

CHAPTER- IV

ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

The data from the list of accredited TEIs, PTRs, Questionnaires, Opinionnaires and Scales were analysed using statistical calculations and content analysis. Objective-wise Data Analysis and Interpretation have been presented in this Chapter. The objective-wises analyses for the present study are given under the following points.

4.1 Analysis and Interpretation of Accreditation status

4.2 Analysis and Interpretation of Comparison of the CGPA for different types of TEIs

4.3 Analysis and Interpretation of Relationship amongst CGPA of the Criteria for different types of TEIs

4.4 Analysis and Interpretation of the Observations of Peer Team Reports

4.5 Analysis and Interpretation of opinions of the Assessors and Stakeholders of NAAC accredited TEIs about assessment and accreditation of TEIs

Note: Data Interpretation and Findings of the study have been presented in the following definition.

None	: 00.00 percent
A few	: 00.01 percent to 05.49 percent
Few	: 05.50 percent to 13.49 percent
Some	: 13.50 percent to 25.49 percent
Many	: 25.50 percent to 49.49 percent
Half	: 49.50 percent to 50.49 percent
Most	: 50.50 percent to 65.49 percent
Majority	: 65.49 percent to 99.99 percent
All	: 100.00 percent

4.1 ANALYSIS AND INTERPRETATION OF ACCREDITATION STATUS

Objective-1: To study the overall Accreditation status of Teacher Education Institutions (TEIs) of Gujarat State accredited by the National Assessment and Accreditation Council (NAAC)

Data from the ADEF list of all 57 NAAC accredited TEIs, and their PTRs were used to analyse and interpret the above objective no. 1. The **Accreditation status** of TEIs was analysed using Ascending-descending, Frequency distribution, Percentage calculation, and mean calculation with the help of formulas used in Microsoft Office Excel. In fulfillment of objective no. 1, the Analysis and Interpretation of Accreditation status of TEIs in Gujarat have been given in table no. 4.1.1 to 4.1.13.

4.1.1 Different types of TEIs Accredited in Gujarat out of all TEIs

The TEIs in Gujarat had undergone the NAAC assessment and were accredited with grade and CGPA. The different types of accredited TEIs were Urban, Rural, Government, GIA and SF. From the ADEF, the distribution of different types of NAAC accredited TEIs (from April 2007 to March 2015) out of existing TEIs in 2015 has been given in table no. 4.1.1.

Table 4.1.1

No. of Different types of TEIs Accredited in Gujarat out of all TEIs

Type of TEIs	Govt. TEIs	GIA TEIs	SF TEIs	Total U & R TEIs
No. of Urban TEIs	2	30	109	141
No. of Accredited Urban TEIs	1	20	9	30
Percent of Accredited Urban TEIs	(50.00)	(66.67)	(8.26)	(21.28)
Percent of TEIs out of all 315 TEIs	(0.32)	(6.35)	(2.86)	(9.52)
No. of Rural TEIs	4	11	159	174
No. of Accredited Rural TEIs	0	11	16	27
Percent of Accredited Rural TEIs	(0.00)	(100.00)	(10.06)	(15.52)
Percent of TEIs out of all 315 TEIs	(0.00)	(3.49)	(5.08)	(8.57)
Total No. of Govt., GIA and SF TEIs	6	41	268	315
No. of Accredited Govt., GIA and SF TEIs	1	31	25	57
Percent of Accredited Govt., GIA and SF TEIs	(16.66)	(75.61)	(9.33)	(18.10)
Percent of TEIs out of all 315 TEIs	(0.32)	(9.84)	(7.94)	(18.10)

(Note. Figure in the parenthesis indicates percent.)

Table no. 4.1.1 shows that out of all 315 TEIs, 57 (18.10 percent) TEIs had undergone the NAAC assessment and were accredited with grades, which included 30 (9.52 percent) Urban TEIs, 27 (8.57 percent) Rural TEIs, one (0.32 percent) government TEI, 31 (9.84 percent) GIA TEIs and 25 (7.94 percent) SF TEIs. So it can be concluded that some TEIs had undergone the NAAC assessment and were accredited with grades, including few Urban, Rural, GIA and SF TEIs, and a few government TEIs.

Different types of TEIs from all 315 TEIs had undergone the NAAC assessment and were accredited with grades included 30 (21.28 percent) Urban TEIs out of 141; 27 (15.52 percent) Rural TEIs out of 174; one (16.66 percent) government TEI out of six; 31 (75.61 percent) GIA TEIs out of 41; and 25 (9.33 percent) SF TEIs out of 268. So it can be concluded that from different types of TEIs, some Urban TEIs out of 141, Rural TEIs out of 174 and government TEIs out of six had undergone the NAAC assessment and were accredited with grades. Majority of GIA TEIs out of 41 and few SF TEIs out of 268 had undergone the NAAC assessment and were accredited with grades.

The government TEIs had undergone the NAAC assessment and were accredited with grades were one (16.66 percent) out of six, which included a (50.00 percent) Urban government TEIs out of two, whereas zero (00.00 percent) Rural government TEIs out of four. So it can be concluded that some government TEIs had undergone the NAAC assessment and were accredited with grades, including half Urban government TEIs out of two and none Rural government TEIs out of four.

The GIA TEIs had undergone the NAAC assessment and were accredited with grades were 31 (75.61 percent) out of 41, which included 20 (66.67 percent) Urban GIA TEIs out of 30 and 11 (100 percent) Rural GIA TEIs out of 11. So it can be concluded that majority of GIA TEIs had undergone the NAAC assessment and were accredited with grades, which included majority of Urban GIA and all Rural GIA TEIs.

The SF TEIs had undergone the NAAC assessment and were accredited with grades were 25 (9.33 percent) out of 268, which included nine (8.26 percent) Urban SF TEIs from 109 and 16 (10.06 percent) Rural SF TEIs out of 159. So it can be concluded that few SF TEIs had undergone the NAAC assessment and were accredited with grades, including few Urban and Rural SF TEIs.

4.1.2 Grade-wise distribution of Accredited TEIs of Gujarat

The ADEF contained data about the grades and CGPA of every TEI. Table no. 4.1.2 gives the grade-wise distribution of accredited TEIs of Gujarat under the CGPA system from April 2007 to March 2015.

Table 4.1.2

Grade-wise distribution of Accredited TEIs of Gujarat under CGPA System of New Manual from April 2007 to March 2015

CGPA		Number of Accredited TEIs
Grade letter	Performance Descriptor (Status)	(Percent)
A	Very Good (Accredited)	03 (5.26)
B	Good (Accredited)	46 (80.70)
C	Satisfactory (Accredited)	08 (14.04)
Total Accredited TEIs		57 (100.00)
D	Unsatisfactory (Not Accredited)	01
All Assessed TEIs		58

(Note. Figure in the parenthesis indicates percent)

[Source: NAAC (2015a), Accredited college list]

As shown in table no. 4.1.2, from April 2007 to March 2015, the Peer Teams of NAAC had visited and assessed 58 TEIs in Gujarat, where 57 TEIs were accredited and allotted CGPA and Grade letters. The NAAC allotted 'D' grade to a TEI, so it was declared as 'Not Accredited'. The grade-wise distribution of accredited TEIs of Gujarat under the CGPA system shown that out of those accredited 57 TEIs, 46 (80.70 percent) TEIs allotted grade 'B' with performance descriptor 'Good'; eight (14.04 percent) TEIs allotted grade 'C' with performance descriptor 'Satisfactory'; and three (5.26 percent) TEIs allotted grade 'A' with performance descriptor 'Very Good'. So it can be concluded that majority of the TEIs were accredited with grade 'B', some of the TEIs were accredited with grade 'C', and a few of the TEIs were accredited with grade 'A'.

4.1.3 Grade-wise distribution of different types of TEIs of Gujarat

The number of Grade-wise distribution of different types NAAC accredited 57 TEIs of Gujarat under CGPA System has been given in table no. 4.1.3. The different types of accredited TEIs were Urban, Rural, Government, GIA and SF were distributed grade-wise in the table.

Table 4.1.3

No. of Grade-wise Distribution of different types of TEIs

Detail	Urban	Rural	Total	GIA	SF	Total
No. of 'A' Graded TEIs	3	0	3	3	0	3
Percent of 'A' graded	(10.00)	(0.00)		(9.38)	(0.00)	
U/R/GIA/SF TEIs			(5.26)			(5.26)
Percent of 'A' graded	(5.26)	(0.00)		(5.26)	(0.00)	
U/R/GIA/SF TEIs out of 57						
No. of 'B' Graded TEIs	23	23	46	23	23	46
Percent of 'B' graded	(76.67)	(85.19)		(71.88)	(92.00)	
U/R/GIA/SF TEIs			(80.70)			(80.70)
Percent of 'B' graded	(40.35)	(40.35)		(40.35)	(40.35)	
U/R/GIA/SF TEIs out of 57						
No. of 'C' graded TEIs	4	4	8	6*	2	8*
Percent of 'C' graded	(13.33)	(14.81)		(18.75)	(8.00)	
U/R/GIA/SF TEIs			(14.04)			(14.04)
Percent of 'C' graded	(7.02)	(7.02)		(10.53)	(3.51)	
U/R/GIA/SF TEIs out of 57						
No. of all graded TEIs	30	27	57	32	25	57
Percent of all graded	(100.00)	(100.00)		(100.00)	(100.00)	
U/R/GIA/SF TEIs			(100.00)			(100.00)
Percent of all graded	(52.63)	(47.37)		(56.14)	(43.86)	
U/R/GIA/SF TEIs out of 57						

* Included a Government TEI

(Note. Figure in the parenthesis indicates percent)

As shown in table no. 4.1.3, the 57 (100.00 percent) were accredited TEIs included 30 (52.63 percent) Urban TEIs and 27 (47.37 percent) Rural TEIs, 32 (56.14 percent) GIA TEIs, and 25 (43.86 percent) SF TEIs. Out of 57 TEIs, 'A' grade accredited three (5.26

percent) TEIs were Urban and GIA TEIs, whereas none (0.00 percent) TEIs from Rural or SF TEIs accredited with grade 'A'. The 'B' grade accredited every 23 (40.35 percent) TEIs out of 57 were Urban, Rural, GIA and SF TEIs. The 'C' grade accredited every four (7.02 percent) TEIs out of 57 were Urban and Rural TEIs. Out of those 57 TEIs, 32 (18.75 percent) GIA TEIs (including a government TEI) were accredited with grade 'C', and two (8.00 percent) SF TEIs were also accredited with grade 'C'. So it can be concluded that most Urban and many Rural TEIs, while most GIA and many SF TEIs accredited by NAAC out of 57. From those 57 accredited TEIs, a few Urban and GIA were accredited with grade 'A', whereas Rural and SF TEIs were none. Many Urban, Rural, GIA and SF TEIs were accredited with grade 'B'. Few Urban and Rural; some GIA; and few SF TEIs were accredited with grade 'C'.

Different types of 'A' graded TEIs from 57 TEIs included three (10.00 percent) Urban TEIs out of 30 and zero (0.00 percent) Rural TEIs out of 27 as well as three (9.38 percent) GIA TEIs out of 32 (including government TEIs) and zero (0.00 percent) SF TEIs out of 25. The different types of 'B' graded TEIs included 23 (76.67 percent) Urban TEIs out of 30 and 23 (85.19 percent) Rural TEIs out of 27 as well as 23 (71.88 percent) GIA TEIs out of 32 and 23 (92.00 percent) SF TEIs out of 25. The different types of 'C' graded TEIs included four (13.33 percent) Urban TEIs out of 30 and four (14.81 percent) Rural TEIs out of 27 as well as six (18.75 percent) GIA TEIs out of 32 and two (8.00 percent) SF TEIs out of 25. So it can be concluded that the 'A' graded TEIs included few Urban TEIs out of 30 and GIA TEIs out of 32, whereas none Rural TEIs out of 27 and SF TEIs out of 25. The 'B' graded TEIs included majority of Urban TEIs out of 30, Rural TEIs out of 27, GIA TEIs out of 32 and SF TEIs out of 25. The 'C' graded TEIs included few Urban TEIs out of 30, SF TEIs out of 25, some Rural TEIs out of 27, and GIA TEIs out of 32.

Table 4.1.4

University-wise and Grade-wise distribution of TEIs

Sr. No.	Name of University	Grade			Total
		A	B	C	
1	GU, Ahmedabad		10 (17.54)	4 (7.02)	14 (24.56)
2	HNGU, Patan	2 (3.51)	13 (22.81)	2 (3.51)	17 (29.82)

3	KSV, Gandhinagar	1	1		
		(1.75)	(1.75)		
4	KSKVKU, Kachchh	3	3		
		(5.26)	(5.26)		
5	MKBU, Bhavnagar	1	1		
		(1.75)	(1.75)		
6	SPU, Vallabh Vidyanagar	6	6		
		(10.53)	(10.53)		
7	SU, Rajkot	1	6	2	9
		(1.75)	(10.53)	(3.51)	(15.79)
8	VNSGU, Surat	6	6		
		(10.53)	(10.53)		
Total		3	46	8	57
Grand Total		57			

(Note. Figure in the parenthesis indicates percent)

Table no. 4.1.4 shows the University-wise, and Grade-wise distribution NAAC accredited TEIs of Gujarat. The NAAC accredited 57 (100.00 percent) TEIs of Gujarat included 14 (24.56 percent) TEIs from GU, Ahmedabad; 17 (29.82 percent) TEIs from HNGU, Patan; one (1.75 percent) TEI from KSV, Gandhinagar; three (5.26 percent) TEIs from KSKVKU, Kachchh; one (1.75 percent) TEI from MKBU, Bhavnagar; six (10.53 percent) TEIs from SPU, Vallabh Vidyanagar; nine (15.79 percent) TEIs from SU, Rajkot; and six (10.53 percent) TEIs from VNSGU, Surat.

The 'A' graded three TEIs from 57 TEIs included two (3.51 percent) TEIs from HNGU, Patan; and one (1.75 percent) TEI from SU, Rajkot, whereas none TEI accredited with grade 'A' from GU, Ahmedabad, KSV, Gandhinagar; KSKVKU, Kachchh; MKBU, Bhavnagar; SPU, Vallabh Vidyanagar; and VNSGU, Surat.

The 'B' graded 46 TEIs from 57 TEIs included ten (17.54 percent) TEIs from GU, Ahmedabad; 13 (22.81 percent) TEIs from HNGU, Patan; one (1.75 percent) TEI from KSV, Gandhinagar; three (5.26 percent) TEIs from KSKVKU, Kachchh; one (1.75 percent) TEI from MKBU, Bhavnagar; six (10.53 percent) TEIs from SPU, Vallabh Vidyanagar; six (10.53 percent) TEIs from SU, Rajkot; and six (10.53 percent) TEIs from VNSGU, Surat.

The 'C' graded eight TEIs from 57 included four (7.02 percent) TEIs from GU, Ahmedabad; two (3.51 percent) TEIs from HNGU, Patan; and two (3.51 percent) TEIs from SU, Rajkot, whereas none (0.00 percent) TEI accredited with grade 'C' from KSV, Gandhinagar; KSKVKU, Kachchh; MKBU, Bhavnagar; SPU, Vallabh Vidyanagar; and VNSGU, Surat.

So it can be concluded that out of 57 TEIs,; many TEIs from HNGU, Patan; some TEIs from GU, Ahmedabad; and SU, Rajkot; few TEIs from SPU, Vallabh Vidyanagar; and VNSGU, Surat; and a few TEI from KSV, Gandhinagar; KSKVKU, Kachchh; and MKBU, Bhavnagar accredited by NAAC. A few TEIs from HNGU, Patan; and SU, Rajkot accredited with grade 'A', whereas none TEI from GU, Ahmedabad, KSV, Gandhinagar; KSKVKU, Kachchh; MKBU, Bhavnagar; SPU, Vallabh Vidyanagar; and VNSGU, Surat. Some TEIs from GU, Ahmedabad; and HNGU, Patan; few TEIs from SPU, Vallabh Vidyanagar; SU, Rajkot; and VNSGU, Surat; and a few TEI from KSV, Gandhinagar; KSKVKU, Kachchh; and MKBU, Bhavnagar were accredited with grade 'B'. Few TEIs from GU, Ahmedabad; and a few TEIs from HNGU, Patan; and SU, Rajkot were accredited with grade 'C', whereas none TEI was from KSV, Gandhinagar; KSKVKU, Kachchh; MKBU, Bhavnagar; SPU, Vallabh Vidyanagar; and VNSGU, Surat.

The detailed and entire data of University-wise affiliated TEIs in Gujarat State accredited by NAAC has been given in table no. 4.1.5. Table shows sub-division of the number of TEIs w.r.t. different types too, i.e., Urban, Rural, GIA and SF TEIs.

Table 4.1.5

Number of University wise affiliated TEIs in Gujarat State

Sr. No.	Name of University	Area	Type of TEIs					'A' Graded TEIs					'B' Graded TEIs					'C' Graded TEIs					All Accredited TEIs					Percent of Total TEIs
			Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	
1	Gujarat University (GU), Ahmedabad	U	-	10	34	44	93	-	-	-	-	-	-	4	-	4	10	-	2	-	2	4	-	6	0	6	14	24.56
		R	1	5	43	49		-	-	-	-		-	3	3	6		-	1	1	2		-	4	4	8		
		Total Type	1	15	77	93		-	-	-	-		-	7	3	10		-	3	1	4		-	10	4	14		
2	Hemchandracharya North Gujarat University (HNGU), Patan	U	1	5	13	19	79	-	2	-	2	2	-	2	3	5	13	-	1	-	1	2	-	5	3	8	17	29.82
		R	-	1	59	60		-	-	-	-		-	1	7	8		-	-	1	1		-	1	8	9		
		Total Type	1	6	72	79		-	2	-	2		-	3	10	13		-	1	1	2		-	6	11	17		
3	Kadi Sarva Vishwavidyalaya (KSV), Gandhinagar	U	-	-	2	2	4	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	1.75
		R	-	-	2	2		-	-	-	-		-	-	1	1		-	-	-	-		-	-	1	1		
		Total Type	-	-	4	4		-	-	-	-		-	-	1	1		-	-	-	-		-	-	1	1		
4	Krantiguru Shyamji Krishna Verma Kachchh University (KSKVKU), Kachchh	U	-	1	5	6	6	-	-	-	-	-	-	-	2	2	3	-	-	-	-	-	-	-	2	2	3	5.26
		R	-	-	-	-		-	-	-	-		-	1	-	1		-	-	-	-		-	1	-	1		
		Total Type	-	1	5	6		-	-	-	-		-	1	2	3		-	-	-	-		-	1	2	3		

Sr. No.	Name of University	Area					‘A’ Graded TEIs					‘B’ Graded TEIs					‘C’ Graded TEIs					All Accredited TEIs					Percent of Total TEIs			
			GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total	Govt.	GIA	SF	Total U & R	Total				
5	Maharaja Krishnakumarsinhji Bhavnagar University (MKBU), Bhavnagar	U	-	1	1	2	8	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	1	-	-	-	-	1	1.75	
		R	-	-	6	6		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
		Total Type	-	1	7	8		-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	1	-	1			-
6	Sardar Patel University (SPU), Vallabh Vidyanagar	U	-	3	5	8	13	-	-	-	-	-	-	2	1	3	-	-	-	-	-	-	2	1	3	-	6	10.53		
		R	-	1	4	5		-	-	-	-	-	-	1	2	3	-	-	-	-	-	-	-	1	2	3			-	
		Total Type	-	4	9	13		-	-	-	-	-	-	3	3	6	6	-	-	-	-	-	-	3	3	6			-	
7	Saurashtra University (SU), Rajkot	U	1	6	37	44	83	-	1	-	1	-	-	3	1	4	-	1	-	-	1	-	1	4	1	6	-	9	15.79	
		R	-	2	37	39		-	-	-	-	-	-	1	1	2	-	-	1	-	1	-	1	2	1	3	-			
		Total Type	1	8	74	83		-	1	-	1	1	-	4	2	6	6	1	1	-	2	2	-	6	2	9	-			
8	Veer Narmad South Gujarat University (VNSGU), Surat	U	-	4	12	16	29	-	-	-	-	-	-	2	2	4	-	-	-	-	-	-	2	2	4	-	6	10.53		
		R	3	2	8	13		-	-	-	-	-	-	2	-	2	-	-	-	-	-	-	-	2	0	2			-	
		Total Type	3	6	20	29		-	-	-	-	-	-	4	2	6	6	-	-	-	-	-	-	4	2	6			-	
		Total U	2	30	109	141	315	-	3	-	3	-	-	14	9	23	-	1	3	-	4	-	1	20	9	30	-	57	100.0	
		Total R	4	11	159	174		-	-	-	-	-	-	9	14	23	-	-	2	2	4	-	-	11	16	27	-			
		Total Type	6	41	268	315		-	3	-	3	3	-	23	23	46	46	1	5	2	8	8	1	31	25	57	-			
	Percent of Total TEIs	Total U	1.4	21.3	77.3	100.0		100.0		100.0	5.3		60.9	39.1	100.0	80.7	25.0	75.0	-	100.0	14.0	3.3	66.7	30.0	100.0	100.0		100.0		
		Total R	2.3	6.3	91.4	100.0		-		-	-		39.1	60.9	100.0		-	50.0	50.0	100.0		-	40.7	59.3	100.0					
		Total Type	1.9	13.0	85.1	100.0		100.0		100.0			50.0	50.0	100.0		12.5	62.5	25.0	100.0		1.8	54.4	43.9	100.0					

4.1.4 Criterion-wise and overall CGPA of Accredited TEIs of Gujarat

The criterion-wise and overall CGPA from Grade sheets of respective TEI typed in the ADEF and calculated mean CGPA of that criterion-wise and overall CGPA of all accredited TEIs. Every criterion-wise and overall mean CGPA was further allotted specific grades according to the same four-point scale grading system of NAAC. The criterion-wise and overall mean CGPA with grades of all accredited TEIs of Gujarat has been given in table no. 4.1.6.

