

Apex Manual



[No. : DIPSER/APX/001/MAN Edition: 1/ Rev-1]



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

Bompas Town Post – Dev Sangha

Dist.: B. Deoghar, Pin: 814114

Deobisly
19.02.2024

Principal

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Studies & Educational Research,
(DIPSER) Deoghar (Jh.)

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Beebika
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PROLOGUE

Apex Manual is the Master Policy Document of DIPSER that incorporates the inherent spirit of the institution that propels its energy towards attainment of its goals on a continuous basis.

The Apex Manual of DIPSER is a well-articulated document that defines the quality system of the Institute and enunciates the functioning of the institution. As a central document, it provides an overview of DIPSER, pronounces its guiding philosophy, illustrates the organization structure and describes the various activities that it performs to continually sustain a superior quality of its output it pursues to achieve its vision.

The Apex Manual is an affirmation of DIPSER's commitment to continually enhance the quality of quality of academic and related activities and a guiding light that propels DIPSER's quest to achieve excellence.

Dated: 07.02.2022


(Asim Kumar Chatterjee)
Secretary DSSP & DIPSER


19-02-2022
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PRAYER



“Aa maayantu bramhacharinah swaha
Bi maayantu bramhacharinah swaha
Pra maayantu bramhacharinah swaha
Da maayantu bramhacharinah swaha
Sha maayantu bramhacharinah swaha”

-Taittiriya Upanishad 1/4/2

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



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INSTITUTION: AN INTRODUCTION

Dev Sangha Institute of Professional Studies & Educational Research (DIPSER) is a premier institution for teachers' education and is located in Deoghar district in Jharkhand state of India. The College was established in the year 2001 with the view to produce committed women teachers who would:

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

Situated adjacent to Dev sangha Matri Mandir, the college lies in the lap of Mother Nature and enjoys a healthy, pristine and spiritual ambience conducive to learning. The college is well-connected by road and rail with the rest of the country including Kolkata, New Delhi, Ranchi, Patna and Bhagalpur.

DISPER is a self-financing operating institution that offers three courses, namely Bachelor of Education (B.Ed.), Master of Education and Diploma in Elementary Education (D.El.Ed.). The B.Ed. and M.Ed. courses are two-year full-time undergraduate and master's courses and are approved by the National Council for Technical Education (NCTE) and recognized by Sidhu Kanhu Murmu University, Dumka, the D.El.Ed. Course is recognized by NCTE and is affiliated to Jharkhand Academic Council, Government of Jharkhand. DIPSER is a NAAC certified Institution.

The institute selects 50 students in M.Ed., 200 students in B.Ed. and 50 students in D.El.Ed on the basis of merit. In June, 2009, the name of the college has been included in the list of colleges prepared under section 2 (f) of the UGC Act, 1965 under the head Non - Government colleges teaching up to post


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graduate degree. The college has got the linguistic minority status in December, 2010 from the Government of Jharkhand.

The unique feature of DIPSER College of Education is that it is the only professional college for women under the University. Women empowerment through their education has been the crying need of this region. Mother is the first teacher of a child. Educated mothers create educated citizens. This is the vision of Acharya Saumyendra Nath Brahmachary Ji, the founder of Dev Sangha Seva Pratisthan. So, the women representing the symbol of Mother have been focussed to be trained professionally as teachers.

The college admits only girl students who come from different parts of Jharkhand state and also from other states of India. Also, they are from different caste categories namely General, OBC, SC and ST. The college also has a student self-Government which is formed through democratic selection of some active students to conduct co-curricular activities under the supervision and guidance of the concerned teacher educators.

Futuristic Initiatives

DIPSER has planned to introduce following new courses and take other initiatives in the near future:

- Initiating research / Ph. D. Programme in the field of education
- Undertaking societal Development Programmes such as formation of Self-Help Groups
- Implementing the UNESCO vision of Learning to -Know - Do - Be - Live together
- Initiating innovative courses like crafts for local women, basic health and nutrition
- Enhancement of infrastructural facilities to make this a Centre of Excellence for Teacher Education

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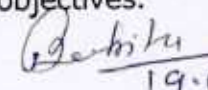
THE LINEAGE

Dev Sangha Ashram, literally the divine association, was founded in 1950 by Srimat Narendra Nath Brahmachary to bring into fruition the spiritual vision of his guru Brahmarsi Satyadev the spiritual successor of Acharya Bijoy Krishna Chattopadhyay who in turn received his spiritual initiation through Mahatma Sri Sri Tailanga Swami. Brahmarsi Satyadev had scaled the highest level of spiritual ascent enshrined in the Vedas and the Upanishads. He crystallised this into a comprehensive methodology for one's personal spiritual growth and societal well-being through his famous book "Sadhan Samar" (The Spiritual Crusade). Sadhan Samar offers the Methodology of Self Realisation - "Satya Pratistha." Dev Sangha follows the glorious tradition of Collective Prayer, Chanting of Mantras and Puja as one identity, "EKAM"

Dev Sangha is working persistently to resurrect the affirmative interpretation of the philosophy of life as propounded by Ancient Rishis (Saints) of Upanishads (Scriptures) in India. It emphasises harmony of material pursuits as the essential foundation for spiritual aspiration. Maa Haimavatee is the reigning deity of Dev Sangha Ashram

Dev Sangha Institute of Professional Studies and Educational Research (DIPSER) is under the control and management of Dev Sangha Seva Pratisthan (DSSP), a registered body under the Societies Registration Act.

DSSP is a like-minded association of educationists, artists, professionals, industrialists and businessmen, leaders in their respective fields, amply qualified and experienced to provide necessary direction for the successful management of the Institute in order to ensure that it becomes a model Institute in the National context and towards its professed objectives.


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INSTITUTIONAL FOCUS

Mother is the first teacher in the life of every child in the world over. The first lesson she teaches her child is to address her as Ma, Mom, Mummy, Amma, Ami and the like. This she does with a lot of care and 'Pyar' i.e. love.

Mother Nature has bestowed women with the mother instinct. So DIPSER College of Education has chosen women as the focus to produce good teachers who will be able to transform the society, may be slowly but surely.

Located in the state of Jharkhand, which probably has the maximum percentage of illiterate women, DIPSER College of Education has focused on empowering women through education and through them helping upliftment of the society.

