



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DEBNARAYAN SHIKSHA SANSTHAN
C-49869**

**SONARPUR
West Bengal
743613**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I: GENERAL INFORMATION

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| 1.Name & Address of the institution: | DEBNARAYAN SHIKSHA SANSTHAN SONARPUR West Bengal 743613 | |
| 2.Year of Establishment | 2013 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| Faculties/Schools: | 1 | |
| Departments/Centres: | 1 | |
| Programmes/Course offered: | 2 | |
| Permanent Faculty Members: | 39 | |
| Permanent Support Staff: | 11 | |
| Students: | 295 | |
| 4.Three major features in the institutional Context (Asperceived by the Peer Team): | 1. Green, clean campus. 2. Art and culture integrated in teaching and learning 3. Committed staff and supportive management | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | From : 27-01-2025 To : 28-01-2025 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. VIQUAR UNNISA | Professor,Maulana Azad National Urdu University |
| Member Co-ordinator: | DR. ROMATE JOHN | Professor,Central University of Karnataka |
| Member: | DR. RONGALI SIVA PRASADH | FormerPrincipal,Institute of Advanced Studies in Education IASE Andhra University Visakhapatnam |
| NAAC Co - ordinator: | Dr. Pratibha Singh | |

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

| Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1) | |
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| 1.1 | Curriculum Planning |
| 1.1.1 QIM | <p>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</p> <p>The curriculum is designed by the university. Hence the College cannot alter the prescribed curriculum. However the college has implemented significant measures to address local academic and societal challenges. The institution integrates context-sensitive practices into its curriculum delivery. Teachers are encouraged to design activities such as outreach programs, co-curricular events, tree planting, and sports to foster environmental awareness and channel energy productively.</p> <p>Curriculum planning is systematic and involves meetings led by the Principal to plan theory courses, assignments, internships, and exams. The institution ensures smooth teaching-learning processes through mid-course corrections and offers remedial classes to support students' needs. Additionally, induction programs, faculty development initiatives, seminars, workshops, value-added courses, and faculty exchange programs are conducted annually to enhance knowledge and skills among students and faculty.</p> <p>These efforts reflect the institution's commitment to adapting curriculum delivery to local contexts, ensuring students' comprehensive development and addressing societal challenges effectively.</p> |
| 1.3 | Curriculum Enrichment |
| 1.3.1 QIM | <p>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</p> <p>The institution's curriculum for teacher education is designed to provide students with comprehensive knowledge, skills, values, and attitudes essential for professional growth. It focuses on six core components: Pedagogical Knowledge, Subject Knowledge, Field Experience, Instructional Technology, Reflective Practice, and Diversity and Inclusion.</p> <p>The curriculum facilitates knowledge acquisition through subject and pedagogical understanding, supported by field experiences. It emphasizes skill development via seminars, workshops, presentations, ICT lab usage, and Learning Management Systems (LMS). Students participate in co-curricular and cultural activities to instill values and positive attitudes.</p> <p>The program emphasizes inclusive education, catering to neuro-diversities and managing emotional disturbances, ensuring students can address diverse learner needs effectively. Students practice school education skills during internships and develop competencies to apply in real-world teaching contexts. Collaborative learning through peer interactions, group activities, and simulation exercises enhances their ability to generalize and adapt skills.</p> |
| 1.3.2 QIM | <p>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</p> <p>The institution ensures that students are well-acquainted with the diversities in school systems within India. Students are taught to recognize the dynamic nature of school education in India,</p> |

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| | <p>shaped by contemporary societal needs. They explore how promoting inclusive education and diversity fosters cultural awareness, critical for building a tolerant and progressive society. Understanding diversity is emphasized as a catalyst for social progress, innovation, and global competitiveness.</p> <p>They study variations in curriculum, teaching methods, assessment criteria, and evaluation techniques, enabling them to appreciate and navigate the diversity in educational approaches within the country and globally.</p> |
| <p>1.3.3 QIM</p> | <p>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</p> <p>The Teacher Education Programme provides students with a comprehensive curriculum designed to foster professional acumen through diverse and interconnected learning experiences. Students gain insights into learner development, including cognitive, social, moral, and emotional aspects, along with theories of motivation and intelligence. They understand how these elements integrate to influence learning.</p> <p>Other courses enrich students with practical teaching skills, learning paradigms, and pedagogy across languages, sciences, and social sciences. Assessment techniques and personality development through arts and drama are highlighted. Optional areas like health education, ICT, and value education prepare students to address societal issues.</p> <p>Students consolidate these learnings by engaging in activities such as observing children, identifying maladjusted behavior, micro-teaching, content analysis, and designing games. Field experiences include school visits, mid-day meal program studies, and science experiment demonstrations. Skills in elocution, debate, and achievement test construction further enhance professional growth, equipping future educators with the acumen to meet diverse classroom needs.</p> |