Table 4.1.6

Criterion-wise and mean of overall CGPA for all Accredited TEIs of Gujarat

Sr. No.	Criteria	CGPA	Grade
1)	1. Curricular Aspects	2.36	B
2)	2. Teaching-Learning and Evaluation	2.46	B
3)	3. Research, Consultancy and Extension	1.99	B
4)	4. Infrastructure and Learning Resources	2.41	B
5)	5. Student Support and Progression	2.51	B
6)	6. Governance and Leadership	2.29	B
7)	7. Innovative Practices	2.13	B
Overall CGPA		2.37	B

In relation to the scale given by NAAC for CGPA grading system for Assessment and Accreditation by NAAC from April 2007, table no. 4.1.6 shows that the mean calculation of overall CGPA of all accredited TEIs was 2.37 with grade 'B' with performance descriptor 'Good'. Comparison amongst the mean of overall CGPA for seven criteria of all 57 accredited TEIs revealed that the criterion-V: Student Support and Progression has the highest mean of overall CGPA 2.51, whereas the lowest mean of overall CGPA 1.99 for criterion-III: Research, Consultancy and Extension. The mean of overall CGPA for criterion-II: Teaching-Learning and Evaluation; criterion-IV: Infrastructure and Learning Resources; criterion-I: Curricular Aspects; criterion-VI: Governance and Leadership; and criterion-VII: Innovative Practices indicated 2.46, 2.41, 2.36, 2.29 and 2.13 respectively. So it can be concluded that the overall CGPA of all 57 TEIs of Gujarat state was grade 'B', where criterion-V: Student Support and Progression indicated the highest mean of overall CGPA 2.51 and criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA 1.99. The remaining five criteria revealed the mean of overall CGPA from 2.13 to 2.46.

Table 4.1.7

Criterion-wise and mean of overall CGPA for Accredited Urban TEIs of Gujarat

Sr. No.	Criteria	CGPA	Grade
1)	1. Curricular Aspects	2.39	B
2)	2. Teaching-Learning and Evaluation	2.57	B
3)	3. Research, Consultancy and Extension	2.10	B
4)	4. Infrastructure and Learning Resources	2.47	B
5)	5. Student Support and Progression	2.50	B
6)	6. Governance and Leadership	2.28	B
7)	7. Innovative Practices	2.25	B
Overall CGPA		2.44	B

Table no. 4.1.7 shows that the mean calculation of overall CGPA of accredited all Urban TEIs was 2.44 with grade 'B' with performance descriptor 'Good'. Comparison amongst the mean of overall CGPA for criteria of accredited all Urban TEIs revealed that the criterion-II: Teaching-Learning and Evaluation indicated the highest mean of overall CGPA 2.57, whereas the lowest mean of overall CGPA 2.10 for criterion-III: Research, Consultancy and Extension. The mean of overall CGPA for criterion-V: Student Support and Progression; criterion-IV: Infrastructure and Learning Resources; criterion-I Curricular Aspects; criterion-VI: Governance and Leadership; and criterion-VII: Innovative Practices indicated 2.50, 2.47, 2.39, 2.28 and 2.25, respectively. So it can be concluded that the overall CGPA of accredited all Urban TEIs of Gujarat state was at the grade 'B', where the criterion-II: Teaching-Learning and Evaluation indicated the highest mean of overall CGPA 2.57, while the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA 2.10. The remaining five criteria revealed the mean of overall CGPA from 2.25 to 2.50.

Table 4.1.8

Criterion-wise and mean of overall CGPA for Accredited Rural TEIs of Gujarat

Sr. No.	Criteria	CGPA	Grade
1)	1. Curricular Aspects	2.32	B
2)	2. Teaching-Learning and Evaluation	2.34	B
3)	3. Research, Consultancy and Extension	1.88	B
4)	4. Infrastructure and Learning Resources	2.35	B

5)	5. Student Support and Progression	2.52	B
6)	6. Governance and Leadership	2.31	B
7)	7. Innovative Practices	2.00	B
Overall CGPA		2.29	B

As shown in table no. 4.1.8 the mean calculation of overall CGPA of accredited all Rural TEIs was 2.29 with grade 'B' with performance descriptor 'Good'. Comparison amongst the mean of overall CGPA for criteria of accredited all Rural TEIs revealed that the criterion-V: Student Support and Progression indicated the highest mean of overall CGPA 2.52, whereas the lowest mean of overall CGPA 1.88 for criterion-III: Research, Consultancy and Extension. The mean of overall CGPA for criterion-IV: Infrastructure and Learning Resources; criterion-II: Teaching-Learning and Evaluation; criterion-I: Curricular Aspects; criterion-VI: Governance and Leadership; and criterion-VII: Innovative Practices indicated 2.35, 2.34, 2.32, 2.31 and 2.00, respectively. So it can be concluded that the overall CGPA of accredited all Rural TEIs of Gujarat state was at the grade 'B', where the criterion-V: Student Support and Progression indicated the highest mean of overall CGPA 2.52, while the criterion-III: Research, Consultancy and Extension indicated the lowest mean of highest overall CGPA 1.88. The remaining five criteria revealed the mean of overall CGPA from 2.00 to 2.35.

Table 4.1.9

Criterion-wise and mean of overall CGPA for Accredited GIA TEIs of Gujarat

Sr. No.	Criteria	CGPA	Grade
1)	1. Curricular Aspects	2.27	B
2)	2. Teaching-Learning and Evaluation	2.52	B
3)	3. Research, Consultancy and Extension	2.01	B
4)	4. Infrastructure and Learning Resources	2.26	B
5)	5. Student Support and Progression	2.52	B
6)	6. Governance and Leadership	2.19	B
7)	7. Innovative Practices	2.14	B
Overall CGPA		2.36	B

As shown in table no. 4.1.9 the mean calculation of overall CGPA of accredited all GIA TEIs was 2.36 with grade 'B' with performance descriptor 'Good'. Comparison amongst the mean of overall CGPA for criteria of accredited all GIA TEIs revealed that the criterion-II: Teaching-Learning and Evaluation; and criterion-V: Student Support

and Progression indicated the highest mean of highest overall CGPA 2.52, whereas the lowest mean of overall CGPA 2.01 for criterion-III: Research, Consultancy and Extension. The mean of overall CGPA for criterion-I: Curricular Aspects; criterion-IV: Infrastructure and Learning Resources; criterion-VI: Governance and Leadership; and criterion-VII: Innovative Practices indicated 2.27, 2.26, 2.19 and 2.14 respectively. So it can be concluded that the overall CGPA of accredited all GIA TEIs of Gujarat state was at the grade 'B', where the criterion-II: Teaching-Learning and Evaluation; and criterion-V: Student Support and Progression indicated the highest mean of overall CGPA 2.52, while the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA 2.01. The remaining four criteria revealed the mean of overall CGPA from 2.14 to 2.27.

Table 4.1.10

Criterion-wise and mean of overall CGPA for Accredited SF TEIs of Gujarat

Sr. No.	Criteria	CGPA	Grade
1)	1. Curricular Aspects	2.46	B
2)	2. Teaching-Learning and Evaluation	2.40	B
3)	3. Research, Consultancy and Extension	1.97	B
4)	4. Infrastructure and Learning Resources	2.61	B
5)	5. Student Support and Progression	2.50	B
6)	6. Governance and Leadership	2.42	B
7)	7. Innovative Practices	2.12	B
Overall CGPA		2.38	B

As shown in table no. 4.1.10 the mean calculation of overall CGPA of all accredited SF TEIs was 2.38 with grade 'B' with performance descriptor 'Good'. Comparison amongst the mean of overall CGPA for accredited all SF TEIs revealed that the criterion-IV: Infrastructure and Learning Resources indicated the highest mean of overall CGPA 2.61, whereas the lowest mean of overall CGPA 1.97 for criterion-III: Research, Consultancy and Extension. The mean of overall CGPA for criterion-V: Student Support and Progression; criterion-I: Curricular Aspects; criterion-VI: Governance and Leadership; criterion-II: Teaching-Learning and Evaluation; and criterion-VII: Innovative Practices indicated 2.50, 2.46, 2.42, 2.40 and 2.12 respectively. So it can be concluded that the overall CGPA of accredited all SF TEIs of Gujarat state was at the grade 'B', where the criterion-IV: Infrastructure and Learning

Resources indicated the highest mean of overall CGPA 2.61, while the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA 1.97. The remaining five criteria revealed the mean of overall CGPA from 2.12 to 2.50.

4.1.5 The highest and lowest mean of overall CGPA of different types of TEIs

Table 4.1.11

The highest and lowest mean of highest overall CGPA of different types of TEIs

Sr.							
No.	Detail	Criterion	All	Urban	Rural	GIA	SF
1)	Mean of overall CGPA	Overall	2.37	2.44	2.29	2.36	2.38
2)	Mean of highest overall CGPA for criteria of different types of TEIs	4. Infrastructure and Learning Resources 2. Teaching-Learning and Evaluation 5. Student Support and Progression					2.61
				2.57		2.52	
			2.51		2.52	2.52	
3)	Mean of lowest overall CGPA for criteria of different types of TEIs	3. Research, Consultancy and Extension	1.99	2.10	1.88	2.01	1.97

Table no. 4.1.11 shows that the mean calculation of overall CGPA of all accredited TEIs was 2.37. Comparison amongst the mean of overall CGPA for different types of accredited TEIs revealed that the accredited Urban TEIs indicated the highest mean of overall CGPA 2.44, whereas the lowest mean of overall CGPA was 2.29 for accredited Rural TEIs. The mean of overall CGPA for accredited SF TEIs and GIA TEIs indicated 2.38 and 2.36, respectively.

Comparison amongst the mean of the highest overall CGPA for all seven criteria for different types of accredited TEIs revealed that the criterion-IV: Infrastructure and Learning Resources for accredited SF TEIs indicated the highest mean of highest overall CGPA 2.61, whereas the lowest mean of highest overall CGPA 2.52 indicated for criterion-V: Student Support and Progression for accredited Rural and GIA TEIs

and criterion-II: Teaching-Learning and Evaluation for accredited GIA TEIs. All accredited TEIs, and Urban TEIs indicated the mean of highest overall CGPA 2.51 for criterion-V: Student Support and Progression and 2.57 for criterion-II: Teaching-Learning and Evaluation, respectively.

Comparison amongst the mean of lowest overall CGPA for all seven criteria for different types of accredited TEIs revealed that only the criterion-III: Research, Consultancy and Extension for accredited all types of TEIs indicated the lowest mean of lowest overall CGPA. Amongst the mean of lowest overall CGPA for all seven criteria for different types of TEIs, the Rural TEIs indicated the lowest mean of lowest overall CGPA 1.88, whereas the Urban TEIs indicated the highest mean of lowest overall CGPA 2.10. The GIA, SF and all accredited TEIs indicated the lowest mean of highest overall CGPA 2.01, 1.97 and 1.99, respectively. So it can be concluded that the mean of overall CGPA for Urban TEIs indicated the highest mean of overall CGPA 2.44, and Rural TEIs indicated the lowest mean of overall CGPA 2.29 amongst the mean of overall CGPA for different types of accredited TEIs. The overall mean CGPA for accredited SF TEIs and accredited GIA TEIs indicated 2.38 and 2.36, respectively.

The criterion-IV: Infrastructure and Learning Resources for NAAC accredited SF TEIs indicated the highest mean of highest overall CGPA 2.61, whereas the lowest mean of highest overall CGPA 2.52 indicated for criterion-V: Student Support and Progression for accredited Rural and GIA TEIs and criterion-II: Teaching-Learning and Evaluation for accredited GIA TEIs. The mean of lowest overall CGPA indicated for only the criterion-III: Research, Consultancy and Extension for accredited all types of TEIs, where the Urban TEIs indicated the highest mean of lowest overall CGPA 2.10. In contrast, the Rural TEIs indicated the lowest mean of the lowest overall CGPA, 1.88.

4.1.6 The number of Assessors

The NAAC had allotted Peer Team for Assessment of TEIs by an on-sight visit of Institution. NAAC had constructed Peer Teams from a database of the registered list of Assessors. The NAAC had given a role to Assessors as Chairperson, Member Coordinator or Member for a visit of the particular institute. The role and responsibilities of the Assessor in a Peer Team may change as per the NAAC. The data about Assessors of all 57 accredited TEIs are given in table no. 4.1.12 to 4.1.13.

Table 4.1.12

The number of TEIs Assessed by two or three Assessors

Sr. No.	Detail	No. of TEIs
1)	No. of TEIs assessed by three Assessors	50 (87.72)
2)	No. of TEIs assessed by two assessors	7 (12.28)
Total		57 (100.00)

(Note. Figure in the parenthesis indicates percent)

Table no. 4.1.12 shows the number of Assessors in Peer Teams of 57 TEIs of Gujarat. Fifty (87.72 percent) TEIs out of 57 (100.00 percent) had a team of three Assessors, whereas Seven (12.28 percent) TEIs did not have an Assessor as Member of the respective Peer Team, but only two Assessors, i.e., Chairperson and Member Coordinator. So it can be concluded that majority TEIs of Gujarat out of 57 had a team of three Assessors, whereas few TEIs had only two Assessors, i.e., Chairperson and Member Coordinator.

Table 4.1.13

The number of Assessors who visited TEIs for Assessment

Sr. No.	No. of Assessor	No. of TEIs Assessed by Assessor	Total no. of Assessors
1)	45 (55.56)	1	45 (26.32)
2)	15 (18.52)	2	30 (17.54)
3)	10 (12.35)	3	30 (17.54)
4)	5 (6.17)	4	20 (11.70)
5)	2 (2.47)	5	10 (5.85)
6)	1 (1.23)	6	6 (3.51)
7)	2 (2.47)	7	14 (8.19)
8)	1 (1.23)	9	9 (5.26)
Total	81 (100.00)	1 to 9	164 (95.91)
9)	No Assessor (Member of Peer Team)	-	7 (4.09)
Grand Total			171 (100.00)

(Note. Figure in the parenthesis indicates percent)

Table no. 4.1.13 shows the frequency of assessors visiting one to nine TEIs from April 2007 to March 2015. The total number of TEIs was 57, whereas the probable number of Assessors was three in a multiplication of 57 TEIs, i.e., 171 Assessors. The total number of Assessors of a Peer Team may vary due to the visit of TEI by only two Assessors. Seven (12.28 percent) TEIs did not have an Assessor as a Member of the respective Peer Team of TEI. So, all the 57 TEIs were visited by 164 (95.91 percent) Assessors instead of 171 (100.00 percent). Due to the repetition of Assessors in another TEI in Gujarat state only from April 2007 to March 2015, the actual individual Assessors were 81 as Member Coordinator or Chairperson Member. Out of all 81 (100.00 percent) Assessors, 45 (55.56 percent), 15 (18.52 percent), ten (12.35 percent), five (6.17 percent), two (2.47 percent), one (1.23 percent), two (2.47 percent) and one (1.23 percent) Assessors had assessed one, two, three, four, five, six, seven and nine accredited TEIs out of 57 TEIs. So it can be concluded that the probable total number of Assessors for all 57 TEIs was 171, but seven (12.28 percent) TEIs did not have an Assessor as a Member of the respective Peer Team of TEI. So, all the 57 TEIs were visited by 164 (95.91 percent). Due to repetition of Assessors, the actual individual Assessors were 81 as Chairperson, Member Coordinator or Member. Out of all 81 Assessors, most assessed one TEI, some Assessors assessed two TEIs, and few Assessors assessed three and four TEIs. A few Assessors had assessed five, six, seven and nine TEIs out of 57 TEIs, respectively.

4.2 COMPARISON OF THE CGPA FOR DIFFERENT TYPES OF TEIs

Different Peer Teams visited TEIs for Assessment and Accreditation and were given observations in respective PTR. Based on those PTRs, the Peer Team prepared the confidential Grade sheets for specific assessed TEI. After meeting the Executive Committee and declaration of accreditation results, the Grade sheets were uploaded by the NAAC website and PTR. The criterion-wise and overall CGPA and letter grade data were seen for all 57 TEIs for the present study.

In relation to comparing the CGPA of seven criteria and overall CGPA for accredited TEIs, seven hypotheses were proposed for the present study. All of the hypotheses were null and proposed no difference between the different mean scores of CGPA for various types of TEIs, i.e., Region, Funding and Accreditation Cycle. The study was concerned with a difference and not with the superiority or inferiority of either group, so the two-tailed t-test was applied for the null hypothesis.

The criterion-wise and overall CGPA and a letter grade of all 57 accredited TEIs were typed in Microsoft Excel. With the use of the formula of excel, the Mean, SD, SED and t-value were calculated. The details of Mean, SD, SED and t-value are provided in tables 4.2.1 to 4.2.8 for objective no. 2 to 15, followed by hypothesis no. 1 to 14.

