YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES AND EDUCATIONAL RESEARCH
• Name of the Head of the institution	Prof.(Dr.) Rajnish Pandey
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	06432295148
• Mobile No:	9412176885
• Registered e-mail ID (Principal)	dipser@dipsercollege.info
• Alternate Email ID	dipser.dssp2004@gmail.com
• Address	Dev Sangha, Bompas Town
• City/Town	Deoghar
• State/UT	Jharkhand
• Pin Code	814114
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women

⬩ Location	**Urban**
⬩ Financial Status	**Self-financing**
⬩ Name of the Affiliating University	**SIDO KANHU MURMU UNIVERSITY, DUMKA**
⬩ Name of the IQAC Co-ordinator/Director	**MR. BIKASH KUMAR**
⬩ Phone No.	**9279081828**
⬩ Alternate phone No.(IQAC)	**9279081828**
⬩ Mobile (IQAC)	**9279081828**
⬩ IQAC e-mail address	**dipser.iqac@gmail.com**
⬩ Alternate e-mail address (IQAC)	**bikashkumar251@gmail.com**
3.Website address	https://dipsercollege.info/
⬩ Web-link of the AQAR: (Previous Academic Year)	https://dipsercollege.info/aqar-report-2022-2023/
4.Whether Academic Calendar prepared during the year?	**Yes**
⬩ if yes, whether it is uploaded in the Institutional website Web link:	https://dipsercollege.info/academic-calendar-2023-24/

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.89**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 2	**B**	**2.66**	**2013**	**25/10/2013**	**24/10/2018**
Cycle 3	**B**	**2.12**	**2023**	**17/01/2023**	**16/01/2028**

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

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NA	Nil	0.00

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	

9.No. of IQAC meetings held during the year	4	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

1. Restructure of value-added Course. 2. Publication of DEVALOKE, August 2023 (A Peer Reviewed Research Oriented Journal) 3. Literacy Campaign in the Activity Village, As Outreach Activity (16,18,20th April 2024) 4. Tailoring Classes in the Activity Village, As Outreach Activity (18,21,23th May 2024) 5. Plantation in the Activity Village, As Outreach Activity (27th &29th June 2024) 6. Academic Audit has been done (29th & 30th April) 7. FDP on Network Printing was organised on 10th April 2024 8. FDF on Advance Computer Skills was organised on 22nd April 2024 9. Workshop on Using excel for statistical data analysis was organised on 28th June 2024. 10. Mentor- Mentee Meeting is been held regularly as per schedule.

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

Plan of Action	Achievements/Outcomes
Academic Audit	Achieved
Eminent Guest Lecture Series	Achieved
Blood Donation Camp (Male and Female)	Achieved
Literacy Campaigning in the Activity Village	Achieved
Tailoring Classes in the Activity Village	Achieved
Plantation in the Activity Village	Achieved
Workshop on Yoga	Achieved
MOU with SKB University, Purulia, West Bengal, India	Achieved
Value Added courses	Achieved
Exploratory field visit to historical/ Academic/ Spiritual etc.	Achieved
Linkage with Practice Teaching Schools	Achieved

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
GB	13/04/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	30/01/2024

15. Multidisciplinary / interdisciplinary

a) Delineate the vision/plan of institution to transform itself into a holistic multidisciplinary institution. The Vision of DEV SANGHA INSTITUTE OF PROFESSIONAL STUDIES AND EDUCATIONAL RESEARCH, also known as DIPSER in short, is to nurture competent, caring and academically superior Teacher-Mothers, who would be fully dedicated to the cause of teaching, serve the nation with a deep sense of duty and commitment, and be ever conscious of their role as responsible guardians of developing the society through education. b) Delineate the Institutional approach towards the integration of humanities and science with STEM and provide the detail of programs with combinations. Multi Disciplinarian subject are taught as pedagogy subjects to the student teachers at DIPSER and the syllabus ensures that these varied domains of knowledge are imparted to enable students to have a holistic view of all hues of knowledge as per their areas of specialization. c) Does the institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. Explain DIPSER offers a flexible and innovative curriculum that is framed by its affiliating university – SKM University. All courses include are credit-based and projects in the subject areas - community engagement and service, environmental education, and value-based are taught towards the attainment of a holistic and multidisciplinary education. Extension activities are organized through its NSS unit and includes extension activities like Swachh Bharat, AIDs awareness, Gender issues, Yoga, Fitness Programme, Educating Street Children, school dropouts etc. d) What is the institutional plan for offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st, 2nd and 3rd years of undergraduate education while maintaining the rigor of learning? Explain with examples. DIPSER is guided by the rules and regulations of its affiliating university. At present SKM University rules does not permit multiple entry and exits at the end of 1st and 2nd years of undergraduate education. However, it maintains a strict rigor of learning to ensure students learn as per the stated 'Learning Outcomes'. e) What are the institutional plans to engage in more multidisciplinary research endeavours to find solutions to society's most pressing issues and challenges? The students pursuing M.Ed. programme undertake minor research projects and submit a dissertation for evaluation. The students of B.Ed. and D. El. Ed. are also encouraged to take up Action Research, Field trips, etc. as part of their academic activities. The faculty at DIPSER is also engaged in doctoral research and thrust is given on publishing research papers/articles in Journals and writing books and/or

chapters in edited books. Papers are also presented in conferences and are published in conference proceedings. f) Describe any good practice/s of the institution to promote Multidisciplinary / interdisciplinary approach in view of NEP 2020. Following practices may be multidisciplinary/ interdisciplinary Classroom Teaching (Curricular Practices): M. Ed. Psychology of Learning and Development History and Political Economy Philosophy of Education Sociology of education Educational Research Pedagogical theory and practices like Pedagogy of Social Science, Science, Mathematics and Language. Optional Courses like : Educational Administration Inclusive education Education for disadvantaged group Education technology Educational measurement and evaluation Computer Education Adult education Environmental Education Human rights and value education Guidance and Counseling Tribal Education Distance Education Classroom Teaching (Curricular Practices): B. Ed. Childhood and Growing up Contemporary India and Education Language across the curriculum Drama and Art in Education Classroom Teaching (Curricular Practices): D. El. Ed. The Pupil Teachers of D. El. Ed. are given opportunities to study different disciplines simultaneously. The studies are Educational Theory and Practices in Society, Educational psychology, and Content cum Methodology of different school subjects like languages (Hindi, English, Bengali/Sanskrit etc.) Mathematics, Social Science, Science, apart from Physical Education and Computer.