It is with this deference that DIPSER prays the Divine Mother to manifest in the hearts of all the student - teachers of the institute to bless Dev Sangha Institute of Professional Studies and Educational Research (DIPSER) emerge as the Centre of Excellence for Education and Teacher Education in Eastern India soon.

Beahsky
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QUALITY SYSTEM

A well-established and documented Quality System is essential for an institution's growth. It depicts the spirit of the institution, reflects the vision of its founders and reveals the intent of its leadership to translate that vision into reality through times. It also describes the means how the intended goals are to be achieved in the most effective manner, as it treads on its journey to excellence.

DIPSER has a well-articulated and documented quality system which is articulated in the Apex Manual and guides the functioning of the institution. It is the master policy document of DIPSER and incorporates the inherent spirit of the institution that propels its energy towards attainment of its goals on a continuous basis.

The Apex Manual of DIPSER contains Quality Vision, Mission, Goals, Objectives and Core Values of the institution. It also entails the organisational structure & responsibility for Management and various functions and a brief description of how various elements of Quality requirement are integrated to create a synergy in pursuance of organisational goals. It also describes the established documented systems of the institution and explains the processes and application, sequence and interaction of these processes and methods that ensure that these processes are aimed at delivering results. It also explains the process flow and depicts the various processes involved in the system and their inter-relationships. The Manual also portrays the organisational structure of the institution & responsibility of each function at various nodal points and a brief account of how various functions of management requirement are related at overall organisational level for effective delivery of quality education to students.

B. Mishra
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The systems of DIPSER can be explained in two steps – Strategic Level and Functional Level. While the policy formulation w.r.t. planning, staffing, monitoring and control done at the strategic level are covered in this document, the methods of implementation of policies and strategic decisions through effective organizing and coordination done at the functional level.

The strategy formulation and deployment through functional processes are explained in the Manual. It involves review, monitoring and control processes and documents/ records and review for process adequacy are also explained.

Exclusions: Since the finance as well as cash management are functionally managed as per prevailing Government regulations, this function is excluded from the scope of the Apex Manual.

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OPERATIONAL MECHANISM

Monitoring and Control

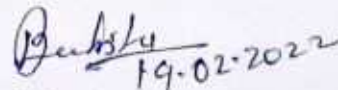
At DIPSER, the Principal ensures that necessary resources are provided for implementation of the Quality Management System. The Principal, with the help of IQAC, is responsible for monitoring the process output and implementing actions necessary to achieve planned results and continual improvements of these processes.

The monitoring measurement and analysis of these processes are done by Principal, DIPSER and is reviewed by the Secretary, DSSP & DISPER and the Governing Body of DIPSER. It is done through regular review of performance vis-à-vis the established systems and necessary corrective and preventive action are taken, if deemed necessary.

Documentation Requirements

Documentation is an integral part of Quality management system at DIPSER and includes:

- a) Vision, Mission and Goals of the college which provide the quality intention and direction to all its activities
- b) Core Values of DIPSER which are to be achieved through different functions to fulfil the vision of the institution
- c) Quality documents which includes the Procedures and formats/ checklists that enable accomplishment of various activities during all phases of work.
- d) Records of various services offered at different stages and feedback for review of service performance and improvement.
- e) Strategy Development Process
- f) The Apex Manual of DIPSER which contains the above.


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Control of Documents

The control of documents – Apex Manual, Procedures, Checklists, Formats and Data is done by the Head of DIPSER with the help of IQAC. All Quality documents, as mentioned above are issued after approval of the Head of DIPSER and issued by the IQAC.

A hard copy of each of the document of the Quality Management System of DIPSER is available with the Head of DIPSR and IQAC for reference. The related documents are also available with the respective Coordinators.

The Secretary, DSSP and DIPSER alongwith the Head of DIPSER, the IQAC and Functional Coordinators, reviews the documents periodically for their adequacy. Any change in any document has to be approved after review of the same by the competent authority of the original document. Any change in reviewing and approving authority needs the approval of Head of DIPSER. The changes in the latest revision of all documents with respect to the previous version will be clearly marked.

Record Maintenance

Quality Records are retained to provide objective evidence that work is being carried out in accordance with the documented Procedures and work instructions.

- It is the responsibility of the individual Functional Facilitator to identify, index, file, store, maintain and dispose-off quality records concerning his function and to ensure that the records with respect to his function are maintained according to the specified procedure.
- It is the responsibility of IQAC to keep the records related to Control of Documents, Internal Audit, Management Review, the Office orders with respect to Quality System and External Assessment of the Quality System of DIPSER.


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Summary

To summarise, the Manual gives a description of the institution and its genesis, explains its vision, mission, goals and core values and talks about the strategy creation and deployment as it strives to pursue its mission on a continuous basis. It also talks about the human factor that gives life to the institution and the intrinsic bonds that binds it together and helps in its growth and development.

B. Debsingh
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VISION, MISSION, GOALS AND CORE VALUES

The college is guided by a well-defined vision, mission, goal and core values, as enumerated below.

Vision:

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

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

Accordingly, DIPSER strives to realize the integration of theory with practice in all aspects of Teacher Education and encourage its sustainable development.

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

Mission:

- To impart Teacher Education for emancipation of girl students, hailing largely from tribal and stressed economic/social background, and enable them to attain a level of respectable self-dependence
- To add to the strength of value-based teacher-mothers in the country so essential for educating and building up humane young members of a redeemed society

Babita
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- To create a conducive educational/cultural climate in the College for spontaneous and sustainable development of both teacher and taught, in the process kindling in them a sense of mission – to give caring, committed education to their students
- To promote mutual bonding among students themselves as well as with teachers, and develop the traits of caring and sharing, as well as purposeful ownership involvement in academic and co-curricular college activities
- To promote the culture of research and meaningful innovations in the area of Teacher Education

Goals:

DIPSER aims to relentlessly pursue the following goals in its quest to pursue the vision of its great masters.

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

Deebika
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Core Values

The following core values are the five pillars that provide the inner strength to the institution and guide all its endeavours at all times.

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

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ORGANIZATION STRUCTURE

DIPSER has a three-tier organization structure. The institution is governed by the Governing Body which is the apex body of DIPSER and monitors and administers DIPSER through its Secretary.

