and to enhance the learning outcomes the academic committee along with the course coordinator and IQAC acts as a bridge to carry on the whole process hand in hand.

IQAC Meetings

The IQAC meetings are held at least once in every quarter of the academic year. Based on the requirement, special invitee (s) also participate in the management review meeting. This review assesses opportunity for improvement and the need for changes to the quality system including the management policies and objectives. The IQAC shall maintain record of the meetings.

The input to IQAC Meetings include the Action Taken Report (ATR) of th previous meetings, other information of the College needing discussion, students' and parents' feedback, process performance, quality of academic and service outputs, status of preventive and corrective actions, follow-up actions from

previous management reviews and recommendations for improvement.

The output to IQAC Meetings also include decision and action related to improvement of effectiveness of the management system, improvement of product as per customer requirements and resource needs.

The Meeting decides the corrective and preventive actions to ensure that improvements to DIPSER's process are taken to eliminate causes of non-conformities or other undesirable situations. It is usually a set of actions that the institution takes to take in all its processes including documentation, procedures or systems to rectify and eliminate recurring non-performance.

In order to evaluate the need for action to prevent occurrence of non-conformities, if any, and also for determining and implementing action needed, the functional head discuss with their respective functional team members on a regular basis.

Continual Improvements

DIPSER 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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document

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

Response: 19.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
65	21	7	4	1

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

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

Response:

DIPSER has achieved a number of incremental improvements within the institution due to quality initiatives since the previous accreditation in 2013. These improvements are in line with DIPSER's focus on continual quality improvement in its academic and related activities. The two examples indicating incremental improvements achieved within institution are mentioned below.

Example-1: Enhancing Quality of Academics

1. Academic Audit: Academic Audit is conducted by external and internal evaluators. Last Academic Audit was conducted on 23rd and 24th April, 2022.
2. New teachers appointed to run the classes smoothly and train pupil teachers with new age teaching methodologies using practical, workshop, seminar, and practice session for different teaching and communication skills.

3. All the classrooms were equipped with latest LCD projectors for using the modern day technology in teaching and learning.

4. Efforts made to adopt Learner-Centered teaching and learning strategies: Learning at this institution has been made more student-centric by adopting experiential learning and problem-solving methodologies like -

- Skill development - Students are engaged to develop their teaching skills in class. They are encouraged to attend micro teaching sessions and practice at least seven skills during their course.
- Visit to schools - Students visit schools and observe important activities like time table preparation, maintaining admission record, register maintenance, examination conduction etc.
- ICT based teaching learning methods are applied by teachers to enthuse student teachers to learn and use Power Point presentations, slideshows, audio visual aids, documentaries related to syllabus group discussion and have interactive classes.
- Dissertation - Analytical points of view and creative academic writing skills are developed through projects and paper presentation by students of PG (M.Ed.) course through dissertation papers.
- Performing arts - Reading sessions of poetry and performance in plays are conducted to provide a new prospective to students regarding using performing arts ad a learning method.
- Role play during micro teaching is also encouraged.
- Participative learning:This is done by -

- Giving thrust to Extension and Outreach Programmes to enable student-teachers to contribute to society, learn social skill and also develop their leadership trait.
- Organizing Model exhibitions and competitions in co-curricular areas
- Organizing Cultural programmes, Debates and Sports

1. Decentralization of Authority:

The College has three Coordinators for D.El.Ed, B.Ed. and M.Ed. courses who perform duties and responsibilities under the guidance of Principal of the College (in consultation with the management). All the Coordinators have regular review meetings of their programmes for on course corrections and improvements, as per need.

2. Digital Initiatives of Library System:

The library has since been improved with introduction of Automated Library System, Computerized / OPAC Service, e-Shodh Sindhu, Internet Access Facility in the library, Digital archiving of M.Ed. Dissertation and development of Electronic Database

3. Initiatives to Enhance quality of content and Dissemination of Knowledge

Following steps have been taken to enhance knowledge and develop skills:

- Organizing lectures by eminent professors
- Conducting class, seminars, workshop, simulations etc.
- Purchasing more books on Educational Research
- Conducting awareness campaign
- Organizing compulsory workshops on research methodology for M.Ed. students

4. Following initiatives were adopted to enhance the quality of content and skill dissemination:

- Organizing lectures by eminent professors
- Conducting class, seminars, workshop, simulations etc.
- Purchasing more books on Educational Research
- Conducting awareness campaign
- Organising compulsory workshops on research methodology for M.Ed. students
- Providing of Bio-Metric attendance for all (employees and students)
- Providing IP base intercom facility for smooth functioning of the administration
- Providing more numbers of CCTV cameras for better surveillance and security in the campus
- Installing Television in the Principal's chamber for monitoring

Other initiatives

1. Lectures by eminent personalities
2. Mentoring system
3. Conducting class seminars, workshop, simulations etc.
4. Purchasing more books on Educational Research

Example-2: Development of Infrastructure

1. Improvement in Physical infrastructure:

- Four classrooms were constructed following the new guidelines of NCTE.
- New furniture installed in all classrooms and fixed projectors were installed.