16.Academic bank of credits (ABC):

a) Describe the initiatives taken by the institution to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. Academic Bank of Credit envisaged in NEP 2020 as a digital bank has not yet been started. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme? Provide details. DIPSER has not yet been registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. Efforts for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions for credit transfer has not yet started by DIPSER. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbook, reading material selections, assignments, and assessments etc. The faculties are encouraged to design their own pedagogical approaches, selection of reading materials, assignments

and assessments by providing resources like Computers and projectors in classrooms apart from well equipped Library, laboratories and resource centers. The faculties design their approaches by using given resources. They use PPT, online content, multimedia, audio-visual contents etc. e) Describe any good practice/s of the institution pertaining to the implementation of Academic bank of credits (ABC) in the institution in view of NEP 2020. Not yet started

17.Skill development:

a) Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework Special non-credit/ Add-on short-term courses including soft skills, communication skills and computer skills, Fine Art and Music have started. b) Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. Students are also trained in Tailoring and different kinds of Craft (items like paper bags, envelops, embroidery etc.). Apart from these it is providing training in Yoga and Physical Education including games and sports. c) How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. DIPSER also offers Teaching skills through micro teaching practices and teaching demonstrations (in B.Ed. and D.El.Ed.). It emphasizes in developing skills like Academic writing, Expository writing, Community study projects, Case study, preparation of research proposal, preparation of research tools, and conduct independent research activities d) Enlist the institution's efforts to: Design a credit structure to ensure that all students take at least one vocational course before graduating. Computer Application in Teaching Spoken English Soft Skills Musicology Fine Arts. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. DIPSER engages the services of professionals for filling and overcoming the gaps of vocational skills through providing training to its faculty as well as students in learning the following vocational skills. Computer Application in Teaching Spoken English Soft Skills Musicology Fine Arts. To offer vocational education in ODL/blended/on-campus modular modes to Learners. DIPSER offers vocational education to its students through on-campus modular modes. The vocational courses are self-designed NSDC association to facilitate all this by creating a

unified platform to manage learner enrolment (students and workers), skill mapping, and certification. The course completion certificates are issued to its students after completion of the course by the college, as the courses are self-designed. Skilling courses are planned to be offered to students through online and/or distance mode. The skill courses are run through on campus mode and is well planned. e) Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. Good practice/s of the institution pertaining to the Skill development in view of NEP 2020 are; Communication Skill (Spoken English) Soft Skill Computer Education Fine Art Musicology

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18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

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a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, culture etc,) into the curriculum using both offline and online courses. DIPSER promotes bilingual and multilingual culture in teaching. Though our affiliating university allows us prepare students in Hindi/English version. Also, our College has taken one step ahead and permits its faculties to explain the concepts in the local language of the learners. Through organizing different activities DIPSER promotes multicultural environments by celebrating festivals from different cultures. b) What are the institutions plans to train its faculties to provide the classroom delivery in bilingual mode (English and vernacular)? Provide the details. Jharkhand is a Hindi Speaking state and most of the population of the state use Hindi as vernacular medium. DIPSER provides opportunity to its faculty members, to use Hindi and English languages as the language of curriculum delivery. In facilitates books in Hindi and English, in its library. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. DIPSER provides bilingual teaching mode for all the Teacher Education Programmes it run (viz. M.Ed., B.Ed. and D. El. Ed.) d) DIPSER provides opportunities for different language choice. It offers choices of Hindi, Bengali, Sanskrit and Santhali as Pedagogy. e) Describe the efforts of the institution to preserve and promote the following: Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) Sanskrit and Santhali subjects are taught as pedagogy subject in B.Ed. and D.El. Ed. Indian ancient traditional knowledge Tailoring and handicrafts are taught as subject to the D.El.Ed. students to preserve the ancient traditional knowledge Indian Arts, Fine Art as a subject of Indian art is practiced at DIPSER Indian Culture and traditions: Music, Dance and Drama are the part of the curriculum f) Describe any good practice/s of the

institution pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. Good practice/s of DIPSER pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020. Best Practice 1: Distinguished Lecture Series (DLS) The Distinguished Lecture Series (DLS) brings renowned experts to academic institutions for lectures and interactions with faculty and students. It aims to expose participants to cutting-edge research, innovative ideas and industry best practices. Objectives: Expand Knowledge Horizons: Introduce new perspectives and advancements, Inspire and motivate: Foster curiosity and passion for learning. Facilitate Collaboration: Enable networking between experts and academia. Enhance Reputation: Elevate institutional excellence. Obstacles: Scheduling conflicts with speakers' busy calendars. Limited audience engagement. Impact: Intellectual stimulation and broader knowledge. Career development through research inspiration. Industry connections and enhanced reputation. Resources: Financial: Speaker fees, travel expenses. Human: Event coordination staff. Technical: Audiovisual tools, live streaming. Venue: College Auditorium. Best Practice 2: Student Exchange Program The Student Exchange Program offers academic, cultural, and personal growth opportunities by enabling students to study in different institutions and countries. Objectives: Academic Enrichment: Learn in diverse educational systems. Cultural Exchange: Foster global understanding and tolerance. Personal Development: Build independence, adaptability, and confidence. Obstacles: Financial costs (tuition, travel, accommodation). Language barriers and cultural adjustment challenges. Impact: Academic improvement and diverse knowledge. Deeper cultural understanding. Personal skill development and confidence. Resources: Financial: Tuition, travel, and living expenses. Language skills and adaptability. Strong support networks at home and host institutions. Best Practice 3: Village Activity Village Activity involves partnerships between educational institutions, corporations, or NGOs and rural communities to drive sustainable development. Objectives: Socio-economic Development: Improve livelihoods and quality of life. Education and Skill Development: Promote literacy and training. Healthcare: Provide primary healthcare access. Infrastructure Development: Build essential facilities. Environmental Conservation: Support sustainable practices. Women's Empowerment: Boost education and participation. Obstacles: Lack of community participation, bureaucratic hurdles, and funding challenges. Geographical difficulties and ensuring sustainability. Impact: Improved livelihoods and healthcare. Better education and environmental protection. Empowerment of marginalized groups. Resources: Human:

