



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
ORIENTAL EDUCATION SOCIETY'S ORIENTAL COLLEGE OF  
EDUCATION  
C-34072**

**Navi Mumbai  
Maharashtra  
400705**

**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**

1.Name & Address of the institution:	ORIENTAL EDUCATION SOCIETY'S ORIENTAL COLLEGE OF EDUCATION Navi Mumbai Maharashtra 400705	
2.Year of Establishment	2003	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	10	
Permanent Support Staff:	3	
Students:	134	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Community and outreach activities are carried out frequently and effectively. 2. Faculties are active in publishing research papers and books. 3. Management is very much supportive to the students and entire staff.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 12-12-2024 To : 13-12-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. VENKATA RAO NIMMA	FormerVice Chancellor,DR B R AMBEDKAR UNIVERSITY
Member Co-ordinator:	DR. SATISHPRAKASH SHUKLA	FormerDirector,INDIAN INSTITUTE OF TEACHER EDUCATION
Member:	DR. LEONILLA MENEZES	FormerPrincipal,ST.ANNS COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Priya N	

## 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)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	<p><b>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</b></p> <p>The Year plan and Course activities are based on Program learning outcomes and course learning outcomes. The curriculum delivery method is appropriately taken into account according to students needs. Students are informed of the same during the orientation program. The government major policy choices official publications and a variety of education- related websites are cited in order to make the curriculum relevant. Over the past few years schools of Boards of Education have been established in the area. The institution also plans seminars and workshop for students.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p><b>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</b></p> <p>The teachers provide proper modelling to students in good teaching techniques. Through lecture internship exposure for professional experience, community outreach etc. The students are properly informed about the course. The students benefit from experiential learning. As per the requirements of changing need new and effective method of teaching learning are introduced to students. For greater clarity and comprehension of each subject covered by the curriculum innovative teaching techniques including seminars, brainstorming sessions, group discussions etc using audio- video web link are often used. Learning skills such as storytelling, role-play, debates preparing teaching aids, reflective practices etc are used. Teachers are trained well to prepare the students for internship.</p>
1.3.2 QIM	<p><b>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</b></p> <p>The college promotes varieties of options that enables students to familiarise with the diversities in the school system in order to efficiently compare each perspective.</p> <p>They are as follows: -</p> <p>The students during 19 weeks of Internships learn how different schools' functions in terms of curriculum, activities norms, infrastructure facilities and school administration facilities.</p> <p>They also learn functioning of various Boards of School Education, functional differences among them, various assessment systems, norms and standards, state wise variations, International and comparative perspective.</p>
1.3.3 QIM	<p><b>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</b></p> <p>The Mumbai University offers a wide range of curricular experience that allow students to put what they have learned to put into practice.</p> <p>Cultural and celebrations of days of significance are organised to promote diversity, enhance</p>

engagement to build community through building up of unity etc. Internship program encourage the students to employ various teaching leaning skills. This is achieved through industry exposure by providing career exploration etc. Group activities are organised to promote collaboration to enhance social skills problem-solving skills, creativity etc. The student teachers are taught to deliver and assess learning experience and co-curricular activities.