4.2.1 Comparison of the CGPA for Urban and Rural area TEIs

Objective- 2: To compare the CGPA on Seven Criteria for Urban and Rural area TEIs

Objective- 3: To compare the Overall CGPA for Urban and Rural area TEIs

Ho1 There will be no significant difference in the CGPA on Seven Criteria for Urban and Rural area TEIs

Ho2 There will be no significant difference in the Overall CGPA for Urban and Rural area TEIs

Table 4.2.1

t-value for different Criteria and Overall CGPA for Region-wise TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	Urban	30	2.39	0.58	0.14	0.50	NS
		Rural	27	2.32	0.45			
2	Teaching-Learning and Evaluation	Urban	30	2.57	0.40	0.12	1.92	NS
		Rural	27	2.34	0.52			

3	Research, Consultancy and Extension	Urban	30	2.10	0.55	0.13	1.69	NS
		Rural	27	1.88	0.43			
4	Infrastructure and Learning Resources	Urban	30	2.47	0.54	0.14	0.86	NS
		Rural	27	2.35	0.53			
5	Student Support and Progression	Urban	30	2.50	0.57	0.13	0.15	NS
		Rural	27	2.52	0.38			
6	Governance and Leadership	Urban	30	2.28	0.62	0.14	0.21	NS
		Rural	27	2.31	0.42			
7	Innovative Practices	Urban	30	2.25	0.62	0.14	1.79	NS
		Rural	27	2.00	0.42			
8	Overall CGPA	Urban	30	2.44	0.42	0.10	1.50	NS
		Rural	27	2.29	0.37			

Table No. 4.2.1 shows comparisons of the CGPA on seven criteria as well as overall CGPA for Urban and Rural areas TEIs. The significant difference in the CGPA on every criterion and overall CGPA for Urban and Rural areas TEIs were studied by comparing the t-value with the expected value at 55 degrees of freedom.

The mean score of CGPA of criterion-I: Curricular Aspects for Urban TEIs was 2.39, and that of Rural TEIs was 2.32, where the t-value of 0.50 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for Urban and Rural TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for Urban TEIs was 2.57, and Rural TEIs was 2.34, where the t-value of 1.92 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for Urban and Rural TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for Urban TEIs was 2.10, and Rural TEIs was 1.88, where the t-value of 1.69 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for Urban and Rural TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for Urban TEIs was 2.47, and Rural TEIs was 2.35, where the t-value of 0.86 is less than the expected value. So there is no significant difference between the mean scores of CGPA concerning Infrastructure and Learning Resources for Urban and Rural TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for Urban TEIs was 2.50, and

Rural TEIs was 2.52, where the t-value of 0.15 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for Urban and Rural TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for Urban TEIs was 2.28, and Rural TEIs was 2.31, where the t-value of 0.21 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for Urban and Rural TEIs. The mean of CGPA of criterion-VII: Innovative Practices for Urban TEIs was 2.25, and Rural TEIs was 2.00, where the t-value of 1.79 is less than the expected value. So there is no significant difference between the mean scores of CGPA for Innovative Practices for Urban and Rural TEIs.

The mean score of overall CGPA for Urban TEIs was 2.44, and Rural TEIs was 2.29, where the t-value of 1.50 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for Urban and Rural TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on all seven criteria and overall CGPA for Urban TEIs and that of Rural TEIs. So there are no significant differences between mean scores of CGPA on all seven criteria and overall CGPA for Urban and Rural TEIs.

Thus, the null hypotheses are accepted that there will be no significant difference in the CGPA on seven criteria and overall CGPA for Urban and Rural areas TEIs. So it can be concluded that the Urban or Rural regions of TEIs have no impact on the CGPA of TEIs in all seven criteria and Overall CGPA.

4.2.2 Comparison of the CGPA for Grant-in-Aid and Self-financed TEIs

Objective- 4: To compare the CGPA on seven criteria for Grant-in-Aid and Self-financed TEIs

Objective- 5: To compare the overall CGPA for Grant-in-Aid and Self-financed TEIs

Ho3 There will be no significant difference in the CGPA on Seven Criteria for Grant-in-Aid and Self-financed TEIs

Ho4 There will be no significant difference in the Overall CGPA for Grant-in-Aid and Self-financed TEIs

Table 4.2.2

t-value for different Criteria and Overall CGPA of Funding-wise TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t- value	Significance
1	Curricular Aspects	GIA	32	2.27	0.58	0.13	1.46	NS
		SF	25	2.46	0.41			
2	Teaching-Learning and Evaluation	GIA	32	2.52	0.45	0.13	0.92	NS
		SF	25	2.40	0.50			
3	Research, Consultancy and Extension	GIA	32	2.01	0.60	0.13	0.31	NS
		SF	25	1.97	0.36			
4	Infrastructure and Learning Resources	GIA	32	2.26	0.50	0.13	2.69	0.01
		SF	25	2.61	0.51			
5	Student Support and Progression	GIA	32	2.52	0.55	0.12	0.17	NS
		SF	25	2.50	0.39			
6	Governance and Leadership	GIA	32	2.19	0.59	0.13	1.77	NS
		SF	25	2.42	0.42			
7	Innovative Practices	GIA	32	2.14	0.55	0.15	0.13	NS
		SF	25	2.12	0.55			
8	Overall CGPA	GIA	32	2.36	0.43	0.10	0.20	NS
		SF	25	2.38	0.36			

Table No. 4.2.2 shows a comparison of the CGPA on seven criteria as well as overall CGPA for GIA and SF TEIs. The significant difference in the CGPA on every criterion and overall CGPA for GIA and SF TEIs were studied by comparing the t-value with the expected value at 55 degrees of freedom.

Table No. 4.2.2 shows that the mean score of CGPA of criterion-I: Curricular Aspects for GIA TEIs was 2.27 and SF TEIs was 2.46, where the t-value of 1.46 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for GIA and SF TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for GIA TEIs was 2.52, and SF TEIs was 2.40, where the t-value of 0.92 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for GIA and SF TEIs. The mean score of CGPA of criterion-

III: Research, Consultancy and Extension for GIA TEIs was 2.01, and SF TEIs was 1.97, where the t-value of 0.31 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for GIA and SF TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for GIA TEIs was 2.26, and SF TEIs was 2.61, where the t-value of 2.69 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to Infrastructure and Learning Resources for GIA and SF TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for GIA TEIs was 2.52, and SF TEIs was 2.50, where the t-value of 0.17 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for GIA and SF TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for GIA TEIs was 2.19, and SF TEIs was 2.42, where the t-value of 1.77 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for GIA and SF TEIs. The mean of CGPA of criterion-VII: Innovative Practices for GIA TEIs was 2.14 and SF TEIs was 2.12, where the t-value of 0.13 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Innovative Practices for GIA and SF TEIs.

The mean score of overall CGPA for GIA TEIs was 2.36 and SF TEIs was 2.38, where the t-value of 0.20 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for GIA and SF TEIs. So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on the criteria Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Student Support and Progression; Governance and Leadership; Innovative Practices; and overall CGPA for GIA and SF TEIs. So, there are no significant differences between the mean scores of CGPA on the criteria Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Student Support and Progression; Governance and Leadership; Innovative Practices; and overall CGPA for GIA and SF TEIs. The t-value is more than the expected value for the mean score of CGPA on the Infrastructure and Learning Resources criterion for GIA and SF TEIs. So, there is significant difference between the mean score of CGPA on Infrastructure and Learning Resources for GIA and SF

TEIs, where the mean score of SF TEIs was significantly higher than the mean score of GIA TEIs.

Thus the null hypothesis that there will be no significant difference in the Overall CGPA for GIA and SF TEIs is accepted. So it can be concluded that the GIA and SF TEIs have no impact on the Overall CGPA of TEIs in all seven criteria and Overall CGPA. The null hypothesis that there will be no significant difference in the CGPA on seven criteria for GIA and SF TEIs is rejected. So it can be concluded that the SF TEIs stood higher than the GIA TEIs in Infrastructure and Learning Resources criterion.

4.2.3 Comparison of the CGPA for Cycle-1 and Cycle-2 accredited TEIs

Objective- 6: To compare the CGPA on Seven Criteria for Cycle-1 and Cycle-2 TEIs

Objective- 7: To compare the Overall CGPA for Cycle-1 and Cycle-2 TEIs

Ho5 There will be no significant difference in the CGPA on Seven Criteria for Cycle-1 and Cycle-2 accredited TEIs

Ho6 There will be no significant difference in the Overall CGPA for Cycle-1 and Cycle-2 accredited TEIs

Table 4.2.3

t-value for different Criteria and Overall CGPA of Accreditation Cycle-wise TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	Cycle-1	44	2.22	0.44	0.15	4.00	0.01
		Cycle-2	13	2.82	0.49			
2	Teaching-Learning and Evaluation	Cycle-1	44	2.40	0.47	0.14	2.07	NS
		Cycle-2	13	2.69	0.43			
3	Research, Consultancy and Extension	Cycle-1	44	1.82	0.36	0.15	5.00	0.01
		Cycle-2	13	2.57	0.51			
4	Infrastructure and Learning Resources	Cycle-1	44	2.31	0.52	0.14	3.21	0.01
		Cycle-2	13	2.76	0.43			
5	Student Support and Progression	Cycle-1	44	2.42	0.45	0.15	2.60	NS
		Cycle-2	13	2.81	0.48			
6	Governance and Leadership	Cycle-1	44	2.15	0.49	0.13	4.77	0.01
		Cycle-2	13	2.77	0.39			
7	Innovative Practices	Cycle-1	44	1.95	0.42	0.15	5.20	0.01

		Cycle-2	13	2.73	0.50			
8	Overall CGPA	Cycle-1	44	2.27	0.36	0.11	4.09	0.01
		Cycle-2	13	2.72	0.34			

Table No. 4.2.3 shows comparison of the CGPA on seven criteria as well as overall CGPA for Cycle-1 and Cycle-2 TEIs. The significant difference in the CGPA on every criterion and overall CGPA for Cycle-1 and Cycle-2 TEIs were studied by comparing the t-value with the expected value at 55 degrees of freedom.

Table No. 4.2.3 shows that the mean score of CGPA of criterion-I: Curricular Aspects for Accreditation Cycle-1 TEIs was 2.22 and Accreditation Cycle-2 TEIs was 2.82, where the t-value of 4.00 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to Curricular Aspects for Cycle-1 and Cycle-2 TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for Cycle-1 TEIs was 2.40, and Cycle-2 TEIs was 2.69, where the t-value of 2.07 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for Cycle-1 and Cycle-2 TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for Cycle-1 TEIs was 1.82, and Cycle-2 TEIs was 2.57, where the t-value of 5.00 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for Cycle-1 and Cycle-2 TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for Cycle-1 TEIs was 2.31, and Cycle-2 TEIs was 2.76, where the t-value of 3.21 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to Infrastructure and Learning Resources for Cycle-1 and Cycle-2 TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for Cycle-1 TEIs was 2.42, and Cycle-2 TEIs was 2.81, where the t-value of 2.60 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for Cycle-1 and Cycle-2 TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for Cycle-1 TEIs was 2.15, and Cycle-2 TEIs was 2.77, where the t-value of 4.77 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to Governance and Leadership for Cycle-1 and Cycle-2 TEIs. The mean of CGPA of criterion-VII: Innovative Practices for Cycle-1 TEIs was 1.95, and Cycle-2 TEIs was

2.73, where the t-value of 5.20 is more than the expected value. So there is a significant difference between the mean scores of CGPA with respect to Innovative Practices for Cycle-1 and Cycle-2 TEIs.

The mean score of overall CGPA for Cycle-1 TEIs was 2.27 and Cycle-2 TEIs was 2.72, where the t-value of 4.09 is more than the expected value. So there is significant difference between the mean scores of CGPA with respect to overall CGPA for Cycle-1 and Cycle-2 TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on the criteria Teaching-Learning and Evaluation; and Student Support and Progression for Cycle-1 and Cycle-2 TEIs. So, there are no significant difference between the mean scores of CGPA on the criteria Teaching-Learning and Evaluation; and Student Support and Progression for Cycle-1 and Cycle-2 TEIs.

The t-values are more than the expected value for the mean score of CGPA on the criteria Curricular Aspects; Research, Consultancy and Extension; Infrastructure and Learning Resources; Governance and Leadership; Innovative Practices; and overall CGPA for Cycle-1 and Cycle-2 TEIs. So, there are significant differences between the mean scores of CGPA on the criteria Curricular Aspects; Research, Consultancy and Extension; Infrastructure and Learning Resources; Governance and Leadership; Innovative Practices; and overall CGPA for Cycle-1 and Cycle-2 TEIs, where the mean scores of Cycle-2 TEIs were significantly higher than the mean scores of Cycle-1 TEIs.

Thus the null hypotheses that there will be no significant difference in the CGPA on seven criteria, as well as overall CGPA for Cycle-1 and Cycle-2 TEIs, are rejected. So it can be concluded that the Cycle-2 TEIs stood higher than the Cycle-1 TEIs in the criteria Curricular Aspects; Research, Consultancy and Extension; Infrastructure and Learning Resources; Governance and Leadership; Innovative Practices; and overall CGPA for Cycle-1 and Cycle-2 TEIs.

4.2.4 Comparison of the CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs

Objective- 8: To compare the CGPA on Seven Criteria for Urban Grant-in-Aid and Urban Self-Financed TEIs

Objective- 9: To compare the Overall CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs

Ho7 There will be no significant difference in the CGPA on Seven Criteria for Urban Grant-in-Aid and Urban Self-Financed TEIs

Ho8 There will be no significant difference in the Overall CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs

Table 4.2.4

t-value for different Criteria and Overall CGPA of Funding-wise Urban TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	Urban GIA	21	2.31	0.66	0.18	1.39	NS
		Urban SF	9	2.56	0.31			
2	Teaching-Learning and Evaluation	Urban GIA	21	2.58	0.43	0.15	0.13	NS
		Urban SF	9	2.56	0.35			
3	Research, Consultancy and Extension	Urban GIA	21	2.06	0.63	0.17	0.76	NS
		Urban SF	9	2.19	0.30			
4	Infrastructure and Learning Resources	Urban GIA	21	2.31	0.53	0.16	3.31	0.01
		Urban SF	9	2.84	0.34			
5	Student Support and Progression	Urban GIA	21	2.49	0.65	0.19	0.26	NS
		Urban SF	9	2.54	0.36			
6	Governance and Leadership	Urban GIA	21	2.15	0.69	0.18	2.39	NS
		Urban SF	9	2.58	0.27			
7	Innovative Practices	Urban GIA	21	2.18	0.63	0.25	0.88	NS
		Urban SF	9	2.40	0.61			
8	Overall CGPA	Urban GIA	21	2.40	0.47	0.13	1.15	NS
		Urban SF	9	2.55	0.24			

Table No. 4.2.4 shows the comparison of the CGPA on seven criteria as well as overall CGPA for Urban GIA and Urban SF TEIs. The significant difference in the CGPA on every criterion and overall CGPA for Urban GIA and Urban SF TEIs were studied by comparing the t-value with the expected value at 28 degrees of freedom.

Table No. 4.2.4 shows that the mean score of CGPA of criterion-I: Curricular Aspects for Urban GIA TEIs was 2.31 and Urban SF TEIs was 2.56, where the t-value of 1.39 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for Urban GIA and Urban SF TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for Urban

GIA TEIs was 2.58, and Urban SF TEIs was 2.56, where the t-value of 0.13 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for Urban GIA and Urban SF TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for Urban GIA TEIs was 2.06, and Urban SF TEIs was 2.19, where the t-value of 0.76 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for Urban GIA and Urban SF TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for Urban GIA TEIs was 2.31, and Urban SF TEIs was 2.84, where the t-value of 3.31 is more than the expected value. So there is a significant difference between the mean scores of CGPA with respect to Infrastructure and Learning Resources for Urban GIA and Urban SF TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for Urban GIA TEIs was 2.49, and Urban SF TEIs was 2.54, where the t-value of 0.26 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for Urban GIA and Urban SF TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for Urban GIA TEIs was 2.15, and Urban SF TEIs was 2.58, where the t-value of 2.39 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for Urban GIA and Urban SF TEIs. The mean of CGPA of criterion-VII: Innovative Practices for Urban GIA TEIs was 2.18, and Urban SF TEIs was 2.40, where the t-value of 0.88 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Innovative Practices for Urban GIA and Urban SF TEIs.

The mean score of overall CGPA for Urban GIA TEIs was 2.40, and Urban SF TEIs was 2.55, where the t-value of 1.15 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for Urban GIA and Urban SF TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on the criteria Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Student Support and Progression; Governance and Leadership; Innovative Practices; and overall CGPA for Urban GIA and Urban SF TEIs. So, there are no significant difference between the mean scores of CGPA on the

criteria Curricular Aspects; Teaching-Learning and Evaluation; Research, Consultancy and Extension; Student Support and Progression; Governance and Leadership; Innovative Practices; and overall CGPA for Urban GIA and Urban SF TEIs.

The t-value is more than the expected value for the mean score of CGPA on the Infrastructure and Learning Resources criterion for Urban GIA and Urban SF TEIs. So, there is a significant difference between the mean score of CGPA on the Infrastructure and Learning Resources criterion for Urban GIA and Urban SF TEIs, where the mean score of Urban SF TEIs was significantly higher than the mean score of Urban GIA TEIs.

Thus the null hypothesis that there will be no significant difference in the Overall CGPA for Urban GIA and Urban SF TEIs is accepted. So it can be concluded that the Urban GIA and Urban SF TEIs have no impact in the Overall CGPA of TEIs. The null hypothesis that there will be no significant difference in the CGPA on seven criteria for Urban GIA and Urban SF TEIs is rejected. So it can be concluded that the Urban SF TEIs stood higher than the Urban GIA TEIs in the Infrastructure and Learning Resources criterion for Urban GIA and Urban SF TEIs.

4.2.5 Comparison of the CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs

Objective- 10: To compare the CGPA on Seven Criteria for Rural Grant-in-Aid and Rural Self-Financed TEIs

Objective- 11: To compare the Overall CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs

Ho9 There will be no significant difference in the CGPA on Seven Criteria for Rural Grant-in-Aid and Rural Self-Financed TEIs

Ho10 There will be no significant difference in the Overall CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs

Table 4.2.5

t-value for different Criteria and Overall CGPA of Funding-wise Rural TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	Rural GIA	11	2.19	0.42	0.17	1.29	NS
		Rural SF	16	2.41	0.45			

2	Teaching-Learning and Evaluation	Rural GIA	11	2.40	0.48	0.20	0.45	NS
		Rural SF	16	2.31	0.56			
3	Research, Consultancy and Extension	Rural GIA	11	1.92	0.55	0.19	0.37	NS
		Rural SF	16	1.85	0.33			
4	Infrastructure and Learning Resources	Rural GIA	11	2.16	0.44	0.19	1.68	NS
		Rural SF	16	2.48	0.55			
5	Student Support and Progression	Rural GIA	11	2.57	0.33	0.14	0.64	NS
		Rural SF	16	2.48	0.41			
6	Governance and Leadership	Rural GIA	11	2.26	0.37	0.16	0.50	NS
		Rural SF	16	2.34	0.47			
7	Innovative Practices	Rural GIA	11	2.05	0.38	0.16	0.56	NS
		Rural SF	16	1.96	0.45			
8	Overall CGPA	Rural GIA	11	2.30	0.36	0.15	0.07	NS
		Rural SF	16	2.29	0.39			

Table No. 4.2.5 shows comparison of the CGPA on seven criteria as well as overall CGPA for Rural GIA and Rural SF TEIs. The significant difference in the CGPA on every criterion and overall CGPA for Rural GIA and Rural SF TEIs were studied by comparing t-value with the expected value at 25 degrees of freedom.