Volunteers, professionals. Financial: Project funds. Technological: Modern tools and equipment. Infrastructure and partnerships with local organizations.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

i. Describe the institutional initiatives to transform its curriculum towards Outcome based Education (OBE)? DIPSER practices outcome-based curriculum transactions by making curriculum planning at the beginning of each academic session. It has identified Programme Learning Outcome, Course Learning Outcome (PLO, CLO) for each programme and has uploaded it on its website. Students' orientation programmes are organized to discuss and make student aware of the outcome of the programme and each course. ii. Explain the efforts made by the institution to capture the Outcome based education in teaching and learning practices. DIPSER prepares academic calendar for all activities which reflects the year-long academic plan based on outcomes. iii. Describe any good practice/s of the institution pertaining to the Outcome based education (OBE) in view of NEP 2020. a) Annual Academic Planning based on PLO and CLO, is reflected in Academic Calendar. b)PLO and CLO are discussed during students' orientation programmes. 6. Distance education/online education: a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. DIPSER offers regular full-time courses (M.Ed., B.Ed. & D.El.Ed.) and does not offer any of its courses through ODL mode which is as per as norms of its affiliating university. b) Describe about the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards the blended learning. The faculty of DIPSER uses the technological tools for teaching-learning activities throughout the course period. c) Describe any good practice/s of the institution pertaining to the Distance education/online education in view of NEP 2020. DIPSER continued its educational services to its students through different online platforms like Google Meet etc. It uses Google form to collect feedback, assignments and even assessing its students.

20.Distance education/online education:

DIPSER continued its educational services to its students through different online platforms like Google Meet etc. It uses Google form to collect feedback, assignments and even assessing its students.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**462**

File Description	Documents
Data Template	<u>View File</u>

2.2 Number of seats sanctioned during the year	**300**

File Description	Documents
Data Template	<u>View File</u>

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**180**

File Description	Documents
Data Template	<u>View File</u>

2.4 Number of outgoing / final year students during the year:	**425**

File Description	Documents
Data Template	<u>View File</u>

2.5Number of graduating students during the year	**235**

File Description	Documents
Data Template	<u>View File</u>

2.6 Number of students enrolled during the year	**220**

File Description	Documents
Data Template	<u>View File</u>

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	93.99144
4.2 Total number of computers on campus for academic purposes	60

3.Teacher

5.1 Number of full-time teachers during the year:	27

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	48

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

Curriculum Planning and Implementation is done at DIPSER by the Academic Committee. The Academic Committee prepares the framework and broad guidelines to address the requirements of syllabi provided by the affiliating bodies (SKMU and JAC respectively) for the three different courses (B.Ed., M.Ed. & D. El. Ed.,) offered in the Institute. The curriculum planning is done primarily in three steps:

a) preparing the Academic Calendar (Macro-plan), b) Preparing the Time Table (The Micro-plan) and c) distributing the syllabus among the faculty members (In- house Planning). The academic committee provides directions and monitors the efficacy of the same throughout the session.

The curricula are reviewed and revised at regular intervals to

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

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

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

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	**B. Any 3 of the Above**

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

1.2 - Academic Flexibility

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

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

27

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

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

5

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

5

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

211

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

211

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

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

Two of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

DIPSER organizes orientation programme at the beginning of the Teacher Education in all courses. The main objective of orientation programme is to induct them with the coherent knowledge of teacher education to enable them to prepare themselves psychologically to imbibe the course curriculum effectively. Through orientation programme students are acquainted with the knowledge and understanding of teacher education through pedagogy courses of different school subjects. Opportunities provided by the Curriculum for the students to acquire and demonstrate knowledge, skills, values and attitudes are fundamentally in six areas - a) a coherent understanding of the field of teacher education b) procedural knowledge that creates skills specific to a student's chosen specialization in which wherein he/ she is given opportunities for practice of skills essential to become effective teacher/ teacher educator; c) procedural knowledge of Learning and Assessment wherein students are exposed, besides theory, to simulated teaching situations through Microteaching skills, practicing workshops, co-curricular activities, field experience teaching practices etc.. d) develop capability to apply acquired competencies and enable them to become self-reliant and use their competencies in their real-life situation. e) develop skills/Competencies like Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. f) Thrust on Women Empowerment.Thus, Curriculum of the institutions provides

opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes.

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

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

DIPSER has always strived for complete professional development of its student teachers at all levels (M.Ed., B.Ed. & D. El. Ed.).The syllabus (2019)of two year M.Ed. programme contains the course M.Ed. CC-103 Educational Studies deals with changing political content of education: School Context.M.Ed. SB 301B Specialization on Secondary Education A deals with Secondary education management Information System and Assessment and Evaluation.The syllabus (2019) of two year B. Ed. programme the course, B.Ed. TC-102 Contemporary India and Education contains some contents related development of Indian knowledge system, elementary, secondary and higher education.B.Ed. TC-204 Assessment of Learning deals with assessment and evaluation in Education.The D. El. Ed. Consists of courses like Foundation - 3 that includes School Organization, Guidance and Counselling, wherein it describes in details the development of school system in the country.

