



Recognised by NCTE

DIPSER COLLEGE OF EDUCATION (For Women)

DEOGHAR, JHARKHAND



Self-Study Report

for

the Assessment and Accreditation

by

National Assessment and Accreditation Council
Bangalore, India

**DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES &
EDUCATIONAL RESEARCH (DIPSER)**



College of Education (An Unit of DEV SANGHA SEVA PRATISTHAN)

P.O. Dev Sangha, Bompas Town,
Dist. Deoghar-814114. Jharkhand
Telephone (06432) 238503, 236424 E-mail : dssp@vsnl.net.

Declaration and Acknowledgement

I hereby declare that all facts, figures and various pieces of Information as laid down in the NAAC document are true to the best of my knowledge and belief. I humbly acknowledge the amount of labour and services rendered by various section of college employees in giving vivid and transparent shape to the preparation of the present document. I cannot help mentioning the invaluable suggestion of my faculty members and honourable members of the Management Committee but without whose help the NAAC document would not have come to its present form.

Sr
30/10/06

(S.D.N. Jha)

Principal

DIPSER College of Education

Self-Study Report



DIPSER College of Education
P.O. Dev Sangha, Bompas Town.
Dist.-Deoghar, Jharkhand
Pin-814 114

DIPSER

VISION

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

MISSION

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

GOALS

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

Section : B

Format for Self-appraisal Report

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Part-1

Institutional Data

Part-1

A. Profile of the Institution

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

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

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

The session of the B.Ed. (Regular) normally extends from July to June each year, whereas for E.T.E. for a period of two years is from July to June. The session is sometimes subject to change because of the changes in the programmes of the University.

There is a scheme of admission procedure in the College. Under this scheme, the procedure starts from advertisement for admission to submission of the form, scrutiny of the forms, finalization of selection results and commencement of the session from the date mentioned in the academic calendar. Eligibility for admission to B.Ed. and E.T.E. is guided by the well – defined and combined rules of the University, N.C.T.E. and the State Government. The institute always follows merit as a norm for admission of students.

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

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

A. Profile of the Institution

1. Name and address of the institution : Dev Sangha Institute of Professional Studies and Educational Research (DIPSER)
DIPSER College of Education,
P.O. Bompas Town, Dist.-Deoghar,
Jharkhand, Pin-814114
2. Website URL : dipsercollege.org
3. For communication :

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Principal : SARBDEO NARAYAN JHA	06432-236424	06432-230409	dssp@vsnl.net
Vice-Principal : Ms DIPANWITA DASGUPTA	06432-238503	06432-230409	dssp@vsnl.net
Self-appraisal Co-ordinator : Ms DIPANWITA DASGUPTA	06432-238503	06432-230409	dssp@vsnl.net

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/Principal : SARBDEO NARAYAN JHA	-	9431984150
Vice-Principal : Ms DIPANWITA DASGUPTA	-	9835517681
Self-appraisal Co-ordinator : Ms DIPANWITA DASGUPTA	-	9835517681

4. Location of the Institution :

Urban Semi-urban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres :

1.73 Acre

6. Is it a recognized minority institution ? Yes No

7. Date of establishment of the institution :

Month & Year

MM	YYYY
08	2001

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

Sido Kanhu Murmu University, Dumka, Jharkhand.

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

Month & Year

2f

MM	YYYY

Month & Year

12B

MM	YYYY
	Applied for

10. Type of Institution

- | | | |
|---------------|-------------------------------------|-------------------------------------|
| a. By funding | i. Government | <input type="checkbox"/> |
| | ii. Grant-in-aid | <input type="checkbox"/> |
| | iii. Constituent | <input type="checkbox"/> |
| | iv. Self-financed | <input checked="" type="checkbox"/> |
| | v. Any other (specify and indicate) | <input type="checkbox"/> |
| b. By Gender | i. Only for Men | <input type="checkbox"/> |
| | ii. Only for Women | <input checked="" type="checkbox"/> |
| | iii. Co-education | <input type="checkbox"/> |
| c. By Nature | i. University Dept. | <input type="checkbox"/> |
| | ii. IASE | <input type="checkbox"/> |
| | iii. Autonomous College | <input type="checkbox"/> |

- iv. Affiliated College
- v. Constituent College
- vi. Dept. of Education of Composite College
- vii. CTE
- Viii. Any other (specify and indicate)

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

Yes No

If yes, has the institution applied for autonomy?

Yes No Not applicable

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

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary	N.T.T	Secondary	Certificate ✓	1 Year	Hindi/English
		Applied to NCTE		Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
		E.T.E	Sr. Secondary	Diploma ✓	2 Years	Hindi/English
				Degree		
iii)	Secondary/ Sr. Secondary	B.Ed. Regulaar	Graduate	Certificate	1 Year	Hindi/English
		B.Ed Distance (IGNOU)		Diploma	2years	Hindi/English
				Degree ✓		
iv.	Post Graduate	M-Ed.	B.Ed	Diploma		
		Applied to NCTE		Degree ✓		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

(Additional rows may be inserted as per requirement)

Please Note :

Programme	Including Salary	Excluding Salary
Unit cost for B.Ed (2005-06)	Rs. 15,092/-	Rs. 6019/-
Unit cost for E.T.E. (2005-07) 1st Year	Rs. 9,919/-	Rs. 6019/-

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary	N.T.T.	Applied to NCTE		
Primary/ Elementary	E.T.E	ETE/7-556 (8) 2005/1270 (1) Dated 20.4.2005	Perm- anent	50
Secondary/ Sr.Secondary	B.Ed. Regular	ERC/7.46 (ER-46.64)/ 2004/2094 Dated 12.7.2004	Perm- anent	100
	Distance (IGNOU) B.Ed.	3612 P dtd. Jan 2005 of IGNOU	Perm- anent	100
Post Graduate	M.Ed	Applied to NCTE		
Other (specify)				

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I : Curriculum Design and Planning

1. Does the Institution have a stated

Vision

Yes	✓	No	
Yes	✓	No	
Yes	✓	No	
Yes	✓	No	

Mission

Values

Objectives

2.a) Does the Institution offer self-financed programme(s)?

Yes	✓	No	
-----	---	----	--

If yes,

a) How many programmes?

Two (Presently)

b) Fee charged per programme

Sheet Attached

3. Are there programmes with semester system

No

4. Is the institution representing/participating in the curriculum development/revision processes of the regulatory bodies?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

7

5. Number of methods/elective options (programme wise)

D.Ed.	6
B.Ed.	9
M.Ed. (Full Time)	Applied for
M.Ed. (Part Time)	-
Any other (specify and indicate)	-

6. Are there Programmes offered in modular form

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Number	Not applicable
--------	----------------

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

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	1 (one)
--------	---------

8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	5 (five)
--------	----------

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

● Heads of practice teaching schools

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

● Academic peers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

● Alumni

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

● Students

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

● Employers

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

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

One month

11. Has the Institution introduced any new courses in teacher education during the last three years?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Number	1 (one)
--------	---------

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

Number	Not applicable
--------	----------------

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

Yes No

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

Yes No

Criterion II: Curriculum Transaction and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
- b) Common entrance test conducted by the University/Government
- c) Through an interview
- d) Entrance test and interview
- e) Merit at the qualifying examination
- f) Any other (specify and indicate)

(If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year-
- b) Date of last admission-
- c) Date of closing of the academic year-
- d) Total teaching days -
- e) Total working days -

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.		50	50		25	25		25	25
B.Ed.		100	100		50	50		50	50
M.Ed. (Full Time)	Applied for								
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

If yes, how many?

Not Applicable

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

- a) Unit cost excluding salary component Rs. 13,368/-
- b) Unit cost including salary component Rs. 6,019/-

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.	60	45	60	40
B.Ed.	75	50	65	45
M.Ed. (Full Time)	-	-	-	-
M.Ed. (Part Time)	-	-	-	-

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

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

10. Pre-practice teaching at the institution

- a) Number of pre-practice teaching days

6	
---	--
- b) Minimum number of pre-practice teaching lessons given by each student

2	
---	--

11. Practice Teaching at School

- a) Number of schools identified for practice teaching

10	
----	--
- b) Total number of practice teaching days

27	
----	--
- c) Minimum number of practice teaching lessons given by each student

40	
----	--

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

Yes No

13. Does the institution provide for continuous evaluation?

Yes No

14. Weightage (in percentage) given to internal and external evaluation

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

15. Examinations

a) Number of sessional tests held for each paper

2	-
---	---

b) Number of assignments for each paper

2	-
---	---

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

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

17. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
-----	---	----	--

Number	3 2 Applied for
--------	--------------------

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

Yes		No	✓
-----	--	----	---

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

Compulsory

-

 Optional

-

 Not applicable

Criterion III: Research, Development and Extension

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

Number	N I L
--------	-------

2. Does the Institution have ongoing research projects?

Yes	✓	No	
-----	---	----	--

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
The Institute	As demanded		
itself	by I/C		
	Teacher-educator		

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

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

Nil

4. How does the institution motivate its teachers to take up research in education?
(Mark ✓ for positive response and X for negative response)

● Teachers are given study leave



● Teachers are provided with seed money



● Adjustment in teaching schedule



● Providing secretarial support and other facilities



● Any other specify and indicate



Constant inspiration and support

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

Yes No

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

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes No

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

	Yes	No	Number
International journals			
National journals – referred papers Non referred papers			
Academic articles in reputed magazines/news papers			
Books			
Any other (specify and indicate) Educational Articles in Various Magazines	✓		5

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

Yes No

Number

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

	Faculty	Students	Nil
National seminars	<input type="checkbox" value="2"/>	<input type="checkbox"/>	<input type="checkbox"/>
International seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other academic forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What types of instructional materials have been developed by the institution?
(Mark 'ü' for yes and 'X' for No.)

Self-instructional materials

Print materials

Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)

Digitalized (Computer aided instructional materials)

Question bank

Any other (specify and indicate)

Role up Black board

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

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

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

Yes No

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

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

16. Does the institution provide consultancy services?

Yes No

In case of paid consultancy what is the net amount generated during last 3 years.

17.

Free Service

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

Local level	✓
State level	
National level	✓
International level	

Criterion IV: Infrastructure and Learning Resources

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

29,000 Sq. fit

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

- | | | | | |
|---|-----|-------------------------------------|----|--------------------------|
| a) Methods Lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| b) Psychology Lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| c) Science Lab(s) | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| d) Education Technology Lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| e) Computer Lab | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| f) Workshop for preparing teaching aids | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

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

Seven

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

Rs. 1,80,000/-

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

NIL during warranty period

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

NIL during warranty period

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

Rs. 37,46,920/-

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

Yes No

9. Total number of posts sanctioned

Teaching - 07

Non-teaching - 05

Open		Reserved	
M	F	M	F

10. Total number of posts vacant

Teaching - 01

Non-teaching - NIL

Open		Reserved	
M	F	M	F

Please Note : Appointment is in the process.

11. a. Number of regular and permanent teachers (Gender-wise)

Lecturers

Open		Reserved	
M	F	M	F
5	1		

Readers

M	F	M	F
1			

Professors

M	F	M	F

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

		Open		Reserved	
		M	F	M	F
Lecturers		3	6		
Readers					
Professors					

c. Number of teachers from

Same state	9
Other states	7

12. Teacher student ratio (programme-wise)

Programme	Teacher student ratio
D.Ed.	1:25
B.Ed.	1:11
M.Ed. (Full Time)	—
M.Ed. (Part Time)	—

13. a. Non-teaching staff

		Open		Reserved	
		M	F	M	F
Permanent		2	3		
Temporary					
b. Technical Assistants	Permanent	1			
	Temporary				

14. Ratio of Teaching – non-teaching staff

3 : 1

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

16.13% Approx

16. Is there an Advisory Committee for the library ?

Yes No

17. Working hours of the Library

On working days 6 hrs. 30 mins.

On holidays 2 hrs. every Sunday

During examinations 6 hrs. 30 mins.

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	
– Textbooks	794
– Reference books	163
b. Magazines	6
e. Journals subscribed	
– Indian journals	16
– Foreign journals	NIL
f. Peer reviewed journals	NIL
g. Back volumes of journals	10
h. E-information resources	
– Online journals/e-journals	2
– CDs/ DVDs	8/11
– Databases	

- Books available in our central library

2644

- Video Cassettes

1

- Audio Cassettes

2

Please Note : Books worth Rs. 90,000 are in the process of procurement.

20. Mention the

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

1300 sq. m.

Seating capacity of the Reading room

200

21. Status of automation of Library

Yet to initiate

Partially automated

Fully automated

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

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations ?

Yes No

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="75"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="7 days"/>
by faculty	<input type="text" value="15 days"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="2"/>
for faculty	<input type="text" value="7"/>
Average number of users who visited/consulted per month	<input type="text" value="10"/>
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text" value="12"/>

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

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

	I		II		III	
	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)	Number	Total Cost (in Rs.)
Text books	794					51,231/-
Other books	163					32,760/-
Journals/Periodicals	5/3					12,735.35/-
Any other specify and indicate						
<i>(Additional rows/columns may be inserted as per requirement)</i>						Rs. 96,726.35/-

Criterion V : Student Support and Progression

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

Programmes	Year 1	Year 2	Year 3
D.Ed.	Yet to appear	N/A	
B.Ed.	3%	Yet to appear	
M.Ed. (Full Time)			
M.Ed. (Part Time)			

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

Yes No

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

3. Does the Institution offer Remedial instruction?

Yes No

4. Does the Institution offer Bridge courses?

Yes No

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

	UG			PG			M.Phil		
	I	II*	III	I	II	III	I	II	III
Pass percentage	100	100	N/A						
Number of first classes	96	75	N/A						
Number of distinctions	5	17	N/A						
Exemplary performances (Gold Medal and university ranks)									

* Internal assessment

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

	I	II	III
NET	Nil	-	-
SLET/SET	Nil	-	-
Any other (specify and indicate)	12	-	-

The above have been appointed in Educational Institutions.

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

Financial Aid	I	II	III
Merit Scholarship	Nil	Nil	
Merit-cum-means scholarship	Nil	Nil	
Fee concession	Nil	Nil	
Loan facilities	Nil	Nil	
Any other specify and indicate		Installment facilities for hostlers	

(Additional rows may be inserted as per requirement)

Applied to the Government for Students-Merit-Scholarship

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

Yes No

9. Does the institution provide Residential accommodation for :

Faculty Yes No

Non-teaching staff Yes No

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

Yes No

If yes, number of students residing in hostels

Men

Women 30

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

Sports fields	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Indoor sports facilities	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Gymnasium	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

12. Availability of rest rooms for Women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

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

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-University	✓		01			
National						
Any other (specify and indicate)	(organized Inter School Elocution competition at local level)					

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

2006

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

Yes No

20. Does the institution regularly publish a college magazine ?

Yes No

21. Does the institution publish its updated prospectus annually ?

Yes No

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

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	5	N/A	
Employment (Total)			
Teaching	30	N/A	
Non teaching	Nil	N/A	

23. Is there a placement cell in the institution?

Yes No

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

1	2	3

Not applicable

24. Does the institution provide the following guidance and counselling services to students ?

	Yes	No
● Academic guidance and Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
● Personal Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>
● Career Counselling	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Criterion VI: Organization and Management

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

Yes No

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

Governing Body/management	Once a week
Staff Council	2 to 3 times a month
IQAC/or any other similar body/committee	Once a week
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Once a month

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

Loan facility	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Other (specify and indicate)	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

P. F. is likely to be introduced

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

ONE

5. Furnish the following details for the past three years
- a. Number of teachers who have availed the Faculty Improvement Programme of the UGC/NCTE or any other recognised organisation

ONE

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

National

01		
----	--	--

International

NIL		
-----	--	--

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

5		
---	--	--

d. Number of Seminars/workshops/symposia on curricular development, Teaching-learning, Assessment, etc. organised by the institution

6		
---	--	--

e. Research development programmes attended by the faculty

1		
---	--	--

f. Invited/endowment lectures at the institution

5		
---	--	--

Any other area (specify the programme and indicate)

--	--	--

Out reach programme : 02

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

a. Self-appraisal

Yes No

b. Student assessment of faculty performance

Yes No

c. Expert assessment of faculty performance

Yes No

d. Combination of one or more of the above

Yes No

e. Any other (specify and indicate)

Yes No

Student/Expert assessment programme will start from next session

7. Are the faculty assigned additional administrative work?

Yes No

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

10 Hours

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

Grant-in-aid	NIL
Fees B.Ed	Rs. 23,900,00/-
ETE	Rs. 15,00000/-
Donation (2 Years)	
Self-funded courses	NIL
Any other (specify and indicate)	NIL

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	16.13	15.31
% spent on the salary of non-teaching employees	3.12	2.67
% spent on books and journals	1.00	1.57
% spent on developmental activities (expansion of building)	66.26	60.16
% spent on building maintenance, electricity, water, sports facilities, hostels, residential complex, student amenities, maintenance of equipment, etc.	1.31	5.73
% spent on equipment, teaching aids, contingency etc.	11.88	13.10
% spent on research and scholarship (seminars, conferences, faculty development programmes, faculty exchange, etc.)	NIL	1.46
Any other (specify and indicate)	NIL	NIL
Total expenditure incurred	100%	100%

10. During the last three years did the institution have surplus/deficit budget? (please specify the amount)

Surplus	Deficit
Rs. 6,72,000/-	

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Finance	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Student Records	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Career Counselling	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Aptitude Testing	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Examinations/Evaluation	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Assessment	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Any other (specify and indicate)	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

- a) for teachers
- b) for students
- c) for non - teaching staff

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

Yes No

20. Has the institution adopted any mechanism/process for internal academic audit quality checks?

Yes No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes No

Part-2

Evaluative Report

Part-II

1. Executive Summary

DIPSER College of Education is a premier Institute of Teacher Education at Deoghar, Jharkhand State. The Institute is situated amidst quaint surroundings and it is an integral part of Dev Sangha Seva Pratisthan. The Institute was established with a view to produce committed teachers who would :

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

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

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

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

National Council for Teacher Education (N.C.T.E.) has made it a prerogative for a teacher educator to have a M.Ed. degree. With several B.Ed. Colleges coming up in the state – it has become a dire necessity to have a M.Ed. course here. As on date, no institute in this state offers a M.Ed. course. Therefore, DIPSER College of Education proposes to bridge this gap between the demands for M.Ed. qualified teachers and the present development of such human resources. The earlier the better!

With this backdrop, DIPSER has the pleasure to expose itself for its inspection, assessment and accreditation at an early date. The institution has sufficient justification to place its application for NAAC's objective consideration. The supporting materials to justify the strength have been briefly outlined below for NAAC's kind perusal.

2. Criterion wise Analysis

Criterion I : Curriculum Design and Planning

1.1. Goal orientation

DIPSER, College of Education reflects a modernized and dynamic outlook as well as traditional and cultural heritage of our country through its philosophy of developing human resources with ethical and value –based mind-set for sustainable development in the field of education. It was with this concept of philosophy, the founder of DIPSER; Acharya Srimat Saumyendranath Brahmachary decided to provide conscientious, dedicated and fully motivated teachers to the society who would be ideally trained to go into the remotest corners of our motherland to bring the best out of young children. He steered DIPSER to rise and fulfill this dream. In addition of providing an ideal educational environment of professional studies, DIPSER, aims at pioneering educational research in the field of education with a futuristic pragmatic outlook. DIPSER, College of Education will continuously aspire for a nationally integrating consciousness for the future teachers, who will be able to work successfully on an international canvas of the "One World". This will necessitate DIPSER to move forward to achieve higher levels of quality and excellence.