Table No. 4.2.5 shows that the mean score of CGPA of criterion-I: Curricular Aspects for Rural GIA TEIs was 2.19 and Rural SF TEIs was 2.41, where the t-value of 1.29 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for Rural GIA and Rural SF TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for Rural GIA TEIs was 2.40, and Rural SF TEIs was 2.31, where the t-value of 0.45 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for Rural GIA and Rural SF TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for Rural GIA TEIs was 1.92 and Rural SF TEIs was 1.85, where the t-value of 0.37 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for Rural GIA and Rural SF TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for Rural GIA TEIs was 2.16, and Rural SF TEIs was 2.48, where the t-value of 1.68 is less than the expected value. So there is no significant difference

between the mean scores of CGPA with respect to Infrastructure and Learning Resources for Rural GIA and Rural SF TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for Rural GIA TEIs was 2.57 and Rural SF TEIs was 2.48, where the t-value of 0.64 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for Rural GIA and Rural SF TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for Rural GIA TEIs was 2.26, and Rural SF TEIs was 2.34, where the t-value of 0.50 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for Rural GIA and Rural SF TEIs. The mean of CGPA of criterion-VII: Innovative Practices for Rural GIA TEIs was 2.05 and Rural SF TEIs was 1.96, where the t-value of 0.56 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Innovative Practices for Rural GIA and Rural SF TEIs.

The mean score of overall CGPA for Rural GIA TEIs was 2.30, and Rural SF TEIs was 2.29, where the t-value of 0.07 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for Rural GIA and Rural SF TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on all seven criteria as well as overall CGPA for Rural GIA and Rural SF TEIs. So there are no significant differences between mean scores of CGPA on all seven criteria as well as overall CGPA for Rural GIA and Rural SF TEIs.

Thus the null hypotheses that there will be no significant difference in the CGPA on seven criteria, as well as overall CGPA for Rural GIA and Rural SF TEIs, are accepted. So it can be concluded that the Rural GIA or Rural SF TEIs have no impact on the CGPA of TEIs in all seven criteria as well as Overall CGPA.

4.2.6 Comparison of the CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

Objective- 12: To compare the CGPA on Seven Criteria for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

Objective- 13: To compare the Overall CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

Ho11 There will be no significant difference in the CGPA on Seven Criteria for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

Ho12 There will be no significant difference in the Overall CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

Table 4.2.6

t-value for different Criteria and Overall CGPA of Region-wise GIA TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	GIA Urban	21	2.31	0.66	0.19	0.63	NS
		GIA Rural	11	2.19	0.42			
2	Teaching-Learning and Evaluation	GIA Urban	21	2.58	0.43	0.17	1.06	NS
		GIA Rural	11	2.40	0.48			
3	Research, Consultancy and Extension	GIA Urban	21	2.06	0.63	0.22	0.64	NS
		GIA Rural	11	1.92	0.55			
4	Infrastructure and Learning Resources	GIA Urban	21	2.31	0.53	0.18	0.83	NS
		GIA Rural	11	2.16	0.44			
5	Student Support and Progression	GIA Urban	21	2.49	0.65	0.17	0.47	NS
		GIA Rural	11	2.57	0.33			
6	Governance and Leadership	GIA Urban	21	2.15	0.69	0.19	0.58	NS
		GIA Rural	11	2.26	0.37			
7	Innovative Practices	GIA Urban	21	2.18	0.63	0.18	0.72	NS
		GIA Rural	11	2.05	0.38			
8	Overall CGPA	GIA Urban	21	2.40	0.47	0.15	0.67	NS
		GIA Rural	11	2.30	0.36			

Table No. 4.2.6 shows comparison of the CGPA on seven criteria as well as overall CGPA for GIA Urban and GIA Rural TEIs. The significant difference in the CGPA on every criteria and overall CGPA for GIA Urban and GIA Rural TEIs were studied by comparing the t-value with the expected value at 30 degrees of freedom.

Table No. 4.2.6 shows that the mean score of CGPA of criterion-I: Curricular Aspects for GIA Urban TEIs was 2.31 and GIA Rural TEIs was 2.19, where the t-value of 0.63 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for GIA Urban and GIA Rural TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for

GIA Urban TEIs was 2.58, and GIA Rural TEIs was 2.40, where the t-value of 1.06 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for GIA Urban and GIA Rural TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for GIA Urban TEIs was 2.06, and GIA Rural TEIs was 1.92, where the t-value of 0.64 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for GIA Urban and GIA Rural TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for GIA Urban TEIs was 2.31, and GIA Rural TEIs was 2.16, where the t-value of 0.83 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Infrastructure and Learning Resources for GIA Urban and GIA Rural TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for GIA Urban TEIs was 2.49, and GIA Rural TEIs was 2.57, where the t-value of 0.47 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for GIA Urban and GIA Rural TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for GIA Urban TEIs was 2.15, and GIA Rural TEIs was 2.26, where the t-value of 0.58 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for G GIA Urban and GIA Rural TEIs. The mean of CGPA of criterion-VII: Innovative Practices for GIA Urban TEIs was 2.18 and GIA Rural TEIs was 2.05, where the t-value of 0.72 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Innovative Practices for GIA Urban and GIA Rural TEIs.

The mean score of overall CGPA for GIA Urban TEIs was 2.40, and GIA Rural TEIs was 2.30, where the t-value of 0.67 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for GIA Urban and GIA Rural TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on all seven criteria as well as overall CGPA for GIA Urban and GIA Rural TEIs. So there are no significant differences between mean scores of CGPA on all seven criteria as well as overall CGPA for GIA Urban and GIA Rural TEIs.

Thus the null hypotheses that there will be no significant difference in the CGPA on seven criteria, as well as overall CGPA for GIA Urban and GIA Rural TEIs, are accepted. So it can be concluded that the GIA Urban or GIA Rural TEIs have no impact on the CGPA of TEIs in all seven criteria as well as Overall CGPA.

4.2.7 Comparison of the CGPA for Self-Financed Urban and Self-Financed Rural TEIs

Objective- 14: To compare the CGPA on Seven Criteria for Self-Financed Urban and Self-Financed Rural TEIs

Objective- 15: To compare the Overall CGPA for Self-Financed Urban and Self-Financed Rural TEIs

Ho13 There will be no significant difference in the CGPA on Seven Criteria for Self-Financed Urban and Self-Financed Rural TEIs

Ho14 There will be no significant difference in the Overall CGPA for Self-Financed Urban and Self-Financed Rural TEIs

Table 4.2.7

t-value for different Criteria and Overall CGPA of Region-wise Self-financed TEIs

Sr. No.	Criteria	Type of TEI	N	Mean	SD	SED	t-value	Significance
1	Curricular Aspects	SF Urban	9	2.56	0.31	0.15	1.00	NS
		SF Rural	16	2.41	0.45			
2	Teaching-Learning and Evaluation	SF Urban	9	2.56	0.35	0.18	1.39	NS
		SF Rural	16	2.31	0.56			
3	Research, Consultancy and Extension	SF Urban	9	2.19	0.30	0.13	2.62	NS
		SF Rural	16	1.85	0.33			
4	Infrastructure and Learning Resources	SF Urban	9	2.84	0.34	0.18	2.00	NS
		SF Rural	16	2.48	0.55			
5	Student Support and Progression	SF Urban	9	2.54	0.36	0.16	0.38	NS
		SF Rural	16	2.48	0.41			
6	Governance and Leadership	SF Urban	9	2.58	0.27	0.15	1.60	NS
		SF Rural	16	2.34	0.47			
7	Innovative Practices	SF Urban	9	2.40	0.61	0.23	1.91	NS
		SF Rural	16	1.96	0.45			

8	Overall CGPA	SF Urban	9	2.55	0.24			
		SF Rural	16	2.29	0.39	0.13	2.00	NS

Table No. 4.2.7 shows the comparison of the CGPA on seven criteria as well as overall CGPA for SF Urban and SF Rural TEIs. The significant difference in the CGPA on every criterion and overall CGPA for SF Urban and SF Rural TEIs were studied by comparing the t-value with the expected value at 23 degrees of freedom.

Table No. 4.2.7 shows that the mean score of CGPA of criterion-I: Curricular Aspects for SF Urban TEIs was 2.56 and SF Rural TEIs was 2.41, where the t-value of 1.00 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Curricular Aspects for SF Urban and SF Rural TEIs. The mean score of CGPA of criterion-II: Teaching-Learning and Evaluation for SF Urban TEIs was 2.56, and SF Rural TEIs was 2.31, where the t-value of 1.39 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Teaching-Learning and Evaluation for SF Urban and SF Rural TEIs. The mean score of CGPA of criterion-III: Research, Consultancy and Extension for SF Urban TEIs was 2.19, and SF Rural TEIs was 1.85, where the t-value of 2.62 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Research, Consultancy and Extension for SF Urban and SF Rural TEIs. The mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for SF Urban TEIs was 2.84, and SF Rural TEIs was 2.48, where the t-value of 2.00 is more than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Infrastructure and Learning Resources for SF Urban and SF Rural TEIs. The mean score of CGPA of criterion-V: Student Support and Progression for SF Urban TEIs was 2.54, and SF Rural TEIs was 2.48, where the t-value of 0.38 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Student Support and Progression for SF Urban and SF Rural TEIs. The mean score of CGPA of criterion-VI: Governance and Leadership for SF Urban TEIs was 2.58, and SF Rural TEIs was 2.34, where the t-value of 1.60 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to Governance and Leadership for SF Urban and SF Rural TEIs. The mean of CGPA of criterion-VII: Innovative Practices for SF Urban TEIs was 2.40, and SF Rural TEIs was 1.96, where the t-value of 1.91 is less than the expected value. So there is no significant difference

between the mean scores of CGPA with respect to Innovative Practices for SF Urban and SF Rural TEIs.

The mean score of overall CGPA for SF Urban TEIs was 2.55, and SF Rural TEIs was 2.29, where the t-value of 2.00 is less than the expected value. So there is no significant difference between the mean scores of CGPA with respect to overall CGPA for SF Urban and SF Rural TEIs.

So it can be concluded that the t-values are less than the expected value for the mean scores of CGPA on all seven criteria as well as overall CGPA for SF Urban and SF Rural TEIs. So there are no significant differences between mean scores of CGPA on all seven criteria as well as overall CGPA for SF Urban and SF Rural TEIs.

Thus the null hypotheses that there will be no significant difference in the CGPA on seven criteria, as well as overall CGPA for SF Urban and SF Rural TEIs, are accepted. So it can be concluded that the Region-wise SF TEIs have no impact on the CGPA of TEIs in all seven criteria as well as Overall CGPA.

4.2.8 Summary of all the calculations about the comparison of t-values of CGPA

Table 4.2.8

Summary of t-values of CGPA for different Criteria and Overall CGPA of All Types of TEIs

Sr. No.	Criteria	Type 1	N	Mean	SD	Type 2	N	Mean	SD	SED	n1+n2	df	Expected t-value	t- value	Sig.
1	Innovative Practices	Cycle 1	44	1.95	0.42	Cycle 2	13	2.73	0.50	0.15	57	55	2.660	5.20	0.01
2	Research, Consultancy and Extension	Cycle 1	44	1.82	0.36	Cycle 2	13	2.57	0.51	0.15	57	55	2.660	5.00	0.01
3	Governance and Leadership	Cycle 1	44	2.15	0.49	Cycle 2	13	2.77	0.39	0.13	57	55	2.660	4.77	0.01
4	Overall CGPA	Cycle 1	44	2.27	0.36	Cycle 2	13	2.72	0.34	0.11	57	55	2.660	4.09	0.01
5	Curricular Aspects	Cycle 1	44	2.22	0.44	Cycle 2	13	2.82	0.49	0.15	57	55	2.660	4.00	0.01
6	Infrastructure and Learning Resources	Urban GIA	21	2.31	0.53	Urban SF	9	2.84	0.34	0.16	30	28	2.750	3.31	0.01
7	Infrastructure and Learning Resources	Cycle 1	44	2.31	0.52	Cycle 2	13	2.76	0.43	0.14	57	55	2.660	3.21	0.01
8	Infrastructure and Learning Resources	GIA	32	2.26	0.50	SF	25	2.61	0.51	0.13	57	55	2.660	2.69	0.01
9	Research, Consultancy and Extension	SF Rural	16	1.85	0.33	SF Urban	9	2.19	0.30	0.13	25	23	2.787	2.62	NS
10	Student Support and Progression	Cycle 1	44	2.42	0.45	Cycle 2	13	2.81	0.48	0.15	57	55	2.660	2.60	NS
11	Governance and Leadership	Urban GIA	21	2.15	0.69	Urban SF	9	2.58	0.27	0.18	30	28	2.750	2.39	NS
12	Teaching-Learning and Evaluation	Cycle 1	44	2.40	0.47	Cycle 2	13	2.69	0.43	0.14	57	55	2.660	2.07	NS

13	Infrastructure and Learning Resources	SF Rural	16	2.48	0.55	SF Urban	9	2.84	0.34	0.18	25	23	2.787	2.00	NS
14	Overall CGPA	SF Rural	16	2.29	0.39	SF Urban	9	2.55	0.24	0.13	25	23	2.787	2.00	NS
15	Teaching-Learning and Evaluation	Rural	27	2.34	0.52	Urban	30	2.57	0.40	0.12	57	55	2.660	1.92	NS
16	Innovative Practices	SF Rural	16	1.96	0.45	SF Urban	9	2.40	0.61	0.23	25	23	2.787	1.91	NS
17	Innovative Practices	Rural	27	2.00	0.42	Urban	30	2.25	0.62	0.14	57	55	2.660	1.79	NS
18	Governance and Leadership	GIA	32	2.19	0.59	SF	25	2.42	0.42	0.13	57	55	2.660	1.77	NS
19	Research, Consultancy and Extension	Rural	27	1.88	0.43	Urban	30	2.10	0.55	0.13	57	55	2.660	1.69	NS
20	Infrastructure and Learning Resources	Rural GIA	11	2.16	0.44	Rural SF	16	2.48	0.55	0.19	27	25	2.750	1.68	NS
21	Governance and Leadership	SF Rural	16	2.34	0.47	SF Urban	9	2.58	0.27	0.15	25	23	2.787	1.60	NS
22	Overall CGPA	Rural	27	2.29	0.37	Urban	30	2.44	0.42	0.10	57	55	2.660	1.50	NS
23	Curricular Aspects	GIA	32	2.27	0.58	SF	25	2.46	0.41	0.13	57	55	2.660	1.46	NS
24	Curricular Aspects	Urban GIA	21	2.31	0.66	Urban SF	9	2.56	0.31	0.18	30	28	2.750	1.39	NS
25	Teaching-Learning and Evaluation	SF Rural	16	2.31	0.56	SF Urban	9	2.56	0.35	0.18	25	23	2.787	1.39	NS
26	Curricular Aspects	Rural GIA	11	2.19	0.42	Rural SF	16	2.41	0.45	0.17	27	25	2.787	1.29	NS
27	Overall CGPA	Urban GIA	21	2.40	0.47	Urban SF	9	2.55	0.24	0.13	30	28	2.750	1.15	NS
28	Teaching-Learning and Evaluation	GIA Rural	11	2.40	0.48	GIA Urban	21	2.58	0.43	0.17	32	30	2.750	1.06	NS
29	Curricular Aspects	SF Rural	16	2.41	0.45	SF Urban	9	2.56	0.31	0.15	25	23	2.787	1.00	NS
30	Teaching-Learning and Evaluation	GIA	32	2.52	0.45	SF	25	2.40	0.50	0.13	57	55	2.660	0.92	NS

31 Innovative Practices	Urban GIA	21	2.18	0.63	Urban SF	9	2.40	0.61	0.25	30	28	2.750	0.88	NS
32 Infrastructure and Learning Resources	Rural	27	2.35	0.53	Urban	30	2.47	0.54	0.14	57	55	2.660	0.86	NS
33 Infrastructure and Learning Resources	GIA Rural	11	2.16	0.44	GIA Urban	21	2.31	0.53	0.18	32	30	2.750	0.83	NS
34 Research, Consultancy and Extension	Urban GIA	21	2.06	0.63	Urban SF	9	2.19	0.30	0.17	30	28	2.750	0.76	NS
35 Innovative Practices	GIA Rural	11	2.05	0.38	GIA Urban	21	2.18	0.63	0.18	32	30	2.750	0.72	NS
36 Overall CGPA	GIA Rural	11	2.30	0.36	GIA Urban	21	2.40	0.47	0.15	32	30	2.750	0.67	NS
37 Research, Consultancy and Extension	GIA Rural	11	1.92	0.55	GIA Urban	21	2.06	0.63	0.22	32	30	2.750	0.64	NS
38 Student Support and Progression	Rural GIA	11	2.57	0.33	Rural SF	16	2.48	0.41	0.14	27	25	2.787	0.64	NS
39 Curricular Aspects	GIA Rural	11	2.19	0.42	GIA Urban	21	2.31	0.66	0.19	32	30	2.750	0.63	NS
40 Governance and Leadership	GIA Rural	11	2.26	0.37	GIA Urban	21	2.15	0.69	0.19	32	30	2.750	0.58	NS
41 Innovative Practices	Rural GIA	11	2.05	0.38	Rural SF	16	1.96	0.45	0.16	27	25	2.787	0.56	NS
42 Curricular Aspects	Rural	27	2.32	0.45	Urban	30	2.39	0.58	0.14	57	55	2.660	0.50	NS
43 Governance and Leadership	Rural GIA	11	2.26	0.37	Rural SF	16	2.34	0.47	0.16	27	25	2.787	0.50	NS
44 Student Support and Progression	GIA Rural	11	2.57	0.33	GIA Urban	21	2.49	0.65	0.17	32	30	2.750	0.47	NS
45 Teaching-Learning and Evaluation	Rural GIA	11	2.40	0.48	Rural SF	16	2.31	0.56	0.20	27	25	2.787	0.45	NS
46 Student Support and Progression	SF Rural	16	2.48	0.41	SF Urban	9	2.54	0.36	0.16	25	23	2.787	0.38	NS
47 Research, Consultancy and Extension	Rural GIA	11	1.92	0.55	Rural SF	16	1.85	0.33	0.19	27	25	2.787	0.37	NS

48	Research, Consultancy and Extension	GIA	32	2.01	0.60	SF	25	1.97	0.36	0.13	57	55	2.660	0.31	NS
49	Student Support and Progression	Urban GIA	21	2.49	0.65	Urban SF	9	2.54	0.36	0.19	30	28	2.750	0.26	NS
50	Governance and Leadership	Rural	27	2.31	0.42	Urban	30	2.28	0.62	0.14	57	55	2.660	0.21	NS
51	Overall CGPA	GIA	32	2.36	0.43	SF	25	2.38	0.36	0.10	57	55	2.660	0.20	NS
52	Student Support and Progression	GIA	32	2.52	0.55	SF	25	2.50	0.39	0.12	57	55	2.660	0.17	NS
53	Student Support and Progression	Rural	27	2.52	0.38	Urban	30	2.50	0.57	0.13	57	55	2.660	0.15	NS
54	Innovative Practices	GIA	32	2.14	0.55	SF	25	2.12	0.55	0.15	57	55	2.660	0.13	NS
55	Teaching-Learning and Evaluation	Urban GIA	21	2.58	0.43	Urban SF	9	2.56	0.35	0.15	30	28	2.750	0.13	NS
56	Overall CGPA	Rural GIA	11	2.30	0.36	Rural SF	16	2.29	0.39	0.15	27	25	2.787	0.07	NS

Summary of all the calculations about the comparison of t-values of CGPA for different Criteria and overall CGPA of all Types of TEIs are given in Table No. 4.2.8. The table shows that the mean score of CGPA of criterion-IV: Infrastructure and Learning Resources for Urban GIA was 2.31 and Urban SF was 2.84, while all GIA TEIs was 2.26 and all SF was 2.61, where the t-value of Urban GIA and SF TEIs was 3.31, and all GIA and all SF was 2.69, which are more than the respective expected values. A significant difference was found between the mean scores of

CGPA with respect to Infrastructure and Learning Resources criterion for Urban SF and all SF TEIs.