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

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

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

The theoretical components of each Programme (M.Ed., B.Ed. & D. El. Ed.) helps student teachers to understand the content of subjects in context of the learners, community and society, and provide a perspective of the internal and external variables controlling learning.To augment learning, Micro-teaching skill practice programmes are organised in such a way that theory and practices are well integrated. Psychology of teaching/ learning, school organization and pedagogical analysis of the content of school subjects provide a base for adoption of an integrated approach to teaching/learning and for establishing a meaningful and interactive linkage between theory and practice.Curriculum delivery processes are highly interactive, participative, and activity-based. The teaching methodologies of theoretical components of the curriculum include lecture, discussion, self-study, seminar, multimedia supported interaction, followed by tutorials, workshops and field based practical activities. Practice teaching/ internship is organised intensively to reinforce learning in the class. The student teachers are exposed to activities like maintenance of attendance register, maintenance of school records etc. In the second year the student teachers are actively involved in the teaching learning programmes in the concerned school environment/real classroom situations.

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

220

2.1.1.1 - Number of students enrolled during the year

220

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

172

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

172

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

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

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

The initial assessment at the entry level is done through entrance examination conducted by statutory authorities for different courses - B. Ed. – Jharkhand Combined Entrance Competitive Examination Board norms and M. Ed., as per NCTE norms.Once admitted, DIPSER takes several measures to understand the students' requirements. Students are assessed through their performance in previous examinations and during the induction programme are encouraged to talk about their strength/weaknesses and their readiness to pursue the course. Students are also stimulated to speak about their interest in co-curricular activities, hobbies and interest.

Once in the class, teachers, through class interactions, assess studentsacademic needs, their knowledge about the course and their comfort level with English/Hindi as a medium of instruction. Based on the students'potential, appropriate pedagogical means are ascertained to bridge the knowledge and skill gaps. Teachers also counsel students through email /Whatsapp groups on a one-to-one basis.Learners are also encouraged to read beyond the requirements of the syllabus and take up internships and join innovation projects to develop their research acumen (M.Ed.). Participation in seminars, conferences, presentation and publication.

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

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

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

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

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

19

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

2.3 - Teaching- Learning Process

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

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

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

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

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

27

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://dipsercollege.info/
Any other relevant information	View File

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

462

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://www.canva.com/design/DAF8-VDApGE/Zeqp5ucpAkmoqQGvBB-oVQ/edit?utm_content=DAF8-VDApGE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Any other relevant information	View File

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

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

Each faculty member is allotted a group of student-teachers. The mentoring groups are formed where in students from all three programmes (D. El. Ed., B.Ed. and M.Ed.) are intermixed in each group and is ensured that all levels and categories of students are present in each group. The mentors try to inculcate professional attributes in the students and guide them in their studies and in co-curricular and extra-curricular activities.

The mentors discuss their personal problems inside as well as outside the classroom and motivate their students to develop qualities like leadership, cooperation, collaboration etc. As mentor, each teacher educator follows the professional code of conduct determined by the institution and helps to create Self-discipline and conducive professional environment and helps student to develop professional attributes effectively.

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

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

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

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

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

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

Case 1

Presentation based on Jigsaw technique of cooperative learning under EPC-1: Engaging students with Journalistic Writing, was organised on 13th February 2024 for B.Ed. Semester I 2023-25.

Students were asked to prepare a Power Point Presentation on the given topics and present before the audience. The presentation aimed to provide a rich learning experience through ICT tools to enable them to engage diverse classroom context, to assess the quality and efficacy of the resources and tools available to access and suitably modify open educational resources.The objectives achieved are: a) Skill of writing and speaking; b) Developed capacity to identify relevant information, c) Inculcated competencies like synthesis-analysis, problem solving, critical thinking, reasoning, etc.; d) Inculcated habit of cooperative learning and team work.

Case 2

Research and Publication committee of DIPSER publishes inhouse annual magazine "Dev Vanee" and quarterly wall magazine "Deebali". Student teachers of B.Ed., D.El.Ed. and M.Ed. showcase their creativity in the form of poetry, Quotes, paintings, stories etc. in both the publications. These kind of activity DIPSER organises regularly to sensitize the student teacher of the institute to develop their creativity, intellectuality and thinking skills.

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

2.4 - Competency and Skill Development

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

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

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	**Three of the above**

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

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

All of the above

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

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

Three of the above

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

The institute has a very systematic internship programme for its D. El. Ed., B. Ed. and M. Ed. student-teachers. The Institute sends a letter containing full details of student-teachers to the Director, JCERT, Ranchi for allotment of government schools wherein they can successfully complete their internship. The application consists of the list of student-teachers for whom the internship needs to be provided. Director, JCERT authorizes the request and specifies the institutes with a letter detailing out the internship information and the rules to be followed. The principal of our institute deputes a mentor to meet the Principal of the allotted school with the letter of the JCERT. The students are well prepared in the Institution through microteaching programme before going for internship. The teachers of the institute are allocated schools with the help of a duty roster prepared by the institute.The teachers of the institution play the role of observers, noting the performance of student-teachers The performance of the student teachers is assessed with the help of an observation schedule.

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

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

2.4.9.1 - Number of final year students during the academic year

214

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

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

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	View File

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

The institute has a very systematic and effective monitoring mechanism during internship programme for its D. El. Ed., B. Ed. and M. Ed. student-teachers. The Institute sends a letter containing full details of student-teachers to the principal of the concerned school. The team of student teachers headed by the group leader. They start their practice teaching under the able guidance of the principal and concerned guide teachers at that school. Time to time the college sends observers/ supervisors to the schools for the monitoring of the practice teaching of the pupil teachers.The

students are well prepared in the Institution through microteaching programme before going for internship. The teachers at the institute are allocated schools with the help of a duty roster prepared by the institute. The teachers of the institution play the role of observers, noting the performance of student-teachers The performance of the student teachers is assessed with the help of an observation schedule.