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| <p>Qualitative analysis of Criterion 1</p> | |
| <p><i>The institution, adapts its curriculum delivery to address local challenges while adhering to prescribed guidelines. Through systematic planning and innovative practices, the institution emphasizes holistic development, integrating societal needs and academic rigor. Key measures include addressing issues such as malnutrition, child labor, and social disintegration through outreach programs, co-curricular activities, and environmental initiatives like tree planting.</i></p> <p><i>Students acquire knowledge and skills in pedagogy, subject expertise, and instructional technology, complemented by practical exposure in laboratories, TLM improvisation, and library use. Inclusive education, focusing on neuro-diversities and emotional well-being, equips students to address diverse learner needs effectively.</i></p> <p><i>The curriculum emphasizes professional acumen by fostering critical thinking, reflective practices, and collaboration. Field visits, internships, and hands-on activities such as mid-day meal program studies and science experiment demonstrations provide real-world insights. This approach ensures students' comprehensive development, empowering them to navigate complex educational contexts and address societal challenges effectively.</i></p> | |

| Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2) | |
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| 2.2 | Honoring Student Diversity |
| 2.2.1 QIM | <p>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..</p> <p>The institution employs a comprehensive assessment process to identify students' diverse learning needs and readiness for professional education. This begins with an evaluation of students' knowledge of educational philosophy, including the foundational tenets of Naturalism, Idealism, and Pragmatism, as well as key theories from Western and Indian educators. During the induction program, personality tests and interviews are conducted to uncover students' unique traits and readiness for the professional journey.</p> <p>Social awareness is a critical component of the assessment, emphasizing the importance of community outreach and understanding the interplay between school and society. Quizzes on basic science, social science, and the mother tongue further help identify individual learning needs. Additionally, students' special talents are assessed through performance-based activities such as dramatic arts, recitation, and singing, with opportunities to showcase these abilities in various programs held throughout the year.</p> <p>The institution fosters leadership skills by selecting class representatives who act as liaisons between the principal and students while engaging with alumni associations. This process helps identify leadership potential among students.</p> <p>Motivational activities and assessments are supported by college boards, with feedback provided via the institution's website to ensure transparency and continuous improvement. This robust assessment framework enables tailored academic support and facilitates students' holistic development, ensuring their preparedness for the professional education program.</p> |
| 2.3 | Teaching- Learning Process |
| 2.3.1 QIM | <p>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</p> <p>The institution uses a multi-modal teaching approach to enhance student engagement and learning outcomes, emphasizing experiential learning through internships, lab experiments, and simulations that bridge theory and practice. Participative learning is fostered via group discussions, role-playing, and peer interactions, promoting critical thinking, empathy, and conflict resolution. Problem-solving methods integrate real-world challenges to develop analytical skills and creativity. Reflective teaching ensures continuous adaptation to meet diverse learning needs. The institution caters to various learning styles with visual, auditory, and kinesthetic techniques, such as infographics, discussions, and hands-on activities. During the COVID-19 pandemic, online teaching via platforms like Google Meet ensured uninterrupted learning.</p> |
| 2.3.5 QIM | <p>Continual mentoring is provided by teachers for developing professional attributes in students</p> <p>At the start of the course, students are grouped under mentors who provide guidance and foster a supportive learning environment. Throughout all semesters, mentors offer personalized support to address challenges like attendance, assessments, and exams, meeting at least once a month. The college's diverse environment encourages teamwork and respectful interactions, aided by a code of conduct. Mentors keep trainees informed about recent educational developments through ICT labs, a wi-fi enabled campus, and an extensive library with e-resources. To support well-being,</p> |

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| | <p>mentors encourage practices like yoga and sports, promoting stress management. This holistic approach nurtures both personal and professional growth in future educators.</p> <p>However, it is essential to maintain a register book for documenting the mentoring processes and to evaluate the outcomes of the mentoring mechanisms. Additionally, the entire process should be systematically reviewed by the IQAC in every semester to ensure effectiveness and continuous improvement.</p> |
| 2.3.7 QIM | <p>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</p> <p>The teaching-learning process is vital in fostering creativity, intellectual skills, empathy, and life skills in students. Collaboration through group work promotes creativity and a sense of community, while integrating technology enhances expression and innovative thinking. Teachers encourage extracurricular and literary activities, allowing students to explore their passions. Constructive feedback helps students recognize the value of their ideas. Intellectual growth is further nurtured by focusing on knowledge, skills, and attitudes, enabling students to move beyond simple recall and develop problem-solving abilities. Strategies like creative lesson planning, improvisation, and visual training enhance intellectual development. Entrepreneurship, workshops, and exploration also contribute to cognitive growth.</p> <p>Observations during visits revealed that students actively participated in laboratory experiments and creative exercises, acquiring effective teaching skills. These innovative activities reflect the institution's unique approach to applying textbook knowledge in real-world contexts, which was appreciated by all observers.</p> |
| 2.4 | Competency and Skill Development |
| 2.4.8 QIM | <p>Internship programme is systematically planned with necessary preparedness..</p> <p>The internship program is carefully planned to ensure trainees are thoroughly prepared. Before placement, an introductory session with the Head of Institution, mentors, and school officials outlines the expectations of both the university and schools, focusing on school decorum and code of conduct. Trainees receive orientation on roles, responsibilities, and classroom management, with a group leader and assistant acting as liaisons between the college and school. Faculty mentors oversee the trainees' practice teaching, assessing performance and providing feedback on skills like blackboard usage, innovation, and management. The program also includes exposure to different school environments through special lectures and visits to government and aided schools, enhancing trainees' ability to work with diverse learners. It has been observed that extending support to the local community through innovative internship initiatives can further the institution's commitment to societal welfare.</p> |
| 2.4.11 QIM | <p>Institution adopts effective monitoring mechanisms during internship programme.</p> <p>The institution adopts effective monitoring mechanisms during the internship program, ensuring that trainee teachers receive comprehensive guidance and feedback to enhance their teaching skills. The internship, which bridges academic theory with practical teaching experience, spans two phases. The first phase (2nd semester) is an observation period where trainees carry out teacher-like tasks, while the second phase (3rd semester) involves hands-on teaching in their specific pedagogical subjects.</p> <p>To ensure effective monitoring, the institution begins by organizing an orientation session with the Head of Institution (H.O.I.), mentors, and group leaders. The Principal or TIC outlines the rules and expectations for trainees' participation in school activities. The allotted schools also follow the affiliating university's guidelines, assessing trainees based on their involvement in</p> |