#### Qualitative analysis of Criterion 1

The institute applies practical approach to curriculum implementation based on teacher trainees needs and changing teacher training trends. IQAC of the institution and College Development Committee provide suggestions and recommendations about curriculum transaction. At the beginning of the year the students are given sufficient orientation regarding the course and various subjects. The Faculty meet periodically to review the curriculum transaction in the college. The college offers academic flexibility for students by allowing them to choose from verity of pedagogical subjects and value-added courses. The institution takes feedback from various stake holders such as alumni, parents, employers and educational experts about the curriculum and incorporates the same. The academic plan and course activities of the college are based on the PLOs and CLOs of teacher education. The college is offering two value- based courses. More of such need based courses to be offered.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Honoring Student Diversity
2.2.1 QIM	<p><b>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..</b></p> <p>After the admission the college administrators a teaching aptitude test and conducts interviews to evaluate students' potential for teaching.</p> <p>Face to face oral interviews are conducted with the students seeking admission for B.Ed. course by the principal and staff. Their subject knowledge is tested by conducting content test at the beginning of the B.Ed. course.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p><b>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</b></p> <p>The diverse methods of teaching learning adopted by the college are participatory learning, group learning, seminars, debates, blended learning etc. Experiential learning is emphasised cooperative learning strategies are used student teachers are actively involved in problem solving process through Action Research projects.</p>
2.3.5 QIM	<p><b>Continual mentoring is provided by teachers for developing professional attributes in students</b></p> <p>The teacher educators of the college continuously mentor students to foster professional growth. Mentoring strengthens teacher student's bond. Mentor guide student- teacher in both academic and non academic pursuits.</p>
2.3.7 QIM	<p><b>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</b></p> <p>To promote creativity innovativeness, intellectual and thinking skill, empathy, life skills etc.in students a variety of co-curricular activities, extension activities are conducted. Provision is made for students to participate in various competitions university level and state level.</p> <p>Teachers use diverse creative approaches to develop these abilities in students. Workshops and seminars are also organised for this purpose.</p>
2.4	Competency and Skill Development
2.4.8 QIM	<p><b>Internship programme is systematically planned with necessary preparedness..</b></p> <p>For Internship purpose the selection of schools is made by keeping in mind factors like the location, learning environment and affiliation type of schools. Students are given proper orientation before starting the Internship. Teachers supervise the lessons of students during the internship and give them feedback to improve their teaching skills.</p>
2.4.11 QIM	<p><b>Institution adopts effective monitoring mechanisms during internship programme.</b></p> <p>Teacher educators mentor students teachers during the internship by guiding their lessons at planning level and during the evaluation. All the activities of students during the internship are guided and supervised school principals and teachers are given proper guidance by the college principal and staff to monitor the activities and lessons of student teachers during the internship.</p>
2.5	Teacher Profile and Quality
2.5.4 QIM	<p><b>Teachers put-forth efforts to keep themselves updated professionally through</b></p> <ul style="list-style-type: none"> <li>• In house discussions on current developments and issues in education</li> <li>• Sharing information with colleagues and with other institutions on policies and</li> </ul>

	<b>regulations</b>
	In Oriental College of Education teacher educators keep themselves expertly refreshed through participating in conference, seminars and by attending short term training programmes.  They share their knowledge and information gained through these participations with their colleagues through discussion and short lectures. They also share with other institutions on policies and regulations through webinars, workshops and seminars.
2.6	<b>Evaluation Process</b>
2.6.1 QIM	<b>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</b> The Oriental College of Education does the Continual Internal Evaluation (CIE) as per the University of Mumbai recommendations. Besides the evaluation of students is done by organising activities to evaluate their leadership skills, public speaking skills and technological proficiency. It also conducts team work activities to evaluate students diligence in work, work ethics, punctuality and other team work skills.
2.6.3 QIM	<b>Mechanism for grievance redressal related to examination is operationally effective</b> Oriental College of Education has Examination Committee to maintain the quality of Internal and External examination. The grievance redressal mechanism for examination related issues is a structured process designed to address and resolve students' complaints efficiently and fairly. The college ensures transparency and accountability.
2.6.4 QIM	<b>The Institution adheres to academic calendar for the conduct of Internal Evaluation</b> The College prepares academic calendar according to the direction given by the University of Mumbai. The Academic Calendar maintains a structures way to include the components of internal evaluation. The designing of the internal assessment is giving enough time during the curriculum planning ate the beginning of every semester.
2.7	<b>Student Performance and Learning Outcomes</b>
2.7.1 QIM	<b>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</b> The University of Mumbai syllabus is used to create the PLO's and CLO's. The institution ensures that the teaching and learning process is in line with PLO's and CLO's through the implementation to specific measures. The staff member have been trained to do so. Students are informed of the anticipated learning results when a unit is introduced. Different teaching learning methods are evaluated and implemented to ensure that the align best with the CLO's and PLO's value added Course, field trips, expert interactions are also arranged to help achieve PLO's.
2.7.3 QIM	<b>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</b> Collaboration abilities, teamwork aptitude, Problem solving abilities, life skills such as creativity critical thinking and decision making are ensured in students as part of the progressive performance of students and attainment of professional attributes.
2.7.5 QIM	<b>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</b> The students are enrolled in the Bachelor of Education program based on their CET scores and their performance in the English language competency test (ELCT). Based on the results entry counselling evaluation is done. The evaluation of the responses aid in organising activities that cater their needs such as needs in pedagogical areas, needs related to the subject matter, needs related to ICT areas.