Principal, DIPSER runs the day-to-day functioning of DIPSER with the help of five major committees – Academic, Research and Publication, Sports and NSS, Information Technology (IT) and Library committees.

The Quality aspects of all functions are looked after by the Internal Quality Assurance Cell which in close coordination with other functions seeks to uphold quality in academic and related services at DIPSER.

All these levels of the institutional structure are integrated and together constantly pursue their assigned tasks and targets and strive to achieve the vision of DIPSER. The organogram of DIPSER is illustrated below:

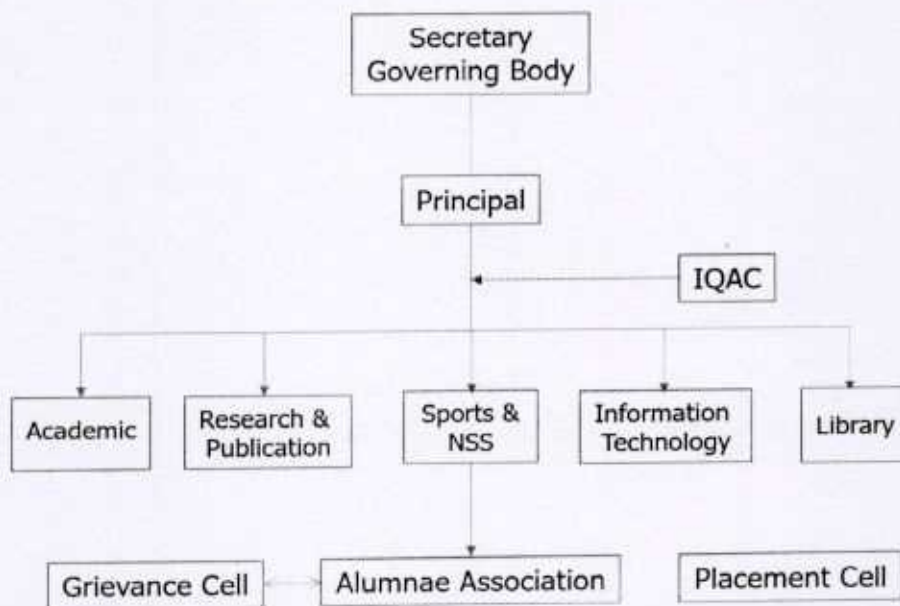


Fig: 1 - Organogram of DIPSER

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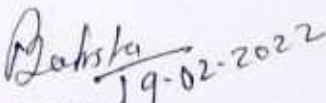
The hierarchy of the organization, the details of the organization structure and the activities being performed by each function is an explicit part of the strategic framework of DIPSER and is explained in the following paragraphs.

Management

Dev Sangha Institute of Professional Studies and Educational Research (DIPSER) is steered by the Governing Body in line with the strategic decisions and guidance of the Executive Committee which is the apex body of the parent institution Dev Sangha Seva Pratishthan (DSSP), a registered body under the Societies Registration Act. It is the parent body that oversees the functioning of DIPSER in consonance with the spiritual ethos of its parent body – Dev Sangha Seva Pratishthan (DSSP).

DIPSER is managed by a body of committed educationists, artists, professionals, industrialists and businessmen, leaders in their respective fields, highly qualified and experienced to provide necessary stewardship for successful management of this institution and ensure that it becomes a model Institute in the National context and towards its professed objectives.

The functioning of the institution is looked after by the Principal who is the head of the college. He is entrusted with the responsibility of running the administration of the college and ensuring that the decisions of the managing committee are implemented effectively. He is also responsible for implementing and preservation the decisions and future directions given by the Governing Body from time to time in letter and spirit and ensure that all necessary resources are made available for the growth and development of the institution continuously.


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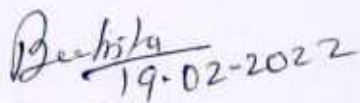
The Principal is supported by the functional Coordinators who, alongwith their teams ensure that all activities of their respective functions are planned and executed meticulously. The different Committees report to the Principal. And consist of Faculty members manage the different activities of each function and work in close association with each other.

The functions supporting the functioning of DIPSER are as follows:

- Academics
- Research & Publication
- Sports and NSS
- Information Technology
- Library

DIPSER also has three specialized Cells- Grievance Cell, Alumnae Association and Placement Cell which, as the name suggests work in their respective areas.

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. It is the prime responsibility of IQAC to initiate, plan and monitor various activities that are necessary to increase the quality of the education imparted in the institution. It 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.


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STRATEGIC MANAGEMENT

Strategy is the pattern of major objectives, purposes, or goals and essential policies and plans for achieving those goals, stated in such a way as to define what professional endeavour the institution is in or is to be in and the kind of institution it is or is to be.

The core of its strategies at DISPER is founded upon strong ethical values and beliefs of its great masters and is reflected in its vision and mission. It aims at nurturing a nationally integrating consciousness for the future teachers, who shall be able to work successfully on an international canvas of 'one world' with a view of achieving higher levels of quality and excellence. There is thus a constant quest to attain a higher state of 'being' that is aligned with the golden tradition and cultural heritage of our country, acquire the philosophy of developing human resources with an ethical and value-based mind set and adopt the moto-'Think Globally, Act Locally'.

DISPER is committed to enhance educational excellence of its students through continual improvement in the Quality of Academic and related Support Services. At DISPER, there is a well-laid out strategic plan that is aligned to the vision of the institution. There is also a meticulously configured strategy deployment and deployment mechanism which is followed across the institution.

The approach starts with defining the strategic thrust areas, identifying key enablers for achieving each focus area and the critical factors that are crucial for its success. DIPSER aims to pursue its much-valued Vision by a strategy that endeavours to continually enhance students' learning for their personal and professional development.

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The strategy is hinged upon seven critical thrust areas that guide all efforts of the institution to achieve its goals successfully. These seven thrust areas are inter-twined and together form an integrated approach that effectively steers DIPSER's plans and actions in a cohesive manner and enables the institution to move forward effectively.

The strategy of DIPSER and the inter-relationship of its thrust areas is illustrated through the following diagram.