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| | <p>school activities, behavior, relationships with staff and students, punctuality, and teaching effectiveness. Teachers in the school offer guidance on appropriate teaching methods and strategies, providing feedback on their performance.</p> <p>Teacher educators regularly visit schools to observe and assess trainees, along with alternate mentor teachers who conduct class observations. Peer monitoring is also encouraged, with trainee teachers observing each other's lessons and offering constructive feedback. Additionally, the Principal or TIC makes regular visits to observe demonstrations by trainees, while senior teachers also visit schools for separate evaluations.</p> <p>The assessment process is rooted in constructive criticism, allowing all stakeholders—trainees, mentors, and teachers—to identify and develop their full potential, ensuring that the trainees are well-prepared for their teaching careers.</p> |
| 2.5 | Teacher Profile and Quality |
| 2.5.4 QIM | <p>Teachers put-forth efforts to keep themselves updated professionally through</p> <ul style="list-style-type: none"> • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations <p>Teachers actively engage in professional development through in-house discussions on current educational topics, sharing information with colleagues and other institutions about policies and regulations. A key instance was a senior faculty member leading a session on the National Education Policy (NEP) 2020, which was supported by other teachers. The session covered school and higher education aspects of the policy. Key school education points included early childhood care, foundational literacy and numeracy, reducing dropout rates, and promoting holistic and inclusive education. In higher education, the NEP emphasized multidisciplinary learning, faculty development programs (FDP), and teacher training that integrates value education and mentorship. The policy also advocates for a 4-year integrated B.Ed degree by 2030. It was noted that the college should provide more training and workshops to periodically enrich teachers' skills and knowledge.</p> |
| 2.6 | Evaluation Process |
| 2.6.1 QIM | <p>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</p> <p>The institution implements a comprehensive Continuous Internal Evaluation (CIE) system to assess student learning throughout the academic year, incorporating both Formative Assessment (FA) and Summative Assessment (SA). This system provides ongoing feedback to improve student performance, moving beyond reliance on university exams. Faculty members review students' assignments and tests, discussing correct methods and concepts to reinforce learning. During internships, internal evaluations are conducted by mentors, method teachers, and school principals to monitor trainees' progress in practice teaching. CIE promotes a student-centric, stress-free learning environment, focusing on holistic development, including academic achievements and co-scholastic areas like life skills, values, and arts. Project-based and portfolio assessments enrich the evaluation process. Regular parent-teacher meetings ensure continuous feedback. It is essential to announce the evaluation pattern and modalities at the beginning of the semester and maintain transparency in the process.</p> |
| 2.6.3 QIM | <p>Mechanism for grievance redressal related to examination is operationally effective</p> <p>The institution has a grievance redressal mechanism for examination-related issues, managed by an academic committee appointed by the principal. Students can submit complaints regarding policies, procedures, or examination concerns, including complaints about staff, invigilators, or</p> |

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| | unclear exam questions. These grievances are addressed by the academic council and examination team. The process ensures transparency and fairness. However, there is a need to increase student awareness of the available grievance mechanisms through better publicity, ensuring more students are informed about the system and its practices. |
| 2.6.4 QIM | The Institution adheres to academic calendar for the conduct of Internal Evaluation The institution follows a strict academic calendar for internal evaluations, ensuring consistency and transparency. The academic plan is initiated by the teacher council and followed by faculty members. The examination committee sets assessment dates and deadlines for marks submission. Students are notified about deadlines and evaluation activities like assignments, quizzes, and practicum exams. Preparatory activities, such as group discussions, are held before assessments. It's recommended that evaluation criteria be displayed on the noticeboard early, and results be shared with students within a week. |
| 2.7 | Student Performance and Learning Outcomes |
| 2.7.1 QIM | The teaching learning process of the institution are aligned with the stated PLOs and CLOs. The institution's teaching-learning process is closely aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), focusing on enhancing both knowledge and skills. Initiatives such as a case study program for student anxiety, seminars on the National Education Policy (NEP-2020), and a Cultural Immersion Program helped students engage with contemporary issues. Simulation teaching activities, a quiz competition, and an art exhibition on gender discrimination further contributed to students' academic and personal growth. These efforts reflect the integration of PLOs and CLOs, fostering holistic development, |
| 2.7.3 QIM | 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 The institution monitors student progress through a comprehensive evaluation system aligned with PLOs and CLOs, using both formative and summative assessments. This approach helps identify areas for improvement, provides targeted feedback, and supports student reflection. With many students excelling in internal assessments, the system ensures strong career preparation, enhances professional skills, and fosters lifelong learning through continuous self-evaluation and reflective practices. |
| 2.7.5 QIM | Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Students' performance on internal assessments, including MCQ tests, assignments, and unit tests, reflects the progress in addressing their learning needs. These assessments evaluate subject knowledge, pedagogical skills, and teaching abilities, aligning with course objectives. Co-curricular programs further support holistic development. The internship period provides hands-on experience, enhancing practical learning. While students have performed well, ongoing focus on improvement ensures better preparation for diverse classroom environments, equipping them for their future roles as educators.. |

Qualitative analysis of Criterion 2

The institution employs a comprehensive assessment process to identify students' learning needs and readiness for professional education. This includes evaluations of educational philosophy, personality tests, social awareness, and students' talents through performance-based activities. Internal assessments, such as MCQ tests, assignments, and unit tests, align with learning objectives and help identify areas for improvement. Mentors provide continuous guidance, addressing challenges and fostering a sense of belonging. The institution's diverse environment, co-curricular programs, and leadership opportunities support holistic development. The internship program, which spans two phases, provides hands-on teaching experience, with

faculty and mentors offering feedback to enhance trainees' skills. Effective monitoring ensures students are well-prepared for their careers. Additionally, the institution's use of diverse teaching methods, including experiential and participative learning, technology integration, and reflective practices, helps students develop critical thinking, creativity, and life skills essential for real-world challenges.