Table No. 4.2.8 shows that the mean scores of CGPA for Infrastructure and Learning Resources for Urban SF and all SF TEIs were significantly higher than the mean scores of Urban GIA and all GIA TEIs, respectively. So it can be concluded that the Urban SF and all SF have higher CGPA than the Urban GIA and all GIA TEIs for Infrastructure and Learning Resources criterion.

The mean score of CGPA of criteria Innovative Practices; Research, Consultancy and Extension; Governance and Leadership; Overall CGPA; Curricular Aspects; and Infrastructure and Learning Resources for Cycle-1 accredited TEIs were 1.95, 1.82, 2.15, 2.27, 2.22 and 2.31 and for and Cycle-2 accredited TEIs were 2.73, 2.57, 2.77, 2.72, 2.82 and 2.76 respectively, where the respective t-value of 5.20, 5.00, 4.77, 4.09, 4.00 and 3.21 are more than the respective expected values. Significant differences found between the mean scores of CGPA with respect to Innovative Practices; Research, Consultancy and Extension; Governance and Leadership; Overall CGPA; Curricular Aspects; and Infrastructure and Learning Resources.

Table No. 4.2.8 shows that the mean scores of CGPA on criteria (excluding criteria Teaching-Learning and Evaluation; and Student Support and Progression) and overall CGPA for Cycle-2 TEIs were significantly higher than the mean score of Cycle-1 TEIs. So it can be concluded that the Cycle-2 accredited TEIs have higher CGPA than Cycle-1 accredited TEIs for Innovative Practices; Research, Consultancy and Extension; Governance and Leadership; Overall CGPA; Curricular Aspects; and Infrastructure and Learning Resources.

4.3 RELATIONSHIP AMONGST CGPA OF THE CRITERIA FOR DIFFERENT TYPES OF TEIs

In relation to studying the relationship amongst the seven criteria and Overall CGPA for accredited TEIs, 14 hypotheses were proposed for the present study. All hypotheses were null and proposed no difference amongst the different mean scores of CGPA with respect to all TEIs and various types of TEIs, i.e., Region, Funding and Accreditation Cycle.

The criterion-wise and Overall CGPA of all 57 accredited TEIs in Microsoft Excel was used for the calculation of correlation from Mean, SD and SED. The data were analysed with the formula of excel using Karl Pearson Product Moment Correlation amongst CGPA of the criteria and Overall CGPA. The details of correlation are provided in table no. 4.3.1 to 4.3.7 for objective no. 16 to 29 followed by hypothesis no. 15 to 28.

4.3.1 The relationship amongst the Seven Criteria and Overall CGPA for all TEIs

Objective- 16: To study the relationship amongst the Seven Criteria based on CGPA for all TEIs

Objective- 17: To study the relationship between Overall CGPA and CGPA on Seven Criteria for all TEIs

Ho₁₅ There will be no significant relationship amongst the Seven Criteria based on CGPA for all TEIs

Ho₁₆ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for all TEIs

Table 4.3.1

Correlation amongst the Seven Criteria and Overall CGPA for all TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.56	0.67	0.58	0.58	0.81	0.70	0.81
2. Teaching-Learning and Evaluation		0.34	0.50	0.47	0.60	0.46	0.89
3. Research, Consultancy and Extension			0.44	0.44	0.55	0.54	0.61
4. Infrastructure and Learning Resources				0.52	0.59	0.57	0.71
5. Student Support and Progression					0.65	0.61	0.71
6. Governance and Leadership						0.65	0.84
7. Innovative Practices							0.71

Note- Dark to light colour indicates higher to the lower relationship.

Figure- 4.3.1

Correlation amongst the Seven Criteria and Overall CGPA for all TEIs

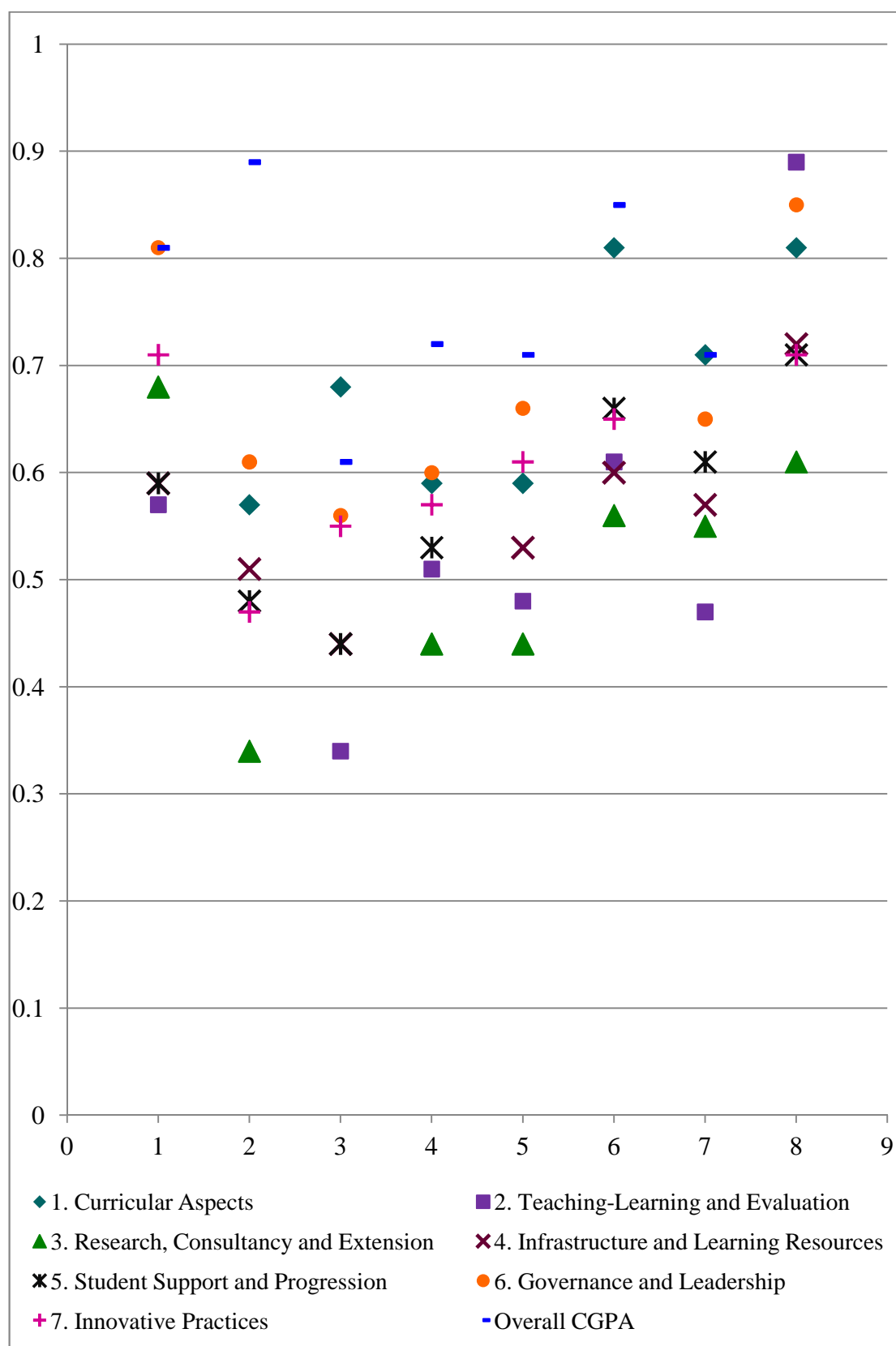


Table No. 4.3.1 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for all TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for all TEIs are studied by comparison of calculated correlation with the expected value of correlation at 55 degree of freedom.

Table No. 4.3.1 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for all TEIs are 0.56, 0.67, 0.58, 0.58, 0.81 and 0.70, respectively. The values of correlation from 0.56 to 0.81 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Curricular Aspects and the other six criteria for all TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for all TEIs is 0.81, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for all TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for all TEIs are 0.56, 0.34, 0.50, 0.47, 0.60 and 0.46, respectively. The values of correlation from 0.34 to 0.60 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and the other six criteria for all TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for all TEIs is 0.89, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for all TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for all TEIs are 0.67, 0.34, 0.44, 0.44, 0.55 and 0.54, respectively. The values of correlation from 0.34 to 0.67 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Research, Consultancy and Extension and the other six criteria for all TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for all TEIs is 0.61, which is more than the expected value of correlation, and

it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Research, Consultancy and Extension and Overall CGPA for all TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for all TEIs are 0.58, 0.50, 0.44, 0.52, 0.59 and 0.57, respectively. The values of correlation from 0.44 to 0.59 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and the other six criteria for all TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for all TEIs is 0.71, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for all TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for all TEIs are 0.58, 0.47, 0.44, 0.52, 0.65 and 0.61, respectively. The values of correlation from 0.44 to 0.65 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Student Support and Progression and the other six criteria for all TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for all TEIs is 0.71, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for all TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for all TEIs are 0.81, 0.60, 0.55, 0.59, 0.65 and 0.65, respectively. The values of correlation from 0.55 to 0.81 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Governance and Leadership and the other six criteria for all TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for all TEIs is 0.84, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for all TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for all TEIs are 0.70, 0.46, 0.54, 0.57, 0.61 and 0.65, respectively. The values of correlation from 0.46 to 0.70 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Innovative Practices and the other six criteria for all TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for all TEIs is 0.71, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for all TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for all TEIs are 0.81, 0.89, 0.61, 0.71, 0.71, 0.84 and 0.71, respectively. The values of correlation from 0.71 to 0.89 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between Overall CGPA and all seven criteria for all TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for all TEIs are from 0.34 to 0.81, where the values of correlation from 0.34 to 0.81 are more than the expected value correlation for Urban TEIs. There are positive and significant correlations amongst the seven criteria for all TEIs. Thus the null hypothesis that there will be no significant relationship amongst the seven criteria based on CGPA for all TEIs is rejected.

The values of correlation between Overall CGPA and CGPA on seven criteria for all TEIs are from 0.71 to 0.89. There are positive and significant correlations amongst the seven criteria for all TEIs. Thus the null hypothesis that there will be no significant relationship between Overall CGPA and CGPA on seven criteria for all TEIs is rejected.

There are very high positive significant correlations between Curricular Aspects and Governance and Leadership. There are very high positive significant correlations between Overall CGPA and Teaching- Learning and Evaluation; Governance and Leadership; and Curricular Aspects for all TEIs. So the Curricular Aspects, Teaching- Learning and Evaluation, and Governance and Leadership are the key-factor criteria for the NAAC gradation for all TEIs.

4.3.2 The relationship amongst the Seven Criteria and Overall CGPA for Urban TEIs

Objective- 18: To study the relationship amongst the Seven Criteria based on CGPA for Urban TEIs

Objective- 19: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Urban TEIs

Ho₁₇ There will be no significant relationship amongst the Seven Criteria based on CGPA for Urban TEIs

Ho₁₈ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Urban TEIs

Table 4.3.2

Correlation amongst the Seven Criteria and Overall CGPA for Urban TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.56	0.83	0.52	0.74	0.84	0.83	0.84
2. Teaching-Learning and Evaluation		0.41	0.51	0.65	0.65	0.53	0.87
3. Research, Consultancy and Extension			0.61	0.63	0.71	0.75	0.75
4. Infrastructure and Learning Resources				0.53	0.61	0.65	0.73
5. Student Support and Progression					0.73	0.78	0.84
6. Governance and Leadership						0.72	0.89
7. Innovative Practices							0.82

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation.

Figure- 4.3.2

Correlation amongst the Seven Criteria and Overall CGPA for Urban TEIs

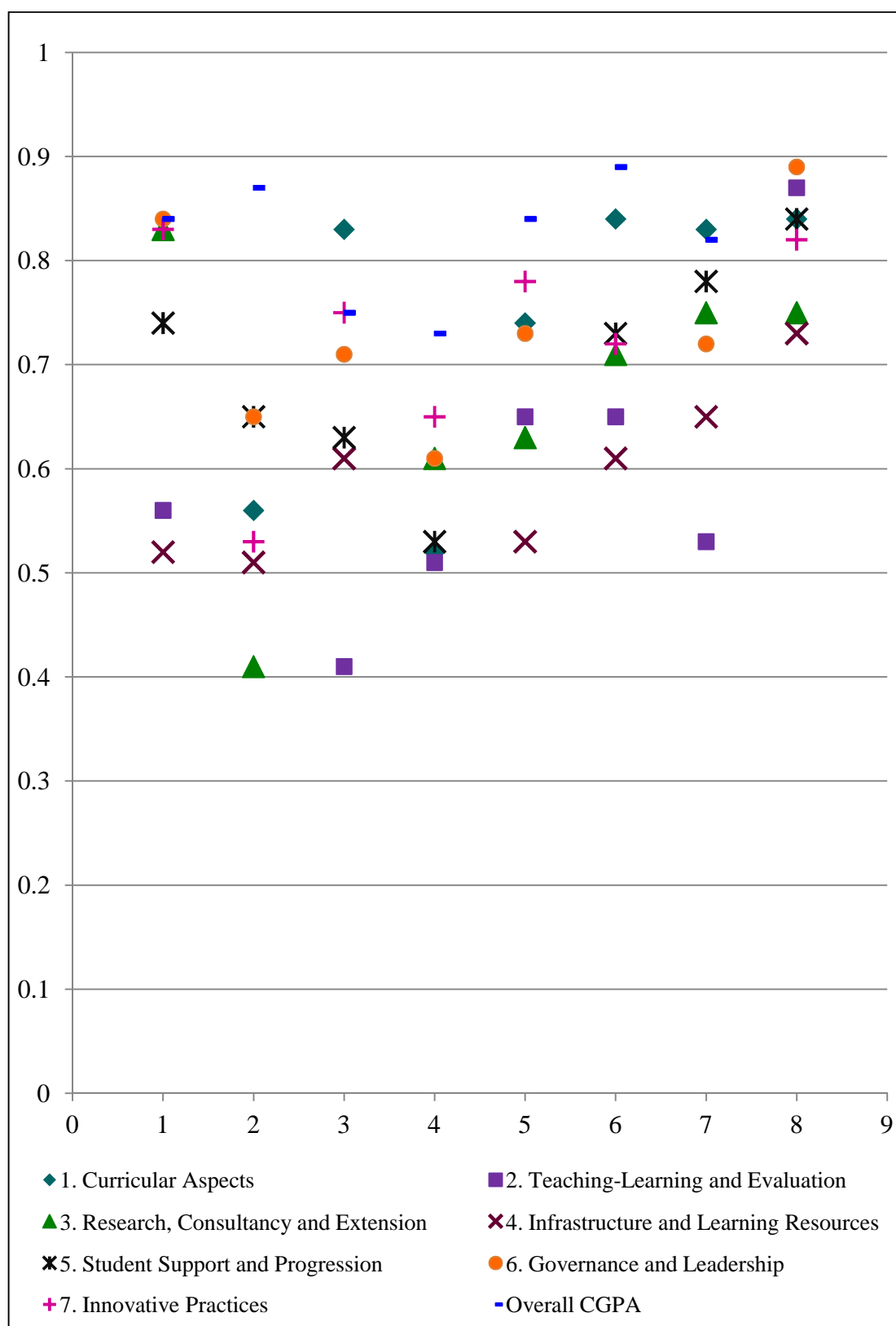


Table No. 4.3.2 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for Urban TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for Urban TEIs are studied by comparison of calculated correlation with the expected value of correlation at 28 degree of freedom.

Table No. 4.3.2 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for Urban TEIs are 0.56, 0.83, 0.52, 0.74, 0.84 and 0.83, respectively. The values of correlation from 0.52 to 0.84 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Curricular Aspects and the other six criteria for Urban TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for Urban TEIs is 0.84, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for Urban TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for Urban TEIs are 0.56, 0.41, 0.51, 0.65, 0.65 and 0.53, respectively. The values of correlation from 0.51 to 0.65 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.41 is less than the expected value of correlation, and it can be seen that the correlation is no significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and criterion no. 1, 4, 5, 6 and 7 for Urban TEIs, whereas no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3 for Urban TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for Urban TEIs is 0.87, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for Urban TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for Urban TEIs are 0.83, 0.41, 0.61, 0.63, 0.71 and 0.75, respectively. The values of correlation from 0.61 to 0.83 are more than the expected value of correlation, and it can be seen that the correlations are

significant, whereas the value of correlation 0.41 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there are positive and significant correlations between criterion Research, Consultancy and Extension and criterion no. 1, 4, 5, 6 and 7 for Urban TEIs, whereas a not significant correlation between criterion Research, Consultancy and Extension and criterion no. 2 for Urban TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for Urban TEIs is 0.75, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Research, Consultancy and Extension and Overall CGPA for Urban TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for Urban TEIs are 0.52, 0.51, 0.61, 0.53, 0.61 and 0.65, respectively. The values of correlation from 0.51 to 0.65 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and the other six criteria for Urban TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for Urban TEIs is 0.73, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for Urban TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for Urban TEIs are 0.74, 0.65, 0.63, 0.53, 0.73 and 0.78, respectively. The values of correlation from 0.53 to 0.78 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Student Support and Progression and the other six criteria for Urban TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for Urban TEIs is 0.84, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for Urban TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for Urban TEIs are 0.84, 0.65, 0.71, 0.61, 0.73 and 0.72, respectively. The values of correlation from 0.61 to 0.84 are more than the

expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Governance and Leadership and the other six criteria for Urban TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for Urban TEIs is 0.89, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for Urban TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for Urban TEIs are 0.83, 0.53, 0.75, 0.65, 0.78 and 0.72, respectively. The values of correlation from 0.53 to 0.83 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Innovative Practices and the other six criteria for Urban TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for Urban TEIs is 0.82, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for Urban TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for Urban TEIs are 0.84, 0.87, 0.75, 0.73, 0.84, 0.89 and 0.82, respectively. The values of correlation from 0.73 to 0.89 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between Overall CGPA and all seven criteria for Urban TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for Urban TEIs are from 0.41 to 0.84, where the values of correlation from 0.49 to 0.84 are more than the expected value correlation, and the value of correlation 0.41 is less than the expected value of correlation for Urban TEIs. There are positive and significant correlations amongst the seven criteria excluding between criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension for Urban TEIs. Thus the null hypothesis that there will be no significant relationship amongst the seven criteria based on CGPA for Urban TEIs is accepted for criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension, whereas rejected for other criteria.

The values of correlation between Overall CGPA and CGPA on seven criteria for Urban TEIs are from 0.73 to 0.89. There are positive and significant correlations

between Overall CGPA and CGPA on seven criteria for Urban TEIs. Thus the null hypothesis that there will be no significant relationship between Overall CGPA and CGPA on seven criteria for Urban TEIs is rejected.