Fig: 2 - Strategic Framework at DIPSER

As described, the strategy hinges upon the seven core intrinsic factors at DIPSER which, in harmony with the external environment, function in an integrated manner and create a synergistic effect that in turn have a positive effect on the quality of output necessary to propel DIPSER's quest for excellence. The nuances of each factor are explained in the following paragraphs.

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i. Building Academic Excellence:

Academic excellence is demonstrated ability to perform, achieve, and/or excel in scholastic activities. The strategy for academic excellence includes the following thrust areas:

- Design and delivery of contemporary courses and its periodical review
- Continual enhancement of faculty competence through interaction with knowledge institution, training, research and publication
- Exposure of students to newer subjects through Choice based credit system
- Interface with eminent personalities and institutions
- Innovative pedagogy and increased engagement of ICT in Academics
- Stress on experiential learning
- Active engagement of students in academics
- Development of course material/ teaching modules
- Thrust on need-based extension activities
- Structured objective evaluation of academic initiatives
- Regular academic audit for corrective and preventive actions

ii. Enhancing Infrastructure Support

The institution is equipped with modern infrastructural facilities, essential to delivering quality education to students. The institution has well-equipped classrooms for taking sessions. The theoretical classes are reinforced by practical sessions in laboratories. The institution has science laboratories, language laboratory, social studies laboratory, Mathematics laboratory, Psychology laboratory and computer laboratory for practical classes. The computer lab has computers of latest configuration. WIFI enabled net facility is accessible 24 hours. In addition, the institution has an Art and Craft Laboratory also where students learn art and craft by doing things themselves.

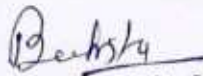
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DIPSER has a separate Academic block for developing and sustaining an environment for academic pursuit, for faculty members. The students are encouraged to have their doubts cleared on one-to-one basis with respective faculty members. The institution has a state of art Conference Hall, a Board Room and a spacious Auditorium with complete audio visual systems and acoustics.to conduct seminars, workshops, presentations etc..

DIPSER has excellent Hostel facilities for students, amidst secure environment with adequate facilities. The hostels have excellent dining facility where nutritious and hygienic homely vegetarian meals are served to the students. Hostels also have lift facility, study room and also a common room with television for their relaxation.

DIPSER has a modern Library with a collection of over 9500 books and subscribes national and international peer reviewed journals and subscribes magazines in English, Bengali and Hindi languages. It also has a rich collection of research dissertation and has online open access to unlimited documents from various databases. The library runs on e-Granthalaya automation system - a Library Management Software developed by National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. e-Granthalaya is useful for automation of in-house activities of library and to provide various online member services. The library also has a reprographic section, database search and reference section.

In pursuance of its firm belief for overall development of its students, DIPSER has extended variety of sports facilities in its campus. It has a fully equipped basketball court, well-developed ground for field games and indoor and outdoor sports equipment and facilities. Students are encouraged to participate in such recreational, sports activities in the college and in other colleges, festivals etc.


Principal 19-02-2022

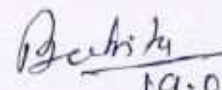
DIPSER activities are facilitated by PCs at all workstations with latest software. All PCs are connected through Wi-Fi. The campus is under surveillance with CCTV cameras that are connected to the main server. The system of attendance of students and employees is through bio-metric system. A string of fire extinguishers are also placed at vantage points to prevent any mishappening in the campus due to fire. First aid facilities are also available in the campus itself. Medical help is available round the clock in the vicinity of the Institution. The institution has its own ambulance to carry students and teachers to hospitals in case of emergency. DIPSER also has a fleet of buses for teachers and students who come from far-off locations to the college.

iii. **Creating and Maintaining a Learning Ambience**

DIPSER provides an infrastructure necessary for the development of a physical, mental and spiritual harmony in students and teachers for their overall growth. Nestled in the tranquil settings of Bompas town at Deoghar, Jharkhand, the campus is spread over six acres and is in perfect harmony with peace & nature. The serene environment provides an inspiration which helps students in pursuing their career goals more effectively. DIPSER fosters a vibrant culture of learning and encourages students towards holistic development in every aspect of life.

Given below are some of the areas that have helped in creating and maintaining a learning ambience at DIPSER.

- Ensuring a superior interface between teachers with students
- Regular interaction across different functions
- Establishing constant academic engagement with other institutions
- Setting up Mentorship to provide guidance, motivation, emotional support, and role modelling for students


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- Active participation of students in social, cultural and leisure activities
- Ensuring transparency in all activities
- Constant monitoring of the quality of facilities extended to students and teachers that affect academic output
- Fostering a culture of collaboration by introducing extra-curricular activities
- Promoting the Use of Technology

There is great stress on strengthening inter-personal relationships, considered necessary for maintaining a learning climate. Besides teaching, students are encouraged to take part in co-curricular activities and sports. Has helped in inter-personal communication between teacher and taught is very cordial and the concept of mentorship has helped in establishing bonds between the students and teachers. Physical education, music and dance, educational tours and celebration of special days help in creating a conducive learning environment to a great extent.

iv. **Research & Publication**

DIPSER has given great thrust on action research that can bring meaningful change in the society. The focus of research is to:

- Ensure meaningful research, especially based on practical issues faced by teachers in the field
- Publish articles based on field experiences and empirical research
- Presenting research in recognised forums – regional, national and international conferences, seminars and conclaves.
- Strive to organise forums for sharing knowledge with other scholars

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Students in the master's program (M.Ed.) at DIPSER pursue compulsory dissertation program through which they explore the hitherto unknown facets of society w.r.t. education and related issues and also validate existing postulations in their domain areas. Teachers, with their rich experience, guide these students in their research work. Out-reach programs undertaken by students as part of their curriculum also enables them to explore important yet hitherto unknown facts and help them to do research on these issues under the able guidance of their teachers.

v. Human Resource Competence

At DIPSER, personnel are broadly categorised as Academic and Non-teaching personnel. It is ensured that employees engaged in performing work affecting the functional output of the institution are competent on the basis of appropriate education, training, skills and experience. As such, the primary focus is on continually enhancing the competence of employees so that they can effectively contribute quality of students' education and related services with constant monitoring of quality vis-à-vis the set parameters.