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| Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3) | |
| 3.3 | Outreach Activities |
| 3.3.4 QIM | <p>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</p> <p>The institution actively engages students in community outreach activities aimed at raising awareness and contributing to societal development. Following the devastating floods in Kerala in 2018, the college mobilized students, faculty, and staff to collect funds for flood relief, sensitizing them to humanitarian efforts. In line with national initiatives, the college organized a Swachh Bharat Abhiyan in October 2018, where students participated in cleanliness drives and educational interactions, reinforcing the importance of societal cleanliness. The commemoration of Swami Vivekananda's 125th speech anniversary in September 2018 inspired students to embrace unity and religious tolerance. Additionally, a tribute was paid to the Pulwama martyrs in February 2019, sensitizing students to the values of national unity and opposition to terrorism. Outreach programs such as "SwachhPakhwada" in 2019 and "HarGharTiranga" in 2022 further encouraged civic responsibility, while the 2023 G-20 summit celebration highlighted global education priorities.</p> |

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| Qualitative analysis of Criterion 3 | |
| <p>The institution actively supports research and outreach activities, promoting academic growth and community engagement. In-house research support for teachers includes seed money for doctoral studies and research projects, study leave for fieldwork, and organizational assistance to facilitate research. The institution organizes internal seminars, research circles, and interactive sessions to encourage research activities. Teachers are provided with materials and procedural support for innovative research endeavors, with a focus on novel ideas and their practical application.</p> <p>The institution organizes an average of two activities annually over the past five years, engaging approximately 67 students. These outreach activities include national priority programs like Swachh Bharat, AIDs awareness, Gender Sensitivity, Yoga, and Digital India. Participation in these activities has reached 35.48% of the student body. Additionally, the institution has contributed to academic discourse with two books and multiple papers published in national and international conferences, reflecting its commitment to research and community outreach.</p> | |

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| Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4) | |
| 4.1 | Physical Facilities |
| 4.1.1 QIM | <p>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</p> <p>The College of Education occupies 1.10 acres of land and offers a range of facilities, including 28 classrooms, specialized laboratories, a sports field, a yoga room, a library, a multipurpose hall, and smart classrooms. The college is equipped with 42 computers for student use, in addition to</p> |

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| | office computers. It provides separate washrooms for students and staff, fire safety measures, safe drinking water, CCTV surveillance, Wi-Fi, biometric attendance, and a learning management system. The sports field supports various outdoor activities. These facilities are designed to enhance the teaching and learning experience, supporting the college's goal of producing skilled future educators. |
| 4.2 | Library as a Learning Resource |
| 4.2.1 QIM | <p>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</p> <p>The college library is automated using the Integrated Library Management System (ILMS) to meet the academic and research needs of students, faculty members, and academic support staff.</p> <p>The library offers various sections, including the Reference Section, Periodical Section, Circulation Section, and Reading Room. The ILMS includes modules for acquisition, circulation, cataloguing, OPAC, patron management, barcode generation, report generation, and other tools.</p> <p>The DelNet Digital Library resources provide access to catalog records, journals, and articles through the discovery portal, as well as over one crore and fifty lakh full-text e-books, e-journals, and e-articles through the Knowledge Gainer Portal, in addition to many other e-resources. The library is fully functional with computers that have internet and Wi-Fi connectivity</p> |
| 4.2.2 QIM | <p>Institution has remote access to library resources which students and teachers use frequently</p> <p>The institution subscribed to Delnet, providing access to over 3.8 crore catalogued records, including books, journal articles, and 1.5 crore full-text e-books, e-journals, and e-articles. Delnet's Vision Portal offers video lectures on various subjects. The library's Online Public Access Catalogue (OPAC) allows remote access to resources 24/7. The library supports teaching, learning, and research, but there is a need to increase student awareness and usage of these facilities in the coming years.</p> |
| 4.3 | ICT Infrastructure |
| 4.3.1 QIM | <p>Institution updates its ICT facilities including Wi-Fi</p> <p>The institution regularly updates its ICT facilities, including Wi-Fi. The college has one smart classroom, and an ICT/computer lab is operational. Students have access to the computer laboratories, and Wi-Fi connectivity is available throughout key areas, including the college building, library, smart classroom, office, and the Principal's room. Open access to Wi-Fi is provided to both students and staff members. Most teaching staff utilize the available ICT tools in classrooms and laboratories. Basic facilities for updating computers, antivirus software, and maintaining Wi-Fi connectivity are in place. The college website is managed by Right Brains Technology. The library uses an Integrated Library Management System (ILMS), with KOHA software and DELNET resources effectively implemented for library automation.</p> |
| 4.4 | Maintenance of Campus and Infrastructure |
| 4.4.2 QIM | <p>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</p> <p>The college has an established procedure for the maintenance and utilization of physical, academic, and support facilities. This includes laboratories (Psychology Laboratory and Computer Laboratory), equipment required for practicals, sports equipment for various games and activities, a library with books, journals, and academic support resources, and separate computer laboratories for both teachers and students. Classrooms are equipped with ICT facilities. All these facilities are maintained by housekeeping staff, in addition to the upkeep of gardens and toilets.</p> |