#### Qualitative analysis of Criterion 2

The institute arranges teaching-learning process according to students diversity. The slow learners are helped

through remedial teaching and tutorials. Students are familiarised regarding various techniques of the course. Learner centred approach to teaching, learning and evaluation are followed. Skills and competencies are imparted through demonstration, internship programmes, value added courses, simulated lessons etc. The essential digital and technological support is provided to teachers and students. Teachers of the institution are given opportunities to upgrade themselves periodically. Multidisciplinary and interdisciplinary approach is followed wherever possible. PLOs and CLOs are given importance as part of teaching learning process.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.3	Outreach Activities
3.3.4 QIM	<b>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</b>
	The College conducts outreach activities to influence and sensitize students on social issues and community development. The aim is to raise awareness, foster social responsibility and encourage active participation in community development initiatives. Outreach programmes have fostered mutual beneficial partnership in which students have been developed personally and professionally and the society has gained from student's service and interactions with them.

Qualitative analysis of Criterion 3

The Oriental College of Education is proactive regarding organising outreach activities for the development of the society. These activities promote social skills such as social sensitivity and leadership skills among students.

The college has conducted awareness campaigns in the neighbouring communities. Free health check-up programmes are conducted for the people of the locality. Blood donation camp and women empowerment programmes also are conducted. College has worked with National Society for Equal Opportunity for the differently abled children.

The college management offers financial support to it's faculty to promote professional development and research activities such as attending seminars, workshops , conferences and writing research papers to be published in journals.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p><b>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</b></p> <p>The institute has 6000.00 sq. mts. built up area in seven stories out of which 1880 sq. mts. are for B. Ed. Programme at 6th and 7th floor. It has 8 classrooms including one with smart board, a multipurpose hall, computer lab, psychology lab, language lab, physical resource centre and 1 seminar hall. Total 152 computers are there in the institution out of which 105 are there in computer lab. The Library has subscribed for 4268 e-Journals, e-Books., There are 2496 titles and 4750 books, 70 encyclopaedia 16 journals. Playground and sports kits are available in the institution. Institute has automated library system. The reading room in the library has the capacity of 65 students. Sports facility, ground and science labs are shared by other institutions of the same building.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><b>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b></p> <p>There are 2496 titles and 4750 books, 70 encyclopaedia 16 journals in the library. It has integrated library management system ( ILMS) i.e. OPAC.</p>
4.2.2 QIM	<p><b>Institution has remote access to library resources which students and teachers use frequently</b></p> <p>The Library has subscribed for 4268 e-Journals, e-Books. Remote access of the same is done by the teachers and the students. The library blog can be accessed at <a href="https://ocelib.blogspot.com/">https://ocelib.blogspot.com/</a> and it displays 50 books, 2000 + E- journals, multiple Swayamprabha videos and 15 documents related to Education</p>
4.3	ICT Infrastructure
4.3.1 QIM	<p><b>Institution updates its ICT facilities including Wi-Fi</b></p> <p>The institute has working Wi Fi facility having 300 mbps which is used by the teachers and students.</p>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<p><b>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</b></p> <p>laboratories, library, sports complex, computers, classrooms are found neat and clean, that shows that all facilities are maintained properly. All computers are found in working condition. Sport kits are arranged in a proper manner. Boys room, girls room, staff room, toilets are found in good condition.</p>