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

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

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

27

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

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

8

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

27

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

243

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

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

All the teacher educators of our institute update themselves continuously to improve their potentials. They equip themselves with the latest development in the field of teacher education.They do this by continually developing in information technology and through regular visitors of the library. Our avenues for enhancing their knowledge and skills, are done by publishing papers and attending conferences, seminars, symposium, workshops and training programmes. Faculty members also attend lectures using online /ICT resources through different internet sites like NCTE, MHRD, NCERT, UGC etc.In addition to the above, DIPSER organizes In-house discussions on current development and issues in education. The teacher educators also organise in-house seminars, group discussion etc. on the current development and issues in education wherein contemporary issues are discussed formally and informally. The faculty members also share information with colleagues with other institutions on policies and regulation and share knowledge, information and skills through talks, discussions, texts, Whatsapp, mails etc.

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation for B.Ed. & M.Ed. programmes are done as per norms set by SKM University, Dumka. For D. El. Ed.programme, it is specified by Jharkhand Academic Council, Ranchi. Since 2015-2017, the internal evaluation of B.Ed. and M.Ed.Programmes is done primarily through Projects/ Assignment/Presentations and

Written Tests which aim at fostering peer learning as well as honing public speaking skills of students.D.El.Ed. Programme contains 14 courses in which 2 courses(Computer Application and Community Life) are completely practical. The marking ratio of external and internal evaluation in B.Ed. programme is 80:20, except in courses like EPC-2 (Drama and Art Education) and EPC-3 (Critical Understanding of ICT). The M.Ed. course comprises of 15 theory courses of 100 marks each with 20:80 ratio of internal and external evaluation. Internal evaluation of theory courses are done through mid-term written examinations. The M.Ed. programme also contains practical courses comprising Semester based activities (SBA) and has different Internal evaluation patterns. SBA -105 (Communication & Expository Writing) and SBA-106 (Self-Development) contains 25 marks each and are evaluated through Projects/Assignments and Presentation. SBA-205 (Internship – I,) is evaluated through participation and performance of learners in activities like classroom teaching and Micro Teaching practices.

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

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

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

The student writes an application describing her grievances with attached relevant documents to the controller of examination of SKM University, Dumka, through the Principal of the Institute.The Principal recommends relevant corrections and forwards the application to the Controller of Examination of the University.Further, university authority takes needful action to sort out the grievances and informs the Institute about the result. The mentioned process of grievance redressal is applicable to B.Ed. and M.Ed. students as their examinations are governed by the University. The grievances for examination of D. El. Ed. are addressed to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand.The procedures for lodging grievances are as follows:

The student writes an application describing her grievances with attached relevant documents to the Secretary, Jharkhand Academic Council (JAC), Ranchi, Jharkhand, through the Principal of the Institute.The Principal recommends relevant corrections and forward to JAC Ranchi, Jharkhand. Further, Jharkhand Academic Council (JAC) authority takes needful action to resolve the grievances and informs the institute about the result.

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

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

DIPSER conducts all academic, co-curricular and extra-curricular activities as per the academic calendar. This includes internal evaluations also. The Academic calendar of the Institute is prepared by the Academic Committee along with the course coordinators mentioning the tentative schedule of examinations, class tests, and other evaluation activities in accordance to the affiliating university's academic calendar. DIPSER has a strong component of formative assessment. Students' development in their subject areas and other co-scholastic activities is monitored through continuous and comprehensive assessment and feedback mechanism. The assessment in school experience/ practice teaching work is done on day-to-day basis.The teachers of the institute act as supervisors to administer the practice teaching activities of the students and assess the classroom teaching activities of the student teachers meticulously.The Action Research, Case Study Projects and Dissertations are also assessed by the concerned supervisors. Dates for the tests/submission of assignments are mentioned in the Academic Calendar, notified on the Institute Notice Boards and are also announced by faculty members in the respective classes at least a week in advance. After checking, the answer sheets/ assignments are shared with students and marking pattern is discussed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process at DIPSER is aligned with the PLOs and

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

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

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

on the efficacy of the teaching-learning process, and learning outcomes, gauged through of each course, is monitored thoroughly.

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

The assessment of dissertations of M.Ed. students are evaluated by external examiners.Yet another parameter for evaluating the efficacy of our programmes is the current status of our Alumnae, which is tracked by the Institute Placement Cell which maintains a data base and updates it regularly.

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

2.7.4 - Performance of outgoing students in internal assessment

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

237

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

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

The content of the three courses - D.El.Ed., B.Ed. and M.Ed. offered at DIPSER are planned and delivered meticulously with utmost attention to quality and with learning needs of students.The D.El.Ed. course aims to develop a better understanding about their learners, helps to prepare the content appropriately and develops their teaching skills for the primary level. The B.Ed.course provides opportunities to acquire knowledge and competencies required for effective teaching-learning process at the secondary stage. Similarly, the M.Ed. course provides opportunities to study new methods in teaching and educational research and imparts education on different aspects of education including instruction, curriculum, counselling, leadership, and educational technology. Performance of students in different subjects reflects explicitly the level to which inputs have been delivered as per their initially identified learning needs are catered to. At DIPSER, the student teachers of D. El. Ed. secured over 60 % marks in their final examination. Similarly, 175 out of 178 B.Ed. students and 14 out of 14 M.Ed. student teachers secured more than 60 % marks. Hence, it can be said that our Institute take cares the initially identified learning needs well.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://dipserdocs.dipsercollege.info/dipserdocs/sss.xlsx

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**One of the above**

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

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

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

3.2 - Research Publications

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

00

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

00

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

9

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

554

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

1878

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

1878

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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

DIPSER engages in various outreach activities within the neighborhood community to sensitize students to social issues and promote their holistic development. These initiatives are organized under the institute's NSS (National Service Scheme) Unit, with plans formulated at the beginning of each academic year. The activities are overseen by the Principal and coordinated by the NSS Programme Coordinator, with support from other faculty members.