Qualitative analysis of Criterion 4

The college, covering 1.10 acres, provides 28 classrooms, specialized laboratories, a sports field, a yoga room, a library, a multipurpose hall, and smart classrooms. It has 42 computers for student and administrative use, and four out of 33 classrooms are ICT-enabled. The college ensures fire safety, safe drinking water, CCTV surveillance, biometric attendance, and a Learning Management System (LMS). Over the past five years, infrastructure expenditure has totaled 11.68 lakhs .. Academic support facilities have received 21.5 lakhs in expenditure over the same period.

However, the expenditure on the library needs to be increased, as it currently stands at only 0.13%. The sports facilities, including the ground and equipment, require modernization, and a dedicated sports complex for student fitness should be established. Additionally, laboratory equipment and science infrastructure need upgrades, and more classrooms should be equipped with ICT facilities. Overall, funding for learning and infrastructure improvements should be increased

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

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| 5.3 | Student Participation and Activities |
| 5.3.1 QIM | <p>Student council is active and plays a proactive role in the institutional functioning</p> <p>The functioning of the institution is supported by the students' council, which consists of a general body, executive council, and advisory board. The students' legislative council is made up of a president and general secretaries for various boards, including cultural affairs, sports activities, science and technology, literary activities, and academic affairs. The executive committee, comprising these members, serves a one-year term. The president coordinates activities across the boards. The cultural affairs board promotes arts and cultural skills, while the sports board organizes sports activities with faculty support. The science and technology board manages labs and ICT facilities, and the literary board encourages speaking, debating, writing, and journalism. The council also includes a Vice-President, Secretary, Joint-Secretary, Treasurer, and members. However, the involvement of the students' council in co-curricular activities should be encouraged more effectively.</p> |
| 5.4 | Alumni Engagement |
| 5.4.1 QIM | <p>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</p> <p>The college has begun harnessing the power of alumni through various networking platforms such as LinkedIn, Facebook, Twitter, etc. Alumni should organize seminars and workshops for job orientation, utilizing online videos and resources free of charge. Graduates from the institution, now placed in different corporate sectors, sometimes contribute funds through government policies or corporate social responsibility schemes. It is important to register alumni and enhance their contributions to make their involvement more active and impactful. The role of alumni in supporting the institution needs to be further developed and strengthened.</p> |
| 5.4.4 QIM | <p>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.</p> <p>The Alumni association organize social events, publish news letters or magazines, and raise funds for the organization. They provide career counselling, offer resume and cover letter assistance to help graduates. Alumni organises seminar for job orientation with the help of online videos and resources free of charge. Webinars are also organised by alumni. The old graduates of the institutions placed in different sectors, sometimes come forward for welfare scheme of social responsibility.</p> |

Qualitative analysis of Criterion 5

The institution has implemented various initiatives for skill enhancement and capability building, including career counseling, technical skill development, and training in communication for individuals with disabilities. Students have access to support facilities such as parking, common rooms, recreational spaces, medical aid, transport, and book banks. Additional support includes monetary help, outside accommodation, tuition fee concessions, and group insurance. The institution has a transparent grievance redressal system. Over the last five years, 47 placements have been made (7.42%), and 10 students have progressed to post-graduation. The students' council promotes cultural, sports, and academic activities. The college also leverages alumni networks for job-oriented seminars and webinars, with 10 alumni meetings held in the last five years.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)

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| 6.1 | Institutional Vision and Leadership |
| 6.1.1 QIM | <p>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</p> <p>The College aspires to offer quality teacher education to enlighten,emancipate and empower the student–teacher fraternity and to foster life long leaning. TheCollege’s Vision has promised to prepare effective and commanding classroom teacher. It is to develop among would be teachers various skills of teaching in teams of competece and performance in interactive classroom teaching learning situations and to initiate would be teachers in to the study of education of both as a discipline and a profession. It is to acquaint would teachers with modern and innovative practices in teacher education. The vision also states that it would imbibe in would be teachers, the follow felling, cooperative attitude, leadership qualities, research aptitude,national spirit and qualities of global citizens and and to orient and train would be teachers in educational technology, information technology, computer literate and various means of effective classroom teaching and learning.</p> |
| 6.1.2 QIM | <p>Institution practices decentralization and participative management</p> <p>The institution enhances the quality at variouslevel-management/Governing bodies, Principal/TIC, IQAC Committee, NAAC Committee, Cultural Committee,Academic Council, Exam Committee, Grievance Cell, Anti-Ragging Committee and other various Committees. Non-teaching Staff is involved in the above mentioned committees, Student representatives, AlumniAssociation and other stakeholders are also involved in the decentralization. All the stakeholders have right to put their opinion in all area of decision making process.</p> <p>The management undertakes the graveness of any situation and top management gives generous freedom and flexibility to the Principal with the academic council. Faculty members are sometimes asked to need and discuss the smooth functioning of the institution. Various committees are constituted and the appropriate committee is given the responsibility to shot out the problem. The committee chairman of the concern committee report to the principal and IQAC about planning and implementation.</p> |
| 6.1.3 QIM | <p>The institution maintains transparency in its financial, academic, administrative and other functions</p> <p>The institution has stated that the organizational financial transparency can be achieved by regular Audits of the statements of the college are crucial for maintaining financial accuracy. Further, it is</p> |