Curricular Aspects has very high positive and significant correlations with Research, Consultancy and Extension, Governance and Leadership, and Innovative Practices for Urban TEIs. Overall CGPA for Urban TEIs has very high positive and significant correlations with Curricular Aspects, Teaching- Learning and Evaluation, Student Support and Progression, Governance and Leadership and Innovative Practices for Urban TEIs. So the Curricular Aspects, Teaching- Learning and Evaluation, Student Support and Progression, Governance and Leadership and Innovative Practices are the key-factor criteria for the NAAC gradation for Urban TEIs.

4.3.3 The relationship amongst the Seven Criteria and Overall CGPA for Rural area TEIs

Objective- 20: To study the relationship amongst the Seven Criteria based on CGPA for Rural TEIs

Objective- 21: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Rural TEIs

Ho₁₉ There will be no significant relationship amongst the Seven Criteria based on CGPA for Rural TEIs

Ho₂₀ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Rural TEIs

Table 4.3.3

Correlation amongst the Seven Criteria and Overall CGPA for Rural TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.63	0.41	0.69	0.27	0.76	0.47	0.79
2. Teaching-Learning and Evaluation		0.21	0.49	0.37	0.69	0.36	0.94
3. Research, Consultancy and Extension			0.17	0.10	0.31	0.05	0.36
4. Infrastructure and Learning Resources				0.57	0.63	0.44	0.70
5. Student Support and Progression					0.47	0.28	0.54
6. Governance and Leadership						0.58	0.86
7. Innovative Practices							0.50

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation.

Figure- 4.3.3

Correlation amongst the Seven Criteria and Overall CGPA for Rural TEIs

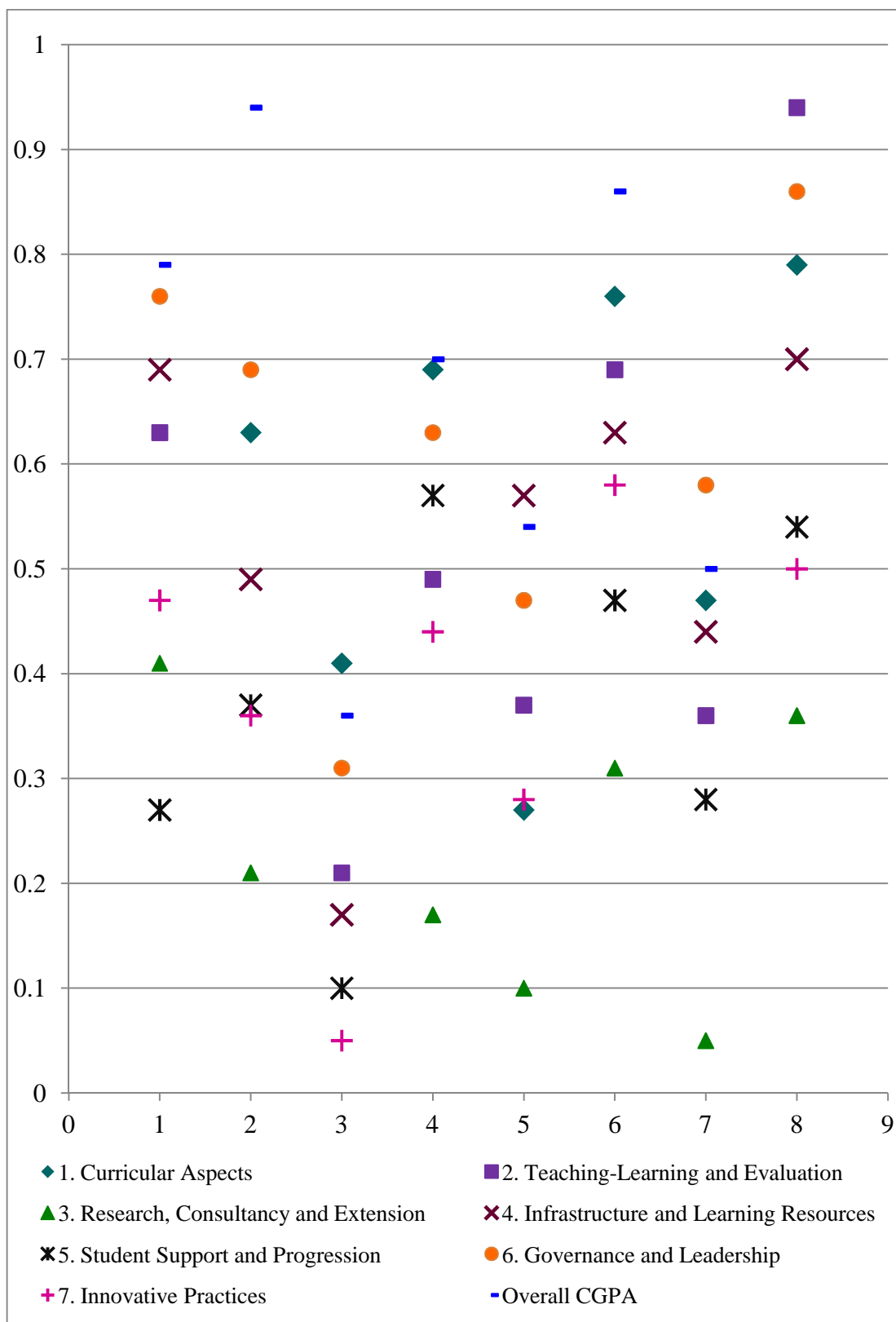


Table No. 4.3.3 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for Rural TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for Rural TEIs are studied by comparison of calculated correlation with the expected value of correlation at 25 degree of freedom.

Table No. 4.3.3 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for Rural TEIs are 0.63, 0.41, 0.69, 0.27, 0.76 and 0.47, respectively. The values of correlation from 0.63 to 0.76 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.27 to 0.47 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Curricular Aspects and criterion no. 2, 4 and 6 for Rural TEIs, whereas no significant correlation between criterion Curricular Aspects and criterion no. 3, 5 and 7 for Rural TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for Rural TEIs is 0.79, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for Rural TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for Rural TEIs are 0.63, 0.21, 0.49, 0.37, 0.69 and 0.36, respectively. The values of correlation from 0.49 to 0.69 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.21 to 0.37 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and criterion no. 1, 4 and 6 for Rural TEIs, whereas no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3, 5 and 7 for Rural TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for Rural TEIs is 0.94, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for Rural TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for Rural TEIs are 0.41, 0.21, 0.17, 0.10, 0.31 and 0.05, respectively. The values of correlation from 0.05 to 0.41 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are no significant correlations between criterion Research, Consultancy and Extension and the other six criteria for Rural TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for Rural TEIs is 0.36, which is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is no significant correlation between criterion Research, Consultancy and Extension and Overall CGPA for Rural TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for Rural TEIs are 0.69, 0.49, 0.17, 0.57, 0.63 and 0.44, respectively. The values of correlation from 0.49 to 0.69 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.17 and 0.44 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and criterion no. 1, 2, 5 and 6 for Rural TEIs, whereas no significant correlation between criterion Infrastructure and Learning Resources and criterion no. 3 and 7 for Rural TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for Rural TEIs is 0.70, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for Rural TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for Rural TEIs are 0.27, 0.37, 0.10, 0.57, 0.47 and 0.28, respectively. The value of correlation 0.57 is more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation 0.27, 0.37, 0.10, 0.47 and 0.28 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there is a positive and significant correlation between criterion Student Support and Progression and criterion no. 4 for Rural TEIs, whereas no significant correlations between criterion Student Support and Progression and criterion no. 1, 2, 3, 6 and 7 for Rural TEIs. The

correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for Rural TEIs is 0.54, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for Rural TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for Rural TEIs are 0.76, 0.69, 0.31, 0.63 0.47 and 0.58, respectively. The values of correlation from 0.58 to 0.76 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation 0.31 and 0.47 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Governance and Leadership and criterion no. 1, 2, 4 and 7 for Rural TEIs, whereas no significant correlation between criterion Governance and Leadership and criterion no. 3 and 5 for Rural TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for Rural TEIs is 0.86, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for Rural TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for Rural TEIs are 0.47, 0.36, 0.05, 0.44, 0.28 and 0.58, respectively. The value of correlation 0.58 is more than the expected value of correlation, and it can be seen that the correlation is significant, whereas the values of correlation 0.05 to 0.44 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there is a positive and significant correlation between criterion Innovative Practices and criterion no. 6 for Rural TEIs, whereas no significant correlation between criterion Innovative Practices and criterion no. 1, 2, 3, 4 and 5 for Rural TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for Rural TEIs is 0.50, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for Rural TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for Rural TEIs are 0.79, 0.94, 0.36, 0.70, 0.54, 0.86 and 0.50, respectively. The values of correlation from 0.50 to 0.94 are more than the expected value of correlation,

and it can be seen that the correlations are significant, whereas the value of correlation 0.36 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there are positive and significant correlations between Overall CGPA and criterion no. 1, 2, 4, 5, 6 and 7 for Rural TEIs, whereas no significant correlation between Overall CGPA and criterion no. 3 for Rural TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for Rural TEIs are from 0.10 to 0.76, where the values of correlation from 0.49 to 0.76 are more than the expected value correlation, and the values of correlation from 0.10 to 0.47 are less than the expected value of correlation.

There are positive and significant correlations between Curricular Aspects and criterion no. 2, 4 and 6; Teaching-Learning and Evaluation and criterion no. 1, 4 and 6; Research, Consultancy and Extension and other six criteria; Infrastructure and Learning Resources and criterion no. 1, 2, 5 and 6; Student Support and Progression and criterion no. 4; Governance and Leadership and criterion no. 1, 2, 4 and 7; and Innovative Practices and criterion no. 6 for Rural TEIs, where the null hypothesis that there will be no significant relationship for Rural TEIs is rejected.

There are no significant correlations between Curricular Aspects and criterion no. 3, 5 and 7; Teaching-Learning and Evaluation and criterion no. 3, 5 and 7; Infrastructure and Learning Resources and criterion no. 3 and 7; Student Support and Progression and criterion no. 1, 2, 3, 6 and 7; Governance and Leadership and criterion no. 3 and 5; Innovative Practices and criterion no. 1, 2, 3, 4 and 5 for Rural TEIs, where the null hypothesis that there will be no significant relationship for Rural TEIs is accepted.

The values of correlation between Overall CGPA and CGPA on seven criteria for Rural TEIs are from 0.36 to 0.94, where the values of correlation from 0.50 to 0.94 are more than the expected value correlation and the value of correlation 0.36 is less than the expected value of correlation. There are positive and significant correlations between Overall CGPA and criterion no. 1, 2, 4, 5, 6 and 7, where the null hypothesis that there will be no significant relationship for Rural TEIs is rejected. There is no significant correlation between Overall CGPA and criterion no. 3, where the null hypothesis that there will be no significant relationship for Rural TEIs is accepted.

There are very high positive significant correlations between Teaching- Learning and Evaluation and Overall CGPA; and Governance and Leadership and Overall CGPA for Rural TEIs. So the Teaching- Learning and Evaluation; and Governance and Leadership are the key-factor criteria for the NAAC gradation for Rural TEIs.

There are no significant correlations with negligible correlation value between Research, Consultancy and Extension with Innovative Practices; Student Support and Progression; and Infrastructure and Learning Resources. There are no significant correlations with a low correlation value between Research, Consultancy and Extension and Overall CGPA for Rural TEIs. So the criterion Research, Consultancy and Extension is a negligible factor criterion for the NAAC gradation for Rural TEIs.

4.3.4 The relationship amongst the Seven Criteria and Overall CGPA for GIA TEIs

Objective- 22: To study the relationship amongst the Seven Criteria based on CGPA for Grant-in-Aid TEIs

Objective- 23: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Grant-in-Aid TEIs

Ho₂₁ There will be no significant relationship amongst the Seven Criteria based on CGPA for Grant-in-Aid TEIs

Ho₂₂ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Grant-in-Aid TEIs

Table 4.3.4

Correlation amongst the Seven Criteria and Overall CGPA for GIA TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.57	0.82	0.54	0.71	0.82	0.82	0.83
2. Teaching-Learning and Evaluation		0.43	0.69	0.55	0.67	0.54	0.89
3. Research, Consultancy and Extension			0.57	0.59	0.73	0.73	0.73
4. Infrastructure and Learning Resources				0.57	0.58	0.63	0.79
5. Student Support and Progression					0.78	0.75	0.79
6. Governance and Leadership						0.74	0.89
7. Innovative Practices							0.80

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation.

Figure- 4.3.4

Correlation amongst the Seven Criteria and Overall CGPA for GIA TEIs

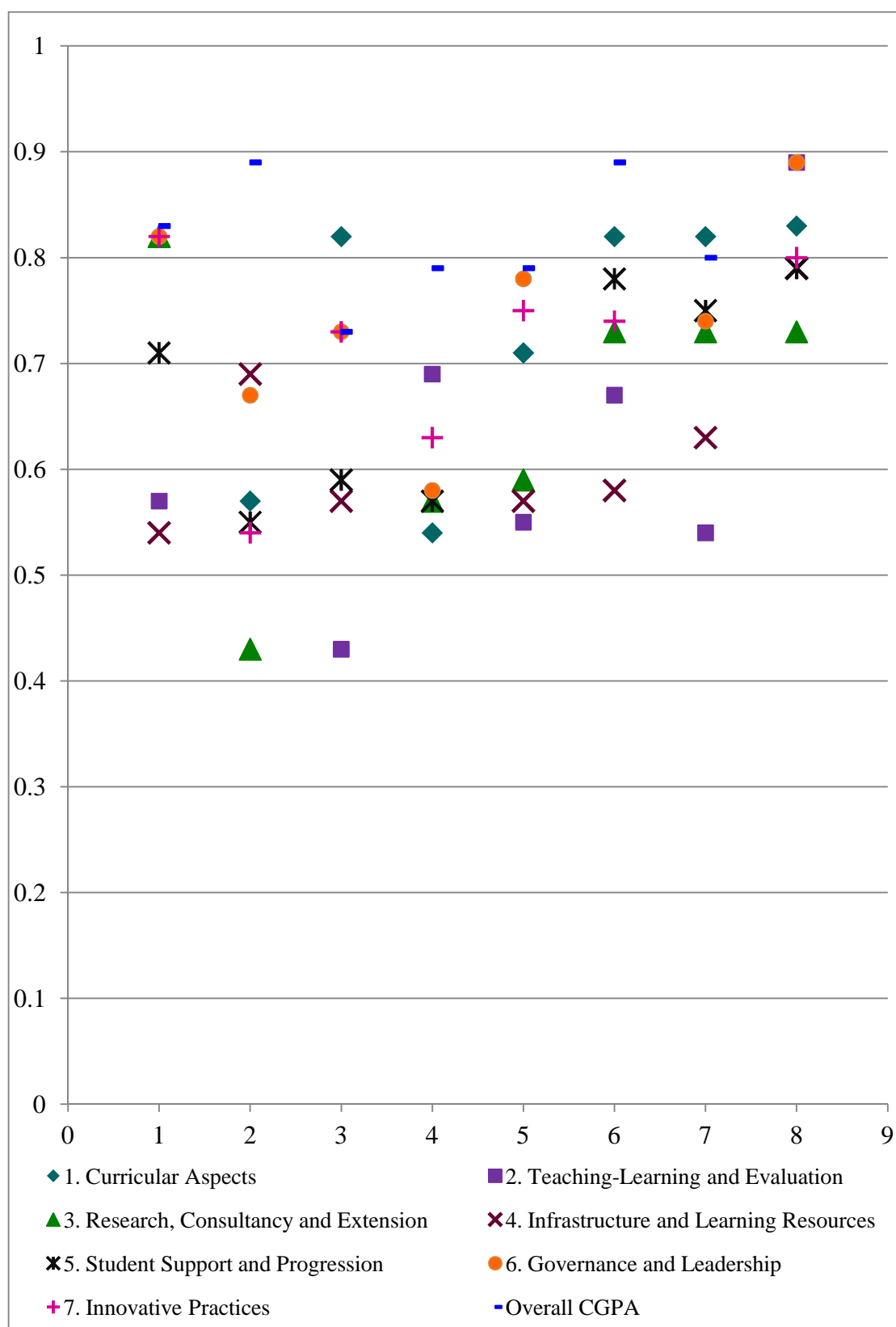


Table No. 4.3.4 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for GIA TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for GIA TEIs are studied by comparison of calculated correlation with the expected value of correlation at 30 degree of freedom.

Table No. 4.3.4 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for GIA TEIs 0.57, 0.82, 0.54, 0.71 and 0.82, respectively. The values of correlation from 0.54 to 0.82 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Curricular Aspects and the other six criteria for GIA TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for GIA TEIs is 0.83, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for GIA TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for GIA TEIs are 0.57, 0.43, 0.69, 0.55, 0.67 and 0.54, respectively. The values of correlation from 0.54 to 0.69 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.43 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and criterion no. 1, 4, 5, 6 and 7 for GIA TEIs, whereas no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3 for GIA TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for GIA TEIs is 0.89, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for GIA TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for GIA TEIs are 0.82, 0.43, 0.57, 0.59, 0.73 and 0.73, respectively. The values of correlation from 0.57 to 0.73 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.43 is less than the expected value of correlation, and

it can be seen that the correlation is not significant. So there are positive and significant correlations between criterion Research, Consultancy and Extension and criterion no. 1, 4, 5, 6 and 7 for GIA TEIs, whereas no significant correlation between criterion Research, Consultancy and Extension and criterion no. 2 for GIA TEIs.

The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for GIA TEIs is 0.73, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Research, Consultancy and Extension and Overall CGPA for GIA TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for GIA TEIs are 0.54, 0.69, 0.57, 0.57, 0.58 and 0.63, respectively. The values of correlation from 0.54 to 0.69 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and the other six criteria for GIA TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for GIA TEIs is 0.79, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for GIA TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for GIA TEIs are 0.71, 0.55, 0.59, 0.57, 0.78 and 0.75, respectively. The values of correlation from 0.55 to 0.78 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Student Support and Progression and the other six criteria for GIA TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for GIA TEIs is 0.79, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for GIA TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for GIA TEIs are 0.82, 0.67, 0.73, 0.58, 0.78 and 0.74, respectively. The values of correlation from 0.58 to 0.82 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are

positive and significant correlations between criterion Governance and Leadership and the other six criteria for GIA TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for GIA TEIs is 0.89, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for GIA TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for GIA TEIs are 0.82, 0.54, 0.73, 0.63, 0.75 and 0.74, respectively. The values of correlation from 0.54 to 0.82 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Innovative Practices and the other six criteria for GIA TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for GIA TEIs is 0.80, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for GIA TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for GIA TEIs are 0.83, 0.89, 0.73, 0.79, 0.79, 0.89 and 0.80, respectively. The values of correlation from 0.73 to 0.89 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between Overall CGPA and all seven criteria for GIA TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for GIA TEIs are from 0.43 to 0.82, where the values of correlation from 0.54 to 0.82 are more than the expected value correlation, and the value of correlation 0.43 is less than the expected value of correlation for GIA TEIs.

There are positive and significant correlations amongst the seven criteria excluding between criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension for GIA TEIs. Thus the null hypothesis that there will be no significant relationship amongst the seven criteria based on CGPA for GIA TEIs is accepted for criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension, whereas rejected for other criteria.

The values of correlation between Overall CGPA and CGPA on seven criteria for GIA TEIs are from 0.73 to 0.89, where the values of correlation from 0.73 to 0.89 are more than the expected value correlation for GIA TEIs. There are positive and significant

correlations between Overall CGPA and CGPA on seven criteria for GIA TEIs. Thus the null hypothesis that there will be no significant relationship between Overall CGPA and CGPA on seven criteria for GIA TEIs is rejected.