1.2 Curriculum Development

Entire territory of Teacher Education is a field for ideal planning for curriculum construction and curriculum development. Curriculum development is a continuous process which is very much practised in the College in right earnestness. There is a syllabus given by the university. It takes decade to break its rigidity. The College plans in its own way within the frame of the adopted syllabus in a manner that it seems to get a new thrilling touch of life. Entire range of College activities is concretized to a new shape for better action and better result. Such practices are constantly evolved in the College with cooperative and collaborative efforts. Syllabus improving practices strengthen the curriculum building and more importantly what College does is its incessant effort for the removal of obsolescence

With the help of aesthetic and health introduction of various segments such as Art, Music, Dance, gardening etc. the curriculum development is always enriched. Computer also plays an important role in enriching the process of curriculum development. Practically in modern day the curriculum is a fusion of interplay of the Head, Heart, Hands and Health (4 Hs) which is being realised in the implementation of the principles of Curriculum Development through out the session.

DIPSER, College of Education has planned to provide Computer Education to the student-teachers for their better adjustment in the technical field of Education, though this type of education is not included in the proposed curriculum. Information Technology aided modular curriculum design is being planned for the future.

DIPSER, College of Education provides Art Education for the B.Ed student teachers in order to enable them to prepare their teaching aids. This is not included in the B.Ed programme of the University. The Institute designs its own curriculum pattern in this area.

It is worth mentioning that Education being a multidisciplinary subject, approach of teaching is always oriented towards interdisciplinary/multidisciplinary thinking. DIPSER, College of Education has developed a Multidisciplinary Self Enrichment Programme through which the student-teachers can involve themselves in peer-group observation during Microteaching-Skill-Development, Simulated teaching, irrespective of their method-subjects-background. It highlights the concepts of teaching skill development and self motivation.

DIPSER, College of Education admits the fact that education is not supposed to be a rigid process and it should not be designed in a water-tight-compartment. Keeping this in mind this Institute requested the University (the D.S.W., the Inspector of Colleges, and Academic Dean-Education) to revise the curriculum accordingly. The University people, on the other hand, asked the institute to formulate the course outline following the National Curriculum. The institute has already started this process. It is expected that the Institute would be able to lead in the formulation of a revised B.Ed curriculum for Sido Kanhu Murmu University.

The peer-group observation report, during micro teaching programme showing the interdisciplinary / multidisciplinary approach of the curriculum is enclosed.

1.3 Curriculum Planning

The College has a well thought out programme relating to

- Teaching practices in schools,
- Demonstration of knowledge and skills through teaching,
- Teacher training based on the concept of modern ICT,
- Development of new instructional strategies for bettering the application of methods for higher levels of teaching/learning interaction, based on :
 - i) Understanding the relevance of Inclusive Education.
 - ii) Understanding gender differences and the meaning of substantive equality.

Micro-Teaching Session and Peer-group observation



1.4 Feedback Mechanism

The performance records of the College show that

- I. Mechanism of responses from the student teacher, teachers and programmers have an inbuilt process used for
 - a. Obtaining the data
 - b. Analyzing them
 - c. Using them for review, redesigning and restructuring the College academic programmes to be undertaken in future.

After getting feedback from the concerned authorities and academic peers, DIPSER, College of education tries to modify the pattern of conducting Practice Teaching and allied activities (Micro Teaching, Lesson planning etc.) and organizes Seminars, Workshops, Orientation Programme for updating teaching programmes. Necessary modifications in teaching are made after obtaining suggestions from concerned authorities and academic peers. Again, depending on the feedback and in order to assess the capability of teaching and reception of the same by the student-teachers, previous year's student-teachers are brought for teaching demonstration in the class room. Successful ex-student-teachers on the basis of their capability have been recruited in the faculty.

Feedback(certificate) from one of the concerned practicing schools regarding student-teachers of the session(2005-06) is enclosed.

Criterion II Curriculum Transaction and Evaluation

Introduction

Keeping in mind the meaning of student diversity, the College has developed ways and means for absorbing these differences through a number of ways such as :

- I. The use of effective teaching learning experiences
- II. Interactive instruction techniques specially for the creative student-teacher.
- III. Interviews, focused group discussion, debates, projects, presentation, experiments, and e-resources—are all made use of. The institute is yet to be equipped fully to acquire much required e-facilities. However, all the required procedures are fully adopted to accelerate the speed of advancement of the educational programmes.

Admission

Admission of College students is based on the mandatorily prescribed policies by the State Government through notification, reinforced by the University directives for compliance and fully adopted by the Management of DIPSER College of Education. At present there are two types of courses –ETE and B.Ed. Admission procedure is same for both of them. The NCTE has provided 100 seats for B.Ed and 50 seats of ETE course for taking admission each year. The College

SEMINAR ON VALUE EDUCATION



A Professor from Management Centre for Human Values (MCHV) of IIMC, Joka, West Bengal

Presentation by a student-teacher of DIPSER



From Left : Faculty of WHO for Voluntary Blood Donation Movement, Educational Consultant (Retd. Sr. Executive of CBSE), Professor from IIMC, Reader (Ed. Dept.) of Calcutta University

advertises admission news in the State level dailies (minimum four) so that the interested students and guardians can get the information as early as possible. A copy of the advertisement is also displayed on the College notice board for wider local publicity. Normally one month time is allotted for the candidates to purchase the forms, study them carefully and then apply for admission. Along with issuing of forms receiving procedure also continues side by side. There is an "Admission Committee" constituted by the College to undertake the entire work from initiation to the final publication of the selection list. Every care is taken that the selection of the candidates for admission be done on strictly the basis of merit.

Besides admission strictly on the basis of merit, there is a mandatory quota for ST/SC OBC/Physically handicapped as fixed by the Government. There is no reservation of seats for the Government, Management, University and MP/MLAs. Merit and reservation of quota are the only criteria in the College for admission.

2.1 Transaction of Theory

The institute always encourages teachers in upkeeping themselves with methods and techniques for adopting new strategies and approaches to teaching. Teacher educators constantly employ interactive and participatory approach in the transaction of theory. In the process of developing the transaction, the teacher educators skillfully uses the techniques of 'explanation' justification, art of questioning and brainstorming by involving the students. The teachers are fully alert and aware that better learning outcome are possible not merely by teaching, or furnishing information, but by involving the student-teachers and bringing the best from within, with the help of such interactive teaching methods. The vision of the institute is 'to establish the interconnectiveness of theory and practice.

2.2 Teaching Practice

Teaching practice is the most vital aspect of any teacher education programme. Theoretical discussions get reflected in the practice of teaching in the various school situations. Practice teaching practically paves the way for practical field experience. The field experience helps and allows students to apply and reflect their pedagogical knowledge and skills directly. Teaching practice is done in ten well established reputed schools of English and Hindi medium. Ten days are allotted for final teaching as a mandatory requirement of the university examination. Total number of lessons each student has to execute is 40 (20 in each method paper) along with two final lessons. Total lessons stand around 42 for each student. Before the commencement of the teaching practice programme ten days' rigorous exercises are conducted in the College to acquaint the students with the concept of micro teaching under simulated conditions. A minimum two lessons are given by each student-teacher in simulation in a class room situation. (Details of the process of practice teaching in schools are given in the annexure) (Normally in the range of 8 to 12, the student teachers are placed in each adopted practicing

school.) Each lesson of the student teacher is approved, supervised and finally the strength and weakness are pointed out by teacher educators. The mechanism of supervision of the teaching practice programme leads to innovative practices every year and produces better result.

Relevant papers on the Practice Teaching programme

2.3 Assessment and Evaluation

The linkage of declared instructional objectives with the learning out-comes at the evaluative stage of teaching is the target of the College. Strictly speaking all stated objectives are in behavioural terms and form a part of the evaluative protocol. Teacher educators are clear in their approach that objectives provide a definite direction to the inputs for monitoring the out come. Throughout the years the student teachers are to pass through details of various assessment and evaluation process (internal, midterm, term end evaluation and external evaluation).

Relevant papers regarding Internal Examinations are enclosed.

2.4 Use of ICT

The ICT has brought a revolution in the field of education especially Teacher Education. Education through satellite, Video-conference is yet to reach the class rooms of the College. However, with the use of media materials through television, computer and other audio-visual aids the teaching-learning process is always kept vibrant in the College. The ICT is helpful in the admission process of the College. All the steps of the admission-procedure is computerized. Student teachers and faculty are at liberty to have access to various print and electronic resources in the College.

Criteria III :- Research, Development and Extension

3.1 Research

For quality improvement in the field of teacher education, research plays a vital role. Research keeps the faculty very near to the current trends and development in the area of teacher education. It also helps them :

- I. to find answers to questions
- II. to evolve right kind of technique
- III. to adopt strategies
- IV. to develop new tools for use
- V. to accelerate innovative ideas and approaches

VI. to promote research culture to serve the process of learning through research and extension.

The College is in full knowledge of the above blessings of research. And as such it has made the research activities an integral part of teacher education. The support system for research promotion has not developed, so far, to a desirable level due to financial constraints. The College is a self financing non-profit philanthropic Institution. It is hoped that with the financial support from U.G.C, NCERT, NCTE and other government agencies, the research activities will be expanded rapidly. However, with the limited means the College is achieving maximum research development with satisfaction. Faculty is encouraged to undertake research activities by collecting data, conducting surveys and using questionnaire in rural tribal areas. Finance is provided by the College. For this purpose, there is a 'Research Committee' consisting of four faculty members, and two student teacher members. This committee is active and instrumental in organizing/encouraging providing base-service to desirous and aspirant trainees.

The student teachers have prepared Statistical Reports for the neighborhood practicing schools based on the tests conducted by them during their Practice Teaching Session.

The questionnaire related to a research project – prepared by the institute, Report on Educational Awareness of the rural people of Deoghar and

The statistical reports presented by the student-teachers on the performances of the students of the neighbourhood practicing schools are enclosed.

3.2 Development

Development of institutional material and activities of the institution takes place with the augmentation of teacher training and competence. The teacher educator using ICT is more prone to contributing development and preparation of innovative teaching materials. This prepared teaching material is extensively deployed for re-inforcing the development of training of students and with the employment of technology, new instructional materials are developed.

All the method laboratories including Educational Technology, Psychology and Computer Laboratories are regularly geared for the preparation of instructional materials. Art and Craft Department is constantly developing innovative instructional material contributing to the enhancement of quality in teaching. List of developed instructional material are displayed in the College for the exposure of students of the town schools. This has a snow balling 'beneficiary effect' of the developed quality materials on other teaching institutions.

INTER-SCHOOL ELOCUTION COMPETITION : A PROGRAMME WITH THE LOCAL SCHOOLS



DSNS : The working laboratory of DIPSER



A gathering of the students of the local schools, student-teachers and faculty members of DIPSER, honourable guests and the Judges



THE FESTIVAL OF LIFE TO CARE & SHARE VOLUNTARY BLOOD DONATION CAMP



One of the Extension Activities of the Institute

3.3 Community Programme

Community Programme is inseparable aspect of education which is exclusively concerned with emphasis on neighborhood and community service. Institution and community receive mutual benefits when they interact. This College is fully engaged in community service through its various educational programmes and extension activities in both rural and urban areas. Some of the Community engagement & the Extension programmes are mentioned below :

1. Organising Inter School Elocution Competition involving the students from the local schools of Deoghar
2. Organising Blood Donation Camp and awarness campaign in association with Indian Red Cross Society, Deoghar
3. Extension Programme based on the Seminar for in service teachers of neighbourhood schools on the topic "Educational Scenario of Dropout cases of Eastern India"
4. Traffic awareness programme involving local people of Deoghar Town under the guidance and Supervision of the Superintendent of Police, Deoghar.
5. Out reach programme involving local people of Deoghar Village in assessing their educational awareness by administering a self made tool.

3.4 Consultancy

Professional development takes place with the mechanism of consultancy service. Each educational institution these days, has some kind of consultancy service to support the professional growth of its students. There is the provision of rendering consultancy/vocational/guidance services, through its "Guidance cell" headed by competent faculty of the College. No financial transaction is involved in consultancy work. It is a free service given to student teachers by able teacher educator.

3.5 Networking/Linkage

The Institution has developed functional linkage with schools and other educational institutions around it. It is responsive to local needs and realities. Functional linkage leads to the establishment of networking system of all the educational institutions big and small. It is because of such cooperative and collaborative programme of action that all institutions enjoy the benefit of exchange of ideas and solves many problematic educational issues.

SEMINAR ON DROP-OUT CASES OF EASTERN INDIA



DIPSER Faculty



Faculties from Regional Institute of Education, Bhuvaneswar



Reader of Calcutta University and Head of B.Ed., Sri Shikshyatan College, Kolkata

TRAFFIC AWARENESS : TO DEVELOP DISCIPLINE FOR SELF AND FUTURE STUDENTS



Inauguration by
Superintendent of Police, Deoghar



DIPSER student-teachers ready
to go out for Controlling Traffic

OUT REACH PROGRAMME ON EDUCATIONAL AWARENESS : EDUCATION FOR THE MASS



PICNIC AND STUDY ON ENVIRONMENT / LOCAL PEOPLE



This College has established linkage with all other educational institutions of lower and senior secondary as well as College education at local level and with Regional Institute of Education (R.I.E. – a National educational institute) at National level. Under the faculty exchange programme, DIPSER-College of Education and RIE are in the normal process of exchange of their Faculty as well as students. Five important networking linkages are being used by both the institutions for their mutual educational benefits.

1. Teaching
2. Training
3. Practice Teaching
4. Consultancy
5. Extension

In the above areas our faculty and students are actively involved particularly with the on-going school programmes. Such inter-institution linkage benefits the institutions in every way.

Criteria IV Infrastructure and Learning Resources

4.1 Physical Infrastructure

Infrastructure facility is the basic condition for any institution to start and flourish. Physical infrastructure is fundamental to the running of the institution in a suitable as well as in an ideal condition. The College has a physical infrastructure which includes

1. A big and splendid building accommodating all physical requirements to run the programme from KG training to PG training.
2. All laboratories of different designs being the inseparable part of the physical infrastructure.
3. In addition to the earlier established infrastructure, the authority has added a new structure to the existing facilities. The new construction comprises of the following facilities :
 - i. Big conference hall
 - ii. Large combined physical space for library and reading room
 - iii. Provision for M.Ed classes with gallery system
 - iv. Class rooms, store room, canteen facilities etc.

The entire campus is maintained and kept neat and clean through inspection and supervision by a caretaker, with regular maintenance by an electrician, plumber, sweepers, gardeners and others provided by the institute. A lady attendant is there to maintain the cleanliness of the class rooms and other places.

In addition to normal routine work, the Institute utilizes the infrastructure in the evening for Computer Learning, Practice-Teaching, Lesson plan correction programme etc.

Infrastructure : The support service



Library-cum Reading Room :
The Resource Centre
of the Institute



Activity Hall : A space of synchronization among
head, heart and hand



Hostel : A home away from home



Assembly Hall : A space to develop belongingness and share experience

The master plan of the campus which indicates the existing buildings in the campus, new construction and project expansion in future. (A separate sheet of master plan is attached herewith)

4.2 Instructional Infrastructure

The College is aware that the quality of programme is determined not only by the availability of space but by the size and design of activities associated with the programmes. The instructional infrastructure is built with the help of learning materials, ICT facilities, laboratories, learning resource center necessary for implementing the programme.

The College has Educational Technology and Computer Lab facility which are optimally used by the teacher educators and student-teachers. Normally, during day time computer classes for ETE students and in the evening for B.Ed. students are arranged by the College authority. Thus far, the College is in possession of various audio-visual facilities and materials such as

- I CDS
- II Cassettes (audio and video)
- III LCD
- IV Over-head projector
- V Computer
- VI Television
- VII Art materials and designs prepared by student teachers

In addition to computer and Educational Technology Laboratories, the College has Method Labs, Psychology Labs, Language Labs and Art and Design Laboratories. the presence of above Labs and ICT facilities renders strength to the instructional infrastructure of the College. The College has developed a system of multipurpose use of the instructional materials and structure. The Assembly hall is utilized for

1. Assembly & prayers
2. Seminar
3. Workshop, debates
4. Cultural programme
5. Regular class
6. Literary competition
7. Music concert and dance
8. Indoor games

Other halls of the College are also judiciously utilized for multipurpose use

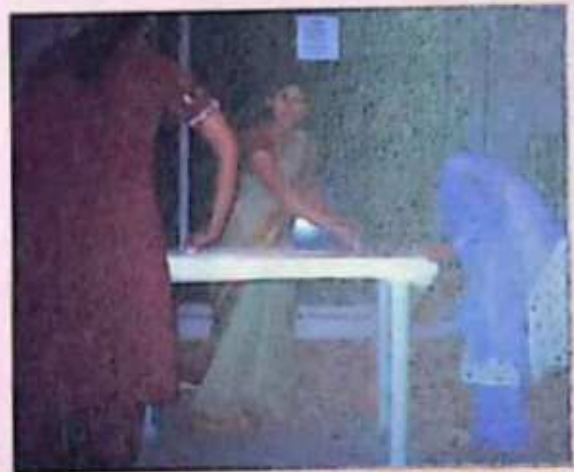
(Notice related to the utilization of computer centre of the institute is enclosed)



SPORTS AND GAMES



CRAFT : EDUCATION AND TRAINING



4.3 Human Resource.

Human resource, if suitably recruited trained and professionally competent is invaluable to the Institution.

There is a sound system of selection for obtaining quality faculty for the College.

This is a serious area where quality can not be compromised. The enlightened senior members of the DIPSER management , senior members of the teaching staff of the College including the Principal and experts from renowned Colleges university form the selection Committee. Whosoever is to be picked up for teaching in the College is to pass through the screening eyes of the Committee. While selecting the faculty for the College, all norms and regulations of NCTE/ University/State Government are strictly adhered to. The College is in touch with the National Educational Agencies like NCERT, NCTE, UGC, IGNOU, NIEPA for providing scope for personal and professional growth and career development of the teaching and non-teaching staff. The teaching staff is assigned work-load as per NCTE/UGC regulations.

The information about teaching staff is in the attached prescribed format.

4.4 Library and Information Services

Library holds the key to enhance the levels of learnings of both of the faculty and students. With the help of a modest holding of books and journals, it provides learning materials to staff and students to acquire knowledge, information & skill for their study.

The College has a rich library run by a qualified trained librarian. To assist the librarian, technical staff is there for material collection and handling of books and journals.

The library is on the threshold of complete computerization. The College has constituted an Advisory Committee on the smooth functioning of the library. This arrangement is for the optimum use of library resources and maximum benefits to be accrued to student teachers. The College enjoys the benefits of networking facilities with libraries in Kolkata for inter-library borrowing. The College has also book bank facility for the students.

Criterion V

5.1 Student support and Progression

Mentoring:- A good mentor is he/she who plays a role of a trustworthy adviser of the students. Nurturing and mentoring of student teacher is not a one day's work. Neither is it incidental. There is a systematic mentoring arrangement in the College which is reflected in the preparation and executing of lessons by the student teachers. Round the clock the teacher educators are in the selfless service

**DIPSER : As the study-centre of IGNOU (B.Ed. Programme) :
A linkage with the National level**



Faculty of DIPSER in a special gathering of IGNOU (B.Ed.)



A group of Student-teachers of IGNOU B.Ed. Prog. with faculty of DIPSER

to the boosting of spirit of students placed in practicing schools. The mentoring of teacher-educator is lucid, soothing and transparent.

In view of enabling the students to continue their study in an effective manner, the Institute provides them some constant support systems such as transport and hostel.

5.2 Student progression

Progress of the students from one class to next higher class is a natural phenomenon based on the universal design of evaluation prevalent all over the world. But in the field of teacher education, student progression means something more, something special. When there is vertical movement of student from one level of education to the next higher level successfully or towards gainful employment, it can be termed as student progression.

There are many ways and devices being practiced in the College to contribute to the student progression. They are cells like :

1. Counselling and guidance cell and
2. Student grievance cell operating efficiently to cater to the needs of students every time, every moment.