#### Qualitative analysis of Criterion 4

The Institution has required rooms for lectures and staff with CCTV cameras on different floors. Two computer labs are there with Wi-Fi facility. Four LCD projectors, one interactive panels, 1 OHP, 1 digital camera and total 152 computers are available in the institution. Software is available in library. Enough sports equipment and well maintained play ground for different outdoor games and facilities for indoor games are available. Institute purchases the books every year according to the need. Total 4750 books with 2496 titles, educational research journals are there in the library. The institute has established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. Playground, Science Labs and computer Labs are shared by other institutions of



the same trust located in the same premises. The institute should provide training for developing E-content to the teachers.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.3	Student Participation and Activities
5.3.1 QIM	<p><b>Student council is active and plays a proactive role in the institutional functioning</b></p> <p>According to the records provided by the institute, it has an active student council that consists of General Secretary/ Class Representative, Deputy General Secretary, Cultural in-charge, Notice Board in-charge, assembly coordinator, Discipline in-charge Library in-charge, Social Media in-charge and Picnic and Community work in-charge. By interacting with all in-charges it is found that they look after the tasks assigned to them.</p>
5.4	Alumni Engagement
5.4.1 QIM	<p><b>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</b></p> <p>The institute has registered alumni association, which has separate bank account in Indian Overseas Bank.</p>
5.4.4 QIM	<p><b>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.</b></p> <p>Alumni association helps in placements of the student teachers in educational institutions. It guides the student teachers in lesson planning, supports in conducting workshop and orientation program to motivate new students. It conducts different activities like workshop on soft skill development, CET workshop, It initiates for book donation drive and contributes in Action Research work. Alumni meet held once in a year to have an interaction between the institution and the students</p>

#### Qualitative analysis of Criterion 5

Student council of the college initiates various cocurricular activities and discusses with the management regarding various issues related with students' welfare. Sports and cultural events are organised by the college periodically. Registered alumni association is there. Separate bank account of the same is maintained. Alumni association should be motivated to give financial assistance to the poor students. The institute has grievance redressal committee that solves the grievances along with sexual harassment and ragging problems. Some students are given financial assistance based on their socio-economic conditions. Placement cell is there through which the students are placed in the educational institutes as teachers.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	<b>Institutional Vision and Leadership</b>
6.1.1 QIM	<p><b>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</b></p> <p>The institute has College Development committee that consists of the chairman, secretary's nominee, member secretary and members from teaching and non teaching staff and student council. IQAC looks after the enhancement of the quality of academic and administrative aspects of the institute.</p>
6.1.2 QIM	<p><b>Institution practices decentralization and participative management</b></p> <p>Decentralised and participative management system is adopted by the institute. Principal in consultation with the Management and faculty allocate the tasks to the teachers and supporting staff. Academic committee, student council, cultural committee, sports committee, seminar &amp; workshop placement cell are formed by the institute. The committee members are chosen on a rotating basis who are monitored by, portfolio-level reports, activity-level reports, and review meetings. Participative academic management system is developed to provide the opportunities to the students to conduct various academic and co-curricular activities.</p>
6.1.3 QIM	<p><b>The institution maintains transparency in its financial, academic, administrative and other functions</b></p> <p>The academic calendar is displayed on Website. Students informed about outlining the academic schedule for the year. The college encourages open communication between students and faculty, facilitating discussions on academic matters, concerns, and feedback. For Admission purpose and student database institution uses <b>CMS SOFTWARE</b>. Schedules for classes, additional lectures, remedial sessions, workshops and seminars, practice teaching and extracurricular activities are openly communicated and made known to the students.</p>
6.2	<b>Strategy Development and Deployment</b>
6.2.1 QIM	<p><b>The institutional Strategic plan is effectively deployed</b></p> <p>Institute has framed College Development Committee (CDC) as per the guidelines from the University of Mumbai (UoM). It has also constituted several committees at the college level. The roles and responsibilities of these committees are well-defined for the smooth execution of regular activities.</p>
6.2.2 QIM	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b></p> <p>The institute has formed the institutional bodies as follows.</p> <p>Administrative and Advisory Bodies like Management Body, College Development Committee (CDC), IQAC</p> <p>Academic Bodies like Examination Department, Admission Committee, Library Committee, Discipline Committee.</p> <p>Cells/Clubs like Women Development Cell, Electoral Literacy Club, Grievance Cell, Placement Cell, Student Council, VENTEL, Vasundhara Green Club, Pedagogy Club. Alumni Association.</p>
6.2.4 QIM	<p><b>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</b></p> <p>Meetings of different bodies, cells and committees are arranged at regular interval of time and</p>