There are very high positive significant correlations found between Curricular Aspects and Research, Consultancy and Extension; Governance and Leadership; and Innovative Practices for GIA TEIs. Overall CGPA for GIA TEIs has very high positive and significant correlations with Teaching- Learning and Evaluation; Governance and Leadership; and Curricular Aspects GIA TEIs. So the Teaching- Learning and Evaluation; Governance and Leadership; and Curricular Aspects are the key-factor criteria for the NAAC gradation for GIA TEIs.

There are no significant correlations found with low correlation values between criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension for GIA TEIs. So the criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension are a moderate factor criterion for the NAAC gradation for GIA TEIs.

4.3.5 The relationship amongst the Seven Criteria and Overall CGPA for SF TEIs

Objective- 24: To study the relationship amongst the Seven Criteria based on CGPA for Self-financed TEIs

Objective- 25: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Self-financed TEIs

Ho₂₃ There will be no significant relationship amongst the Seven Criteria based on CGPA for Self-financed TEIs

Ho₂₄ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Self-financed TEIs

Table 4.3.5

Correlation amongst the Seven Criteria and Overall CGPA for SF TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.70	0.32	0.65	0.31	0.76	0.58	0.82
2. Teaching-Learning and Evaluation		0.22	0.46	0.40	0.68	0.38	0.94
3. Research, Consultancy and Extension			0.34	-0.01	0.15	0.19	0.35
4. Infrastructure and Learning Resources				0.57	0.57	0.58	0.70
5. Student Support and Progression					0.42	0.39	0.55
6. Governance and Leadership						0.57	0.82
7. Innovative Practices							0.59

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation. The red colour indicates a negative relationship.

Figure- 4.3.5

Correlation amongst the Seven Criteria and Overall CGPA for SF TEIs

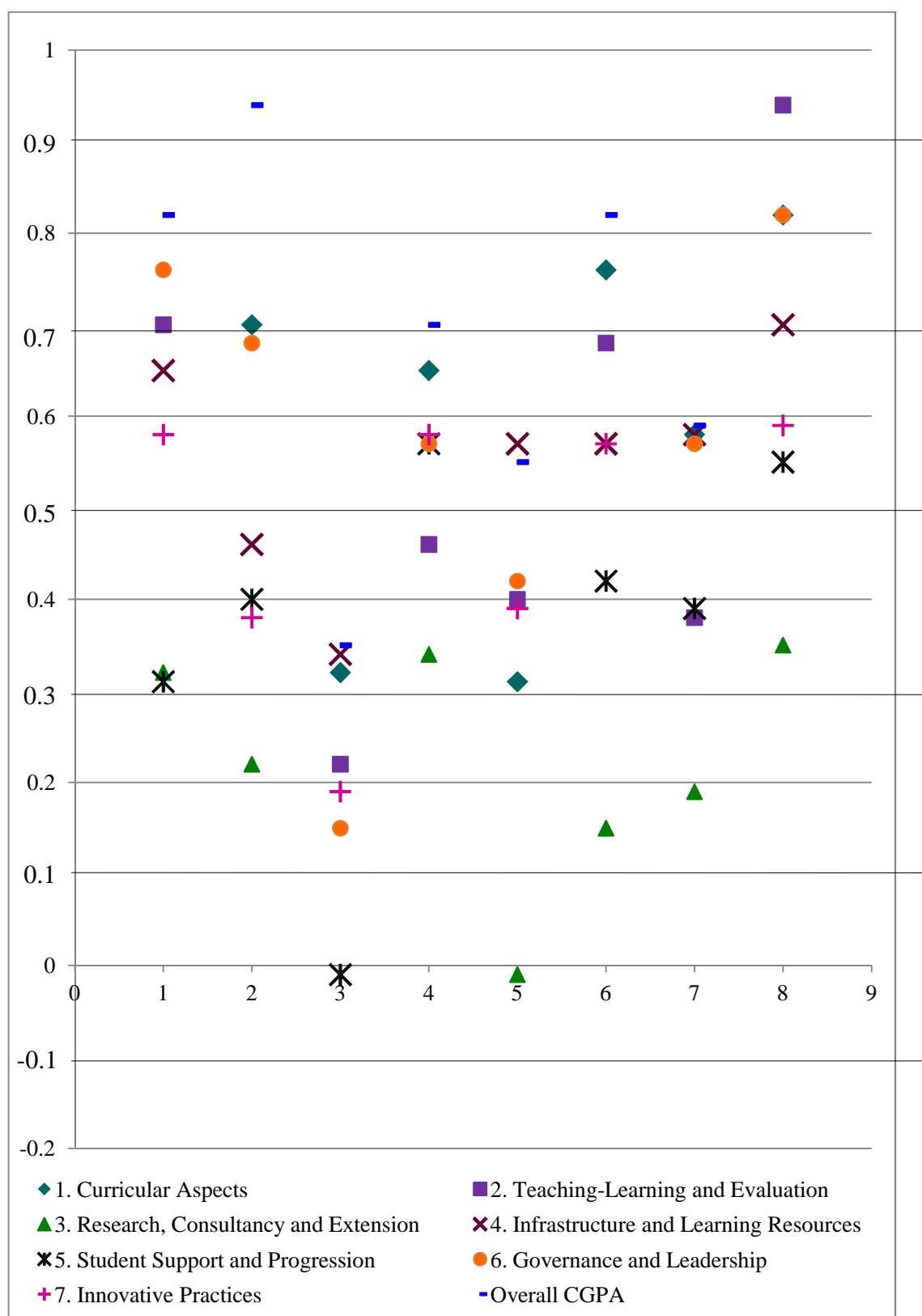


Table No. 4.3.5 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for SF TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for SF TEIs are studied by comparison of calculated correlation with the expected value of correlation at 23 degree of freedom.

Table No. 4.3.5 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for SF TEIs are 0.70, 0.32, 0.65, 0.31, 0.76 and 0.58, respectively. The values of correlation from 0.58 to 0.70 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation 0.31 and 0.32 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Curricular Aspects and criterion no. 2, 4, 6 and 7 for SF TEIs, whereas no significant correlations between criterion Curricular Aspects and criterion no. 3 and 5 for SF TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for SF TEIs is 0.82, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for SF TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for SF TEIs are 0.70, 0.22, 0.46, 0.40, 0.68 and 0.38, respectively. The values of correlation 0.68 and 0.70 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.22 to 0.46 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and criterion no. 1 and 6 for SF TEIs, whereas no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3, 4, 5 and 7 for SF TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for SF TEIs is 0.94, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for SF TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for SF TEIs are 0.32, 0.22, 0.34, -0.01, 0.15 and 0.19, respectively. The values of correlation from -0.01 to 0.35 are less than the expected correlation value, and it can be seen that the correlations are not significant, including a negative value. So there are no significant correlations between criterion Research, Consultancy and Extension and the other six criteria, including criterion no. 5 with a negative correlation for SF TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for SF TEIs is 0.35, which is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is no significant correlation between criterion Research, Consultancy and Extension and Overall CGPA for SF TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for SF TEIs are 0.65, 0.46, 0.34, 0.57, 0.57 and 0.58, respectively. The values of correlation from 0.57 to 0.65 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation 0.34 and 0.46 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and criterion no. 1, 5, 6 and 7 for SF TEIs, whereas no significant correlation between criterion Infrastructure and Learning Resources and criterion no. 2 and 3 for SF TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for SF TEIs is 0.70, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for SF TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for SF TEIs are 0.31, 0.40, -0.01, 0.57, 0.42 and 0.39, respectively. The value of correlation 0.57 is more than the expected value of correlation, and it can be seen that the correlation is significant, whereas the values of correlation from -0.01 to 0.42 are less than the expected value of correlation, and it can be seen that the correlations are not significant including a negative value. So there is a positive and significant correlation between criterion Student Support and Progression and criterion no. 4 for SF TEIs, whereas no significant correlation between criterion Student Support and Progression and criterion no. 1, 2, 6 and 7; and negative and not

significant correlation with criterion no. 3 for SF TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for SF TEIs is 0.55, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for SF TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for SF TEIs are 0.76, 0.68, 0.15, 0.57, 0.42 and 0.57, respectively. The values of correlation from 0.57 to 0.76 are more than the expected correlation value, and it can be seen that the correlations are significant, whereas the value of correlation 0.15 and 0.42 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Governance and Leadership and criterion no. 1, 2, 4 and 7 for SF TEIs, whereas no significant correlation with criteria no. 3 and 5 for SF TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for SF TEIs is 0.82, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for SF TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for SF TEIs are 0.58, 0.38, 0.19, 0.58, 0.39 and 0.57, respectively. The value of correlation 0.57 and 0.58 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlations 0.19 to 0.39 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there is a positive and significant correlation between criterion Innovative Practices and criterion no. 1, 4 and 6 for SF TEIs, whereas no significant correlations between criterion Innovative Practices and criterion no. 2, 3 and 5 for SF TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for SF TEIs is 0.59, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for SF TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for SF TEIs are 0.82, 0.94, 0.35, 0.70, 0.55 and 0.82, respectively. The values of correlation from 0.55 to 0.94 are more than the expected value of correlation, and it can

be seen that the correlations are significant, whereas the value of correlation 0.35 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there are positive and significant correlations between Overall CGPA and criterion no. 1, 2, 4, 5, 6 and 7 for SF TEIs, whereas no significant correlations between Overall CGPA and criterion no. 3 for SF TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for SF TEIs are from -0.01 to 0.76, where the values of correlation from 0.55 to 0.76 are more than the expected value correlation, and the values of correlation from -0.01 to 0.46 are less than the expected value of correlation for SF TEIs.

There are positive and significant correlations between criterion Curricular Aspects and criterion no. 2, 4, 6 and 7; Teaching-Learning and Evaluation and criterion no. 1 and 6; Infrastructure and Learning Resources and criterion no. 1, 5, 6 and 7; Student Support and Progression and criterion no. 4; Governance and Leadership and criterion no. 1, 2, 4 and 7; and Innovative Practices and criterion no. 1, 4 and 6 for SF TEIs, where the null hypothesis that there will be no significant relationship for SF TEIs is rejected.

There are no significant correlations between criterion Curricular Aspects and criterion no. 3 and 5; Teaching-Learning and Evaluation and criterion no. 3, 4, 5 and 7; Research, Consultancy and Extension and the other six criteria (including criterion no. 5 with negative correlation); Infrastructure and Learning Resources and criterion no. 2 and 3; Student Support and Progression and criterion no. 1, 2, 6 and 7; and a negative and not significant correlation with criterion no. 3; and Innovative Practices and criterion no. 2, 3 and 5 for SF TEIs, where the null hypothesis that there will be no significant relationship for SF TEIs is accepted.

The values of correlation between Overall CGPA and CGPA on seven criteria for SF TEIs are from 0.35 to 0.94, where the values of correlation from 0.55 to 0.94 are more than the expected correlation value, and the correlation value 0.35 is less than the expected value of correlation for SF TEIs.

There are positive and significant correlations between Overall CGPA and CGPA on seven criteria excluding between Overall CGPA and criterion Research, Consultancy and Extension. Thus the null hypothesis that there will be no significant relationship amongst the seven criteria based on CGPA for GIA TEIs is accepted for between Overall CGPA and Research, Consultancy and Extension, whereas rejected for other criteria.

There are very high positive significant correlations between Teaching- Learning and Evaluation and Overall CGPA; Curricular Aspects and Overall CGPA; and Governance and Leadership and Overall CGPA for SF TEIs. So the criterion Teaching- Learning and Evaluation; Curricular Aspects; and Governance and Leadership are the key-factor criteria for the NAAC gradation for SF TEIs. There are no significant correlations with negligible correlation values between Research, Consultancy and Extension and Governance and Leadership; and Research, Consultancy and Extension and Innovative Practices, whereas a negative and not significant correlation, is found between Research, Consultancy and Extension and Student Support and Progression for SF TEIs

4.3.6 The relationship amongst the Seven Criteria and Overall CGPA for Cycle-1 accredited TEIs

Objective- 26: To study the relationship amongst the Seven Criteria based on CGPA for Cycle-1 accredited TEIs

Objective- 27: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-1 accredited TEIs

Ho₂₅ There will be no significant relationship amongst the Seven Criteria based on CGPA for Cycle-1 accredited TEIs

Ho₂₆ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-1 accredited TEIs

Table 4.3.6

Correlation amongst the Seven Criteria and Overall CGPA for Cycle-1 accredited TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.58	0.42	0.58	0.47	0.77	0.53	0.78
2. Teaching-Learning and Evaluation		0.21	0.46	0.37	0.60	0.38	0.91
3. Research, Consultancy and Extension			0.39	0.15	0.25	0.16	0.39
4. Infrastructure and Learning Resources				0.55	0.63	0.48	0.72
5. Student Support and Progression					0.56	0.54	0.61
6. Governance and Leadership						0.50	0.82
7. Innovative Practices							0.57

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation.

Figure- 4.3.6

Correlation amongst the Seven Criteria and Overall CGPA for Cycle-1 accredited TEIs

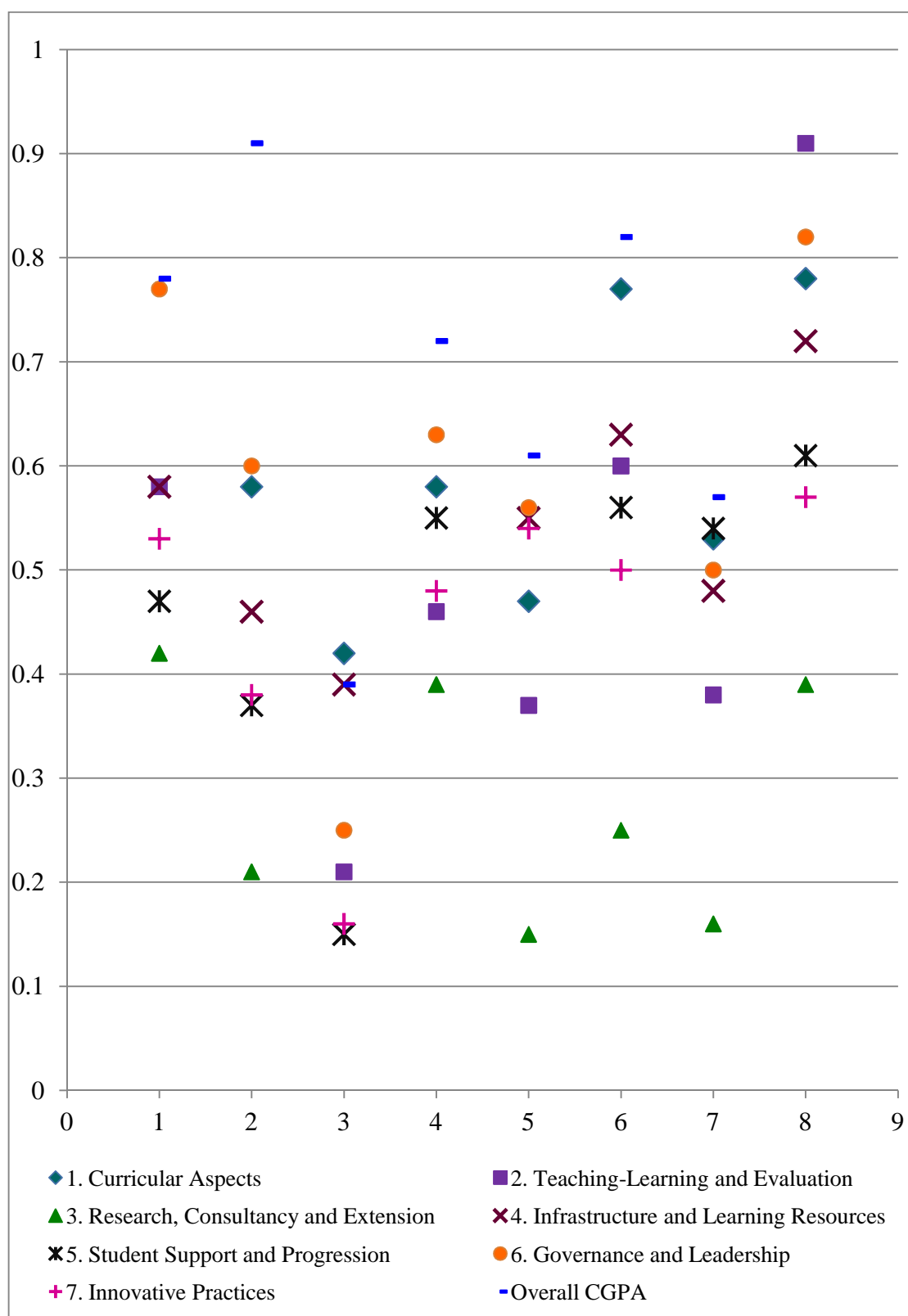


Table No. 4.3.6 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for Cycle-1 accredited TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for Cycle-1 accredited TEIs are studied by comparison of calculated correlation with the expected value of correlation at 42 degree of freedom.

Table No. 4.3.6 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.58, 0.42, 0.58, 0.47, 0.77 and 0.53, respectively. The values of correlation from 0.42 to 0.77 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Curricular Aspects and all other six criteria for Cycle-1 accredited TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.78, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Curricular Aspects and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.58, 0.21, 0.46, 0.37, 0.60 and 0.38, respectively. The values of correlation from 0.38 to 0.60 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.21 and 37 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Teaching-Learning and Evaluation and criterion no. 1, 4, 6 and 7 for Cycle-1 accredited TEIs, whereas no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3 and 5 for Cycle-1 accredited TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.91, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.42,

0.21, 0.39, 0.15, 0.25 and 0.16, respectively. The values of correlation 0.39 and 0.42 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlations from 0.15 to 0.25 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Research, Consultancy and Extension and criterion no. 1 and 4 for Cycle-1 accredited TEIs, whereas no significant correlation between criterion Research, Consultancy and Extension and criterion no. 2, 5, 6 and 7 for Cycle-1 accredited TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.39, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Research, Consultancy and Extension, and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.58, 0.46, 0.39, 0.55, 0.63 and 0.48, respectively. The values of correlation from 0.39 to 0.63 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between criterion Infrastructure and Learning Resources and all other six criteria for Cycle-1 accredited TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.72, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.47, 0.37, 0.15, 0.55, 0.56 and 0.54, respectively. The values of correlation 0.47 to 0.56 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.15 and 0.37 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Student Support and Progression and criterion no. 1, 4, 6 and 7 for Cycle-1 accredited TEIs, whereas no significant correlation between criterion Student Support and Progression and criterion no. 2 and 3

for Cycle-1 accredited TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.61, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.77, 0.60, 0.25, 0.63, 0.56 and 0.50, respectively. The values of correlation from 0.50 to 0.77 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.25 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there are positive and significant correlations between criterion Governance and Leadership and criterion no. 1, 2, 4, 5 and 7 for Cycle-1 accredited TEIs, whereas no significant correlation between criterion Governance and Leadership and criterion no. 3 for Cycle-1 accredited TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.82, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for Cycle-1 accredited TEIs are 0.53, 0.38, 0.16, 0.48, 0.54 and 0.50, respectively. The values of correlation from 0.38 to 0.54 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the value of correlation 0.16 is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is a positive and significant correlation between criterion Innovative Practices and criterion no. 1, 2, 4, 5 and 6 for Cycle-1 accredited TEIs, whereas no significant correlation between criterion Innovative Practices and criterion no. 3 for Cycle-1 accredited TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for Cycle-1 accredited TEIs is 0.57, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for Cycle-1 accredited TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for Cycle-1 accredited TEIs are 0.78, 0.91, 0.39, 0.72, 0.61, 0.82 and 0.57, respectively. The values of correlation from 0.39 to 0.91 are more than the expected value of correlation, and it can be seen that the correlations are significant. So there are positive and significant correlations between Overall CGPA and all seven criteria for Cycle-1 accredited TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for Cycle-1 accredited TEIs are from 0.15 to 0.77, where the values of correlation from 0.38 to 0.77 are more than the expected value correlations, and the values of correlation from 0.15 to 0.37 are less than the expected value of correlation for Cycle-1 accredited TEIs.