Campus environment on all counts is attractive, congenial, supportive, serene and helpful. The environment generates an atmosphere of discipline, freedom, punctuality and cooperation. All these help better achievement, and development performance of the student-teachers.

5.3 Student Support

Every day the College provides supportive services to the students for their personal and professional growth. Updated information is

1. announced in the Assembly hall,
2. written neatly on the College notice board
3. pasted on the students notice board
4. arranged to pass to students in the hostel too

Students are never deprived of any information, news, and notice meant for them. Some students lag behind in the race of educational competition. Over the months, they become slow learners. They need special care and special attention for quick improvement. The College arranges remedial special classes for the low learners. Guidance and counselling services are regularly provided by the entrusted faculty members.

In case any physical/mental indisposition of the students, the College authority swings into action and every facility is provided including the facility of guidance and counselling.

LEADERSHIP TRAINING OF TRAINEE-TRAINERS



"Kadam Kadam Badhaye Ja"

The progress of the student at different stages of programmes is monitored and advised through a well-designed evaluation and assessment machinery. The Feed back system being very strong is the academic strength Institution.

5.4 Student Activities

Students' activities are an inseparable part of personality growth of the student teachers. For encouraging students activities, the College very aptly arranges sports programmes for physical growth and literary and cultural activities for mental development. In addition to these activities for the students there is also provision for the participation of students in publishing materials like catalogues, wall magazines, College magazines and other literary materials (List of publication is attached). (The College has a lively student self government council the members of which always show readiness in shouldering the working responsibilities of the College. Practically the Students' Council takes up the load of their activities related to sports, culture, literary function etc.) There is one Alumni Association in the College. It is in a infant stage but this year it will assume greater responsibility to expand its area of action. (The list of Office-bearers of Alumni Association is attached)

A Report based on the environment and population study-prepared by the student-teachers. are enclosed.

5.5 Placement Service

Placement service is highly essential for the future of student teachers when they professionally equip themselves after passing the examination. This service is distinct and prominent in Engineering, Medical and Management Institutes. In teacher education institute the service has not been very popular, although its utility is always rated very high.

This College has not so far arranged for the establishment of permanent placement service center, but through well planned mechanism, student teachers are very successfully placed in different teaching institutions of the state. The mechanism for placement by the College includes

- a. Personal contact with heads of other institutions.
- b. Old ex-students of the Alumni Association.
- c. Writing letters to the administration of various schools.

The above procedures have considerably helped the College for placing student teachers in employment in the past and will be followed in the future too.

Criteria VI Organizations and Management

6.1 Internal quality Management

IQM is the heart-beating mechanism which includes the integration of all segments of teacher education. There is well oiled quality management system in the College. Every academic, administrative and financial activity is spontaneously interwoven. In spite of automatic system of integration, the College has not yet been able to establish Internal Quality Assurance Cell (IQAC). It will be established from the current session. However the institute gets feedback from the teacher-education, students, non-teaching staff, parents and heads of other educational institution for internal quality checks.

6.2 Leadership

Leadership, if it is effective, can change the direction and obtain better result as per its will. Leadership creates an environment which ultimately leads to achieving Institutional goals. Leadership provides direction for realizing both vision and mission.

The head of the institution discharges his duty as the Leader of the academic team in the College in association with directives suggestions and advice of the learned Faculty and Management Team. The Principal of the College with his leadership quality always strikes a fine tuning in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of the students.

6.3 Academic Planning and Management

Academic, administrative and financial management of the College are interwoven under well planned strategies. The academic planning stretches to the area of

- i. Teaching practice programme in different local schools and skillful placement of teachers in each school.
- ii. Framing of time-table and its execution.
- iii. Formation of various committees such as
 - a. Research Committee
 - b. Cultural Committee
 - c. Literary Committee
 - d. Counselling Cell
 - e. Grievance Cell
 - f. Environment Committee

VISITING EDUCATIONISTS TO ENLIGHTEN DIPSER STUDENT-TEACHERS



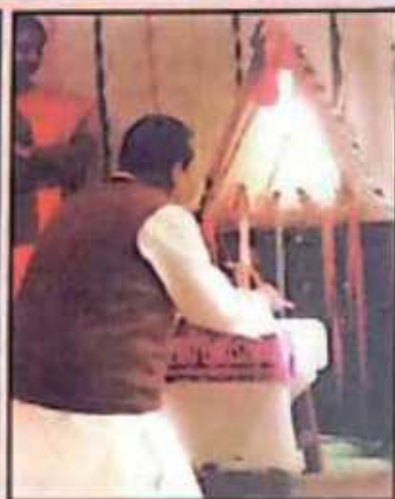
From Left : Colonel, Reader from Viswa Bharati (Central Univ.), Chairman of DIPSER, Member of ERC (NCTE), Reader (Cal. Univ.)



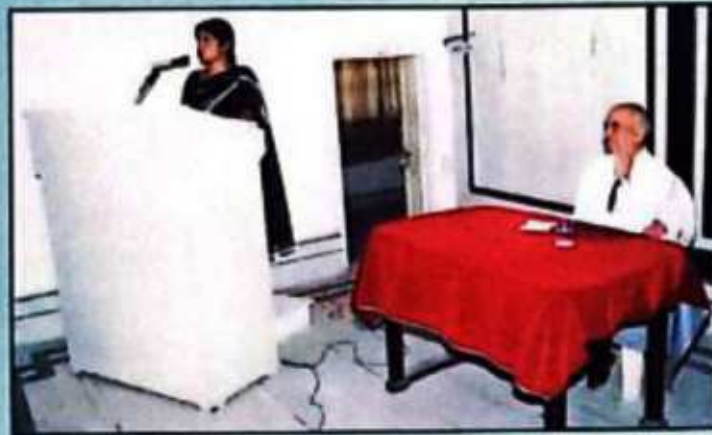
Professor of Management Science of BITS, Pilani



CELEBRATION ON SPECIAL DAYS



DEVELOPMENT OF COMMUNICATION SKILLS



funds. The College ensures that regulations of funds for the programme are based on clearly laid down procedures of financial management. All items of expenditure are known, budgeted, audited and overhead in expenditure are kept within control and acceptable limits. There is transparency in every financial transaction. For sound transparent financial management, the College has reasons to be proud of. The members and experts of the management committee are the watch-dogs of resource mobilization, financial transactions and financial management of the institute.

Annual Budget of the College with details of plan and non-plan revenue Expenditure is enclosed.

Our Essential Practices

It can confidently be stated that overall pedagogical practices nurtured and carried forward in the College have led to the total development and training of the teachers of tomorrow.

Value based education is being imparted in the Institute in the following manner :

- a. Through Assembly programme by reading out the text messages of the great thinkers.
- b. Through 'Thought Of The Day' concept.
- c. Through conducting Seminar on value education.
- d. Celebration of birthdays of great people
- e. Celebration of National festivals.
- f. Concentrating on the Philosophy "we need to serve others"

The College also takes some initiative to bring in community orientation through different programmes like, celebration of Christmas, Saraswati Puja, Holi , Ratha Yatra, Raksha Bandhan, Sarhul (tribal festival) etc. alongwith celebration of some National Festivals like Independence day, Republic day, Gandhi Jayanti etc. Moreover the College tries to establish the philosophy of "Learning to Live Together" irrespective of caste, colour and creed. The Institute also undertakes activities for societal development to bring in community orientation.

The Institute develops some transferable skills among the students. These are:-

- a. **Capacity to learn** : It is promoted by providing advanced learning materials, developing inquisitiveness and skills through the mechanism of "Learning to Learn".

COMMUNITY ORIENTATION : LEARNING TO LIVE TOGETHER HARMONIOUSLY



COMMUNITY ORIENTATION : CULTURAL & SOCIAL PROGRAMMES



- b. **Communication skills** : Communication skills are developed through elocution, debate, public speaking etc.
- c. **Numerical skill** : Numerical skills are developed with the mechanism of number game, mathematical quiz etc.
- d. **Use of information technology** : there is the use of information technology through proper utilization of education technology laboratory.

To work as a part of a team and independently : Different groups are formed and students are associated with them to experience the team spirit (Learning to live together). Some students are assigned independent duties to prepare the academic programme of the College.

In fine, we here in DIPSER in our own humble way are trying to make future teachers.

"Think globally and act locally."

Part-3

Appendices

Appendix-1

*Annual Budget of the College with details of plan and non-plan
Revenue/Expenditure*

A copy of the last Annual Budget of the college with details of plan and non-plan revenue/expenditure (Attach separately).

A. INCOME :

Tuition Fees	Rs. 23,900.00 x 100 =	Rs. 23,90,000.00
Development Fees	Rs. 10,000.00 x 100 =	Rs. 10,00,000.00
		<u>Rs. 33,90,000.00</u>

B. EXPENDITURE :

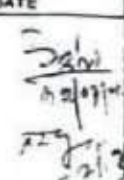
Items	Amount (Rs.)
Allowances & Benefits	13,00,000.00
Advertisement	1,40,000.00
Travelling	50,000.00
Establishment expenses	1,00,000.00
Printing & Stationary	3,00,000.00
NCTE Fees	40,000.00
Electrical Expenses	1,10,000.00
Telephone	10,000.00
Postage	4,000.00
Sports and Games	30,000.00
Security Guard	40,000.00
Books & Periodicals	90,000.00
Misc. Expenses	40,000.00
TOTAL :	22,54,000.00

Appendix-2

Relevant papers on the practice teaching programme based on the feedback from institutional heads of practicing school/academic peers.

Date - 02.03.2006

PROFORMA
FOR B.ED
THE INFORMATION GIVEN BY THE SCHOOLS FOR TEACHING PRACTICE
(2005 -2006)

INFORMATION SCHOOL	BOARD	TYPE OF THE SCHOOL	MEDIUM OF INSTRUCTION	SCHOOL TIMING	PERIODS & TIMINGS ALLOWED(MONTH & HOURS)	CLASS(S) & SECTION (S) ALLOWED	SUBJECTS ALLOWED	NO OF TEACHERS ALLOWED	NAME OF THE VISITING FACULTY FROM DIPSER TO THE SCHOOL	SIGNATURE OF THE VISITING FACULTY WITH DATE
M. adar M. adar T. Govt High School	Hata Pranaj	Govt only	Hindi	From Monday 6:30 AM to 2:00 PM	Periods: 7 from - 1st week of April to last week of this month	Class: 7 VII - Sec-A IX - Sec-A IX - Sec-B IX - Sec-C	Eng + Ht Geography	01 10/23-6	R. D. D. D.	 21/3/06

Phone : 236424

**Dev Sangha Institute of
Professional Studies & Educational Research (DIPSER)**
Bompas Town, B. Deoghar

REF. NO. DIP/Pract.T/B.Ed/8-05-06

DATE 23.03.06

To
The Principal

M.M. Girls High School
Deoghar

Sub : Practice Teaching

Dear Sir/Madam,

Please be kind enough to accommodate the following Trainee Teachers for their Practice Teaching in the Secondary Section of your School.

We are furnishing the Names of the Trainee Teachers and Method Subjects to be taught alongwith this letter for your consideration.

Kindly specify the date of commencement, the time period and the classes that you may provide for our students.

Thanking you for your kind co-operation and necessary action.

Yours sincerely,

M. Banjee
Principal



Dev Sangha
24-03-06

Matri Mandir Girls High School

SL.NO.	Roll NO.	NAME OF THE PUPIL	METHODS TAKEN	REMARKS
1	12	Prishila Ma aradi	i)Civics ii)Hindi	
2	13	Rina Kumari	i)History ii)Civics	
3	43	Kumari Punam	i)Maths ii)Phy. Sc.	
4	7	Mithu Saha	i)History ii)Civics	
5	46	Silawanti Soren	i)Civics ii)Hindi	
6	64	Kumari Priyanka	I)Phy. SC. II)Bio.Sc.	
7	11	Sushila Hembrom	i)Bio.Sc. ii)Phy.Sc.	Asst.Group Leader
8	77 79	Sangeeta Nitu Sinha - Kumari	i)Geography ii)History	Physics Mathematics -
9	82	Barkha Sinha	i)English ii)History	
10	94	Anuradha Dasgupta	i)History ii)Hindi	
11	98	Sonu Kumari	i)Civics ii)Hindi	Group leader
12	47	Sangeeta Kumari	i)Bio.Sc. ii)Phy.Sc.	Phy.sc Bio.sc
13	100	Mala Kumari	i)Civics ii)Hindi	
14	39	Shailika Singh	i)Geography ii)Hindi	
15	99	Swati Sweta Singh	i)History ii)Civics	

Prachi
Asst. Insp.
In-Charge
Practicals
DI PSE

			ii) Civics
16	55	Kiran Ku. Mishra	i) Hindi ii) Civics
17	97	Kanchan Mishra	i) Civics ii) Hindi
18	87	Priyanka Singh ^{Kashyap}	i) Hindi ii) Civics
19	31	Chhaya Kumari	i) Hindi ii) History

20 10 Laxmi Ku. (i) Maths
(ii) Phy. Sc.

21 80 Mamata Ku. (i) Hindi
(ii) History

Prshu
24/10/21
In Charge
Practice Teaching
(DIPETA)

Matri Mandir Girls High School, Deoghar

SL.NO.	College Roll NO.	NAME OF THE PUPIL TEACHER	METHODS TAKEN	REMARKS
1	10	Laxmi Kumari	i) Maths. ii) Physical Science	
2	80	Mamta Kumari	i) Hindi ii) History	

INFORMATION SER	METHODS	NO. OF CLASSES PER DAY
1	Physical Science	5
2	Biological Science	3
3	Mathematics	2
4	English	1
5	Hindi	11
6	History	8
7	Civics	10
8	Geography	2
Total	.....	42

*Received
Singh
27-09-06*

*Prashant
27/09/06
In-charge
Practical Teacher
DIPED*

MATRI MANDIR GIRLS HIGH SCHOOL
ATTENDANCE REGISTER

Sl No.	Roll No.	Name of the Pupil Teachers	Date	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6
1	7	Mithu Saha		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
2	10	Laxmi Kumari		D	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
3	11	Sushila Hembram		H	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
4	12	Prishila Marandi		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
5	13	Rina Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
6	31	Chhaya Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
7	39	Shailika Singh		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
8	43	Kumari Punam		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
9	46	Silawanti Soren		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
10	47	Sangeeta Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
11	55	Kiran Ku. Mishra		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
12	64	Kumari Priyanka		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
13	77	Surekha Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
14	80	Mamta Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
15	82	Barkha Sinha		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
16	87	Priyanka Kashyap		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
17	94	Anuradha desupta		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
18	97	Kanchana Mishra		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
19	98	Sonu Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
20	99	Syeta Singh		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
21	100	Mala Kumari		P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

Appendix-3

*Certificate issued by the concerned practicing school authority regarding
the performance of student-teachers.*

मातृ मंदिर बालिका उच्च विद्यालय

बी० देवघर - 814112 (झारखण्ड)

पत्रांक.....

दिनांक 07/07/20

प्रेषक:- प्रधानाध्यापक,

प्रमाणित किया जाता है कि
DIPTER, देवघर, से जो बच्चा-अध्यापिकाएँ
शिक्षण कार्य हेतु हमारे विद्यालय आनी-नी
शिक्षण अवधिमें उनका कार्य आते परापूर्व
था।

— मैं उनसे कौन-कौन से उज्ज्वल
अभिलाष की कामना करती हूँ।

— Singh
Headmistress
06-5-06
B. M. GIRLS HIGH SCHOOL
B. DEOGHAR

Appendix-4

The peer-group observation report during Micro-Teaching Programme

LESSON OBSERVATION
REPORT

DATE - 05-04-06
OBSERVER - SOMA DUTTA
ROLL NO. - 30
METHOD - BIOLOGICAL SC/Phy.Sc

STUDENT TEACHER - HELEENA
NAME -
ROLL NO - 95
METHOD - BIO.SC.
SKILL - INTRODUCTION
TOPIC - CELL

EXPOSITION

- 1) Presentation was in logical sequence.
- 2) Clearness and lucidity was there.
- 3) Stretching of words were excessive.
- 4) Pronunciation was ok.
- 5) Appropriate language was used.
- 6) Examples were related to day to day life.
- 7) Mastery over the content was there.

QUESTIONING

- 1) Well formed questions were asked.
- 2) Questioning was concentrated to a particular area.
- 3) Pause and direction given was proper.
- 4) Good response received from students.
- 5) Reinforcement was given whenever required.

BLACK-BOARD WORK

- 1) Clearness was there.
- 2) Matter written on the board were to the point.
- 3) Economy was lacking.
- 4) Few sentence formation were left incomplete.
- 5) Very big letters were written.
- 6) No spelling mistake was done.
- 7) Freehand was not there.
- 8) Diagrammatic representation was good.

USE OF TEACHING AID
No specific teaching aid was used.

CLASS-ROOM MANAGEMENT
Class room management was good.

OVERALL REMARK

Speediness in teaching, black-board work improvement is required. Her creative thinking will make her a successful teacher in future.

Appendix-5

Relevant papers regarding Internal Examinations

DIPSER, DEOGHAR
B.Ed PROGRAMME-(200 – 200)

Exam, 200

MARKS LIST

Paper _____ (Theory/Practical)

Name of the Paper _____

SER	ROLL No.	Name of the student-Teacher	Full Marks	Marks Obtained (In details)	Total Marks Obtained	Remarks

Highest Marks _____
(Name : _____)

Roll No. _____) Signature of the Examiner (s):

Lowest Marks _____
(Name : _____)

Roll No. _____)

DIPSER, DEOGHAR
E.T.E. PROGRAMME-(2005 – 2007)
ATTENDANCE SHEET

-----Exam, 200 -----

Room/Hall -----

Invigilator (s) Name (s) :

(1)

(2)

Half : 1st / 2nd

Date:

Paper and/ or Method:

SER	COLLEGE ROLL NO	NAME	SIGNATURE

Signature of the invigilator with date: 1.
2.

DIPSER, DEOGHAR
B.Ed PROGRAMME-(200 - 200)

RESULT SHEET

----- EXAM, 200 -----

NAME OF THE STUDENT - TEACHER:

SECTION:..... ROLL NO.