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| | stated to hire a third party to improve the financial credibility of the college. However, transparency in learning and teaching, educational administration is a need. However, it is advised to conduct regular Audit checkings for transparent financial issues. |
| 6.2 | Strategy Development and Deployment |
| 6.2.1 QIM | <p>The institutional Strategic plan is effectively deployed</p> <p>The institution's strategic plan for 2018-2023 has been effectively deployed, focusing on enhancing teaching skills, modern teaching methodologies, and student-centered learning. The plan emphasizes the development of communication and interpersonal skills, the integration of digital tools in education, and the promotion of collaboration and social responsibility among students.</p> <p>Key actions taken to implement the strategic plan include adherence to the academic calendar, distribution of syllabi at the start of each semester, and the organization of induction programs for new trainees. The college fosters a learner-centric approach in classrooms, incorporating associative, experiential, and participative learning methods. The introduction of smart classrooms and e-learning facilities enhances teaching effectiveness, while additional support such as tutoring and remedial teaching is provided to slow learners. Continuous evaluation, regular feedback systems, and increased access to e-resources ensure ongoing progress. Faculty development is also prioritized through orientation programs, seminars, and workshops, supporting both academic and professional growth.</p> |
| 6.2.2 QIM | <p>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</p> <p>The Organogram shows the correlation among organizational unit in the form of graphics and it provides great convenience for people to view detail information on organizational units as well as the associated position and personnel.</p> <p>The college runs under the Governing Body of which Principal/ HOI holds important position. The IQAC coordinated by a senior assistant professor. On being selected by the GB, the faculties are required to appear before the final selection committee of University and appointment given on getting approval of the University. The IQAC needs to be more qualitative and maintain the rules according to the NCTE Regulations.</p> |
| 6.2.4 QIM | <p>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</p> <p>The institution has implemented various initiatives for skill enhancement and capability building, including career counseling, technical skill development. Students have access to support facilities such as parking, common rooms, recreational spaces, medical aid, , and book banks. Additional support includes monetary help, outside accommodation, tuition fee concessions, and group insurance. The institution has a transparent grievance redressal system. Over the last five years, 47 placements have been made (7.42%), and 10 students have progressed to post-graduation. The students' council promotes cultural, sports, and academic activities. The college also leverages alumni networks for job-oriented seminars and webinars, with 10 alumni meetings held in the last five years.</p> |
| 6.3 | Faculty Empowerment Strategies |
| 6.3.1 QIM | <p>Effective implementation of welfare measures for teaching and non-teaching staff is in place</p> <p>The institution has implemented effective welfare measures for both teaching and non-teaching staff, ensuring their professional and personal well-being. Staff development programs are regularly conducted, with experts from education and technology participating to enhance staff skills. Financial support is provided for in-house seminars, workshops, and discussions, often led</p> |

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| | <p>by renowned experts, such as Dr. Amarnath Ghosh and Dr. Debasree Banerjee. Additionally, the college supports staff achievements, including participation in national and international seminars and qualification milestones like NET.</p> <p>For personal welfare, medical leave, special medical leaves, and loan facilities for personal needs like house repairs or medical treatments are available. Financial security is also prioritized with PF/ESI facilities for staff, especially those in financial need. Furthermore, the institution offers festival bonuses based on its financial capability, fostering a supportive and compassionate work environment for all employees.</p> |
| 6.3.5 QIM | <p>The institution has a performance appraisal system for teaching and non-teaching staff</p> <p>The institution has a comprehensive performance appraisal system for both teaching and non-teaching staff. Staff members submit monthly reports detailing working days, subjects taught, classes allotted versus taken, and classes conducted. Teaching plans, unit plans, PPTs, and instructional materials are uploaded to the Learning Management System (LMS). The evaluation includes test administration, with results shared on LMS or directly with students. Continuous formative assessments are conducted, and student queries are addressed in classrooms. Self-appraisal promotes self-reflection and improvement in teaching methods. However, periodic appraisals and feedback reporting should be strengthened by the administration.</p> |
| 6.4 | Financial Management and Resource Mobilization |
| 6.4.1 QIM | <p>Institution conducts internal or/and external financial audit regularly</p> <p>The Income and Expenditure is examined by a chartered accountant. Financial statements were examined by the auditors. The Balance Sheet prepared, the auditor's report has been given by the auditor.</p> |
| 6.4.3 QIM | <p>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</p> <p>The institution raises its funds through various sources such as the fees from students, alumni, grants and from other activities conducted by the institution. The contributions of the institution's alumni are also a source of funds for the institution. The mobilized funds are used for purchase books and stationery, renovation of Furniture. Alumni expenses, expenses for faculty development programme, research purposes, social service activities, research projects.</p> |
| 6.5 | Internal Quality Assurance System |
| 6.5.1 QIM | <p>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</p> <p>The institution's IQAC contributed in curriculum planning, effective classroom communication, interactive classroom, inclusive education, code of conduct, integration of ICT, biometric attendance and cultural activities. The use of TLMs in classroom teaching, reinforcement technique, educational rights of students, PPT presentation, remedial teaching and internal evaluation methods are looked after by IQAC of the college.</p> |
| 6.5.2 QIM | <p>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</p> <p>The college prepares academic plan. Various programmes, celebrations, holidays, teaching-learning activities, plan of evaluation is notified. An orientation programme is introduced in which newly admitted students were accustomed with normal activity like morning assembly; attendance on regular basis as important announcements is done during the session. The IQAC meets on regular basis regarding various important aspects for more betterment of regular teaching learning process. Feedback is collected from students, teachers and heads from internship schools etc. Students also get the guidance for state or national level tests like CTET, WBTET, PRIMARY TET, NET, SET etc. for having good professional field in future endeavours.</p> |