Key outreach programs conducted by the NSS Unit include blood donation camps, environmental awareness initiatives, library visits, street plays, tailoring classes, plantation drives, and malaria awareness campaigns. Additionally, activities such as Swachh Bharat Abhiyan is also organized. Students actively participate in development initiatives in the village adopted by the parent organization, Dev Sangha Seva Pratishthan (DSSP).

Through these extension activities, students gain valuable insights into community needs and the critical role of teachers in fostering societal development. Participation in such programs helps students become more empathetic, confident, and adaptable. These experiences not only enhance their self-esteem but also equip them to embrace change with an open mind, ultimately shaping them into responsible and well-rounded individuals.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

4

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

01

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

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

DIPSER is very sensitive towards the teaching learning needs of its student teachers. It has separate classroom for each unit of 50 student teachers. It has 10 classrooms, 2 lecture halls and an auditorium, all well-furnished and equipped with LCD projector and computer. The auditorium is also equipped with Public Address System. It provides facilities of well-equipped laboratories – Psycho-lab, Language lab, ICT lab, Bio-Science lab, Physical Science lab, Mathematics lab, Social Science lab, Computer lab with LCD projector, Art and Craft resource centre etc. It has one assembly hall equipped with public address system also used as multipurpose hall. This hall is also used as multipurpose hall.

DIPSER has common room for students. DIPSER provides adequate facilities for games and sports. It has a play-ground for outdoor games. It has its own Basketball Court and Volley Ball Court apart from its play-ground. It also provides facilities for indoor games like Chess, Carom, Table Tennis etc. our College regularly organises Yoga sessions for our student. Our College has well equipped Art and Craft resource centre and Music centre for developing and organising cultural activities. Hostel with dining facility is also available in the institution with the total intake capacity of 83.

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

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

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

11

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

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

2.3792

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

4.2 - Library as a Learning Resource

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

Library automation refers to the use of technology and software

systems to manage library operations, streamline tasks, and improve efficiency. Key features include cataloguing, where materials are digitally indexed for easy retrieval; circulation management, which tracks the borrowing and returning of items; and acquisition, facilitating the purchase and management of new materials. Automation also supports user account management, allowing patrons to access services online, renew loans, and place holds. Additionally, it enables inventory control, ensuring accurate record-keeping of the library's collection. Overall, library automation enhances resource sharing, reduces manual labor, and improves user experience through quick and accurate access to information.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	https://dipsercollege.info/library/
Any other relevant information	[View File](#)

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

A gateway for remote access to library resources enables teachers and students to access academic content, such as journals, e-books, and databases,from anywhere. This is typically achieved through tools like EZproxy or Open Athens, which act as intermediaries between users and library resources.Users authenticate via their institutional credentials, ensuring secure access while maintaining compliance with licensing agreements.Once authenticated, the gateway masks the user's location, making it appear as if they are accessing the resources from within the institution. This allows access to materials that might otherwise be restricted based on location. The system often integrates with Learning Management Systems (LMS) and supports Single Sign- On (SSO), simplifying the login process. This setup ensures that educational resources are available 24/7, supporting continuous learning and research regardless of the user's physical location.

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

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

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

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

68797

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

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

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

249

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	**No File Uploaded**

4.3 - ICT Infrastructure

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

ICT Facilities

The institution is totally technology enabled. There is 24*7 internet and Wi-Fi connection available for the staff and students. We have 14 LCD projectors, 79 Computers, Two Server Computers, audio-visual equipment like television, CDs and DVDs, DVD player, microphones (wireless), speakers, amplifier, mixer, camera and video

camera.The Available ICT facilities in the institution are as follows:

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

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

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

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

Technology Enabled Classrooms: All the classrooms are well furnished with computers & LCD projectors.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

9:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/shorts/rP-4lI3BL8U
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	https://www.canva.com/design/DAGMup6PWik/l4FjqmODfkOxPVwkE9Z9nQ/edit?utm_content=DAGMup6PWik&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

18.17

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

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

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

The maintenance function is responsible for the activities to maintain physical, academic and support facilities – laboratory,library, sports complex, computers, classrooms and others places.

The activities of maintenance and purchase are coordinated by coordinator of Maintenance committee and executed by all members as per the task assigned to them.

File Description	Documents
Appropriate link(s) on the institutional website	https://dipsercollege.info/institutional-activities/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal	**Five fo the above**

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

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

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

C. Any 2 of the above

appropriate committees

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
109	**177**

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

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

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

31

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

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

71

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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

Student council provides them an opportunity to develop leadership quality by organizing and carrying out institute activities they learn to execute responsibility sincerely.

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

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

48

File Description	Documents
Data as per Data Template	[View File]
Reports of the events along with the photographs with captions and dates	[View File]
Copy of circular / brochure indicating such kind of events	[View File]
Any other relevant information	[View File]

5.4 - Alumni Engagement

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

The Alumni Association plays a vital role in the development of an institution, fostering a lifelong connection between alumni and their institution . They also provide expertise, mentorship, networking opportunities and enriching students' educational experiences.

They also provide valuable feedback for the benefit and development of the institution. Alumni associations promote the institution's reputation by shairing their insights and best practices, informing curriculum development and institutional strategic planning . Alumnae Association contribute by mentoring and career guidance, internship and job placement support and Event organization (reunions).

By engaging alumni in institutional development, the association Strengthens institutional reputation, enhances student outcomes, fosters lifelong learning and networking, supports strategic growth and innovation. A vibrant alumni association is essential for an institution's growth, reputation, and sustainability.