PAPER	NAME OF THE PAPER		FULL MARKS	PASS MARKS	MARKS OBTAINED	HIGHEST MARKS
PAPER - I	THEORY OF EDUCATION					
PAPER - II	EDUCATIONAL PSYCHOLOGY & EDUCATIONAL MEASUREMENT					
PAPER - III	SCHOOL ADMINISTRATION HEALTH EDUCATION					
PAPER - IV	EDUCATIONAL RECONSTRUCTION IN INDIA & ABROAD					
PAPER - V	METHODOLOGY-I ()					
	METHODOLOGY-II ()					
PAPER -VI	CRAFT EDUCATION	THEORY				
		PRACTICAL				
AGGREGATE	-----		480	158		
%	-----		100	33%		
RANK/REMARKS						

(EXAM CO-ORDINATOR)

(PRINCIPAL)

B.Ed. COURSE - (2004 - 2005)
TABULATION SHEET

SENT UP Exam, 2005

COLLEGE ROLL NO	NAME OF THE STUDENT-TEACHER	PAPER-I		PAPER-II		PAPER-III		PAPER-IV		PAPER-V				PAPER-VI			REMARKS			
		MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	Tn	Pr	TOTAL MARKS OBTAINED	HIGHEST MARKS	AGGREGATE						
															MARKS	HIGHEST MARKS		MARKS	HIGHEST MARKS	MARKS
1	Subhiksha	58	58	55	60	52	52	36	53	38	38	28	29	34	38	72	72	335	2 nd Qualified	
2	Pooja - Esh	58	58	55	60	52	52	43	53	30	33	24	28	18	18	36	72	290	Qualified	
3	Bharna	58	58	55	60	46	52	42	53	25	33	28	28	30	22	52	72	280	Qualified	
4	Prerna - sh	58	58	55	60	46	52	33	53	26	28	15	20	14	14	72	100	71	Qualified	
5	Kumar Rishi	58	58	55	60	34	52	35	53	21	33	19	28	30	24	56	72	225	Qualified	
6	Shweta - K	58	58	56	60	44	52	47	53	31	33	23	28	29	18	47	72	280	Qualified	
7	Mani - sh	58	58	56	60	44	52	48	53	26	29	23	38	25	30	55	72	301	3 rd Qualified	
8	Pooja - sh	58	58	53	60	52	52	53	53	32	33	25	28	34	22	50	72	334	1 st Qualified	
9	Kalpa - sh	58	58	54	60	44	52	48	53	27	27	27	28	31	34	45	72	295	Qualified	
10	Shweta - sh	58	58	45	60	38	52	37	53	28	28	15	28	29	14	43	72	230	Qualified	
11	Tarini - sh	58	58	55	60	49	52	44	53	34	38	32	33	31	14	45	72	353	Qualified	
12	Shweta - sh					35				13		12				11		71	58	Qualified
13	Shweta - sh	58	58	51	60	43	52	44	53	23	28	16	20	28	14	42	72	22	26	Qualified
14	Charan - sh	58	58	40	60	34	52	40	53	20	28	20	28	30	22	52	72	247	Qualified	
15	Pratima - sh	58	58	30	60	33	52	32	53	20	27	23	28	25	24	49	72	215	Qualified	
16	Pooja - sh	Not		absent						No	Medical	ground								

NOTE :-
 FOR PAPERS - I, II, III, & IV
 FULL MARKS : 80
 PASS MARKS : 26
 FOR PAPER V
 (M1 & M2)
 FULL MARKS : 40
 PASS MARKS : 13

Note : For the students having % mark :- see
 Partion :- see
 For theory : 5
 For method papers and craft etc : 5
 Total : 10

This rearrange of sent up - is now being made for the students who are unable to appear in the exam. to come in

Prepared by 11-08-05

Spontanki
 Checked by 11-08-05

Exam. Coordinator 11-08-05

Principal 11-08-05

DIPLOMA, DURGAM
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TABULATION SHEET

SEM - IV Exam, 2005

CEN	COLLEGE ROLL NO	NAME OF THE CANDIDATE/TEACHER	PAPER I		PAPER II		PAPER III		PAPER IV		PAPER V				AGGREGATE	REMARKS						
			MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	Th.	Pr.	TOTAL MARKS OBTAINED	HIGHEST MARKS			MARKS					
																		MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	
1	20	Prasanna	52	58	55	60	39	52	40	53	36	38	29	29	29	22	51	72	328	57	Qualified	
2	21	Prasanna	41	58	36	60	25	52	45	53	21	28	26	28	32	35	67	72	272	55	Qualified	
3	22	Prasanna	42	58	30	60	28	52	34	53	27	29	23	28	27	16	43	72	210	50	Qualified	
4	23	Prasanna					33					13		12			12		70	52	Qualified	
5	24	Prasanna																				
6	25	Prasanna	52	58	48	60	49	52	39	53	31	38	24	29	24	16	40	72	286	56	Qualified	
7	26	Prasanna	42	58	57	60	35	50	48	53	23	27	24	28	17	16	33	72	266	54	Qualified	
8	27	Prasanna					22					09		10			11		59	57	Qualified	
9	28	Prasanna	40	58	41	60	42	52	42	53	22	38	26	29	16	16	42	72	272	55	Qualified	
10	29	Prasanna					37					13		12			10		70	52	Qualified	
11	30	Prasanna	35	58	42	60	43	52	41	53	26	28	14		36	17	70	72	272	55	Qualified	
12	31	Prasanna					27					13		12			10		70	52	Qualified	
13	32	Prasanna	35	58	50	60	34	52	49	53	15	20	26	28	32	32	67		272	55	Qualified	
14	33	Prasanna	32	58	27	60	32	52	38	53	24	28	20	28	25	19	46		272	55	Qualified	
15	34	Prasanna					27					06		06			10		42	50	Qualified	
16	35	Prasanna	41	58	47	60	43	52	47	53	15	20	24	28	25	19	46		272	55	Qualified	

NOTE:
FOR PAPER 'A',
B, C, & D
FULL MARKS: 80
PASS MARKS: 26
FOR PAPER V
(M1 & M2)
FULL MARKS: 40
PASS MARKS: 13

Prepared by Prasanna
11.08.05

Checked by Sanjivani
11.08.05

Exam. Coordinator Prasanna
11.08.05

Princip

DIPSEK DEOGHAR
B.Ed. COURSE - (2004-2005)
TABULATION SHEET

SET - UP Exam, 2005

SR. NO.	COLLEGE NAME & NO.	NAME OF THE STUDENT-TEACHER	PAPER-I		PAPER-II		PAPER-III		PAPER-IV		PAPER-V				PAPER-VI				REMARKS			
			MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	M-1		M-2		Th.	Pr.	TOTAL MARKS OBTAINED	HIGHEST MARKS		AGGREGATE		
											MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS								
1	31	Datta, Smiti					32				12	10			11	65	58	Qualified				
2	32	Prasanna, Anshu	27	58	37	60	51	52	37	53	28	28	25	28	25	25	53	72	238	58	Qualified	
3	33	P. K. Prasad	12	58	43	60	43	52	40	53	28	33	14	28	29	28	57	72	257	58	Qualified	
4	34	Kumar, Anjali	34	58	38	60	34	52	30	53	24	28	28	33	21	29	60	72	248	58	Qualified	
5	35	Kumar, Neha	28	58	37	60	26	52	30	53	18	28	19	28	28	20	48	72	206	58	Qualified	
6	36	Prasanna, Manoj	30	58	46	60	35	52	45	53	22	28	24	33	27	24	42	72	243	58	Qualified	
7	37	Prasanna, Anshu	34	58	26	60	26	52	26	53	16	28	20	28	22	14	37	72	205	58	Qualified	
8	38	Kumar, B. Manoj	34	58	26	60	37	52	28	53	19	28	15	28	24	14	38	72	197	58	Qualified	
9	39	Prasanna, Anshu	37	58	45	60	36	52	35	53	28	28	23	28	24	25	47	72	253	58	Qualified	
10	40	Prasanna, Anshu	28	58	26	60	42	52	40	53	23	27	24	28	24	18	32	72	210	58	Qualified	
11	41	Prasanna, Anshu	not		appeared																	
12	42	Prasanna, Anshu	40	58	57	60	39	52	48	53	32	33	22	28	26	25	52	72	288	58	Qualified	
13	43	Kumar, Neha	36	58	46	60	43	52	42	53	28	28	31	33	37	29	66	72	276	58	Qualified	
14	44	Prasanna, Anshu	31	58	26	60	31	52	26	53	21	38	18	29	17	26	43	72	196	58	Qualified	
15	45	Prasanna, Anshu	48	58	52	60	46	52	51	53	26	33	31	38	26	26	42	72	295	58	Qualified	
16	46	Prasanna, Anshu	40	58	53	60	41	52	33	53	21	38	26	33	31	18	50	72	264	58	Qualified	

NOTE :-
 FOR PAPERS-I, II, IV, & V
 FULL MARKS: 80
 PASS MARKS: 26
 FOR PAPER-VI
 (M1 & M2)
 FULL MARKS: 40
 PASS MARKS: 13

Prepared by Prasanna 11.08.05

Checked by Prasanna 11.08.05

Exam. Coordinator Prasanna 11.08.05

Principal Prasanna 11/08/05

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B.Ed. COURSE - (2004-2005)
TABULATION SHEET

SENT - UP Exam, 2005

SER.	NAME OF THE STUDENT/TEACHER	PAPER I		PAPER II		PAPER III		PAPER IV		PAPER V				PAPER VI		AGGREGATE	REMARKS		
		MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	T1	T2	TOTAL MARKS OBTAINED	HIGHEST MARKS	%					
															MARKS			HIGHEST MARKS	MARKS
50	S...	26	58	27	60	28	52	26	63	20	33	19	28	22	20	42	72	188	Qualified
51	K...					27				12		12				10		62	Qualified
52	M...	27	58	40	60	34	52	37	53	31	38	28	29	29	30	49	72	210	Qualified
53	T...	49	58	56	60	49	52	50	53	14	20	27	28	32	24	56	72	301	Qualified
54	M...	33	58	43	60	28	52	26	53	14	28	24	33	17	17	28	72	190	Qualified
55	S...	52	58	55	60	44	52	46	53	17	20	28	28	34	30	64	72	306	Qualified
56	S...	28	58	36	60	37	52	31	53	22	28	26	33	26	30	45	72	226	Qualified
57	M...	26	58	27	60	28	52	27	53	16	28	19	28	21	15	36	72	179	Qualified
58	A...	47	58	38	60	30	52	52	53	20	20	25	28	31	30	63	72	273	Qualified
59	M...	Not appeared		-		-		-		10 Medical ground									
60	B...	29	58	40	60	38	52	31	53	21	28	27	33	28	15	43	72	229	Qualified
61	K...	Not appeared		-		-		-		10 family problem									
62	M...	35	58	27	60	30	52	37	53	13	28	24	28	33	36	69	72	235	Qualified
63	P...					25				10		10				08		53	Qualified
64	K...	53	58	50	60	38	52	41	53	31	33	36	38	30	28	57	72	316	Qualified
65	B...	Not appeared		-		-		-		10 Medical ground									

NOTE :-
 FOR PAPERS I, II, III, & IV
 FULL MARKS: 80
 PASS MARKS: 16
 FOR PAPER V
 (M1 & M2)
 FULL MARKS: 40
 PASS MARKS: 13

Prepared by [Signature]
 11.08.05

Checked by [Signature]
 11.08.05

Exam. Coordinator [Signature]
 11.08.05

For Principal [Signature]
 11/08/05

DIPSK, DIOCHAR
B. Ed. COURSE - (2004-2005)
TABULATION SHEET

SENIOR - UP : Exam, 2005

CEN	COLLEGE	NAME OF THE STUDENT/TEACHER	PAPER-I		PAPER-II		PAPER-III		PAPER-IV		PAPER-V				PAPER-VI		REMARKS				
			OBTAINED MARKS	HIGHEST MARKS	OBTAINED MARKS	HIGHEST MARKS	OBTAINED MARKS	HIGHEST MARKS	OBTAINED MARKS	HIGHEST MARKS	M-1		M-2		TTL	PT.		TOTAL MARKS OBTAINED	HIGHEST MARKS		
											OBT	MARKS	OBT	MARKS						OBT	MARKS
25	22	...	33	52	31	62	47	52	34	53	17	28	28	33	14	15	29	72	221	Qualified	
26	52	55	34	60	42	52	30	53	27	38	19	29	10	15	30	72	222	Qualified	
27	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Left	
28	30	58	26	60	26	52	31	53	31	33	14	28	18	10	37	72	186	Qualified	
29	26	53	37	60	42	52	48	53	32	33	26	27	25	31	39	72	206	Qualified	
74	26	52	27	60	34	52	28	53	29	38	14	23	23	34	57	72	215	Qualified	
75	52	52	52	60	52	52	52	52	52	52	52	52	52	52	52	52	52	52	Left
76	38	58	42	60	44	52	38	53	28	38	29	33	10	19	45	72	259	Qualified	
77	35	58	46	60	37	52	35	53	21	28	30	33	20	28	49	72	252	Qualified	
78	36	58	36	60	42	52	27	53	14	28	19	28	28	24	48	72	212	Qualified	
79	28	58	35	60	26	52	26	53	25	38	21	29	21	14	45	72	214	Qualified	
80	26	58	33	60	26	52	30	53	14	28	25	33	14	16	30	72	184	Qualified	
81	44	58	46	60	46	52	42	53	34	38	26	33	32	24	56	72	270	Qualified	
82	33	58	48	60	36	52	40	53	27	33	25	38	27	26	51	72	261	Qualified	
83	36	58	39	60	30	52	49	53	21	28	33	33	30	32	62	72	279	Qualified	
84	44	58	58	60	45	52	41	53	26	33	33	38	27	23	60	72	311	Qualified	

NOTE :-
 FOR PAPERS A, B, V, & VI
 FULL MARKS : 80
 PASS MARKS : 26
 FOR PAPER V
 (M1 & M2)
 FULL MARKS : 40
 PASS MARKS : 15

Prepared by *[Signature]*
 11-08-05

Checked by *[Signature]*
 11-08-05

Exam. Coordinator *[Signature]*
 11-08-05

Principal *[Signature]*
 11/08/05

DPSR, DODGAR
B.Ed. COURSE - (2004-2005)
TABULATION SHEET

SENT - UP Exam, 2005

SER.	COLLEGE HALL NO.	NAME OF THE STUDENT/TEACHER	PAPER-I		PAPER-II		PAPER-III		PAPER-IV		PAPER-V				PAPER-VI		REMARKS					
			MARKS OBTAINED	HIGHEST MARKS	OBTAINED	HIGHEST MARKS	OBTAINED	HIGHEST MARKS	OBTAINED	HIGHEST MARKS	M1		M2		Th	Pr.		TOTAL MARKS OBTAINED	HIGHEST MARKS	AGGREGATE		
											MARKS OBT	MARKS	MARKS OBT	MARKS								
1			22	58	31	60	30	52	39	53	14	28	24	33	20	20	40	72	190	20	Qualified	
2			27	58	31	60	37	52	29	53	24	28	31	33	12	19	51	72	230	20	Qualified	
3			20	58	46	60	45	52	29	53	24	33	32	38	35	14	49	72	265	20	Qualified	
4			28	58	44	60	46	52	26	53	15	33	28	38	31	14	45	72	212	20	Qualified	
5			32	58	52	60	47	52	41	53	13	20	17	28	32	14	46	72	248	20	Qualified	
6			31	58	26	60	35	52	33	53	26	33	26	38	19	19	33	72	210	20	Qualified	
7			27	58	42	60	41	52	37	53	22	33	17	38	24	20	44	72	220	20	Qualified	
8			32	58	56	60	36	52	46	53	28	28	21	28	34	30	64	72	283	20	Qualified	
9																						Not appeared due to Medical ground.
10			44	58	40	60	39	52	30	53	24	28	22	28	22	14	36	72	235	20	Qualified	
11			34	58	39	60	45	52	31	53	22	33	21	38	24	22	46	72	238	20	Qualified	
12			44	58	58	60	44	52	46	53	28	33	26	38	24	20	49	72	300	20	Qualified	
13			56	58	55	60	41	52	36	53	30	33	20	38	24	22	51	72	269	20	Qualified	
14			26	58	40	60	44	52	27	53	17	33	25	38	25	24	47	72	228	20	Qualified	
15			40	58	56	60	45	52	53	53	33	33	22	38	30	16	46	72	295	20	Qualified	
16			26	58	42	60	36	52	27	53	24	33	20	38	27	32	59	72	234	20	Qualified	

NOTE :-
 FOR PAPERS I, II, III, & IV
 FULL MARKS : 60
 PASS MARKS : 24
 FOR PAPERS V
 (M1 & M2)
 FULL MARKS : 40
 PASS MARKS : 16

Prepared by P. Singh 11-08-05

Checked by Spanigrali 11-08-05

Exam. Coordinator Anishra 11-08-05

Principal P. Singh 11/08/05

DIPLEX, DEOGHAR
B.Ed. COURSE - (2004-2005)
TABULATION SHEET

SENT UP Exam, 2005

SR	COLLEGE/INSTITUTION	NAME OF THE STUDENT/TEACHER	PAPER-I		PAPER-II		PAPER-III		PAPER-IV		PAPER-V				PAPER-VI			REMARKS			
			MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	MARKS OBTAINED	HIGHEST MARKS	M-1		M-2		Th	Pr	TOTAL MARKS OBTAINED		HIGHEST MARKS	AGGREGATE	
											MARKS OBT	HIGHEST MARKS	MARKS OBT	HIGHEST MARKS							
77		Pashupati	44	58	58	60	36	52	27	53	30	33	24	38	24	29	53	72	272	300	Qualified
78		Sunil Kumar	26	50	26	60	26	52	16	53	28	28	28	28			50	72	17		Qualified
79		Sunil Kumar	26	50	46	60	34	52	33	53	32	38	21	29	16	16	32	72	228	300	Qualified

NOTE :-
 FOR PAPERS I, II, III, IV & V
 FULL MARKS: 180
 PASS MARKS: 26
 FOR PAPER VI
 (M1 & M2)
 FULL MARKS: 40
 PASS MARKS: 13

Prepared by [Signature]
 11.08.05

Spangoli
 Checked by [Signature]
 11.08.05

Exam. Coordinator [Signature]
 11.08.05

[Signature]
 11.08.05
 Principal

Appendix-6

*A Report on Educational Awareness of the Rural People of Deoghar
(A study made by the student-teachers of DIPSER)*

Honourable Maharaj jee, prominent resource persons, respected guests teachers and dear friends, it is a pleasure for me to present the analysed report regarding our N.S.S. programme, which was based on the "community development programme on the study of the Socio-Economic status of Deoghar rural people in view of assessing their educational awareness and their participation in different issues of school education."

With the attainment of independence, education was accepted as the nation's responsibility and the national system of education was considered as a pre-requisite for keeping India progressively united. Our Country has passed various educational laws and are extending them still today. Despite all these, several problems are ready to block the expansion of education "Dropout" is one of them. As it is well known to us that India is the Country of Villages. Even today 65% populations of our entire population exist in Villages. There will be no exaggeration, if we say that the future of India lies in the Villages. So, after being aware citizens of India, it is rational to discuss the hurdles. Which are really fatal for our educational development. This is for that reason, we decided to visit a Village named, Thari Dulampur in order to conduct our N.S.S. Programme. We visited this very Village on 5th and 6th of July respectively. There, we studied the whole scenario and tried our level best to find out the different causes, which are responsible for the Dropout children, Socio-Economic status of the rural people as well as their attitude towards education.

These in order to find out the genuine factors ensuring Dropout like problem, we put various types of questions before the inhabitants of that particular Village including child, their parents and other family members. We framed those questions earlier with the help of our allocant teachers. These questions were basically designed on the basis of two important areas—Home and school, which play very prominent role on the education of a child.

Home works as inspiration, which creates aspiration in them. That's why, the environment of the home must be favourable and congenial. So that, the innocent child could not waste his precious time in lack of favour and guidance. Home factor deals with various important aspects, such as types of home, environment of home, Education of their parents, fundamental status of the family, parents-children relationship and many others.

At the same time, the role of the school cannot be denied in a Child's life. School plays a very significant part in order to mould a Child's future. It includes different important aspects, which invariably affect Child's study. Such as—Location of the school, school environment, Teachers—taught relationship, infrastructure and so on.

After the completion of collection of data, we found various authentic causes, including both home and school characteristics, which are forcing children to drop their studies and trying to make them cripple.

It is so regretful because in most of the cases, we found poverty as the prime cause of the dropouts. Approx 65% children have dropped their studies only due to poverty and various other social causes. Their education has been disrupted for want of money, books and even unable to fulfill the essential commodities of life. So, in such a sorrowful condition, we cannot expect a healthy educational environment.

Illiteracy and lack of interest of the parents appeared as another difficulty in the way of Child's education. According to our calculation, approx 40% Children have been compelled to discontinue their studies.

In spite of globalization, urbanization and industrialisation we are still living in an uncongenial and complex society, which is confronting a numbers of big and small problems. This is the reason, during our programme, we got 35% dropout children, who they have been prohibited from their studies due to their marriage or early marriage.

Our Villages are lacking sufficient schools and adequate teachers. It is said that "future of India is shaped in the class rooms. But, it appears ridiculous because, we found that 25% children of that particular Village are lagging behind for want of high schools and efficient teachers. It puts a big question mark before our strategy and planning.

The large size of the family creates situation of anarchy and chaos in the family.