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| 6.5.5 QIM | <p>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</p> |
| | <p>The institution tracks incremental improvements in both academic and administrative domains through quality assurance initiatives led by IQAC. Over the last five years, several key developments have been made. The college aligns with its vision and mission, updates its website regularly, and facilitates online admissions with payment gateways. Technological advancements include internet access, a Learning Management System (LMS), free Wi-Fi, and smart classrooms for effective teaching. Safety is enhanced with CCTV installations, and the ICT lab is equipped with 24 Computing systems. The library has been improved with Integrated Library Management Software (Koha), journal subscriptions, and DELNET access. Labs, including the Language Lab are upgraded. Additionally, students are supported through grievance redressal, welfare, anti-ragging, and ICC cells. Regular IQAC meetings ensure ongoing quality improvements, while the Direct Benefit Transfer (DBT) system ensures timely salary payments to staff. These efforts highlight the institution's commitment to continuous enhancement.</p> |

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| <p>Qualitative analysis of Criterion 6</p> | |
| | <p>The institution ensures quality enhancement through various management bodies, including the Principal/TIC, IQAC, NAAC, Cultural Committee, Exam Committee, and others. Non-teaching staff, student representatives, alumni, and stakeholders are involved in decision-making. Financial transparency is maintained through regular audits, though there are concerns about improper resolutions for cash advances and capital donations. The institution implements e-governance across various systems, including administration and student support. Welfare measures like Contributory P.F, E.S.I, and maternity leave are provided. Over the last five years, faculty participated in FDPs, and five professional development programs were organized. Funds are raised through student fees, grants, and alumni contributions, supporting various academic and infrastructure initiatives. IQAC focuses on curriculum planning, ICT integration, inclusive education, and student guidance for professional exams.</p> |

| Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7) | |
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| 7.1 | Institutional Values and Social Responsibilities |
| 7.1.1 QIM | <p>Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements</p> <p>The institution has implemented an energy policy focusing on conservation and the use of alternative energy sources. Initiatives include expert discussions on energy conservation, lessons on alternative energy, student engagement through wall magazines on energy issues, and plans to install solar energy systems. The institution needs to implement the policy at the earliest to utilize alternative energies, especially solar energy, for managing the day-to-day activities of the college.</p> |
| 7.1.2 QIM | <p>Institution has a stated policy and procedure for implementation of waste management</p> <p>The institution has a comprehensive waste management policy focusing on waste reduction, recycling, and sustainable practices. Key actions include composting organic waste to reduce pesticide and fertilizer use, promoting stakeholder participation in waste reduction programs, and adhering to waste legislation. The institution follows a waste hierarchy: prevention, reuse, recycling, recovery, and disposal. A dedicated team oversees waste management and implements a clear action plan, which includes segregating wet and dry waste, proper e-waste disposal, and recycling initiatives. Stakeholders are trained to follow these practices, and the institution actively participates in the Swachh Bharat program. The college also collaborates with local authorities for plastic disposal and recycling.</p> |
| 7.1.5 QIM | <p>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</p> <p>The institution maintains a strong focus on cleanliness, sanitation, and the preservation of a green environment, ensuring a pollution-free and healthy campus. Regular reviews and feedback mechanisms are in place to monitor progress. The institution's commitment to maintaining a clean, sustainable, and eco-friendly campus contributes to the overall quality assurance framework, fostering continuous improvements in academic performance and administrative functions.</p> |
| 7.1.8 QIM | <p>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</p> <p>The institution actively leverages its local environment, resources, and community practices to promote a clean and healthy campus. Committed to cleanliness, sanitation, and a green environment, the college engages students, faculty, and staff in maintaining a pollution-free space. The campus has lush greenery with trees like Mahogany and Teak, along with medicinal plants such as Neem and Aloe Vera. Efforts include proper waste management, sanitation facilities, and the use of bicycles by students to reduce pollution. The institution also emphasizes waste segregation, discourages plastic use, and fosters awareness about hygiene through internal seminars. Being located away from the main road, the college enjoys a noise-free environment, contributing to a peaceful and eco-friendly atmosphere. The green generator ensures energy efficiency, while the campus is regularly cleaned, with waste and wastewater disposal handled responsibly. These initiatives align with the institution's commitment to utilizing its local environment for fostering sustainability and community welfare.</p> |
| 7.2 | Best Practices |
| 7.2.1 QIM | <p>Describe at least two institutional best practices (as per NAAC format given on its website)</p> |

Two institutional best practices implemented to enhance student learning and support are the Student Profile Mapping System and the Learning Management System (LMS).

Student Profile Mapping System: This system tracks academic, personal, and extracurricular information to create personalized learning plans, enabling educators to address individual needs. It helps detect academic and personal challenges early, provides tailored interventions, and monitors student progress over time, resulting in better academic outcomes and greater self-awareness among students.

Learning Management System (LMS): The LMS centralizes educational resources, allowing students to access learning materials anytime and anywhere, supporting self-paced and remote learning. It fosters an interactive learning environment with multimedia content, quizzes, and continuous feedback. This system enhances communication between students and instructors, encourages collaboration, and ensures that educational programs adhere to institutional standards and policies. These practices collectively improve student engagement, academic performance, and educational effectiveness.