The competence necessary for employees is monitored continuously through performance measurement, by Principal and Secretary, DSSP & DIPSER. Higher authorities may also record their views on the performance and potential of the employees. The superiors assess the employee competence and potential, which has been demonstrated by achieving expected performance on the job. The appraisal also indicates suitability for promotion to the next grade.

The performance measurement is done through the Executive Performance Measurement System, which indicates performance factors, in terms of tasks and behavioural aspects. The system includes identification of their developmental needs as well.

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Efforts are made to continually enhance competence of employees at DIPSER. This includes classroom training, on-the job training, visit to other institutions, seminars and workshops, awareness programmes and communication exercise by the top management. The faculty competence is also enriched by their constant exposure to contemporary developments in the field of academics through seminars, training programs, conferences and interaction with experts. The non-teaching staff is regularly advised by the top management and exposed to modern methods of work. Other staff members are also exposed to skill-oriented programs that helps in enhancing their skills including their behavioural skills. A conscious effort is made to always keep the people highly motivated to perform as perfectly as possible. This includes:

- Positive Communication and teamwork
- Acknowledging employees' achievements
- Recognition and awards
- Celebrating results
- Encouraging objectivity, transparency and mutual trust
- Empowerment

vi. System Orientation

DIPSER firmly believes that institutional excellence is possible only if its activities are pursued in a methodical manner and periodically measured to see its efficacy against set norms. Accordingly, it has established strong systems orientation that defines key performance areas, scope of its activities and responsibilities entailed in executing them successfully.

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The system is guided by strong systems that are written in the form of procedures that spell out the functional objectives and guide all activities in a rational and logical manner and maintain a synchronized balance between different functions. Performance level is enhanced through effective implementation and the output is monitored and controlled and corrective and preventive actions are taken as per need. Strong system orientation increases efficiency and brings transparency, objectivity and speed in work.

The Internal Quality Assurance Cell (IQAC) plays a significant role in this context. The scope of IQAC includes all the functions and activities in the institution that enables it to function well and as such is responsible for ensuring that all activities in the institutions are pursued as per established procedures.

The IQAC plans and prepares procedures for different functions in coordination with the functional coordinators, and helps the coordinators to implement the same. It also ensures proper review of the implementation and adequate maintenance of systems and organizes periodical audits to measure the performance of these functions against the set objectives. The performance audits are also organized regularly through review. Post audit review interactions include necessary corrective and preventive actions that need to be taken to enhance performance of the institution.

vii. Value-based Management

The ethical foundation of DIPSER is founded by Acharya Srimat Saumyendra Nath Brahmachari, Acharya, Dev Sangha Ashram, Deoghar, his enlightened Master Srimad Narendra Nath Brahmachary Ji, his hallowed Guru Dev, Saint Brahmarsi Satyadev and their enlightened predecessors.

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DIPSER has, over the years, striven relentlessly to educate women in order to equip them to become self-sufficient, empowered and confident teachers who would be the harbingers of positive change in society achieved through value-based teaching. The Institute has thus been able to make its mark as a temple of learning that has been nurturing girl students as competent teachers in the service of people over the years and has emerged as a much sought-after institute for Teachers' Education in this part of our country.

Strategy Deployment Process

The strategy deployment process signifies a management process that aligns—both vertically and horizontally its functions and activities with its strategic objectives. A specific plan is developed with precise goals, actions, timelines, responsibilities, and measures to achieve its strategic goals of the institution.

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

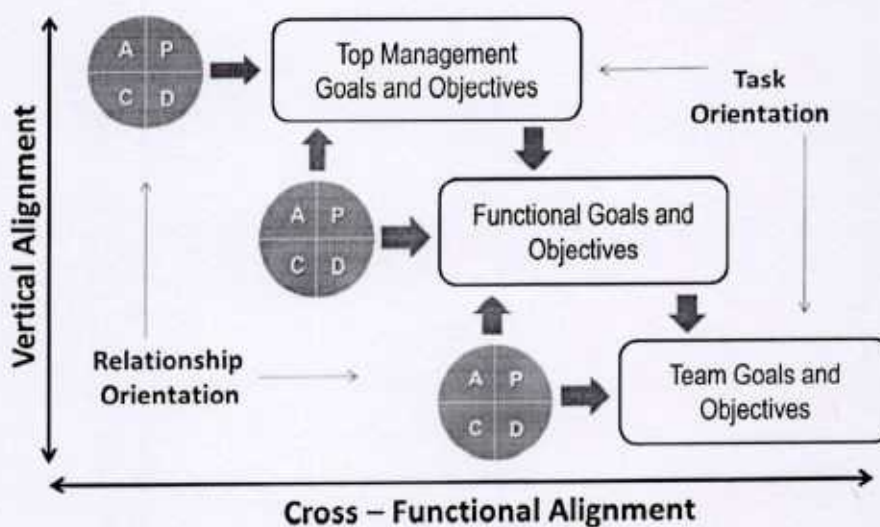


Fig: 3 -The Strategy Deployment Process

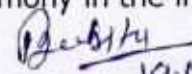
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The deployment of strategy operates at three- levels – Top Management Level, Functional Level and Team Level. The process starts with management setting goals and objectives. It leads to strategic planning that hinges on the inherent institutional values and vision of DIPSER and focuses on stakeholders (students, parents, employees, suppliers, Community, Government, Media etc.) satisfaction as the purpose of all activities.

As DIPSER operates in a dynamically changing environment, the changing stakeholder needs are determined for deciding an appropriate response. The management consciously plans for effective deployment of its resources for fulfilment of institutional goals and objectives. This is done by segregating the overall 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 management is in constant communication with employees to assess fulfilment of institutional goals by adherence to occupational, social, statutory and regulatory requirements.

Strategies are implemented at the functional level. Guided by well-laid down procedures, functional strategies are implemented by each function of DIPSER as per written down functional procedure and coordinated by the functional head. Following PDCA Model, the functional head strives to see the procedural deviations affecting output and takes corrective and preventive actions to prevent such occurrences in future. The different functions are integrated to each other and work in harmony to attain the institutional goals as decided by the top management.

All functions operate in a collaborative manner to achieve the goals assigned to it. There are laid down procedures and checklists to enable them to work as per given standard. In doing so, it follows the PDCA model to ensure perfection in their performance in the given circumstances. All the three levels work in alignment with each other with the prime objective of achieving their targets and at the same time maintaining harmony in the institution.