It makes the parents disinterested. Approx 20% children have been exported due to this very reason. Due to large size of their families they are struggling for their survival. Thus, in such a devastating condition, education cannot be given its proper place in any such family.

Thus, after the analysis of the whole scenario, we may deliberately conclude that the problem of dropout is grace with regard to backward class Children and

girls residing in rural areas. Consequently, there is a need to pursue surveys; field and research work with regard to solve this problem of dropout.

Our Government should provide better means of the communication and transportation for connecting Villages to schools. There is need to educated the parents. specially in the rural areas through a well chalked out plan of non-formal education with a view to minimize the problem of dropout and accelerate the expansion of education.

Ultimately, I would like to suggest that if we really want to convert despair into hope, we educated people will have to come forward and take some initiatives in order to overcome the difficulties like dropout and wastage at anycost for the sake of our nation's development.

Appendix-7

The questionnaire related to a research project-prepared by the Institute

प्रश्नावली

1. तुम किस प्रकार के घर में रहते हो ?
2. तुम्हारे घर में रहने के अतिरिक्त अलग-अलग कौन से कमरे हैं ?
3. तुम्हारे घर में बिजली व्यवस्था है या नहीं ?
4. तुम्हारे घर में खाट, आलमीरा, टेलिविजन, रेडियो, मोटरसाइकिल आदि में से कौन-सार सामान तुम्हारे पास है ?
5. तुम्हारे परिवार में कुल कितना सदस्य है ?
6. तुम कितने भाई-बहन हो ?
7. तुम्हारे घर में अभिभावक कौन हैं ?
8. तुम्हारे माता-पिता क्या करते हैं ?
9. तुम्हारे माता-पिता की मासिक आय क्या है ?
10. तुम्हारे माता-पिता का शिक्षा (पढ़ाई) कितना तक है ?
11. तुम्हारे पढ़ने के सारा सामान माता-पिता उपलब्ध कराते हैं ?
12. तुम एक दिन में कितना पोशाक पहनते हो ?
13. तुम बीमारी की स्थिति में कहीं से इलाज कराते हो ?
14. तुम किस पिछड़े जाति या सम्प्रदाय के हो ?
15. तुम्हारे घर के बगल के पड़ोसी कैसा है ?
16. तुम्हारे घर में माता-पिता, भाई-बहन प्रतिदिन पढ़ते हैं ?
17. तुम्हारे कोर्स (पाठ्य-विषय) के अतिरिक्त तुम घर में क्या पढ़ते हो ?
18. तुम्हारे घर में खेलने का क्या सुविधा उपलब्ध है ?
19. तुम्हारे परिवार तुम्हें कितना प्यार देते हैं ?

प्रश्नावली

20. अच्छा काम करने पर घर में तुमको प्रशंसा मिलता है ?
21. तुम्हारे घर में ऐसे कोई अशान्ति का कारण है जिससे आपका पढ़ाई बाधित होता है ?
22. तुम्हारे विद्यालय के पढ़ाई से माता-पिता खुश है ?
23. तुम्हारे माता-पिता तुम्हारे स्कूल में जाते है ?
24. तुम्हारे माता-पिता तुम्हें कितना तक पढ़ाना चाहते है ?
25. तुम्हारे घर में तुम्हें कौन-कौन पढ़ाते है ?
26. तुम्हारे विद्यालय का क्या नाम है ?
27. तुम्हारे घर से विद्यालय की दूरी क्या है ?
28. तुम विद्यालय कैसे जाते हो ?
29. तुम्हारा स्कूल का वातावरण कैसा है ?
30. तुम्हारे विद्यालय में खेल का मैदान है या नहीं ?
31. तुम्हारे विद्यालय में छात्रों की संख्या कितनी है ?
32. तुम्हारे विद्यालय में कितने शिक्षक-शिक्षिकाएँ हैं ?
33. तुम्हारे विद्यालय के शिक्षक-शिक्षिकाएँ प्रशिक्षित है या नहीं ?
34. तुम्हारे विद्यालय में छात्रों की संख्या के अनुसार टेबुल, बेंच इत्यादि सामग्री है या नहीं ?
35. तुम्हारे शिक्षक-शिक्षिकाएँ तुम पर ध्यान देते है या नहीं ?
36. तुम्हारे विद्यालय में शिक्षक-छात्र का संबंध कैसा है ?
37. तुम्हारे प्रधानाध्यापक और बर्गाध्यापक अच्छे हैं या नहीं ?
38. तुम्हारे विद्यालय का नामांकन पद्धति क्या है ?
39. विद्यालय में जो पाठ पढ़ाया जाता है ये तुम्हारे लिए रूचिकर है या नहीं ?

प्रश्नावली

40. तुम्हारे विद्यालय में शिक्षण का माध्यम क्या है ?
41. तुम्हारे विद्यालय में शिक्षण-पद्धति के बारे में तुम्हारा क्या विचार है ?
42. तुम्हारे विद्यालय में साल में कितनी बार परीक्षा होती है और कितना अंक का होता है ?
43. तुम्हारे विद्यालय में विद्यालय अनुशासन से आप खुश है ?
44. तुम्हारे विद्यालय में पुस्तकालय, विज्ञान कक्ष और अध्ययन कक्ष आदि है या नहीं ?
45. तुम्हारे विद्यालय में वर्ग में श्यामपट्ट कार्य होता है या नहीं ?
46. तुम्हारे विद्यालय के वर्ग में शिक्षण-सामग्री का उपयोग होता है या नहीं ?
47. तुम्हारे विद्यालय में छात्रवृत्ति देने की व्यवस्था है ?
48. तुम्हारे विद्यालय में मध्याह्न भोजन बनाने का काम कौन करता है ?
49. तुम्हारे विद्यालय में पाठ्य-पुस्तक, वस्त्र आदि गरीब छात्रों को निःशुल्क रूप से दी जाती है ?
50. तुम्हारे विद्यालय में शिक्षक और अभिभावक के सम्मेलन होता है या नहीं ?
51. तुम्हारे विद्यालय में एक वर्ष में कितना बार निरीक्षक मंडल परिदर्शन के लिए आते है ?
52. तुम्हारे विद्यालय में N.S.S., N.C.C. आदि सुविधा उपलब्ध है ?
53. तुम्हारे विद्यालय में बाद विवाद, लेखन, खेल-कूद तथा चित्रांकन आदि प्रतियोगिता आयोजित होता है ?
54. तुम्हारे विद्यालय में क्या-क्या प्रमुख राष्ट्रीय दिवस आयोजित होता है ?
55. तुम्हारे विद्यालय में स्वास्थ्य सचेतन का व्यवस्था क्या है ?

Appendix-8

*A Report based on the environment and population study-prepared
by the student-teachers.*

Report on Environment & Population Study

Today's life is a busy one. No one has time to relax himself or take out some time for himself from the strict schedule time. In the same way, we the D.P.S.R. family has been so much engaged in the timetable that we have no time for the refreshment. But our Principal along with the Management and teachers, keeping in mind the utility or essentiality of the refreshment, had decided to organise a ~~picnic~~ "Picnic cum Educational Tour". We are going to Khandoli which is in "Gyiridih".

It is so interesting and enjoyable news for us that I have no words to describe. For that we started our planning, this news made us a child for std-VIII. Or IX. It makes us like kid. We start deciding what to wear, what to take, what makeup we do etc. And the time came when we have to go. We dressed up, and reached at time on the college.

On the way, we take our place on the bus by the college Management. We shouted to start the tape recorder. And the songs starts. We can't control ourselves and start dancing. We danced with full energy and take out all girls and all had danced. After approx. 2 hrs we reached "Khandoli". It is a really very beautiful. It is totally surrounded by hills of rocks, lake, garden and so many beautiful statues.

All take their places. We are divided into 5 groups. All has separate teachers with leaders. I am also the leader of my group. Our

New exchange took the place where they are convenient
for cooking. Sri Krishna Mann was the incharge of
Mess.

Firstly, when we reached there, all came to the
place and the distribution students distributed the
packets to all members. They the packets are so
heavy, it includes cake, banana, jalebi, stuffed kadams
etc. delicious too. Then we are announced, that all
group leader with their teacher are allowed to go
for roaming. we all grouped together and quickly
go to see the water fall ^{asking} ^{water} ^{is} ^{coming} ^{from} ^{the} ^{place}
^{between} ^{the} ^{rocks}. It remarks that low water
on her way, crosses so many obstacles and flows for
us to quench our thirst. I feel that we all
should like this since ^{cannot} ^{face} ^{such} ^{problems}
^{and} ^{without} ^{any} ^{form} ^{of} ^{aid}, ^{search} ^{which} ^{alone}
has the ability to fight for his rights and
devoted his life for the help others. Then we take
out some of the snags and then we went to
boasting place. There we take some snags. On our
way, Sri Principal Sir told us that go there
are some local people, go and ask them about
this place. Then we go. went to a person
who is about 40-45 yrs old. His name
is "Madhusudan Mishra" and he is ^{working} ^{since} ¹⁹⁶⁷
He is ^{working} as Filter Operator, there is 3 shift.
Total workers are 10. They are allotted separate
quarters. far but while seeing the condition, we
feel that the administration is not taking proper
care for them. Because the condition of the houses is
not up to mark. Their children went about 5 km
for studying. There is no facility of bus. They
drop their child ^{ways} by bicycle or motor cycle. They are
leading a very typical life. We are glad to know

that at least they get satisfied payment and also proper facility ~~with~~ of electricity and water.

From him we get so many information

- (*) How this water get filtered?
- (*) where they are supplied?
- (*) How they repair their machines if they are damaged? etc.
- (*) ~~other~~ ~~concerning~~

(*) when this Dam was constructed and how far is it from the main town?

(*) What are the problem they suffer? etc.

Knowing all these ~~things~~ I came to know that their life is so hard. They have to see their family, their work, ~~also~~ and also they are to be ~~concerned~~ about the future of their child.

They we went to the park. The Golden ~~one~~ welcome us the peacock put their ~~feathers~~ up. The park was covered with green grass and many ~~sea~~ perfumed flower. So many ~~statue~~ were there. The place was really beautiful and remarkable. We stayed there for some time and then we went for the lunch. After taking the lunch we relaxed ourselves and by playing games, dancing and singing ~~hot~~ songs.

After that we ~~started~~ ^{packing} our things as we are going back. This scene was ~~was~~ a ~~delicious~~ ~~but~~ for us because we still want to enjoy. We want to go up the Kandali Hill but ~~there is~~ ^{shortage} of time. So, with heavy heart we ~~went~~ ^{say} into the bus and the bus starts. We ~~say~~ "Good bye. Phin Milenge" to the one of the most attractive ~~place~~ tourist place of Thakrand.

This day was unforgettable for me. I really feel ~~that~~ after seeing this place that

"सुखी सुखी राती में है। सुख ने ही हमें

दे दिया है, वस जरूरत में तो उसे उपकारने की। उसने
हम पे यह बात दिया है कि हम दयालु कैरो इतना
करते है, ~~इस~~ ^{इस} कैसे संरक्षण करते है।"

Appendix-9

Statistical reports prepared by the student-teachers on the performances of the students of the neighbouring practicing schools.

Jame Anusalkha
Singh

Roll No. - 91
B.Ed.

School - Dewanganha National Public
School.

Class VIII.
Subjects - History & civics

Rank order correlation

Student's name	Marks obtained in civics	Marks obtained in History	Rank _y	Rank _x	D = R ₁ - R ₂	D ²
Kunal Kumar	9	7	12	15	-3	9
Ashutosh	10	7½	3.5	13	-9.5	90.25
Kumar Kawhit	7½	9½	15	5	10	100
Pratham	8	9	13	7.5	5.5	30.25
Anupam	10	5	3.5	16	-12.5	156.25
Arman	9½	7½	9	13	-4	16
Manish	10	9½	3.5	5	-1.5	2.25
Sumit	7½	7½	15	13	2	4
Amsil	9½	9½	9	5	4	16
Kunal Bhardwaj	9½	4½	9	17	-8	64
Neeraj Kumar	9½	8	9	10	-1	1
Navneet Kr.	9½	9	9	7.5	2.5	6.25
Birendra Kr.	6	8	17	10	7	49
Kumari Manoj	10	8	3.5	10	-6.5	42.25
Sharon Singh	10	10	3.5	8	1.5	2.25
Shirangi	7½	10	15	8	13	169
Neha Kr.	10	10	3.5	8	0.5	2.25
						760.00

The formula for computation is

$$R = 1 - \frac{6 \sum D^2}{N^3 - N}$$

where R = coefficient of correlation.

D = Difference of Ranks of pupils in two tests ($R_1 - R_2$)

N = Number of cases

When we apply the formula

$$= 1 - \frac{6 \times 76025}{4913 - 17}$$

$$= 1 - \frac{439950}{4896}$$

$$= 0.89 \text{ (approx.)}$$

$$= 0.89 = 0.89$$

Rank Correlation is ~~high~~ low and positive.

$$= 1 - \frac{4560}{4896}$$

$$= \frac{4896 - 4560}{4896}$$

$$= \frac{336}{4896}$$

$$= \frac{33600 \cdot 06}{4896}$$

$$= \frac{29376}{4896}$$

$$= \frac{4224}{37388}$$

Marks obtained in Civics

9, 10, $7\frac{1}{2}$, 8, 10, $9\frac{1}{2}$, 10, $7\frac{1}{2}$, $9\frac{1}{2}$, $9\frac{1}{2}$, $9\frac{1}{2}$, 6, 10, 10
 $7\frac{1}{2}$, 10

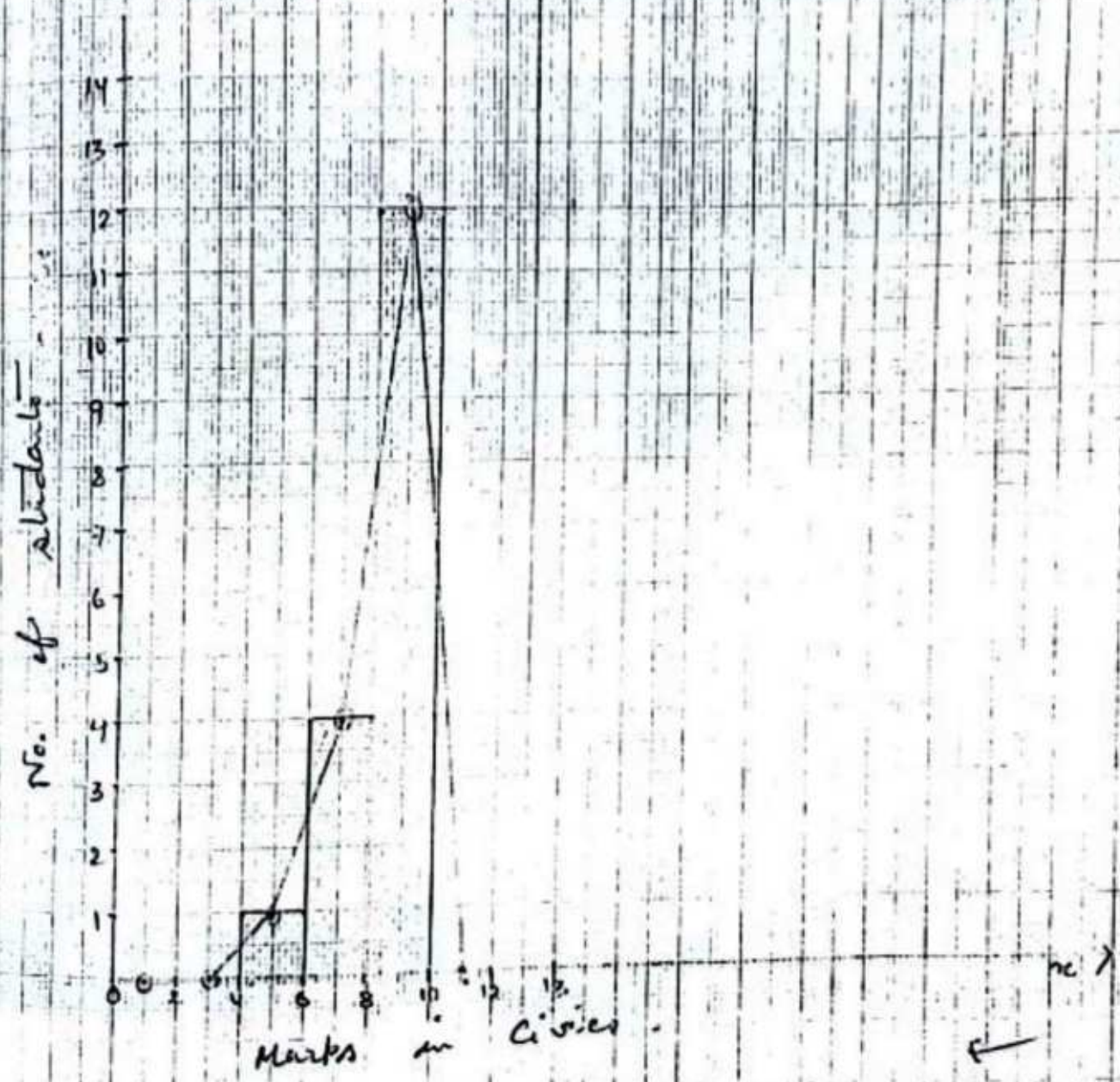
C.I	Frequency
0-2	0
2-4	0
4-6	1
6-8	4
8-10	12

Marks obtained in History

7, $7\frac{1}{2}$, $9\frac{1}{2}$, 9, 5, $7\frac{1}{2}$, $9\frac{1}{2}$, $7\frac{1}{2}$, $9\frac{1}{2}$, $4\frac{1}{2}$, 8, 9, 8, 8, 10, 10, 10.

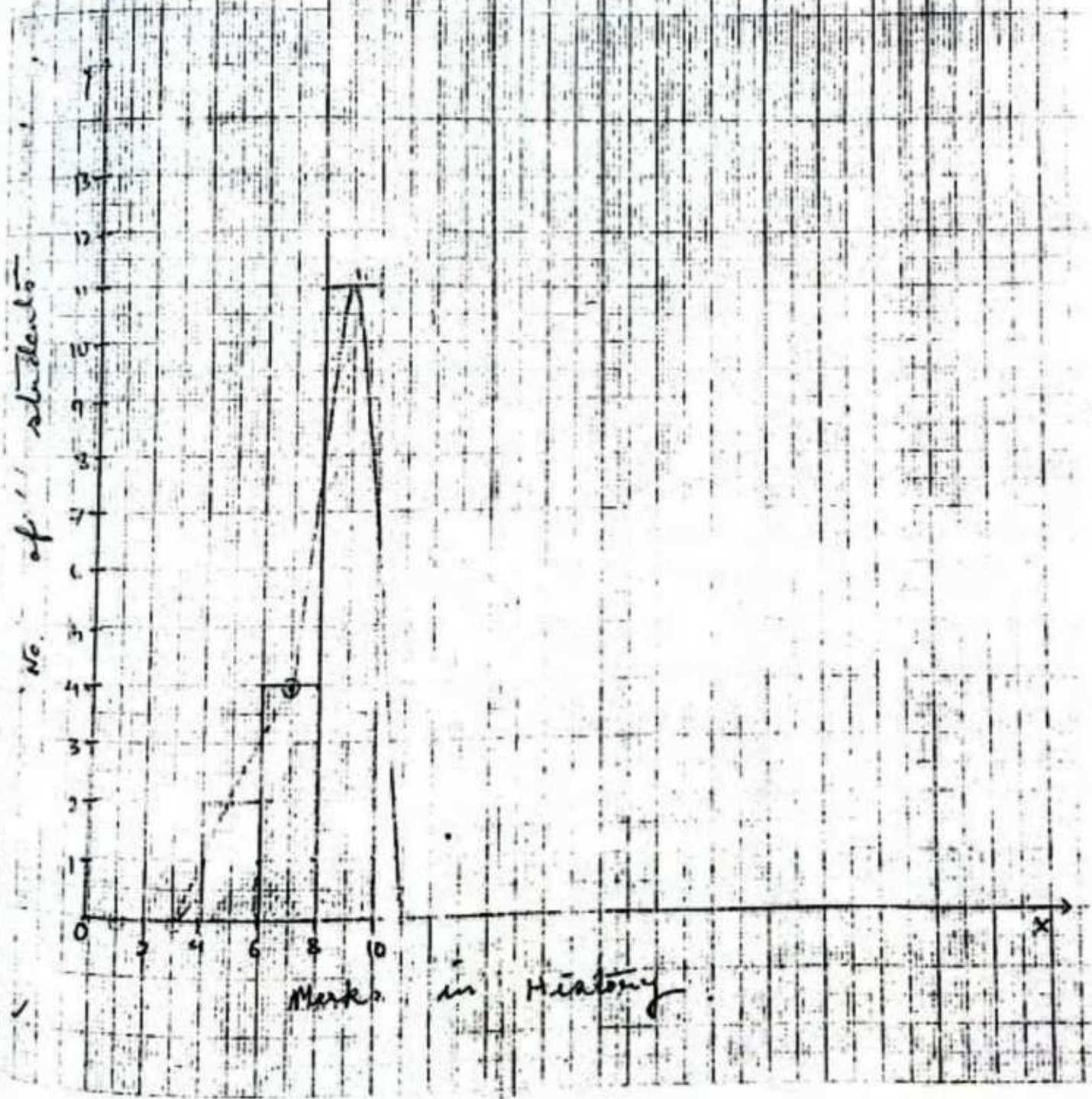
C.I	Frequency
0-2	0
2-4	0
4-6	2
6-8	4
8-10	11

x axis - Term 2001
y axis - Term 1001



number

No. of students: 11
 Marks: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0



Performance report

Name of the school - Bersangha National School
class - VIII

No. of students appeared in tests - 17

Subjects - History & Civics.