2. Improvement in Electronic Setup:

- Renovation of computer laboratory with 25 computers with latest configuration
- LCD projectors installed in all classrooms
- The Campus enabled with hi-speed Wi-Fi facility
- Installation of Bio-Metric attendance for all (employees and students)
- IP base intercom facility for smooth functioning of the administration
- Installed more CCTV cameras for better surveillance and security in the campus
- Installed Television in the Principal's chamber for monitoring
- Online fee collection facility provided in college
- Data related to students has been digitized and uploaded. Website has also been upgraded
- Provision of transport facility for students and teachers
- More Water Purifier Systems installed in the campus
- Solar Panels installation as a inisiate to green initiative and to avoid use of thermal power
- Updated Fire safety measures

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Dev Sangha College of Professional studies and Educational Research a unit of Dev Sangha Seva Pratisthan (DSSP) has a clear energy policy considering the present need of an alternative source of energy at DIPSER. The College campus has been provided with alternative source of power with two high capacity generator cataling the total load of the institution including the elevator services in case of emergency.

Besides above the College which has a total connected load of about 170KW is provided with solar power system by installing 3x30 KWp Roof Top Solar PV Power Generation units with the approval of the management.

A renowned company in this area - M/s My Home Power Consultancy Services Pvt. Ltd. Of Hyderabad, Telangana, which has expertise and experience of such installation, was requested to visit the campus and submit a feasibility report. After the same was validated by experts, the solar panels were installed as an alternative meqns of having electrical energy for the campus. In the process, the following services were requisitioned by the College.

Solar PV Modules

String PV Inverters

Module mounting structures

UV protected solar PV Cables

AC Combiner Boxes

Civil Works (Cast-in-Situ)

Cables and accessories

Earthing

Other BOS

Lifting/Shifting of materials from ground floor to rooftop area during erection period

The existing source of power supply is from Jharkhand Bijli Vitaran Nigam Ltd. This system has a terminal point with interconnection at nearest 415V AC panel of JBVNL.

The parameters and description of this system are as follows:

Parameters	Description
Capacity of SPV system	3x26.4KWp
Estimated Annual Generation	1,15000 units/year
Modules	330 Wp, Poly Crystalline modules
Inverters	Solar PV Inverters
Module mounting system	Fixed optimal system
Area required on roof top	8 to 10 sq m /KWp

It has a product warranty of 10 years having designed to withstand wind speed of 150km/h.

The installation incurredan expenditures of the material and equipment, erection and commissioning i.e. total amount of Rs. 20,49,000/-. The total work of erection and commissioning has been completed by the said M/s. My Home Power Consultancy Services Ltd., Hyderabad, Telangana.

File Description	Document
Institution energy policy document	[View Document](#)

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

Response:

The waste management of the College is handled by its parent body DSSP. The waste is collected, segregated and deposited at place fixed by Deoghar Municipal Corporation from where it is collected mechanically by the Corporation.

For implementation of waste management a resource management plan as a part of an integrated Material Management strategy in which municipality makes deliberate decision as to how material should flow has been initiated. These processes include segregation, collection, reuse, transfer, recycling, disposal etc.

The waste management of the institution is handled by DSSP. The waste is collected, segregated and deposited at a place fixed by the Deoghar Municipal Corporation from where it is further taken away by the Corporation's desposal van in regular interval. In addition to that Institution has developed system of the rainwater harvesting which is used for the purpose of recycling through underground reservoir. Another reuse system in the Institution is the use of already used paper in craft department where students learn and prepare improvised materials as TLM. Reuse is a key component of waste prevention and also the second prioritised strategy for achieving sustainable development. 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 off. 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 College organises awareness programme from time to time.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3 Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

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

Response:

DIPSER is committed to maintain cleanliness for which sweepers are hired. Every day the campus is cleaned and sanitation is maintained. All the bathrooms of the College and the hostel are cleaned daily with high quality bathroom cleaner (disinfectant). The incinerators were installed in some bathrooms of hostel

for burning the sanitary pads to maintain cleanliness and sanitation.

The green cover of the campus is maintained carefully by expert gardeners. The campus maintains its green covers with help of trees planted in the campus regularly. The sport complex is also maintained with green covers by planting trees on its sides.

DIPSER maintains its pollution free healthy environment through regular nourishment of the campus by following above mentioned activities.