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

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

06

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students

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

The Alumni Association supports the institution in motivating students and nurturing special talents through Workshops and Guest lectures. Alumni-led sessions share specialized knowledge and skills and facilitate connections, advice, and opportunities. Alumni help student by providing their valuable feedback and guidance . Alumni-Student engagement platforms like Online forums, social media groups, and regular meetups foster continuous interaction, Boosts student confidence and motivation, Fosters skill development and innovation, Enhances institutional reputation and strengthens alumni-student connections while fostering lifelong relationships between alumni and the institution. Alumni-student interactions facilitate connections, advice, and opportunities in between alumnae members and student teachers of DIPSER.

Re union program, Guest lectures and Health awareness programs and voter awareness program are the most popular events organised by Alumnae association of DIPSER in this year 2024. The alumnae association also publishes e- magazine named as DEV VARTA.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The governance at DIPSER is affected through a three-tier leadership structure. Leadership at the Top level, Leadership at the Institutional Level, Leadership at the functional level. The management of DIPSER is steered by its Governing Body which takes strategic decisions at the macro-level and guides the institute in its quest to pursue the vision, mission and goals. Secretary, DSSP/

DIPSER is the Chief Executive Officer of the Institute and oversees all its functions. Leadership at the Institutional Level is looked after by the Principal who is the head of the Institution. He is entrusted with the responsibilities of running the administration of the institution on a day-to-day basis and ensures that the decisions of the Top Management are implemented effectively. The progress of an Institute lies in the effective implementation of strategic plan and effective implementation of the same. Leadership at the functional level supported by IQAC and different committees. The IQAC Committee looks after the quality aspects of all functions are coordinated by the Internal Quality Assurance Cell (IQAC). The IQAC is responsible for all quality matters at DIPSER.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Institute has a decentralized structure for decision making where Principal, with help of the functional committees, execute the decisions of the Governing Body. While the IQAC Team implements the Quality System in the institute, individual functional heads and their teams are responsible for implementation of Quality System in their own areas. The Academic Committee manages all academic matters including preparation and implementation of Academic Calendar, facilitating admission, conducting examinations and Evaluation (Internal), preparation of Time Table, distribution of syllabus etc. The Research and Publication Committee looks after academic research and publication and the Library Committee manages the functioning of the library. There is a NSS Committee that coordinates different sports and games. Similarly, the Cultural committee plans and organises cultural events. The IT committee ensures smooth functioning of all information technology equipment and ensures

proper functioning of computer lab, language lab and ET lab. It also maintains the institute website. Grievance redressal committee looks after the students' grievances and their redressal. The Alumni network interacts with government and nongovernment organisations and helps students in career, planning, internship and placement. Similarly, the Placement cell helps students in preparing students for placements by updating their profile and providing technical guidance.

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

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

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

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

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

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<u>View File</u>
Any other relevant information	<u>View File</u>

6.2 - Strategy Development and Deployment

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

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

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

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

The functioning of DIPSER is guided by the Governing Body of DIPSER. The Governing Body works in tandem with the apex administrative body of the parent organization DSSP and looks after the functioning of the institute.The Secretary is the administrative Head at DIPSER. The Secretary vests all powers, including financial powers and functions as per the guidance of the excutive committee of Dev Sangha Seva Pratishtan, the parent body of the institution. He is supported by the Principal who implements the decisions of the General Body.

The Principal is supported by functional coordinators and IQAC in discharge of her work. The Committees look after a specific functional area. Each Committee is a team of committed teachers/non-academic staff and is led by a coordinator. The recruitment of teaching staff is as per the UGC/NCTE norms; that of non-teaching staff as per the Affiliating University/NCTE. The promotional policies for teachers are performance oriented as is measured through the Performance Appraisal System.

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

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

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

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

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

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

One of the decisions (Point 8) taken in the meeting of the GB held on 14th May 2022 and successfully implemented relates to the recruitment of the Principal, Associate Professor, Assistant Professor, Librariyan and other non teaching staff against vacancies in the Institute. Subsequent to the Meeting an advertisement (dated 26th July 2023) for the above post was prepared and published in the leading dailies of East India and uploaded in the Institute website. The applications received were scrutinized and candidates were shortlisted based on eligibility criteria and merit. Interviews for the above posts was conducted on November 28-30, 2023 and the list of the selected candidates were sent for approval to the SKMU and completed.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

A series of welfare measures are provided by DIPSER to its teachers and non-teaching staff. Employees Provident Fund is applicable to all permanent employees as per rules and employees and employers (same amount) contribution as decided by the Govt along is deposited timely online. The Gratuity Scheme is applicable to the employees. In addition, HRA is also paid to the employees. One of the important welfare measures is provision of highly subsidised hygienic vegetarian meals made available to the teachers and non-teaching staff of the Institute on demand at the Institute's modern dining hall. The Teachers and non-teaching staff are also provided free accommodation and proper health care arrangement as per their needs.

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

00

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

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

3

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

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

49

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

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

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

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

1. Assess employees' performance w.r.t. the set tasks and targets

2. Gauge the disposition of employees towards their assigned task and their capability to accomplish them successfully.

3. Identify strengths and weaknesses and explore areas needing Improvement.

4. Identifying employees with potential for taking up more challenging assignments in future

5. Enable management to decide necessary actions more objectively.

6. To facilitate the process of key human resource development through performance planning, self-review and performance analysis.

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

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

6.4 - Financial Management and Resource Mobilization

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

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

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

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

0

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

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

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

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

6.5 - Internal Quality Assurance System

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

The Quality aspects of all functions are coordinated by the Internal

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

48

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

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

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

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

Example-1: Enhancing Quality of Academics

1. New teachers appointed to run the classes smoothly with new

age teaching methodologies using practical, workshop,

seminar, and practice sessions.

2. All classrooms are equipped with latest LCD projectors for

using ICT based teaching.

3. Learning made more student-centric by adopting experiential

learning and problem-solving methodologies

4. Three Coordinators for D.El.Ed., B.Ed. & M.Ed. managing

duties under the guidance of Principal & Management

exhibiting decentralization of authority.