Full Marks - 10

Highest Marks - 10

Session - 2006-2007

The data collected regarding the performance of class VIII students in History & Civics class test reveals that out of 17 students 12 have secured more than 80% marks both in Civics and History. 11 students have secured 60% to 80% marks in both subjects. Graphical representation shows that most of the students lie within 80% - 100% marks in both subjects.

After computing the Rank correlation coefficient (Statistical measure) it has been found that there is a ^{positive} correlation between the marks obtained in History and Civics. We can say that those students who are good in Civics, they their performance is also well in History; but not in a perfect manner.

Barkha Sinha

B.Ed. "B"

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NAME OF THE STUDENT :-

Std: - VIII 'B' Sub: - Eng., Bio.

20th July

Q- Calculate the rank order correlation:

Ans:-

Students	English Test	Biology Test	R ₁	R ₂	D	D ²
A	16	20	6.5 /	2.5 /	4	16
B	19	20	2 /	2.5 /	-0.5	0.25
C	13	19	11.5 /	3.5 /	8	64
D	08	18	14 /	5.5 /	8.5	72.25
E	16	17	6.5 /	7.5 /	-1	1
F	19	19	2 /	3.5 /	-1.5	2.25
G	17	18	4 /	5.5 /	-1.5	2.25
H	16	16	6.5 /	9 /	-2.5	6.25
I	19	14	2 /	11 /	-9	81
J	12	12	13 /	12 /	1	1
K	13	07	11.5 /	13 /	-1.5	2.25
L	16	04	6.5 /	14 /	-7.5	56.25
M	15	15	9 /	10 /	-1	1
N	14	17	10 /	7.5 /	2.5	6.25

n = 14

$\sum D^2 = 312.00$

$$R = 1 - \frac{6 \sum D^2}{n^3 - n}$$

$$= 1 - \frac{6 \times 312.00}{2744 - 14}$$

$$= 1 - \frac{1872.00}{2730}$$

$$= \frac{2730 - 1872.00}{2730}$$

$$= \frac{858.00}{2730}$$

$$R = 0.314 (Ans)$$

Therefore there is positive & low correlation between two variables.

Marks in English: -

16, 19, 13, 08, 16, 19, 17, 16, 19, 12, 13, 16, 15, 14.

In ascending order: -

08, 12, 13, 13, 14, 15, 16, 16, 16, 17, 19, 19, 19.

<u>C.I.</u>	<u>Tally Marks</u>	<u>No. of Students</u>
2-4	0	0
4-6	0	0
6-8	0	0
8-10	I	1
10-12	0	0
12-14	III	3
14-16	II	2
16-18	IIII	5
18-20	III	3

Marks in Biology: -

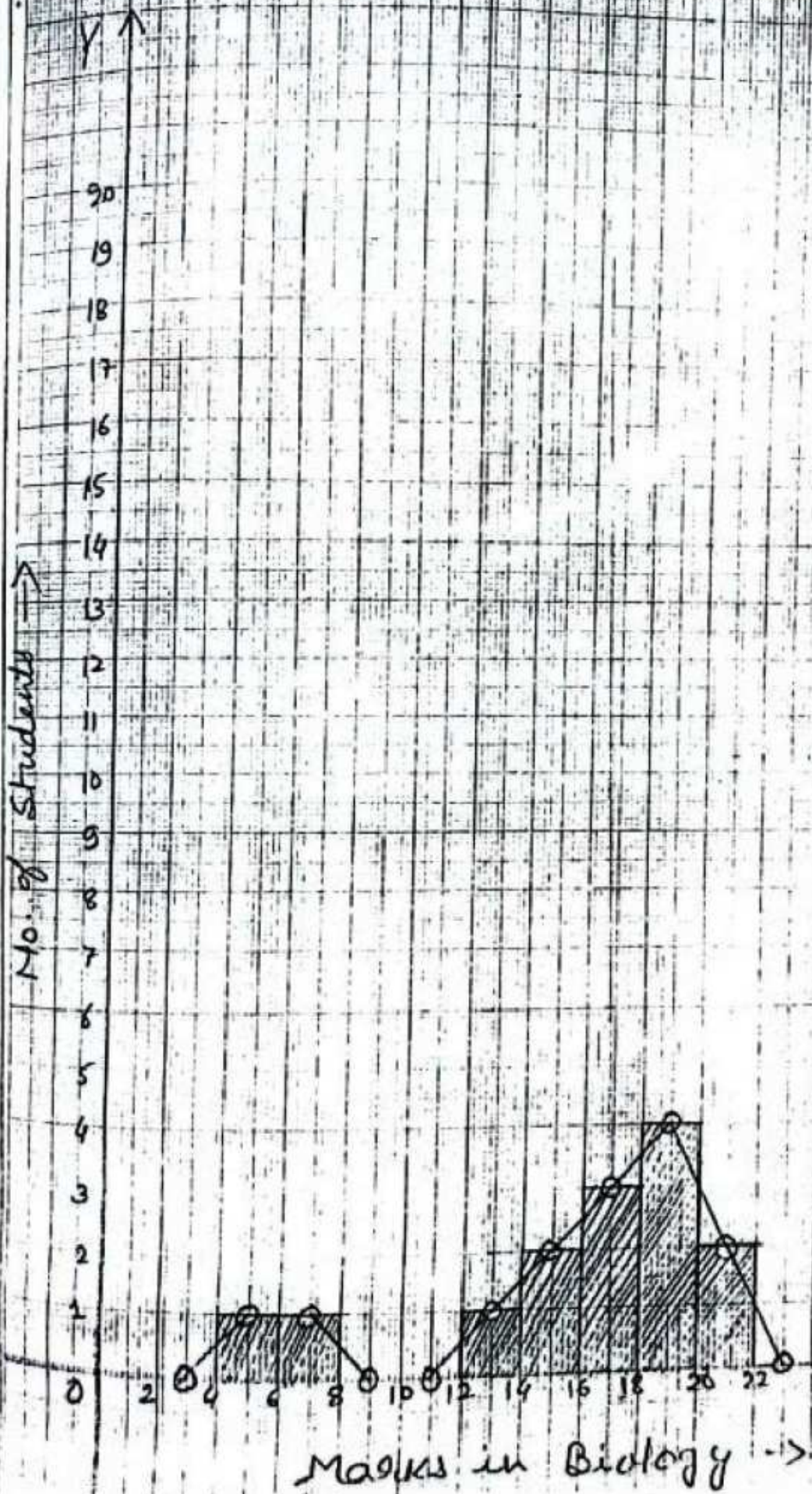
20, 20, 19, 18, 17, 19, 18, 16, 14, 12, 07, 04, 15, 17.

In ascending order: -

04, 07, 12, 14, 15, 17, 17, 18, 18, 19, 19, 20, 20.

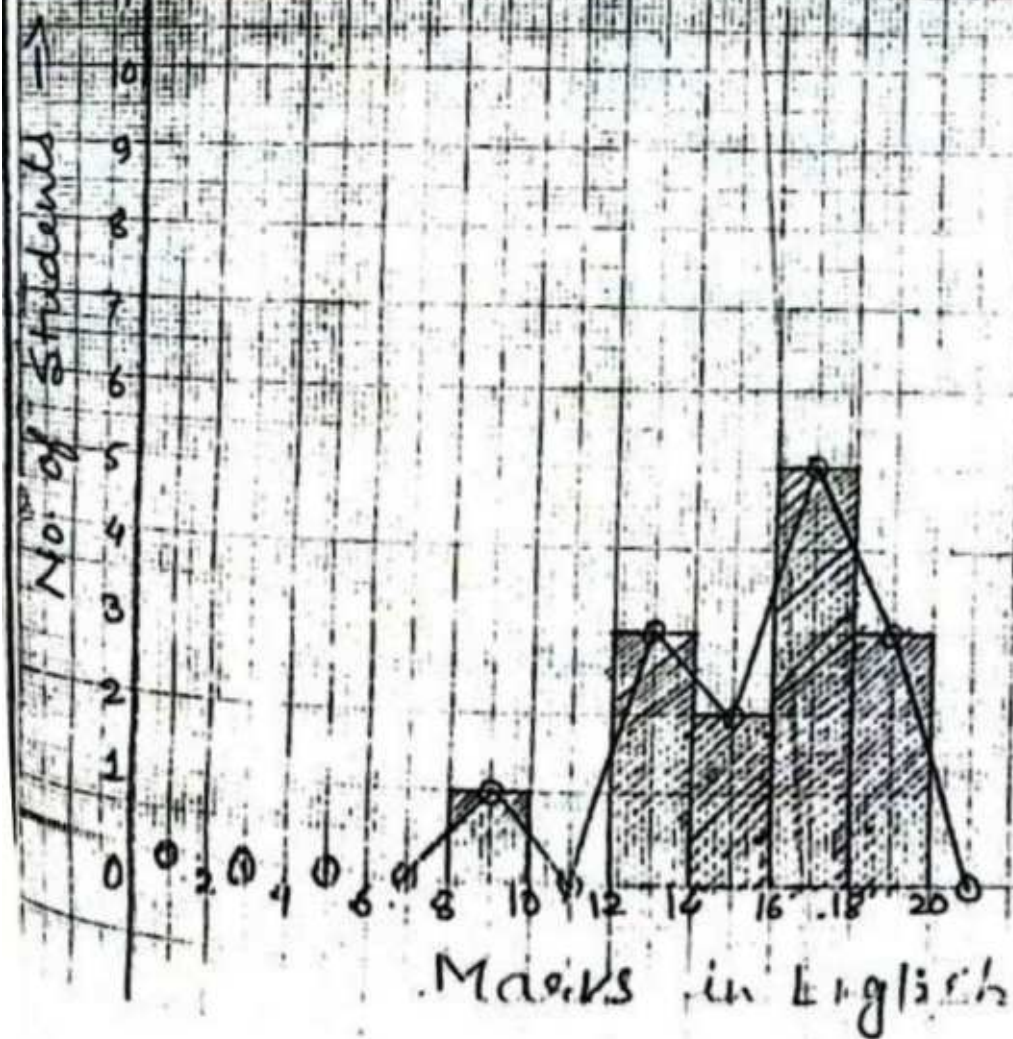
<u>C.I.</u>	<u>Tally Marks</u>	<u>No. of Students</u>
2-4	0	0
4-6	I	1
6-8	I	1
8-10	0	0
10-12	0	0
12-14	I	1
14-16	II	2
16-18	III	3
18-20	IIII	4
20-22	II	2

X axis - 1cm = 2u
Y axis - 1cm = 1u



X axis = 1 unit = 10

Y axis = 1 unit = 10



आज ~~हम~~ हमारा देश जिस दौर से गुजर रहा है ^{एथि जूल} ऐसी स्थिति में शिक्षा की बहुत आवश्यकता है। शिक्षा के द्वारा ही देश के सभी वर्गों को सही ज्ञान दिया जा सकता है। मैं डिप्लोमा कॉलेज की आगारी हूँ कि उन्होंने मुझे शिक्षण अभ्यास के लिए मातृ मंदिर बालिका उच्च विद्यालय भेजा। वहाँ जाने से पहले मन में कुछ टिचकिचाहट थी पर वहाँ जाने के बाद छात्राओं से इतना सहयोग मिला कि मेरी शारीरिक खर्च हो गई। वहाँ मैंने नवम्बर पत्र में इतिहास और अप्टर पत्र में अंग्रेजी पढ़ाई। छात्राओं में बहुत ही जिज्ञासा थी उन विषयों को पढ़ने की। मैंने अपनी तरफ से उनकी हर जिज्ञासा को शांत करने की भरपूर कोशिश की। इसमें मैं कुछ काफी दूर तक सफल भी हुई। इसका पता उस परीक्षा के परिणाम से चलता है जो मैंने उनसे लिए थे। मैंने परीक्षा में पूर्णांक 20 रखा था जिसमें से अधिक्तर छात्राओं ने 16-18 अंक प्राप्त किए। इस प्रकार मैं कह सकती हूँ कि मेरे शिक्षण के प्रथम प्रयास में ही मुझे बहुत सफलता मिली है। यह सफलता मुझे अपने शिक्षक जीवन के लिए पथ प्रदर्शित करती रहेगी और निश्चित ही मैं एक सफल शिक्षिका जरूर बनूँगी।

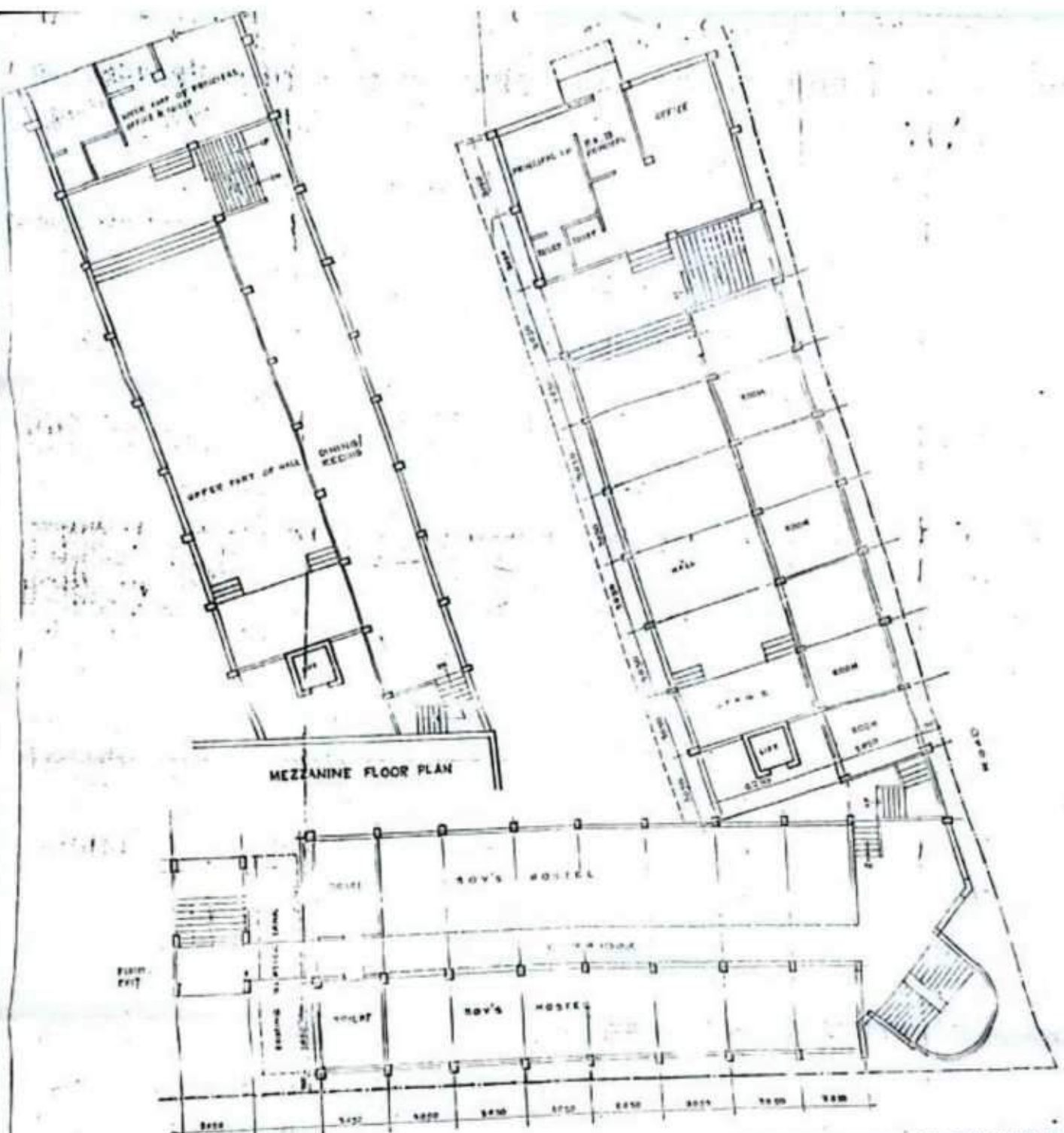
Barakha Sinha

B.Ed. Sec-'B'

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Appendix-10

Building plan of the Institute.



MEZZANINE FLOOR PLAN

BOYS' HOSTEL

BOYS' HOSTEL

PROPOSED G+5 & G+3 STORED B.E.A. COLLEGE OF DEVANAGHRA
 INSTITUTE OF PROFESSIONAL STUDIES & EDUCATIONAL RESEARCH (I.P.S.E.I.)
 AT DEOGHAR, JHARKHAND.
 ARCHITECT. B.K. BANERJEE & ASSOCIATES
 14A, S.H. BANERJEE ROAD CAL-15

Appendix-11

Notice related to the utilization of computer centre of the Institute

Dated : 07/07/06

Notice

It is informed to all concerned that there is arrangement for Computer Education in the College. All B.Ed. & E.T.E. students can make use of Computer operation in the Computer Lab during their off/recess period. The students willing to use the Computer will report to Smt. Krishna Chatterjee in the library room. The boarders in the hostel may operate the Computer in between 5 : 30 p.m. and 6 : 30 p.m.

*S.D.N. Jha
(Principal)*

Copy to :

- 1. Notice board for display*
- 2. Smt. K. Madam for kind information*

Appendix-12

*Fees structure of B.Ed (2006-2007) &
E.T.E. (2006-2008) programmes.*

FEE STRUCTURE

B.Ed.	Fees structure (in Rs.)	E.T.E.1 st Year	E.T.E. 2 nd Year
Session:- (2006-2007)		Session:- (2006-2008)	
1000/-	College Reg. Fees	1000/-	00
23900/-	Tuition Fees	15000/-	15000/-
3000/-	Admission Fees	3000/-	00
5000/-	Development Fees	5000/-	00
1200/-	Elec./Gen./Allied Chags.	1200/-	1200/-
1000/-	Internal Exam. Fees	1000/-	1000/-
400/-	Magazine Fees	400/-	400/-
1000/-	Library/Compu./Edu. Tech. Fees	1000/-	1000/-
1200/-	Coommon Room Fees	1200/-	1200/-
1200/-	Sports Fees	1200/-	1200/-
5000/-	Caution Money (Refundable)	5000/-	00
<u>43900/-</u>	<u>Total</u>	<u>35000/-</u>	<u>21000/-</u>

Appendix-13

List of the Faculty members.