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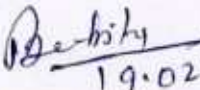
FUNCTIONARIES: ROLES & RESPONSIBILITIES

i. Governing Body

The Governing Body is the top management of DIPSER. It guides the Institute in the following manner:

- Pursuing the Vision, Mission and Goals of DIPSER and framing Policies, Objectives and Measures that would enable effective pursuance of the above.
- Configuring strategy for the Institute that would help in achieving the goals.
- Ensuring periodic review of the policies of DIPSER for their continuing suitability, giving overall guidance and direction for its implementation through effective implementation in the college and evaluating its effectiveness and continued responsiveness to the environment through structured reviews.
- Affirming that required resources are provided to the functional facilitators of each function for implementation and maintenance of laid down system and its continual improvement.
- Providing resources needed to enhance customer satisfaction by meeting customer requirement.
- Ensuring that appropriate communication processes are established within the company and that communication takes place regarding the effectiveness of the Management System
- Ensuring continual pursuit for excellence in academic and related services
- Ensuring a cross flow of positive energy that would enhance overall harmony and congruence in the college

Assumes full authority for the above.


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ii. Head of the Institution

Principal shall be the Head of DIPSER. The Principal shall:

- Be functionally responsible for leading DIPSER in its pursuit for excellence
- Must lead from the front by taking regular classes, publishing good quality papers and pursuing all other academic activities.
- Continually strive to enhance the quality of teaching and other academic activities in the institution
- Promote research and publication by faculty and students
- Ensure a conducive work environment through teamwork and harmony
- Ensure strict adherence to statutory norms and implement it in letter and spirit as per NCTE norms)
- Look after the overall discipline in the institution
- Ensure safety and welfare of students, faculty members and other staff of the institution
- Remain proactive in safeguarding the property - tangible as well as intangible, of DIPSER
- Assess future need for resources – human and material, necessary to enable achievement of institutional goals
- Provide employees necessary avenues for their development required to perform the job assigned
- Continually explore newer opportunities for development of the institution
- Be the nodal point for communication with the Governing Body. He/ She will also interact with different stakeholders like NCTE, SKM University, Govt. of Jharkhand, at Ranchi etc.
- Undertake any other assignment as per organizational need

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iii. Vice Principal

Vice Principal shall be in-charge of administration at DIPSER. He/ She shall:

- Actively assist Principal, DIPSER in discharging all his official duties and take action on decisions as may be instructed by the Principal
- Head the admissions committee and fulfil all norms of admission as per statutory requirements
- Be responsible for timely preparation and implementation of Time Table of all programs in coordination of all program coordinators
- Be in-charge of the fee collection committee and ensure timely collection of fee from students of all programmes alongwith program coordinators
- Be an excellent teacher and also be involved in tangible research activities
- Coordinate with other functions in effective delivery of academic and related services
- Provide required information to external stakeholders as per need DIPSER
- Ensure maintenance and updating of DIPSER website on a regular basis
- Organize Governing Body meetings of DIPSER once in a quarter and record outcome of the meetings as well as specify Action Taking Report.
- Maintain a conducive work culture through harmony and teamwork
- Enforce the 'Code of Conduct' for teachers, non-teaching staff and students religiously
- Respond to students' grievance with sensitivity and speed
- Be responsible for safety and wellbeing of students staying at hostel
- Send Monthly Reports (on all actionable points) to Secretary Report in the first week of every subsequent month
- Any other assignment as per organizational need

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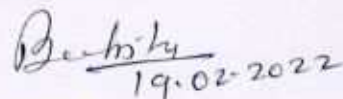
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iv. Coordinator – Academics

- Ensuring design, development and delivery of academic courses as per stipulated norms
- Organising courses as per annual training calendar.
- Ensuring that research & publications and other related activities are carried out in the Academic area.
- Developing cases, exercises, reading material and other teaching tools and instruments.
- Evaluating the effectiveness of courses programmes conducted.
- Affirming Continual enhancement of faculty competence through interaction with knowledge institution, training, research and publication
- Organizing interface with eminent personalities and institutions
- Continually introducing innovative pedagogy and increased use of ICT
- Encouraging active engagement of students in academics
- Structured evaluation of academic initiatives
- Development of course material/ teaching modules
- Ensuring that infrastructure necessary for academic activities is maintained.
- Connecting to the society through thrust on need-based extension activities
- Maintaining all quality records pertaining town function.

Assumes full authority for the responsibility assigned.


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v. Coordinator (Research & Publication)

- The Research and Publication Committee is entrusted to provide a ready source of support and guidance on research activities at DIPSER
- The Research and Publication Committee shall encourage research by stimulating discussion of research ideas and methodologies.
- Serve as a Centre for dissemination of knowledge through research and publication.
- Undertake publication at the Institute by ensuring regular publication of existing journal/ magazines of DIPSER
- Continually enhance the quality of publication by attracting papers/ articles of superior quality.
- Act as an advocate for the research interests of the Library faculty.
- Monitoring and taking corrective/ preventive actions for activities w.r.t. research and publication
- Maintaining all records pertaining to own function.

Assumes full authority for the responsibility assigned.

vi. Coordinator (Library)

The Functional Facilitator (Library) along with his team is responsible for -

- Ensuring that library services meet the needs of particular groups of users
- Organizing library materials so patrons can easily find what they need
- Selecting and developing library resources
- Ensuring assembling and indexing databases of library materials

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- Managing budgets and resources and ensure continuous enrichment of library with good books
- Supporting independent research and learning
- Developing its facilities to enable users to make full utilization of library
- Assisting readers to use computer equipment, conduct literature searches etc. as and when required
- Promoting the library's resources to users
- Maintaining all records pertaining town function.

vii. Functional Coordinator (IT)

The function shall look after the IT function of the institution. This includes operation and maintenance of the IT systems and supporting for smooth running of all other functions in the institution.