	minutes of the same are prepared.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>Effective implementation of welfare measures for teaching and non-teaching staff is in place</b> Annual increments are provided to all staff members. Health insurance for employees of the institution is provided. Institute provides the facility of leaves to all its employees in accordance with the statutory norms. Financial support for attending seminars, workshop and national conferences is given
6.3.5 QIM	<b>The institution has a performance appraisal system for teaching and non-teaching staff</b> Based on different parameters, the institute has developed performance appraisal system for teaching and non-teaching staff.
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal or/and external financial audit regularly</b> External audit of the account is done by the chartered accountant and administrative head and accountant take care of the internal audit of the financial accounts.
6.4.3 QIM	<b>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</b> For efficient use of available financial resources, the accounts section prepares the annual budget by collecting the estimated/ projected budgetary requirements from all the departments and presenting the same before the managing authorities in the governing body meeting.
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</b> IQAC organises FDPs and remedial work for weak students and also helps in monitoring the academic functions of the teachers.
6.5.2 QIM	<b>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</b> Students feedback is taken in terms of the teaching learning process and analysed by IQAC. Based on that discussion is done with the teachers with the help of IQAC.
6.5.5 QIM	<b>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</b> Based on the previous experiences the institute has a plan for next four years for quality enhancement and improvement of the functioning of the institute.

#### Qualitative analysis of Criterion 6

The college has well defined goals and plans. Organizational structure includes College Development Committee, IQAC, Grievance Redressal Mechanism and Anti-Ragging Cell etc are established. Financial support for attending conferences and membership fee for professional bodies is given to the faculty to improve research output of the college. Faculty members are encouraged and permitted by the institution to attend orientation and refresher course and short-term courses. The institution has to implement system for regular performance appraisal for teaching and non-teaching staff. Internal Auditing is done regularly. The college should develop more effective strategies for mobilisation of funds and optimal utilization of resources. The college has Internal Quality Assurance Cell, Pedagogical training should be conducted from time to time and quantitative and qualitative analysis of the college should be done by the IQAC. Bio-matric system for attendance of staff and students is available and functioning well.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	<b>Institutional Values and Social Responsibilities</b>
7.1.1 QIM	<p><b>Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements</b></p> <p>The college promoted the use of energy efficient CFL bulbs and have reduced energy bills and energy conversion for longer life. As an energy saving measure, the college has solar panels installed which are used to generate and use solar energy. The college using LED bulbs and other devices for this purpose. To protect the nature, utilised green energy in place of fossil fuel. Institution using solar Pannels and batteries to store and convert solar energy for electrical purposes more particularly street lighting.</p> <p>The college has an architecture that makes maximum use of lighting and natural ventilation and hence use of lights and fans are reduced / minimised.</p>
7.1.2 QIM	<p><b>Institution has a stated policy and procedure for implementation of waste management</b></p> <p>As a measure of solid waste management, The Institution is during minimum wastage of papers and has separate dustbins in the college for recyclable and non-recyclable waste. The college also collective E-waste and disposes it in a scientific way. Waste in the college is segregated into wet and dry waste. Two separate dustbins are placed at strategic points per this purpose. Compost generated is used in the vegetable and plant patch in the campus . E waste is Disposed through Vendor.</p>
7.1.5 QIM	<p><b>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</b></p> <p>As a green campus initiative, the college is plastic free and land scaping with trees and plants have been done. As a measure of providing inclusive environment which includes tolerance, harmony towards socio-cultural -regional economic diversities, the college is celebrating festivals and important days emphasising the same. Further celebrating national Days and events particularly Independence and Republic days as well as birth and Death anniversaries of great Indian personalities. At the Institution, Swatch Bharat Abhiyan/ Clean India Campaign was held to bring about change in the behavioural and attitudinal aspects of students.</p> <p>Hygienic Sanitation is ensured through regular cleaning of Washrooms and regular maintenance. Dedicated safe drinking water sources are present at many places in the campus and comes from storage tank.</p> <p>Tree plantation at campus, Plastic Recycle Clean and green awareness program were conducted through VENTEL. Organic Fertilizers in the form of Compost produced in the compost pit is utilise for the plants.</p>
7.1.8 QIM	<p><b>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</b></p> <p>The institution focussed on students all round development through self-development activities such as communication skills, soft skills, technological skills, expression freely and effectively, sports, lifelong activities and capacity building workspace and interactive sessions. Mangroves are an intergral part of the local eco System.</p>
7.2	<b>Best Practices</b>
7.2.1	<b>Describe at least two institutional best practices (as per NAAC format given on its website)</b>