Information about teaching staff in the following format

Sl No.	Name	Date of Birth	Designation	Qualification	Date of appointment	Pay scale	Computer Proficiency
1.	Mr. Surbho Nayanjha	11/01/1946	Principal	M.A. M.Ed. Economics	05/07/06	18,000	No
2.	Ms. Dipanwita Dasgupta	19/05/1972	H.O.D.	M.Sc. (Edu) B.Ed. M.Sc. (Eds.) Ph.D. <i>in progress</i>	3/09/04	10,250	Yes
3.	Mr. Manoj Kumar	01/01/1977	Lecturer	M.Sc. M.Ed. (Edu. Sci.)	24/06/06	7,475	Yes
4.	Mr. Ramendra Ky. Parhi	13/08/1976	Lecturer	M.A. M.P.G. Edu. PGDGC	01/06/06	7,475	Yes
5.	Mr. Sitakanta Panigrahi	01/01/75	Lecturer	M.A. (Edu.) NET	01/08/05	7,475	No
6.	Mr. Nalaganga Panda	01/10/78	Lecturer	M.A. (Edu.) NET (B.Ed.)	01/06/06	7,475	No
7.	Mr. Anil Kumar	09/01/1965	Lecturer	M.A. B.Ed. Hindi. Sans. Ph.D. <i>in progress</i>	16/05/06	7,475	No
8.	Ms. Shanti Kumari	02/01/1968	Part time Lecturer	M.A. B.Ed.	28/03/06		No
9.	Ms. Uchita Kumari	02/01/68	Part time Lecturer	M.Sc. B.Ed.	20/03/06		No
10.	Ms. Sushama Kumar	01/04/77	Part time Lecturer	M.A. part I B.Ed.	30/10/06		No

11.	Mrs. Babbar Singh	16/01/1974	Craft Instructor	B.A. Diploma in Tailoring	11/11/04	2000	No
12.	Mrs. Krishna Chatterjee	05/03/56	Game & Sports Instructor	B.A. B.Ed	01/04/04		No
13.	Mr. Prakash Baroiuj	04/02/73	Computer Instructor	B.A. Diploma in Computer	05/09/06		Yes
14.	Mr. Bishwanath Banerjee		Music Instructor	J.C.M Diploma in Vocal Instr.	01/02/06		No
15.	Mr. Pratik Kumar Khemala		Art Instructor	Inter Diploma in Art	19/01/06		Yes
16.	Ms. Mitu Dasgupta	21/1/74	Dance Instructor	B.A. Diploma in Dance	30/11/06		No

Appendix-14

Prospectus of B.Ed and E.T.E.

PROSPECTUS

Bachelor of Education (B.Ed)

Dev Sangha Institute
of Professional Studies
and Educational Research

(Recognised by NCTE)

DIPSER

College of Education

(for women)



PAS TOWN, DEOGHAR - 814 114 (JHARKHAND)

*Āā māā yantu brahmchārinah svāhā,
Bi māāyantu brahmchārinah svāhā.
Pra māāyantu brahmchārinah svāhā.
Damāāyanti brahmchārinah svāhā.
Shamāyanti brahmchārinah svāhā.*

(Taittiriya Upanishad, 1/4/2)

Let pure seekers of wisdom arrive unto us for learning and wisdom from all directions. Let them arrive unto us by diverse paths. Let untainted seekers of knowledge reach unto us in proper form. Be they blessed with mastery over their senses. On them be conferred the strength of controlling their thoughts.



1. Dev Sangha Ashram Trust was founded in 1950 by Shrimat Narendranath Brahmachary to bring into fruition the spiritual vision of his Guru Brahmarsi Satyadev, who had scaled the highest level of spiritual ascent enshrined in the Vedas and the Upanishads. He crystallised this into a comprehensive methodology for personal spiritual growth and societal well-being with emphasis on Truth seeking (Satya Pratistha.) and Self Realisation.



2. Acharya Saumyendranath Brahmachary, the spiritual successor of Shri Narendranath Brahmachary is the present Acharya of Dev Sangha Ashram. Dev Sangha lives up to the need for rendering social service through Dev Sangha Seva Pratisthan (DSSP) in the field of education in consonance with the core of its spiritual essence. Under the Dev Sangha National School (DSNS) was founded in 1975. The spiritual message of our ancient culture and integrated into the curriculum of modern education through authentic and meaningful activities created by virtue of donations received from individuals and institutions. DSNS has received CBSE affiliation for 10+2 standard.

3. Acharya Saumyendranath Brahmacharya is the President of Dev Sangha Seva Pratisthan. He is a B.C.Roy Gold Medalist from I.I.T., Kharagpur (1968) and had been an accomplished corporate executive in a multinational company, prior to his advent into spiritual life. He left a promising corporate career (Manager of I.I.T., Kanpur Division) at the age of 32 to enter into spirituality, as per the wishes of his 'Guru' Shrimat Narendranath Brahmachary. A powerful spiritual aspirant, he inspires men and women in India and abroad with his illuminative courses in a language that appeals to the old and the young alike.

01. Acharya Saumyendranath is actively involved in spreading the wisdom and message of our ancient rishis to revive the Rishi-culture in our modern times. He strongly feels that Indians all over the world constitute the right kind to assimilate the spiritual treasure of India and disseminate the same to the world.



02. It was with this deep sense of duty to the nation, that the Acharya decided to provide conscious, dedicated and fully motivated teachers to the society who would be ideally trained to go to the remotest corners of our motherland to bring the best out of young children. He upon himself to rise and fulfill this dream. In addition to providing an ideal educational environment for Professional Studies, DIPSER aims at pioneering educational reforms in the field of education with a futuristic pragmatic outlook.

03. DIPSER College of Education will continuously aspire for a nationally integrating consciousness for the teachers to be, who will be able to work successfully on an international canvas of the "One World". This will necessitate DIPSER to give up narrow parochial consideration to achieve higher and higher levels of quality and excellence, as DIPSER travels along its time line.

04. After a prolonged interaction, we were given a "No objection Certificate" by the Jharkhand Govt. On 08/04/2003. Then a team of officers deputed by the National Council for Teachers Education (NCTE), Bhubaneswar (ORISSA) visited us on 18/05/2004. Based on the findings and recommendations of the inspection, the NCTE have very kindly given recognition to DIPSER, Deoghar to run a B.Ed. Course (with intake of 100 students) with effect from Session, 2004-2005. We are grateful to the authorities of Sidhu Kanhu Murmu University, Dumka, for giving affiliation to our B.Ed. Course.

Sidhu Kanhu Murmu University, Dumka was established on 10th January 1999

ALIENT FEATURES OF DIPSER

1. DIPSER, Deoghar, has a distinct position in education is concerned by virtue of having highly qualified members of staff. They are determined to impart latest technical inputs to the trainee teachers so that they can build the strongest pillars of our society by imparting the right type of education to the next generation.



Library, Psychology Laboratory, Educational Technology Laboratory, Craft Room have added extra attraction to DIPSER.

2. Discipline is the key-word of our institute. We wish to make the trainee teachers completely disciplined so that through them the important concept of self-control reaches every nook and corner of India.

3. The management comprises leading personalities of the society who plan to give self-less service to DIPSER, Deoghar, in order to ensure that it becomes a model institution in the national context.

4. We aim at providing adequate brain-storming exercises to the students by way of debates, seminars, declamation contests and symposia. Other allied cultural activities and sports during training schedule are encouraged regularly bringing the session for an ideal match of brain and brawn for the perfection of trainee teachers.

5. The management has decided to award Brahmashri Satyadev Silver Medal to the Best All Rounder every year.

6. Another important feature of DIPSER is our plan to lay stress on inviting guest speakers to deliver lectures on important topics concerning education to widen the horizon of the trainee teachers. In order to provide them ideal solutions to various academic problems and to help them get an insight towards solving similar situations with which they may be confronted in the future.

RULES OF ADMISSION

01. Eligibility

Female candidates who have passed the Bachelor level Examination with the school subjects having at least 45% marks from any recognized University of India will be eligible for admission to the B.Ed. course. Admission will be as per rules laid down by NCTE and the Jharkhand Government.



02. How to apply :-

Application form for admission is attached alongwith prospectus. Applications received after the closing date or incomplete in any respect will be rejected.

Following documents have to be enclosed with the Application Form :-

- I. Original money receipt.
- II. Attested photostat copies of the following certificates:-
 - (a) Proof of residency/domicile certificate of Jharkhand State.
 - (b) Matriculation Certificate for age proof.
 - (c) All certificates and mark sheets from matriculation to post graduate level
 - (d) Caste Certificate for S.C. / S.T / and OBC candidates (if applicable)
 - (e) Handicapped certificate (if applicable).
 - (f) Sports certificate (State and National level, if any).
 - (g) N.C.C. Certificate 'B' and 'C' (if any).
 - (h) Fitness certificate from any registered medical Practitioner.
 - (i) Separate application (in plain paper) for Hostel facility (if required)

03 At the time of admission, a student is required to clear all fees which are paid in the form of Bank Draft drawn in favour of D.I.P.S.E.R payable at the college counter. Only caution money is refundable on completion of an academic session. Other fees are not refundable.

CUMENTS TO BE SUBMITTED /PRODUCED THE TIME OF ADMISSION

- (a) All certificates and marksheets in original must be produced
- (b) Four attested copies of pass-port size photograph.
- (c) Bank Draft to be drawn in favour of DIPSER payable at Deoghar.
- (d) Bank Draft for Hostel Admission to be drawn in favour of DSSP payable at Deoghar (applicable to Hostelites only)
- (e) Migration certificate (if applicable)
- (f) C.L.C./D.L.C.(original).



Rules of eligibility are followed strictly. The college, reserves the right to refuse admission to any candidate without assigning any reason. The selection committee will select the candidates according to the subject and category prescribed by the Jharkhand Government.(Please refer to notice board for details.)

Seats are reserved for SC/ST/OBC candidate as per relevant rules.

Admission of any candidate is provisional and may be cancelled if any discrepancy is detected or the candidate fails to comply with the rules, regulations and other conditions as laid down by DIPSER.

Admission even after confirmation may be cancelled, in case a student absents from class for more than 15 days at a stretch without official documents.

In case a selected candidate fails to report on the due date with the required documents and fees for admissions, he will forfeit his claim for admission and the seats rendered vacant will be allotted to other candidates in order of preference.

All students admitted to the college shall have to sign a form containing the code of conduct to be furnished to them by the office. Any violation of the code may result in their expulsion from the college.

ACADEMIC PROGRAMME AND CURRICULUM

01. DIPSER is affiliated to the SKM University, Dumka and follows the scheme of books and syllabi approved by them. Duration of the course will be one academic
02. An attendance of 75% in every subject and activity will be required
03. Examination papers & distribution of marks:

Marks → Paper ↓	Internal	University Exam		Total
		Theory	Practical	
I-(Theory of Education)	20	80	-	100
II-(Educational Psychology & Administration Educational Measurement)	20	80	-	100
III-(Educational Administration & Health Education)	20	80	-	100
IV-(Educational Reconstruction In India and Abroad.)	20	80	-	100
V-(Methods of Teaching of any two of the below mentioned Subjects)				
-Method A	10	40	100	150
-Method B	10	40	100	150
VI-Craft Education (Tailoring)	20	-	80	100
Total	120	680		800

Methods of teaching of following subjects

- Physical Science
- Biological Science
- Mathematics
- Hindi
- Sanskrit
- English as a foreign Language
- History
- Civics
- Geography



BOMPAS TOWN, DEOGHAR - 814 114 (JHARKHAND)
Phone No : (06432) 238503 Fax : +916432236424
Email : dssp@vsnl.net Website : www.devsangra.com

Appendix-15

Academic Calendar for B.Ed. (2005-2006) & E.T.E. (2005-2007)



Recognised by NCTE

DIPSER COLLEGE OF EDUCATION

(For Women)

B.Ed. Academic Calendar (2005-2006)



College Building (at entrance gate)

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

Bompas Town, Deoghar - 814114, Jharkhand

ACADEMIC PROGRAMME AND CURRICULUM

01 DIPSER is affiliated to the Sido-Kanhu Murmu University (SKMU), Dumka having a "No Objection Certificate" from the Jharkhand Govt. It follows the Scheme of Studies, books and syllabii approved by the SKMU. DIPSER is recognised by the National Council for Teachers Education (NCTE, Govt. of India).

02 Minimum attendance figure of 75% in every subject is essential.

03. Subjects for Examination and Distribution of marks :

Paper	Marks			
	Internal	University	Exam	Total
		Theory	Practical	
I-(Theory of Education)	20	80	-	100
II- (Educational Psychology & Educational Measurement) : 60% +40%	20	80 (48 + 32)	-	100
III- (Educational Administration & Health Education) : 60%+40%	20	80 (48 + 32)	-	100
IV- (Educational Reconstruction In India and Abroad.)	20	80	-	100
V- (Methods of Teaching of any two of the following Subjects)				
-Method A	10	40	100	150
-Method B	10	40	100	150
VI-Craft Education (Tailoring)	20	80		100
Total	120	680		800

Methods of teaching of the following subjects :

- Physical Science
- English as a foreign Language
- Biological Science
- History
- Mathematics
- Civics
- Hindi
- Geography
- Sanskrit

MONTH : JANUARY

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Sunday	New Year	Weekly Holiday	
2nd	Monday	.....	Class	
3rd	Tuesday	.....	Class	
4th	Wednesday	.....	Class	
5th	Thursday	.....	Class	
6th	Friday	.....	Class	
7th	Saturday	.....	Class	
8th	Sunday	.....	Weekly Holiday	
9th	Monday	.....	Class	
10th	Tuesday	.....	Class & Selection of office bearer	Student-self Govt. was form
11th	Wednesday	.....	Class & Oath taking Ceremony	
12th	Thursday	Vivekananda Jayanti	Class with observation of National Youth Day	
13th	Friday	.....	Class with Elocution Competition	
14th	Saturday	.....	Class	
15th	Sunday	.....	Weekly Holiday	
16th	Monday	.....	Class	
17th	Tuesday	.....	Class	
18th	Wednesday	.....	Class	
19th	Thursday	.....	Class	
20th	Friday	.....	Class	
21st	Saturday	.....	Class	
22nd	Sunday	.....	Weekly Holiday	
23rd	Monday	Netaji Jayanti	Class with Patriotic Song Competition	
24th	Tuesday	.....	Class	
25th	Wednesday	.....	Class	
26th	Thursday	Republic Day	Celebration	
27th	Friday	.....	Class	
28th	Saturday	.....	Class	
29th	Sunday	.....	Weekly Holiday	
30th	Monday	Martyr's Day	Class with observation	
31st	Tuesday	.....	Class	

MONTH : MARCH

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Wednesday	.....	Class	
2nd	Thursday	.....	Class	
3rd	Friday	.....	Class	
4th	Saturday	.....	Class	
5th	Sunday	.....	Weekly Holiday	
6th	Monday	.....	Class	
7th	Tuesday	.....	Annual Sports Meet. focussing on Tribal Events on the eve of the International Women-Day	
8th	Wednesday	International Women Day	Class with observation	
9th	Thursday	.....	Class	
10th	Friday	.....	Class	
11th	Saturday	.....	Class (1st Half) and Holi & Rangoli observation (2nd Half)	
12th	Sunday	.....	Weekly Holiday	
13th	Monday	.....	Class	
14th	Tuesday	Holi	Holiday	
15th	Wednesday	Holi	Holiday	
16th	Thursday	.....	Class	
17th	Friday	.....	Orientation on Micro Teaching	Micro Teaching Prac-
18th	Saturday	.....	Programme-Development of Micro Teaching Skills & Class	tice will be guided by the respective
19th	Sunday	.....	Weekly Holiday	Method Teachers
20th	Monday	.....	Class (1st Half) Workshop on Educational Technology (2nd Half)	
21st	Tuesday	.....	Class & School Visit by the students	Preparation for
22nd	Wednesday	.....	Class & School Visit by the students	School Practice
23rd	Thursday	.....	Class & School Visit by the students	
24th	Friday	.....	Class	
25th	Saturday	.....	Picnic cum Environmental Studies Reporting (Community Involvement)	Through a planned pro- gramme of local Excursion
26th	Sunday	.....	Weekly Holiday	
27th	Monday	.....	Class	
28th	Tuesday	.....	Class	
29th	Wednesday	.....	Class	
30th	Thursday	.....	Class	
31st	Friday	.....	Class	

MONTH : JUNE

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Thursday	.....	Terminal Examination (Half Yearly) will be commenced	will be continued till 10th June.
11th	Sunday	.....	Weekly Holiday	
12th	Monday	.....	Class	
13th	Tuesday	.....	Class	
14th	Wednesday	.....	Class	
15th	Thursday	.....	Class	
16th	Friday	.....	Class	
17th	Saturday	.....	Class	
18th	Sunday	.....	Weekly Holiday	Elocution Compe- tition involving students at local schools
19th	Monday	.....	Class	
20th	Tuesday	.....	Class	
21st	Wednesday	.....	Class	
22nd	Thursday	.....	Class	
23rd	Friday	.....	Class (1st Half) & Debate Competition (2nd Half)	
24th	Saturday	.....	Class	
25th	Sunday	.....	Weekly Holiday	
26th	Monday	.....	Class	
27th	Tuesday	.....	Class	
28th	Wednesday	.....	Class	
29th	Thursday	.....	Class	
30th	Friday	.....	Class	

MONTH : JULY

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Saturday	.....	Class	
2nd	Sunday	.....	Weekly Holiday	
3rd	Monday	.....	Class	
4th	Tuesday	.....	N.S.S. Work	
5th	Wednesday	.....	N.S.S. Work	
6th	Thursday	.....	N.S.S. Work	
7th	Friday	.....	Class	
8th	Saturday	.....	Class	
9th	Sunday	.....	Weekly Holiday	Extension Programme with the neighbourhood In-Service School Teachers
10th	Monday	.....	Class	
11th	Tuesday	Guru Purnima	Class with observation	
12th	Wednesday	.....	Class	
13th	Thursday	.....	Class	
14th	Friday	.....	Class	
15th	Saturday	.....	Class	
16th	Sunday	.....	Weekly Holiday	
17th	Monday	.....	Class	
18th	Tuesday	.....	Class	
19th	Wednesday	.....	Class	
20th	Thursday	.....	Class	
21st	Friday	.....	Class	
22nd	Saturday	.....	Class	
23rd	Sunday	.....	Weekly Holiday	
24th	Monday	.....	Class	
25th	Tuesday	.....	Class	
26th	Wednesday	.....	Class	
27th	Thursday	.....	Class	
28th	Friday	.....	Class	
29th	Saturday	.....	Class	
30th	Sunday	.....	Weekly Holiday	
31st	Monday	.....	Class	

MONTH : AUGUST

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Tuesday	.....	Class	
2nd	Wednesday	.....	Class	
3rd	Thursday	.....	Class	
4th	Friday	.....	Class	
5th	Saturday	.....	Class	
6th	Sunday	.....	Weekly Holiday	
7th	Monday	.....	Class	
8th	Tuesday	.....	Class (1st Half) & observation of eve of Raksha Bandhan	
9th	Wednesday	Raksha Bandhan	Closed Holiday	
10th	Thursday	.....	Class	
11th	Friday	.....	Class	
12th	Saturday	.....	Class	
13th	Sunday	.....	Weekly Holiday	
14th	Monday	.....	Class	
15th	Tuesday	Independence Day	Celebration	
16th	Wednesday	Janmastami	Closed Holiday	
17th	Thursday	.....	Class	
18th	Friday	Foundation day of the Institute	Celebration	Prize giving ceremony regarding all competitions & Activities made
19th	Saturday	.....	Class	
20th	Sunday	.....	Weekly Holiday	
21st	Monday	.....	Class	
22nd	Tuesday	.....	Class	
23rd	Wednesday	.....	Class	
24th	Thursday	.....	Class	
25th	Friday	.....	Class	
26th	Saturday	.....	Class	
27th	Sunday	.....	Weekly Holiday	
28th	Monday	.....	Class	
29th	Tuesday	.....	Class	
30th	Wednesday	.....	Class	
31st	Thursday	.....	Class	

MONTH : OCTOBER

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
9th	Monday	College-reopen	Class	
10th	Tuesday	.....	Remedial Teaching	
11th	Wednesday	.....	Remedial Teaching	
12th	Thursday	Validictory Ceremony	Observation	

Sd/-
HOD :- B. ED-College

Sd/-
Principal
DIPSER

*Āā māā yantu brahmachārinah swāhā,
Bi māāyantu brahmachārinah swaha.
Pra māāyantu brahmachārinah swaha.
Damāāyantu brahmachārinah swaha.
Shamāyantu brahmachārinah swaha.*

Taittiriya Upanishad 1/4/2

*Let pure seekers of wisdom arrive unto
us for learning and wisdom from all
directions. Let them arrive unto us by
diverse paths. Let untainted seekers of
knowledge reach unto us in proper form.
Be they blessed with mastery over their
senses. On them be conferred the
strength of controlling their thoughts.*

In this World, nothing happens all of a sudden or unexpectedly. Even the smallest of events is designed by Him.