The Functional Head (IT) along with his team is responsible for -

- Ensuring smooth running of the computers in all functions
- Maintaining database of students, teachers, and other employees
- Maintaining bio-metric system of attendance
- Maintenance of all IT systems – Computers, CCTV hardware and data
- Helping in all activities needing IT support
- Helping in seamless communication across all functions with the help of IT
- Maintaining all quality records pertaining town function.

viii. Functional Coordinator (Sports and NSS)

The Functional Coordinator (Sports and NSS) along with his team is responsible for –

- Encouraging students to join sports activities

- Training students in respective sports
- guiding students to participate in sports meets in other colleges
- Organizing sports meets in the campus
- Maintaining sports equipment and facilities
- Engage in all activities related to social and community service
- Instil the idea of social welfare in students, and to provide service to society without bias
- Promote various social activities among NSS volunteers and infuse a sense of love towards the society
- Enhance leadership qualities, fraternity, team spirit and risk taking capacity.
- Improvement of physical and mental strength
- Exposure to new vocational possibilities
- Maintaining all quality records pertaining town function.


Assumes full authority for the responsibilities assigned.

ix. Grievance Cell

The Coordinator (Grievance Redressal Cell) is responsible for –

- Providing a mechanism for redressal of grievances of students enrolled in any stream of the institution and thereby help in promoting and maintaining a conducive and unprejudiced educational environment.
- Resolving grievances of students who are facing any kind of difficulty or are having any grievance w.r.t. to academic or associated matters
- Looking into the complaints lodged by any student of college and judge its merit.

Assumes full authority for the responsibilities assigned.


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x. Alumnae Association

The Alumni Association will be constantly engaged in:

- Maintaining updated information of all Alumni.
- Encouraging, fostering and promoting close relations amongst the Alumni.
- Promoting a sustained sense of belonging to the alma mater and among the alumni by being in regular contact with them.
- Guiding and assisting alumni who have recently completed their courses at DIPSER to keep them engaged in productive pursuits useful to the society.
- Providing a forum for the alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the alumni.
- Organizing seminars, symposia, workshops, and lectures and promoting research work in the college.
- Providing support for improvement and modernization of the library and laboratories.
- Helping current students with counselling in planning future careers.
- Publishing a magazine or bulletin of the association.
- Providing a potent source for placement opportunities to the students.

Assumes full authority for the responsibilities assigned.

xi. Placement Cell

The activities of Placement Cell include:

- Arranging to keep students informed of potential job opportunities and providing guidance as required.
- Interacting with schools and arrange interviews.

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- Organising Career Orientation & Guidance Programs.
- Conducting mock interviews in college campus.
- Training in resume writing.
- Organising interactions of students with renowned personalities in the field of teaching profession.
- Providing interactive experiences through various activities.
- Adjustments in the teaching practice schedule of those students who get placement before the completion of B. Ed. session.
- Display of information related to vacancies in different schools.
- Arranging off campus and campus recruitment process with recruiters.
- Communicating with employers (schools) and furnishing profile of College and particulars of students.
- Guiding students to prepare for different competitive examinations like NET, TET etc. by providing up to date information and preparation tips.
- Following up regarding professional enrichment after placement.

Assumes full authority for the responsibilities assigned.

xii. Internal Quality Assurance Cell (IQAC)

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

- Planning and preparing systems at DIPSER
- Helping coordinators to establish and maintain all systems and procedures
- Ensuring effective maintenance of Quality System at DIPSER
- Organizing audits for academic and related services as per procedure and conduct post audit review meetings for addressing non-conformance

Any other assignment as per organizational need

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MONITORING & CONTROL

Monitor and control is a process of measuring performance and taking corrective action to assure that the tasks are on track to meet its goals. It is a process that oversees those tasks and metrics have been performed as per the set parameters and to ensure that objectives have been achieved within scope, on time, and on budget. It involves structured performance review through audits and its analysis by the top management for taking corrective and preventive actions and continual improvement of Quality System..

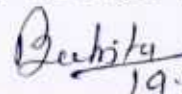
The monitoring and control system at DIPSER is as follows:

i. Audits

To sustain quality of work, there is an established system of audits. IQAC conducts independent, systematic and planned examination of compliance of the laid down systems for carrying out various activities and to determine the efficacy of tasks as against the set procedures.

An Audit Plan is drawn at the beginning of the academic year. The plan is made such that each function is audited at least 4 times a year with one audit atleast once in three months. This plan indicates the month in which the audit shall take place. The exact and time, is made known to Functional Heads atleast one week in advance of the audit. The audit plan is finalized after discussing with the Functional Heads.

The audits are inter-functional and are done by persons nominated by the IQAC from other functions. The IQAC prepares a list of auditors for the purpose. The auditors are informed about the audit schedule atleast three working days in advance and are given a copy of the procedure for the function that they would audit. The auditor submits the audit report to the IQAC not later than three working days after the audit.


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ii. Management Review Meeting

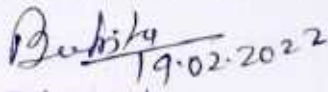
The Management Review Meeting is held at least once in every quarter of the academic year. Based on the requirement, special invitee(s) also participate in the management review committee meeting. This review assesses opportunities for improvement and the need for changes to the Quality System including the Management Policies and Objectives. The IQAC shall maintain records of the MRC meetings.

The input to management review includes information on results of audit, students and parents' feedback, process performance, quality of academic and services output, status of preventive and corrective actions, follow-up actions from previous management reviews and recommendations for improvement at the Institute.

The output to management review includes decisions and actions related to improvement of effectiveness of the management system, improvement of product as per customer requirements and resource needs

The Top Management shall take Corrective and preventive action (CAPA) to ensure that improvements to DIPSER's processes are taken to eliminate causes of non-conformities or other undesirable situations. It is usually a set of actions that the institution takes to take into consideration all its processes including documentation, procedures, or systems to rectify and eliminate recurring non-performance.

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


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Continual Improvement

DIPSER strives to continually improve the effectiveness of its quality system through periodic review meetings, communication exercises, interaction of senior management with students and employees, feedback reports and other means, as deemed fit. In these and other forums the senior management ensures that the institution's policy is adhered to in letter and spirit and objectives are met by each function religiously. Continual improvement is also ensured by monitoring the functional measures.

Control of Records

All records are created and maintained to provide evidence of conformity to requirements and effective operation of the quality system.