QIM	<p>he academic environment of the college is very conducive. The students are provided with diversified academic experiences and exposure by the teachers. The prescribed curriculum has the scope of various kinds of activities like Swot analysis, training blog writing, preparing for research proposals, writing lesson plans based on different teaching models which includes enquiry model, inductive thinking model and constructive approach. The students are made aware of outreach activities through community participation &amp; curriculum. Transaction process in and out the classroom. It has built strong ties with NGO, Rotary Clubs and the Community and Institution connect. Research culture is developed and good number of articles and publications are done by the faculty. Seminars were conducted with the financial sanctions of ICSSR grant. Action research is being conducted by the faculty and students mainly focusing on local issues and problems arise.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p><b>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</b></p> <p>The College is very adaptive in nature and positive for its students and employees and provides fee relaxation/ concession to needy students. Travel grant to staff, advances against salary etc. The Institutional environment is very conducive for learning and working. The alumni, parents and students were observed to be satisfied with functioning of the college. The college is making best efforts for betterment of students and staff besides quality Education. The college provides good exposure to the students for all round development as it is a composite institution wherein other programs are also being run.</p>

#### Qualitative analysis of Criterion 7

The academic environment of the college is very conducive. Research culture is developed and good number of articles and publications are done by the faculty. Seminars were conducted with the financial sanctions of ICSSR grant. The alumni, parents and students were observed to be satisfied with functioning of the college. The college provides good exposure to the students for all round development as it is a composite institution wherein other programs are also being run.

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

#### Overall Analysis

##### Strength:

1. The institution has very enthusiastic faculty and a dynamic Principal in academic component and are inclined towards Research publications and Action Research.
2. The College Publishes Newsletter, Monthly Magazines and Annual Handouts covering the entire gamut of activities taking place.
3. The college being a composite in nature, contributes more towards Holistic development of Prospective Teachers of B.Ed. program.
4. Wi-Fi facility provided to all the students and faculty of the college.
5. The college has a good conducive learning environment for students and working environment for its employees.
6. The college conducts cultural activities for socio- cultural development of students.
7. The Management of the college is pro active for the development of the institution.
8. The Management is considering towards poor and needy students to give fees concession

**Weaknesses:**

1. The Potential of the alumni has not been fully tapped by the college
2. The extension of community outreach activities are required it to be improved and diversified
3. Smart boards for students use are limited.

**Opportunities:**

1. Institution can start M.Ed. and ITEP program.
2. The college may collaborate with National and International level Institutions to give wider exposure to the students in the academic components.
3. The faculty of the college could further update themselves in IT skills to enhance Teacher Education

**Challenges:**

1. The institution has major challenge in regard to financial support/ funding from the Government.
2. The College has challenging task to prepare its teacher trainees to get placements globally.

**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)

- A day care centre/ Creche is required to be setup in the college to meet the requirements of Married students and working women employees of the College.
- The placement of outgoing students is required to be done more systematically in collaboration with schools and other recruitment agencies.
- The college needs to plan to collaborate with foreign institutions for starting value added courses and skill development programs through Online/ Hybrid mode participants.
- The Alumni Association be strengthened by taking its potential in different forms.
- The teachers should map Programme Outcomes and Course Outcomes and make assessment appropriately about the achievements on these two.
- The college should make a provision for coaching for various competitive exams and make a provision as a regular phenomenon.

**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. VENKATA RAO NIMMA	Chairperson	
2	DR. SATISHPRAKASH SHUKLA	Member Co-ordinator	
3	DR. LEONILLA MENEZES	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date