-Brahmarshi Sri Sri Satyadev

The roots of education are bitter, but the fruit is sweet.

-Aristotle

Our education whether good or bad, the consequences will obviously be similar.

-Herbert Spencer

The true basis of education is the study of the human mind in infant, adolescent and adult forms.

-Sri Aurobindo

We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet.

-Swami Vivekananda

Faith can be turned into knowledge by experience and it can come only from the heart and not by the intellect.

-Mahatma Gandhi

I believe that children should be surrounded with the things of nature which have their own values.

-Rabindranath Tagore

Hostel and the College



Library



Class Room



Recognised by NCTE

DIPSER COLLEGE OF EDUCATION (For Women)

E.T.E. Academic Calendar (2005-2007)



College Building (at entrance gate)

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

Bompas Town, Deoghar - 814114, Jharkhand

DISTRIBUTION OF MARKS

The curriculum will be divided into

- i) Theory
- ii) Practical

A) THEORY MARKS

Principles of Education

1. Paper I-Educational and Teacher in Modern India	100
2. Paper II-Child Psychology	100
3. Paper III-Curriculum + Evaluation	100

METHODS

1. Mother Tongue	100
2. Mathematics	100
3. Science	100
4. Social Studies	100
5. Sanskrit (only for Hindi Speakers)	100
6. Hindi (for non Hindi speakers)	100
Note : Students may also opt for English Language	100

PRACTICAL ACTIVITIES

B) SUPW

1. Production-Primary and Secondary	200
2. Health and Physical Education	50
3. Arts, Music, recreational work	50

C) PRACTICAL PAPERS

1. Practical work (informal) Teaching aid	200
2. Practical work (informal)	100
3. Community Living / work	100

.....
Total **700**

DIPSER College of Education (For Women)

E.T.E. Programme (2005-2007)
1st Year Academic Calendar

MONTH : DECEMBER, 2005

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
26th	Monday	Opening the session	Class	Prayers and Observations of Special Days..... Human Rights & National Values..... Self-learning Modules for Teacher Educators (And Student-Teachers) as prescribed by the N.C.T.E. through Assembly Readings as the case may be (Everyday before starting the regular classes)
27th	Tuesday	.....	Class
28th	Wednesday	.....	Class
29th	Thursday	.....	Class
30th	Friday	.....	Class
31st	Saturday	.....	Class with Celebration of Christmas & New Year's eve.

MONTH : JANUARY, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Sunday	New Year	Weekly Holiday	
2nd	Monday	.....	Class	
3rd	Tuesday	.....	Class	
4th	Wednesday	.....	Class	
5th	Thursday	.....	Class	
6th	Friday	.....	Class	
7th	Saturday	.....	Class	
8th	Sunday	.....	Weekly Holiday	
9th	Monday	.....	Class	
10th	Tuesday	.....	Class & Selection of office bearer	Student-self Govt. was formed
11th	Wednesday	.....	Class & Oath taking Ceremony	
12th	Thursday	Vivekananda Jayanti	Class with observation of National Youth Day	
13th	Friday	.....	Class with-Essay Competition	
14th	Saturday	.....	Class	
15th	Sunday	.....	Weekly Holiday	
16th	Monday	.....	Class	
17th	Tuesday	.....	Class	
18th	Wednesday	.....	Class	
19th	Thursday	.....	Class	
20th	Friday	.....	Class	
21st	Saturday	.....	Class	
22nd	Sunday	.....	Weekly Holiday	
23rd	Monday	Netaji Jayanti	Class with Patriotic Song Competition	
24th	Tuesday	.....	Class	
25th	Wednesday	.....	Class	
26th	Thursday	Republic Day	Celebration	
27th	Friday	.....	Class	
28th	Saturday	.....	Class	
29th	Sunday	.....	Weekly Holiday	
30th	Monday	Martyr's Day	Class with observation	
31st	Tuesday	.....	Class	

MONTH : FEBRUARY, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Wednesday	.....	Class	
2nd	Thursday	.....	Class	
3rd	Friday	Saraswati Puja	Celebration with devotional Song.	
4th	Saturday	.....	Class	
5th	Sunday	.....	Weekly Holiday	
6th	Monday	.....	Class	
7th	Tuesday	.....	Class	
8th	Wednesday	.....	Class	
9th	Thursday	.....	Class	
10th	Friday	.....	Class	
11th	Saturday	.....	Class	
12th	Sunday	.....	Class	
13th	Monday	.....	Weekly Holiday	
14th	Tuesday	.....	Class	
15th	Wednesday	.....	Class	
16th	Thursday	.....	Class	
17th	Friday	.....	Class	
18th	Saturday	.....	Class	
19th	Sunday	.....	Weekly Holiday	
20th	Monday	.....	Class	
21st	Tuesday	.....	Class	
22nd	Wednesday	.....	Class	
23rd	Thursday	.....	Class	
24th	Friday	.....	Class	
25th	Saturday	.....	Blood Donation Camp (1st Half) & Class (2nd Half)	
26th	Sunday	Shiv Ratri	Weekly Holiday	
27th	Monday	.....	Class (1st Half) & Seminar on Value Education (2nd Half)	
28th	Tuesday	.....	Class	

MONTH : MARCH, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Wednesday	.....	Class	
2nd	Thursday	.....	Class	
3rd	Friday	.....	Class	
4th	Saturday	.....	Class	
5th	Sunday	.....	Weekly Holiday	
6th	Monday	.....	Class	
7th	Tuesday	.....	Annual Sports Meet. focussing on Tribal Events on the eve of the International Women-Day	
8th	Wednesday	International Women Day	Class with Observation	
9th	Thursday	.....	Class	
10th	Friday	.....	Class	
11th	Saturday	.....	Class (1st Half) and Holi & Rangoli observation (2nd Half)	
12th	Sunday	.....	Weekly Holiday	
13th	Monday	.....	Class	
14th	Tuesday	Holi	Holiday	
15th	Wednesday	Holi	Holiday	
16th	Thursday	.....	Class	
17th	Friday	.....	Class	
18th	Saturday	.....	Class	
19th	Sunday	.....	Weekly Holiday	
20th	Monday	.....	Class	
21st	Tuesday	.....	Class	
22nd	Wednesday	.....	Class	
23rd	Thursday	.....	Class	
24th	Friday	.....	Class	
25th	Saturday	.....	Picnic cum Environmental Studies Reporting (Community Involvement)	Through a planned prog ramme of local Excursion
26th	Sunday	.....	Weekly Holiday	
27th	Monday	.....	Class	
28th	Tuesday	.....	Class	
29th	Wednesday	.....	Class	
30th	Thursday	.....	Class	
31st	Friday	.....	Class	

MONTH : APRIL, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Saturday	Sarhul-Local Festival	Class with Observation	Tribal Festival (Santhal Festival)
2nd	Sunday	.....	Weekly Holiday	
3rd	Monday	.....	Class	
4th	Tuesday	.....	Class	
5th	Wednesday	.....	Class	
6th	Thursday	Ram Navami	Closed Holiday	
7th	Friday	.....	• Class	
8th	Saturday	.....	Class	
9th	Sunday	.....	Weekly Holiday	
10th	Monday	.....	Class	
11th	Tuesday	.....	Class	
12th	Wednesday	.....	Class	
13th	Thursday	.....	Class	
14th	Friday	Good Friday	Closed Holiday	
15th	Saturday	.....	Class	
16th	Sunday	.....	Weekly Holiday	
17th	Monday	.....	Class	
18th	Tuesday	.....	Class	
19th	Wednesday	.....	Class	
20th	Thursday	.....	Class	
21st	Friday	.....	Class	
22nd	Saturday	.....	• Class	
23rd	Sunday	.....	Weekly Holiday	
24th	Monday	.....	Class	
25th	Tuesday	.....	Class	
26th	Wednesday	.....	Class	
27th	Thursday	.....	Class	
28th	Friday	.....	Class	
29th	Saturday	.....	Class	
30th	Sunday	.....	Weekly Holiday	

MONTH : MAY, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Monday	International Labour Day	Closed Holiday	
2nd	Tuesday	.....	Class	
3rd	Wednesday	.....	Class	
4th	Thursday	.....	Class	
5th	Friday	.....	Class	
6th	Saturday	.....	Class	
7th	Sunday	.....	Weekly Holiday	
8th	Monday	.....	Class	
9th	Tuesday	.....	Class	
10th	Wednesday	.....	Class	
11th	Thursday	.....	Class	
12th	Friday	.....	Class	
13th	Saturday	Buddha Purnima	Closed Holiday	
14th	Sunday	.....	Weekly Holiday	
15th	Monday	.....	Summer Vacation	Will be continued till 28th May
29th	Monday	College Re-open	Class	
30th	Tuesday	.....	Class	
31st	Wednesday	.....	Class	

MONTH : JUNE, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Thursday	.....	Class	
2nd	Friday	.....	Class	
3rd	Saturday	.....	Class	
4th	Sunday	.....	Class	
5th	Monday	.....	Weekly Holiday	
6th	Tuesday	.....	Class	
7th	Wednesday	.....	Class	
8th	Thursday	.....	Class	
9th	Friday	.....	Class	
10th	Saturday	.....	Class	
11th	Sunday	.....	Class	
12th	Monday	.....	Weekly Holiday	
13th	Tuesday	.....	Class	
14th	Wednesday	.....	Class	
15th	Thursday	.....	Class	
16th	Friday	.....	Class	
17th	Saturday	.....	Class	
18th	Sunday	.....	Class	
			Weekly Holiday	Elocution Competition involving students of local schools
19th	Monday	.....	Exam. on Music, Art Craft	
20th	Tuesday	.....	Exam. of P.T. & Eng. (Optional Paper)	
21st	Wednesday	.....	Study Leave for Half-Yearly Exam.	Will be continued till 24th June
25th	Sunday	.....	Weekly Holiday	
26th	Monday	.....	Commencement of Half-Yearly Exam.	Will be continued till 1st July

MONTH : JULY, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
2nd	Sunday	.....	Weekly Holiday	
3rd	Monday	.....	Class	
4th	Tuesday	.....	N.S.S. Work	
5th	Wednesday	.....	N.S.S. Work	
6th	Thursday	.....	N.S.S. Work	
7th	Friday	.....	Class	
8th	Saturday	.....	Class	
9th	Sunday	.....	Weekly Holiday	Extension Programme with the neighbourhood In-Service School Teachers
10th	Monday	.....	Class	
11th	Tuesday	Guru Purnima	Class with observation	
12th	Wednesday	.....	Class	
13th	Thursday	.....	Class	
14th	Friday	.....	Class	
15th	Saturday	.....	Class	
16th	Sunday	.....	Weekly Holiday	
17th	Monday	.....	Class	
18th	Tuesday	.....	Class	
19th	Wednesday	.....	Class	
20th	Thursday	.....	Class	
21st	Friday	.....	Class	
22nd	Saturday	.....	Class	
23rd	Sunday	.....	Weekly Holiday	
24th	Monday	.....	Class	
25th	Tuesday	.....	Class	
26th	Wednesday	.....	Class	
27th	Thursday	.....	Class	
28th	Friday	.....	Class	
29th	Saturday	.....	Class	
30th	Sunday	.....	Weekly Holiday	
31st	Monday	.....	Class	

MONTH : AUGUST, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Tuesday	.....	Class	
2nd	Wednesday	.....	Class	
3rd	Thursday	.....	Class	
4th	Friday	.....	Class	
5th	Saturday	.....	Class	
6th	Sunday	.....	Weekly Holiday	
7th	Monday	.....	Class	
8th	Tuesday	.....	Class (1st Half) & observation of eve of Raksha Bandhan	
9th	Wednesday	Raksha Bandhan	Closed Holiday	
10th	Thursday	.....	Class	
11th	Friday	.....	Class	
12th	Saturday	.....	Class	
13th	Sunday	.....	Weekly Holiday	
14th	Monday	.....	Class	
15th	Tuesday	Independence Day	Celebration	
16th	Wednesday	Janmastami	Closed Holiday	
17th	Thursday	.....	Class	
18th	Friday	Foundation day of the Institute	Celebration	Prize giving ceremony regarding all competitions & Activities made
19th	Saturday	.....	Class	
20th	Sunday	.....	Weekly Holiday	
21st	Monday	.....	Class	
22nd	Tuesday	.....	Class	
23rd	Wednesday	.....	Class	
24th	Thursday	.....	Class	
25th	Friday	.....	Class	
26th	Saturday	.....	Class	
27th	Sunday	.....	Weekly Holiday	
28th	Monday	.....	Class	
29th	Tuesday	.....	Class	
30th	Wednesday	.....	Class	
31st	Thursday	.....	Class	

MONTH : SEPTEMBER, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Friday	.....	Class	
2nd	Saturday	.....	Class	
3rd	Sunday	.....	Weekly Holiday	
4th	Monday	.....	Class	
5th	Tuesday	Teachers' Day	Observation of Education- -Day through Exhibition	
6th	Wednesday	.....	Class	
7th	Thursday	.....	Class	
8th	Friday	.....	Class	
9th	Saturday	.....	Class	
10th	Sunday	.....	Weekly Holiday	
11th	Monday	.....	Class	
12th	Tuesday	.....	Class	
13th	Wednesday	.....	Class	
14th	Thursday	.....	Class	
15th	Friday	Hindi Diwas	Class with observation	
16th	Saturday	.....	Class	
17th	Sunday	.....	Weekly Holiday	
18th	Monday	.....	Class	
19th	Tuesday	.....	Class	
20th	Wednesday	.....	Class	
21th	Thursday	.....	Class	
22th	Friday	.....	Class	
23th	Saturday	.....	Class	
24th	Sunday	.....	Weekly Holiday	
25th	Monday	.....	Class	
26th	Tuesday	.....	Class	
27th	Wednesday	Durga Puja, Dashera & Lakshmi Puja	Puja Vacation	Will be continued till 8th Oct.

MONTH : OCTOBER, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
9th	Monday	College-reopen	Class	
10th	Tuesday	.....	Class	
11th	Wednesday	.....	Class	
12th	Thursday	Send off Programme for B.Ed. Student-Teachers	Observation	
13th	Friday	.....	Class	
14th	Saturday	.....	Class	
15th	Sunday	.....	Weekly Holiday	
16th	Monday	.....	Class	
17th	Tuesday	.....	Class	
18th	Wednesday	.....	Class	
19th	Thursday	.....	Class	
20th	Friday	Dewali, Bhaidwaj Chhat Festival	Vacation	Will be continued till 28th Oct.
29th	Sunday	.....	Weekly Holiday	
30th	Monday	.....	Class	
31st	Tuesday	.....	Class	

MONTH : NOVEMBER, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
1st	Wednesday	.....	Class	
2nd	Thursday	.....	Class	
3rd	Friday	.....	Class	
4th	Saturday	.....	Class	
5th	Sunday	.....	Weekly Holiday	
6th	Monday	.....	Class (1st half) Debate Competition (2nd half)	
7th	Tuesday		Class
8th	Wednesday	.....	Class	
9th	Thursday	.....	Class	
10th	Friday	.....	Class	
11th	Saturday	.....	Class	
12th	Sunday	.....	Weekly Holiday	
13th	Monday	.....	Class	
14th	Tuesday	.....	Class	
15th	Wednesday	.....	Class	
16th	Thursday	.....	Class	
17th	Friday	.....	Class	
18th	Saturday	.....	Class	
19th	Sunday	.....	Weekly Holiday	
20th	Monday	.....	Class	
21st	Tuesday	.....	Class	
22nd	Wednesday	.....	Class	
23rd	Thursday	.....	Class	
24th	Friday	.....	Class	
25th	Saturday	.....	Class	
26th	Sunday	.....	Weekly Holiday	
27th	Monday	.....	Study leave for Annual Exam.	Will be continued till 3rd December.

MONTH : DECEMBER, 2006

Date	Day	Special Occasion/ Programme	Event / Activity	Remarks
4th	Monday		Annual Exam. Will be Commenced	Will be continued till 16th December.
			Weekly Holiday	
17th	Sunday		Orientation to practice teaching will be Commenced	Will be continued till 25th December.
18th	Monday			
26th	Tuesday		Result (Annual Exam.) declaration	

*Āā māā yantu brahmachārinah swāhā,
Bi māāyantu brahmachārinah swaha.
Pra māāyantu brahmachārinah swaha.
Damāāyantu brahmachārinah swaha.
Shamāāyantu brahmachārinah swaha.*

Taittiriya Upanishad 1/4/2

*Let pure seekers of wisdom arrive unto
us for learning and wisdom from all
directions. Let them arrive unto us by
diverse paths. Let untainted seekers of
knowledge reach unto us in proper form.
Be they blessed with mastery over their
senses. On them be conferred the
strength of controlling their thoughts.*

In this World, nothing happens all of a sudden or unexpectedly Even the smallest of events is designed by Him.

-Brahmarshi Sri Sri Satyadev

The roots of education are bitter, but the fruit is sweet.

-Aristotle

Our education whether good or bad, the consequences will obviously be similar

-Herbert Spencer

The true basis of education is the study of the human mind in infant, adolescent and adult forms.

-Sri Aurobindo

We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet

-Swami Vivekananda

Faith can be turned into knowledge by experience and it can come only from the heart and not by the intellect

-Mahatma Gandhi

I believe that children should be surrounded with the things of nature which have their own values

-Rabindranath Tagore

Hostel and the College



Library



Class Room

Appendix-16

Time table for B.Ed & E.T.E.

Mapping of Academic Activities in 1200 Term
B.Ed. (2005 - 2006)

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36		
Admission and Orientation																																						
Theory																																						
Tutorials/Seminars																																						
Sessional Work - Tests & Assignments																																						
Practical Work																																						
Preparation of Internship Document or Observation of lesson plan: teaching observations																																						
Teaching: Teaching Internship																																						
Co-curricular Activities																																						
Working with classes, other project work																																						
End-Term Examination																																						

Note: A week is of six working days and a day is of six clock hours
 The table should cover the entire academic session and may be extended as per the requirement



Hostel and the College



View of College
from inner courtyard.



DEVSANGHA NATIONAL SCHOOL (10+2 CBSE)
A working laboratory for Dipser College of Education



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