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| 7.3 | Institutional Distinctiveness |
| 7.3.1 QIM | Performance of the institution in one area of distinctiveness related to its vision, priority and thrust |
| | <p>The institution's performance in implementing Outcome-Based Education (OBE) aligns with its vision, priority, and thrust. Recognizing the dynamic nature of the education system, the institution focuses on adapting to economic and global changes, ensuring students are equipped with relevant skills for the present society. The OBE system emphasizes expected outcomes from both teachers and students, fostering continuous growth and relevance. Regular discussions on global developments ensure that teaching methods evolve to meet the aspirations of the nation. The college integrates its vision and mission into daily activities, encouraging students to associate Course Learning Outcomes (CLO) with Program Learning Outcomes (PLO) during their internship. Through this approach, the institution ensures that its educational practices remain aligned with both local and global demands, preparing students for future challenges, especially the 87% of the student population who are socioeconomically marginalized female students</p> |

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| Qualitative analysis of Criterion 7 | |
| <p>The institution focuses on sustainability through energy conservation, alternative energy, and waste management. Initiatives include expert discussions, solar energy plans, green generators, and energy-saving practices. Waste management emphasizes reduction, recycling, and stakeholder engagement, including composting and e-waste disposal. The institution fosters a pollution-free, eco-friendly campus, with lush greenery, noise-free surroundings, and green generators. It maintains high standards in both academic and administrative domains through continuous quality assurance initiatives, such as curriculum reviews, faculty development, and streamlined administrative processes. The Student Profile Mapping System and Learning Management System (LMS) enhance student learning by tracking individual progress and providing accessible resources for self-paced learning.. Through these practices, the institution leverages its local environment and resources to maintain a clean, healthy, and sustainable campus, fostering community welfare and continuous improvements. It is recommended to implement the plan and policies for generating alternative energy through solar panels at the earliest.</p> | |

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

1. Eco-friendly and green campus.
2. Emphasis on the holistic growth of students along with curricular activities.
3. Qualified and well-experienced teaching faculty.
4. Adequate infrastructure with an ICT lab.
5. LMS and DELNET system for advanced learning.
6. Wi-Fi facility and a library with books, journals, and e-resources.
7. Laboratories with proper equipment and basic facilities.
8. Smart classrooms and remedial classes for underperforming students.
9. Various committees for academic and cultural development.
10. Value-added courses and enrichment opportunities for students.
11. Active participation in community outreach and cultural programs.
12. Green and clean campus with decorative plants and sports facilities.
13. Secured with CCTV for safety and monitoring.

Weaknesses:

1. A research culture needs to be encouraged among teachers and students.
2. Financial support is required to improve infrastructure, facilities, and research.
3. Lift facilities are needed for disabled students and staff.
4. Additional smart classrooms and computers are required.
5. The library needs more reference materials and career guidance resources.
6. Hostel facilities are required for students coming from distant areas.

7. A full-time trained professional counselor should be appointed on campus.

Opportunities:

1. The alumni association can provide career and field-related guidance to current students.
2. Online learning opportunities through NPTEL, SWAYAM, and other online platforms.
3. Faculty a management dedicated to student progress.
4. Cultural programs and sports activities are part of the teaching and learning.
5. Introduction of various technology-oriented add-on courses.
6. Availability of land and infrastructure for expanding outdoor facilities for sports and fitness activities
7. Introducing various job-oriented and value-added courses.

8. Providing opportunities for employment in the public and private sectors in local areas.

Challenges:

1. Updating the curriculum to align with technological advancements based on college needs.

2. Limited financial support affecting the quality of facilities and laboratory upgrades.
3. Insufficient number of smart classrooms and ICT facilities.
4. Facilitating student exchange programs and enhancing student diversity.
5. Offering continuous professional development opportunities for both teachers and students.
6. Adapting to frequent changes in educational policies and standards.
7. Effectively incorporating technology into training processes and curriculum.
8. Expanding community extension and engagement activities.
9. Lack of a professional counselor on campus.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Inculcate research culture and publish research papers in high-impact journals.
- Conduct more community outreach programs benefiting nearby villages. Undertake sponsored research projects and consultancy.
- Increase funding for laboratories, libraries, and sports facilities by the management.
- Strengthen alumni association involvement in student support and progression.
- Expand ICT facilities and increase smart classrooms for enhanced learning and improved integration in all class rooms.
- Upgrade infrastructure to include lifts or ramps for disabled access.
- Appoint a full-time professional counselling psychologist.
- Expand library resources with additional references and career guidance materials.
- Arrange regular English language communication skills , pre-examination coaching classes for civil services and other competitive exams
- Incorporate continuous professional development programs for faculty.
- Regularly update the curriculum to reflect technological advancements. Improve assessment methods with diverse evaluation approaches.
- Encourage student enrollment in add-on courses through MOOCs, NPTEL, and SWAYAM ,etc.
- Promote interdisciplinary collaborations with other institutions.
- Develop a comprehensive research fund to support faculty and student research.
- Establish hostel facilities for outstation students.
- Undertake sponsored research projects and consultancy.
- Improve assessment methods with diverse evaluation approaches.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

| Sl.No | Name | | Signature with date |
|-------|--------------------------|---------------------|---------------------|
| 1 | DR. VIQUAR UNNISA | Chairperson | |
| 2 | DR. ROMATE JOHN | Member Co-ordinator | |
| 3 | DR. RONGALI SIVA PRASADH | Member | |
| 4 | Dr. Pratibha Singh | NAAC Co - ordinator | |

Place

Date