File Description	Document
Documents and/or photographs in support of the claim	View Document

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

Response: B. Any 4 of the above

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

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

Response: 6.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	20.49	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

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

Response:

DIPSER is an Institution engaged in imparting professional education and is exclusively focussed on girl students. Students come here to be educated as teachers and teacher educator from near and far off places, mainly from Jharkhand and adjoining areas. Most of these places are tribal areas and girl students (mostly tribals) from these areas come to take admission to learn and become self-dependent. Being the only women's College for Teacher Education offering three programmes i.e. M.Ed., B.Ed. and D. El. Ed., the institute is engaged in exemplary work of imparting knowledge to the socio-economically under-privileged women form these under-privileged areas, thereby empowering them through education and thus helping the local populace. In taking classes, the faculty take extra care to communicate with students in their dialect, leverage on the local knowledge and resources, and engaging in community practices that enable them to grow as confident teachers. Challenges that might come in the way are addressed adequately.

The course content delivered in different classes is consciously related to the local context and surrounding so that the imparted knowledge is imbibed easily. The same is reinforced by enabling students to informally interact 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 College indirectly. These ways help to enrich the local environment.

The students from far off places who fail to get accommodation in the College hostel, gets place for accommodation in the nearby locality. The congregation of learned women in the society enrich the people of the community not only financially but educationally also. They create learned community along with the local folk and take active participation in all kinds of community activities and social functions.

From time to time the College organises blood donation camps, programmes on Swachchh Bharat Mission for cleaning the surrounding and other community development initiatives. The student teachers of our College also provide services to the Kanwarias who visit 'Baba Baidyanath Temple' in the month of Shrawan. This is done to inculcate in them the spirit of service to humanity.

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

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

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

Response: B. Any 3 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1

Title of the Practice: Co-Curricular and Extra Curricular Activities

Context: As a teacher each of the students need to reflect themselves confidently and therefore, it is 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. 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 teachers show less interest in participation but teacher educators motivates them to participate.

Impact of the Practice: Each student participates and gives her best which ultimately boost their skill in their respective area to flourish as good teacher. We are committed towards the inculcation of different skills among the student teachers. The above mentioned activities pave the way for their successful teaching career.

Resource required: Furnished Hall and Classrooms with Public Address System, Projectors and other equipments and materials as per the requirement of activities.

Best Practice 2

Title of the Practice: Morning Prayer Assembly

Context: Practicing of the **Cultural Values System** is one of the most essential needs for the prospective teacher.

Objectives: To inculcate Cultural Value System among Pupil Teachers.

The Practice: The activities include Morning Prayer, College 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, etc.. 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. 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 and strategies adopted to overcome them: Initially 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 commanding the assembly, leading prayer, collecting and presenting thoughts and reading news. 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 and Teacher Educators as facilitator on demand

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Emphasis on Professional Development of Prospective Teachers

DIPSER has been a pioneer in women's Teacher Education, investing scientific emphasis on Teacher Education and community life. The College remains committed to building leadership, conscious citizenry and active participation of women teachers for furthering national developmental goals. Hence besides the subjects specified in the syllabi, a special emphasis is given on ensuring an overall development of student-reachers' competence. As such 03 (Three) Value-Added Short-term Courses are being offered to the students to hone their knowledge and skills that would help them in their career after they pass out of the College, These 03 courses are as follows:

1. Soft skills
2. Computer application in teaching Course
3. Spoken English

The aim of these Value Added Courses are to provide additional learner centric, graded skill oriented, technical training, with the primary objective of improving the employability skills of student teacher.

Besides, students are exposed to the valuable insights of renowned scholars, academicians and people of eminence through the Distincguished Lecture series. This knowledge-sharing initiative focusses on enhancing the knowledge horizon of students and sensitize them to the recent thoughts and practices in the field of education.

Mission of Empowering Women

Our mission has firmly stood the test of time and the College has worked towards empowering the women force, in particular for national development. The College 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. The College faculty and students have responsibly engaged with people and communities, fulfilling its role in making knowledge and information accessible to people. These experiences enrich education, research and curriculum development and expand the quality of academic work across specializations.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Best Practices

DIPSER has adopted several practices which have helped the Institute in its efforts to transform and empower girl students and through them to help transform society. Some of the best practices are mentioned below:

1. Conscious efforts to converge all academic, co-curricular, and extra-curricular activities towards empowering girl students.
2. Nurturing an academic ambiance for inducing learning amongst students.
3. Student-centric pedagogy.
4. Research projects by students with emphasis on empirical issues
5. Constructive feedback mechanism
6. pen communication
7. Culture of critical thinking and encouraging application of learning
8. mentoring and counseling.
9. Reaching Out: Strengthening Ties with the Community
10. Inculcating sensitivity and responsibility towards the environment in our students

Institutional Distinctiveness

Institutional distinctiveness at DIPSER is perceptible through its value-based beliefs in promoting education for women and promoting equity and sensitivity, empowerment promotion of national values, and communal harmony. The Institute also provides facilities for the differently-abled and works extensively to engage with the local community through each of its departments. Environmental consciousness has been an integrated component of institutional activities. The institute follows energy-saving practices. Further, the Institute maintains transparency in its financial, academic, administrative, and other functions.