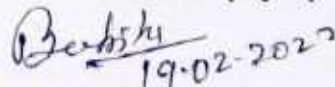
Each function has its own procedure indicating the identification, storage, protection, retrieval, retention time and disposition of records pertaining to its own area of work.

The records are kept in separate individual files with proper identification mark on the top of the file or in the electronic media. The records shall be kept for duration of minimum 5 years and shall be arranged chronologically with respect to time.

The corresponding functional facilitator shall maintain and dispose the above records after due approval of Head of DIPSER. All quality records are stored in such a manner that facilitates retrieval.

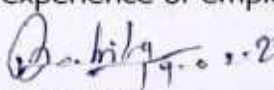
The responsibilities for control of records is as enumerated below:

1. IQAC – Minutes of the Meeting, Records of Management Review, All other documents necessary to coordination and audit – Coordinator (IQAC)


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2. Academic Committee - Records of all academic activities (Academic Calendar, Syllabi, Time Table, Teaching Plan, Attendance, Feedback, Output of Design, Development and Delivery, Records for courses conducted etc., Minutes of Meeting of Academic Committee) - Coordinator (Academic).
3. Research & Publication Committee - Records of Meetings, Correspondence w.r.t. research and publication, Details of publications of Faculty Members, Any other Record pertaining to research and publication etc. Coordinator (Research & Publication).
4. Sports & NSS Committee – Action Plan for the activities, Records (including photographs) of events, Any other Record pertaining to Sports & NSS activities. Coordinator (Sports & NSS Committee).
5. Information Technology (IT Committee) – Records of IT Assets, Minutes of Meetings, Any other Record pertaining to IT area (Coordinator IT Committee)
6. Library Committee - Minutes of Meetings, Details of Books/ Journals etc. subscribed, List of Library Assets, Any other Record pertaining to Librray (Coordinator Library Committee)
7. Grievance Cell – All records pertaining to students’ grievance and Action Taken Reports, Minutes of the Meetings etc. Coordinator (Grievance Cell)
8. Alumnae Association – List of Alumnae, Action Plan for the year, Activities held (with Photos and attendance) etc. Coordinator (Secretary, Alumnae Association)
9. Placement Cell - Records for all activities of Placement Cell. Coordinator (Placement Cell)
10. Other Records (DIPSER Office) –

a) Records for education, training, skills and experience of employees


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- b) Records for all activities of maintenance & purchase
- c) Records of preventive/ corrective actions - (Respective Coordinators and IQAC)
- d) Any other record that may be deemed to be necessary for maintaining quality at DIPSER

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INSTITUTIONAL GROWTH

DIPSER's constant quest to grow and develop as an institution of excellence is depicted below:

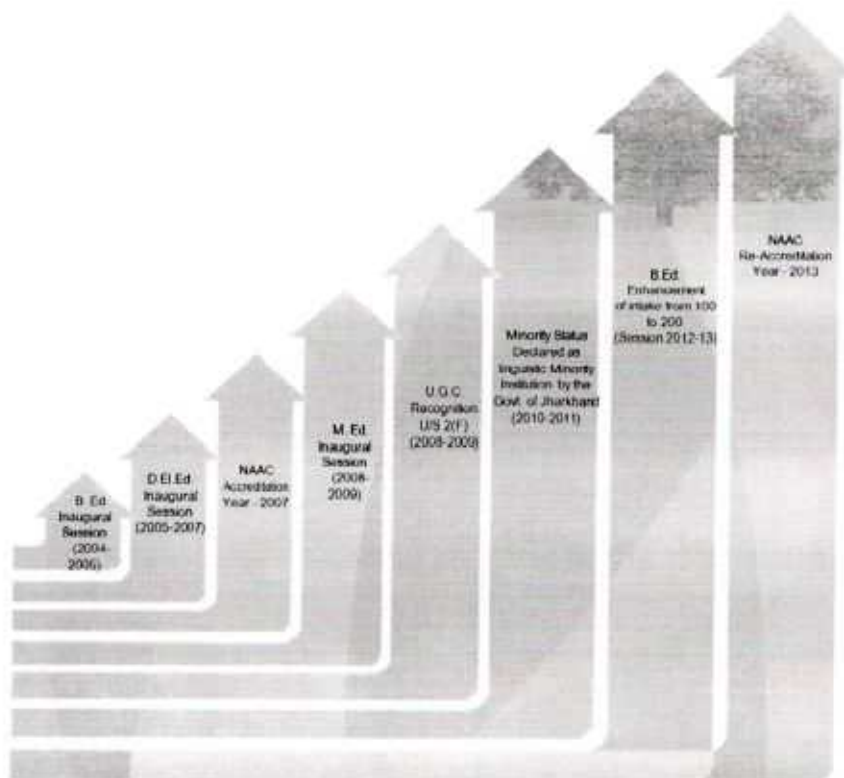


Fig-4: DIPSER'S Institutional Growth

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Students' Participation in Institutional Activities

The college has a lively mechanism for Students' participation. The students always show readiness in shouldering the working responsibilities of the college and engage in activities related to culture, sports, literary functions, N.S.S. etc.

Awards

After the end of each academic session the college honours the Best All -rounder for the concerned year by awarding her the Brahmarsi Satyadev Silver Medal. Besides this the college honours the best Co-ordinator and the best Organiser by awarding them. The student-teachers with outstanding performance in the University/ Council Examinations are also awarded by the college. Besides these, the winners of the intra-College competitions organised during the session are also given away their prizes.

Placement

About 90% student - teachers of each batch have get placement in Government, Semi-Government and Private Schools in and outside the State of Jharkhand. 'Campus Selection' and recruitment of the student- teachers is provided to the different educational institutions that approach us. The hard work, dedication and professional competence of our students is highly praised by the inducting institutions.


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EPILOGUE

As we move ahead in pursuit of our vision, We are inspired by the timeless words of Gurudev Rabindra Nath Tagore:

"Where the mind is without fear and the head is held high;

Where knowledge is free;

Where the world has not been broken up into fragments by
narrow domestic walls;

Where words come out from the depth of truth;

Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into
the dreary desert sand of dead habit;

Where the mind is led forward by thee into ever - widening
thought and action;

Into that heaven of freedom, My Lord! Let my country
awake."

– Rabindranath Tagore

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