5. Digital Initiatives of Library System and enhancement of

quality of Dissemination of Knowledge

Example-2: Development of Infrastructure

- New classrooms and new furniture in all classrooms.
- Renovation of computer laboratory with computers with latest Configuration.
- LCD projectors & Computers in all classrooms
- The Campus enabled with hi-speed Wi-Fi facility
- Installation of Bio-Matrix attendance for employees andStudents.
- IP base intercom facility for smooth functioning of theAdministration.
- CCTV cameras for better surveillance and security in the campus.
- Online fee collection facility
- Solar Panels installed to provide uninterrupted electricity in the campus
- Updated Fire safety measures.
- Generator for power backup.
- Water cooler/Filter.
- Vanding machine.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Dev Sangha Institute of Professional studies and Educational

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

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

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The waste management of the institution is handled by DSSP. The waste is collected, segregated and deposited at a place fixed by the Deoghar Municipal Corporation from where it is further taken away by the Corporation's disposal van in regular interval. In addition to that Institution has developed system of the rainwater harvesting which is used for the purpose of recycling through underground reservoir. Another reuse system in the Institution is the use of already used paper in craft department where students learn and prepare improvised materials as TLM.

Reuse is a key component of waste prevention and also the second prioritized strategy for achieving sustainable development. The institution has also installed an incineration system for the disposal of napkins. Dry waste products are allowed to decompose and garden waste products are often burnt and disposed off. Dustbins are placed at regular intervals to dispose of solid waste generated every day. Another challenge of taking responsible waste management would be the effectiveness of strategies like information strategies such as educational campaign may receive quick responses and therefore, the College organises awareness programme from time to time.

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

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

Three of the above

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

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

Three of the above

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

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

DIPSER is committed to maintain cleanliness for which sweepers are hired. Every day the campus is cleaned and sanitation is maintained.

All the bathrooms of the College and the hostel are cleaned daily with high quality bathroom cleaner (disinfectant).

The incinerators were installed in some bathrooms of hostel for burning the sanitary pads to maintain cleanliness and sanitation.

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

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

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Four of the above

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

DIPSER is an Institution engaged in imparting professional education and is exclusively focused on girl students. Students come here to be educated as teachers and teacher educator from near and far off places, mainly from Jharkhand and adjoining areas. take admission to learn and become self-dependent. Being the only women's College for Teacher Education offering three programmes i.e. M.Ed., B.Ed. and D. El. Ed., the institute is engaged in exemplary work of imparting knowledge to the socioe conomically underprivileged women form these under privileged areas, thereby empowering them through education and thus helping the local populace.

The students from far off places who fail to get accommodation in the College hostel, gets place for accommodation in the nearby locality. The congregation of learned women in the society enrich the people of the community not only financially but educationally also. They create learned community along with the local folk and take active participation in all kinds of community activities and social functions. The College organises blood donation camps, programmes on Swachchh Bharat Mission and other community development initiatives. The student teachers of our College also provide services to the Kanwarias who visit 'Baba Baidyanath Temple' in the month of Shrawan. This is done to inculcate in them the spirit of service to humanity.

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

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

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

7.2 - Best Practices

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

Best Practice 1: Distinguished Lecture Series

The Distinguished Lecture Series (DLS) brings renowned experts to institutions for lectures, workshops, and interactions, exposing students and faculty to cutting-edge research and industry practices.

Objectives:

Expand knowledge through new perspectives and advancements.

Inspire intellectual curiosity and learning passion.

Facilitate collaboration and networking.

Enhance institutional reputation.

Obstacles:

Scheduling conflicts with speakers' busy calendars.

Limited audience engagement and interaction.

Impact:

Broadened knowledge and intellectual stimulation.

Career development through research inspiration.

Industry collaborations and elevated institutional profile.

Resources:

Financial: Speaker fees, travel costs.

Human: Coordination staff.

Technical: Audiovisual tools.

Venue: Auditorium facilities.

Best Practice 2: Student Exchange Program

The Student Exchange Program allows students to study at host institutions, fostering academic, cultural, and personal growth.

Objectives:

Academic enrichment through diverse systems.

Cultural exchange for global understanding.

Personal development via adaptability and independence.

Obstacles:

Financial costs, language barriers, and cultural adjustment.

Impact:

Enhanced academics, cultural awareness, and life skills.

Resources:

Financial: Tuition, travel, living costs.

Support networks and language skills.

Best Practice 3: Village Activity

Village Activity involves partnering with rural communities for sustainable development.

Objectives:

Socio-economic growth, education, healthcare, and infrastructure.

Environmental conservation and women's empowerment.

Obstacles:

Community participation, funding, bureaucratic hurdles, and sustainability.

Impact:

Improved livelihoods, health, education, and empowerment.

Resources:

Human: Volunteers and professionals.

Financial: Project funds.

Partnerships and infrastructure support.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

Emphasis on Professional Development of Prospective Teachers The College remains committed to building leadership, conscious citizenry and active participation of women teachers for furthering national developmental goals.

As such 05 (Five) Value-Added Short-term Courses are being offered to the students to hone their knowledge and skills that would help them in their career after they pass out of the College, These 05 courses are as follows:

1. Soft skills

2. Computer application in teaching Course

3. Spoken English

4. Visual Arts

5. Musicology

The aim of these Value Added Courses are to provide additional learner centric, graded skill oriented, technical training, with the primary objective of improving the employability skills of student teacher. Besides, students are exposed to the valuable insights of renowned scholars, academicians and people of eminence through the Distinguished Lecture Series.

Mission of Empowering Women: The College education aims towards capacity building for teaching, improved health and quality of life and communication for desirable behavioural change. The disciplines are artistic, creative, culturally rooted and contemporary. These experiences enrich education, research and curriculum development and expand the quality of academic work across specializations.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File