Future Plans

DIPSER has planned to introduce the following new initiatives shortly:

1. Initiating research/ Ph. D. Programme in the field of education
2. Undertaking Societal Development Learning Programmes like the formation of Self-Help Groups for women
3. Implementing the UNESCO vision of Learning to -Know - Do - Be - Live together
4. Initiating innovative courses like crafts for local women, basic health nutrition, and hygiene
5. Enhancing infrastructural facilities at DIPSER to make this a Centre of Excellence for Teachers' Education

Concluding Remarks :

"Small Is Beautiful". These three words more than a century ago by Leopold Kohr (1909–1994), is apt for DIPSER too. In its journey to excellence, DIPSER is in constant quest of empowering women through

education.

Since 2001, DIPSER, as a young and vibrant academic institution is continuously disseminating value-driven education with the aim of moulding its students into intellectually responsive, emotionally mature, ethically sound, spiritually enlightened, and socially steadfast women.

Today, DIPSER is led by intellect and steered by values. Looking beyond the present, We at DIPSER, pray for a brighter future. May the Divine Mother show us the light!

With great deference and reverence, we also pray to the Divine Mother to manifest in the heart of all its student–teachers the need of becoming caring and educating mothers to their students and foster in such teachers the principles and practice of value based Teachers' Education that would enable them to develop into conscientious, dedicated and motivated teachers who with love, purity, sincerity, knowledge and commitment will be able to elevate the lives of the young.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not shared any relevant supporting documents.
1.2.5	**Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years** 1.2.5.1. **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>34</td><td>71</td><td>21</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>0</td><td>12</td><td>25</td><td>12</td></tr></table> Remark : DVV has made the changes as per HEI clarification.
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..** 2.1.2.1. **Number of students enrolled from the reserved categories during last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>178</td><td>192</td><td>167</td><td>164</td><td>154</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

161	192	167	164	154

Remark : DVV has made the change as per shared report of students enrolled from the reserved categories (SC, ST and OBC) by HEI.

2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : HEI has not shared relevant supporting documents.
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 25 Answer after DVV Verification: 27 Remark : DVV has made the changes as per shared mentor list in EP-3.1
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	25	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

0	0	0	0	0

Remark : HEI has not shared relevant supporting documents.

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has select C. Any 4 or 5 of the above as per shared report by HEI.
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement**

	Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has select D. Any 2 or 3 of the above as per shared report by HEI.
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has select D. Any 1 or 2 of the above as per shared report by HEI.
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
202	268	69	479	195 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
202	247	69	475	152	 Remark : DVV has made the changes as per shared passed students.
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
34	19	2	1	3 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
3	3	2	1	2	

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years**
	3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
554	556	54	50	426

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
554	556	54	50	227

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following**
	1. **e-journals** 2. **e-Shodh Sindhu** 3. **Shodhganga** 4. **e-books** 5. **Databases** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : HEI has not shared any supporting document for this metric.

4.2.5	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**
	4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year Answer before DVV Verification : 110 Answer after DVV Verification: 22 **4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 165 Answer after DVV Verification: 33 **4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year** Answer before DVV Verification : 78 Answer after DVV Verification: 16 **4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 312 Answer after DVV Verification: 62

	4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.** Answer before DVV Verification : 93 Answer after DVV Verification: 19 Remark : DVV has made the changes as per average of teacher and students using library per day on (dates) as per SOP.
4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 60 Answer after DVV Verification: 50
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** Answer before DVV Verification: table1 Answer After DVV Verification : table2 Remark : DVV has made the changes as per HEI clarification.
5.2.3	**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)** 5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years** Answer before DVV Verification: table3 Answer After DVV Verification : table4
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years**

table1:

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	0	11	62

table2:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

table3:

2021-22	2020-21	2019-20	2018-19	2017-18
12	32	31	2	4

table4:

2021-22	2020-21	2019-20	2018-19	2017-18
12	32	22	2	4

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
64	32	28	26	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	7	9	5	6

6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has select D. Any 2 of the above as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.3	**Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>170</td><td>170</td><td>170</td><td>150</td><td>150</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>150</td><td>150</td><td>150</td><td>150</td><td>150</td></tr></table>