There are positive and significant correlations between Curricular Aspects and all other six criteria; Teaching-Learning and Evaluation and criterion no. 1, 4, 6 and 7; Research, Consultancy and Extension and criterion no. 1 and 4; Infrastructure and Learning Resources and all other six criteria; Student Support and Progression and criterion no. 1, 4, 6 and 7; Governance and Leadership and criterion no. 1, 2, 4, 5 and 7; and Innovative Practices and criterion no. 1, 2, 4, 5 and 6 for Cycle-1 accredited TEIs, where the null hypothesis that there will be no significant relationship for Cycle-1 accredited TEIs is rejected.

There are no significant correlation between criterion Teaching-Learning and Evaluation and criterion no. 3 and 5; Research, Consultancy and Extension and criterion no. 2, 5, 6 and 7; Student Support and Progression and criterion no. 2 and 3; Governance and Leadership and criterion no. 3; and Innovative Practices and criterion no. 3 for Cycle-1 accredited TEIs, where the null hypothesis that there will be no significant relationship for Cycle-1 accredited TEIs is accepted.

The values of correlation between Overall CGPA and CGPA on seven criteria for Cycle-1 accredited TEIs are from 0.39 to 0.91, where the values of correlation from 0.39 to 0.91 are more than the expected value correlation for Cycle-1 accredited TEIs. There are positive and significant correlations between Overall CGPA and all seven criteria for Cycle-1 accredited TEIs, where the null hypothesis that there will be no significant relationship for Cycle-1 accredited TEIs is rejected.

There are very high positive significant correlations between Teaching- Learning and Evaluation and Overall CGPA; and Governance and Leadership and Overall CGPA for Cycle-1 accredited TEIs. So the Teaching- Learning and Evaluation; and Governance

and Leadership are the key-factor criteria for the NAAC gradation for Cycle-1 accredited TEIs. There are substantial positive significant correlations between Curricular Aspects and Governance and Leadership for Cycle-1 accredited TEIs.

There are no significant correlations with negligible correlation value between Research, Consultancy and Extension and Innovative Practices; and Research, Consultancy and Extension and Student Support and Progression for Cycle-1 accredited TEIs. So the criterion Research, Consultancy and Extension is a negligible factor criterion for the NAAC gradation for Cycle-1 accredited TEIs.

4.3.7 The relationship amongst the Seven Criteria and Overall CGPA for Cycle-2 accredited TEIs

Objective- 28: To study the relationship amongst the Seven Criteria based on CGPA for Cycle-2 accredited TEIs

Objective- 29: To study the relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-2 accredited TEIs

Ho₂₇ There will be no significant relationship amongst the Seven Criteria based on CGPA for Cycle-2 accredited TEIs

Ho₂₈ There will be no significant relationship between Overall CGPA and CGPA on Seven Criteria for Cycle-2 accredited TEIs

Table 4.3.7

Correlation amongst the Seven Criteria and Overall CGPA for Cycle-2 accredited TEIs

Criteria	2. Teaching-Learning and Evaluation	3. Research, Consultancy and Extension	4. Infrastructure and Learning Resources	5. Student Support and Progression	6. Governance and Leadership	7. Innovative Practices	Overall CGPA
1. Curricular Aspects	0.31	0.82	0.24	0.65	0.71	0.75	0.68
2. Teaching-Learning and Evaluation		0.31	0.44	0.65	0.38	0.47	0.89
3. Research, Consultancy and Extension			0.02	0.71	0.79	0.49	0.67
4. Infrastructure and Learning Resources				0.13	-0.11	0.48	0.43
5. Student Support and Progression					0.78	0.57	0.86
6. Governance and Leadership						0.58	0.70
7. Innovative Practices							0.71

Note- Dark to light colour indicates the higher to the lower relationship. The yellow colour indicates less than the expected value of correlation. The red colour indicates a negative relationship.

Figure- 4.3.7

Correlation amongst the Seven Criteria and Overall CGPA for Cycle-2 accredited TEIs

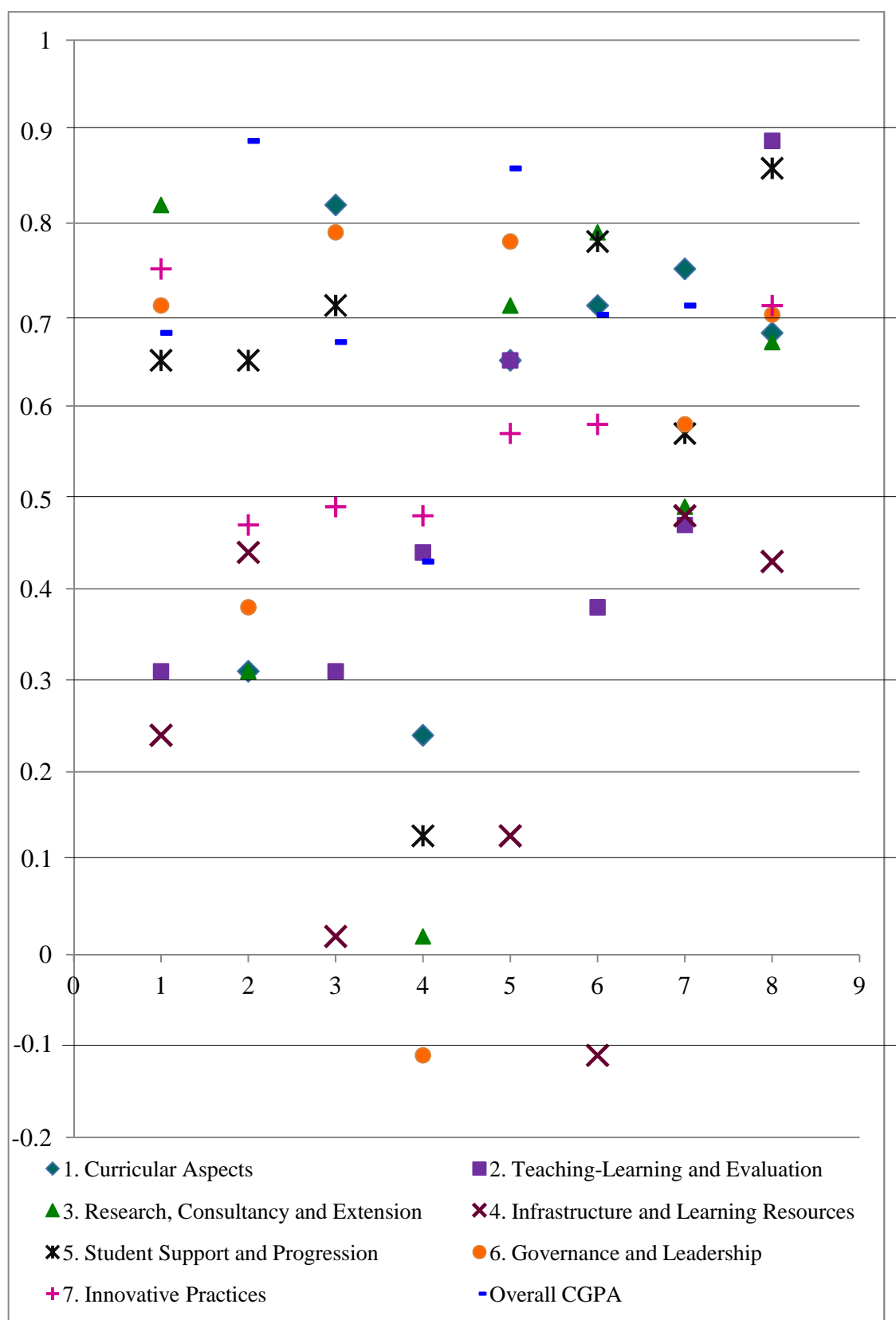


Table No. 4.3.7 shows the relationship amongst the seven criteria based on CGPA as well as the relationship between seven criteria and Overall CGPA for Cycle-2 accredited TEIs. The significance of correlation amongst the seven criteria based on CGPA as well as the correlation between seven criteria and Overall CGPA for Cycle-2 accredited TEIs are studied by comparison of calculated correlation with the expected value of correlation at 11 degree of freedom.

Table No. 4.3.7 shows that the correlations between criterion- I Curricular Aspects and criterion no. 2, 3, 4, 5, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.31, 0.82, 0.24, 0.65, 0.71 and 0.75, respectively. The values of correlation from 0.71 to 0.82 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.24 to 0.65 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Curricular Aspects and criterion no. 3, 6 and 7 for Cycle-2 accredited TEIs, whereas no significant correlation between criterion Curricular Aspects and criterion no. 2, 4 and 5 for Cycle-2 accredited TEIs. The correlation between criterion- I Curricular Aspects and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.68, which is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is no significant correlation between criterion Curricular Aspects and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- II Teaching-Learning and Evaluation and criterion no. 1, 3, 4, 5, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.31, 0.31, 0.44, 0.65, 0.38 and 0.47, respectively. The values of correlation from 0.31 to 0.65 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are no significant correlations between criterion Teaching-Learning and Evaluation and the other six criteria for Cycle-2 accredited TEIs. The correlation between criterion- II Teaching-Learning and Evaluation and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.89, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Teaching-Learning and Evaluation and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- III Research, Consultancy and Extension and criterion no. 1, 2, 4, 5, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.82, 0.31, 0.02, 0.71, 0.79 and 0.49, respectively. The values of correlation from 0.71 to

0.82 are more than the expected correlation value, whereas the values of correlation 0.02 to 0.49 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Research, Consultancy and Extension and criterion no. 1, 5 and 6 for Cycle-2 accredited TEIs, whereas no significant correlation between criterion Research, Consultancy and Extension and criterion no. 2, 4 and 7 for Cycle-2 accredited TEIs. So there are positive and significant correlations between criterion Research, Consultancy and Extension and criterion no. 1, 5 and 6 for Cycle-2 accredited TEIs, whereas no significant correlation between criterion Research, Consultancy and Extension and criteria 2, 4 and 7 for Cycle-2 accredited TEIs. The correlation between criterion- III Research, Consultancy and Extension and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.67, which is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is no significant correlation between criterion Research, Consultancy and Extension, and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- IV Infrastructure and Learning Resources and criterion no. 1, 2, 3, 5, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.24, 0.44, 0.02, 0.13, -0.11 and 0.48, respectively. The values of correlation from -0.11 to 0.48 are less than the expected value of correlation, and it can be seen that the correlations are not significant, including a negative value. So there are no significant correlations between criterion Infrastructure and Learning Resources and the other six criteria, including criterion no. 6 with a negative correlation for Cycle-2 accredited TEIs. The correlation between criterion- IV Infrastructure and Learning Resources and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.43, which is less than the expected value of correlation, and it can be seen that the correlation is not significant. So there is no significant correlation between criterion Infrastructure and Learning Resources and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- V Student Support and Progression and criterion no. 1, 2, 3, 4, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.65, 0.65, 0.71, 0.13, 0.78 and 0.57, respectively. The values of correlation 0.71 and 0.78 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.13 to 0.65 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Student Support and Progression

and criterion no. 3 and 6 for Cycle-2 accredited TEIs, whereas no significant correlation between criterion Student Support and Progression and criterion no. 1, 2, 4 and 7 for Cycle-2 accredited TEIs. The correlation between criterion- V Student Support and Progression and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.86, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Student Support and Progression and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- VI Governance and Leadership and criterion no. 1, 2, 3, 4, 5 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.71, 0.38, 0.79, -0.11, 0.78 and 0.58, respectively. The values of correlation from 0.71 to 0.79 are more than the expected correlation value, and it can be seen that the correlations are significant, whereas the values of correlation -0.11 to 0.58 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between criterion Governance and Leadership and criterion no. 1, 3 and 5 for Cycle-2 accredited TEIs, whereas no significant correlation between criterion Governance and Leadership and criterion no. 2 and 7; and negative and not significant correlation with criterion 4 for Cycle-2 accredited TEIs. The correlation between criterion- VI Governance and Leadership and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.70, which is more than the expected value of correlation, and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Governance and Leadership and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between criterion- VII Innovative Practices and criterion no. 1, 2, 3, 4, 5 and 6 based on CGPA for Cycle-2 accredited TEIs are 0.75, 0.47, 0.49, 0.48, 0.57 and 0.58, respectively. The value of correlation 0.75 is more than the expected value of correlation, and it can be seen that the correlation is significant, whereas the values of correlation 0.47 to 0.58 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there is a positive and significant correlation between criterion Innovative Practices and criterion no. 1 for Cycle-2 accredited TEIs, whereas no significant correlations between criterion Innovative Practices and criterion no. 2, 3, 4, 5 and 6 for Cycle-2 accredited TEIs. The correlation between criterion- VII Innovative Practices and Overall CGPA based on CGPA for Cycle-2 accredited TEIs is 0.71, which is more than the expected value of correlation,

and it can be seen that the correlation is significant. So there is a positive and significant correlation between criterion Innovative Practices and Overall CGPA for Cycle-2 accredited TEIs.

The correlations between Overall CGPA and criterion no. 1, 2, 3, 4, 5, 6 and 7 based on CGPA for Cycle-2 accredited TEIs are 0.68, 0.89, 0.67, 0.43, 0.86, 0.70 and 0.71, respectively. The values of correlation from 0.70 to 0.89 are more than the expected value of correlation, and it can be seen that the correlations are significant, whereas the values of correlation from 0.43 to 0.68 are less than the expected value of correlation, and it can be seen that the correlations are not significant. So there are positive and significant correlations between Overall CGPA and criterion no. 2, 5, 6 and 7 for Cycle-2 accredited TEIs, whereas no significant correlations between Overall CGPA and criterion no. 1, 3 and 4 for Cycle-2 accredited TEIs.

So it can be concluded that the values of correlation amongst the CGPA on seven criteria for Cycle-2 accredited TEIs are from -0.11 to 0.82, where the values of correlation from 0.71 to 0.82 are more than the expected value correlation, and the values of correlation from -0.11 to 0.65 are less than the expected value of correlation for Cycle-2 accredited TEIs.

There are positive and significant correlations between criterion Curricular Aspects and criterion no. 3, 6 and 7; Teaching-Learning and Evaluation and other six criteria; Research, Consultancy and Extension and criterion no. 1, 5 and 6; Student Support and Progression and criterion no. 3 and 6; Governance and Leadership and criterion no. 1, 3 and 5; and Innovative Practices and criterion no. 1 for Cycle-2 accredited TEIs, where the null hypothesis that there will be no significant relationship for Cycle-2 accredited TEIs is rejected.

There are no significant correlations between criterion Curricular Aspects and criterion no. 2, 4 and 5; Research, Consultancy and Extension and criteria 2, 4 and 7; Infrastructure and Learning Resources and the other six criteria including negative and not significant correlation with criterion no. 6; Student Support and Progression and criterion no. 1, 2, 4 and 7; Governance and Leadership and criterion no. 2 and 7, and negative and not significant correlation with criterion no. 4; and Innovative Practices and criterion no. 2, 3, 4, 5 and 6 for Cycle-2 accredited TEIs, where the null hypothesis that there will be no significant relationship for Cycle-2 accredited TEIs is accepted.

The values of correlation between Overall CGPA and CGPA on seven criteria for Cycle-2 accredited TEIs are from 0.43 to 0.89, where the values of correlation from

0.70 to 0.89 are more than the expected value correlation, and the values of correlation 0.43 and 68 are less than the expected value of correlation for Cycle-2 accredited TEIs. There are positive and significant correlations between Overall CGPA and criterion no. 2, 5, 6 and 7, where the null hypothesis that there will be no significant relationship for Cycle-2 accredited TEIs is rejected. There are no significant correlations between Overall CGPA and criterion no. 1, 3 and 4, where the null hypothesis that there will be no significant relationship for Cycle-2 accredited TEIs is accepted.

There are very high positive significant correlations between Teaching- Learning and Evaluation and Research, Consultancy and Extension for Cycle-2 accredited TEIs. There are very high positive significant correlations between Overall CGPA and Teaching- Learning and Evaluation; and Student Support and Progression and Overall CGPA for Cycle-2 accredited TEIs. So the criterion Teaching- Learning and Evaluation; and Student Support and Progression are the key-factor criteria for the NAAC gradation for Cycle-2 accredited TEIs.

There are no significant correlations with negligible correlation value between Research, Consultancy and Extension and Infrastructure and Learning Resources; and Infrastructure and Learning Resources and Student Support and Progression, whereas no significant and negative correlation is found between Infrastructure and Learning Resources and Governance and Leadership for Cycle-2 accredited TEIs.

4.4 ANALYSIS AND INTERPRETATION OF THE OBSERVATIONS OF PEER TEAM REPORTs

Objective- 30: To analyse the observations of Peer Team Reports

The PTRs downloaded from the NAAC website were utilised for analysis of Observations of Peer Teams. The PTR contained four sections, i.e., Section I: General, Section II: Criterion-wise Analysis, Section III: Overall Analysis, and Section IV: Recommendations for Quality Enhancement of the Institution. Every Peer Team had provided their observations for respective TEI in Sections II to IV. Section II contained an analysis of the Peer Team in form of Observations on Key-Aspects. NAAC had limited the observations to major three observations only with bullets. Section III contained an Overall Analysis in form of observations of the Peer Team as SWOC of TEI, i.e., 3.1 Institutional Strengths, 3.2 Institutional Weaknesses, 3.3 Institutional Opportunities, and 3.4 Institutional Challenges. Section IV contained recommendations from Peer Team for Quality Enhancement respective TEI.

The statements of key aspect-wise observations, Overall Analysis of SWOC and Recommendations for Quality Enhancement of the Institution were analysed using content analysis with frequency distribution and percentage calculation. The observations of every key aspect entered in Microsoft Excel file and frequencies and percent were calculated for common content of the observations. The frequencies were calculated minutely for particular observation. The number of TEIs was also put separately in tables for analysis of the different observations under a common point. In fulfillment of objective no. 30, the Analysis and Interpretation of the observations of Peer Team Reports of TEIs in Gujarat had been given in table no. 4.4.1.1 to 4.4.1.10.

4.4.1 CRITERION- I: CURRICULAR ASPECTS

Key Aspect: 2.1.1 Curricular Design & Development

Table 4.4.1.1

Observations under Key Aspect: 2.1.1 Curricular Design & Development

Sr. No.	Observations	No. of TEIs	Percent
1	The curriculum followed prescribed by affiliated University	54	94.74
2	The curriculum was in tune with NCTE- NCF	6	10.53
3	The curriculum was not in tune with NCTE- NCF	1	1.75
4	The curriculum prepared to meet global needs	1	1.75
5	National and global issues addressed by the curriculum	2	3.51
6	Curriculum relevant to regional developmental needs	1	1.75
7	The curriculum emphasised employability in schools	1	1.75
8	ICT used in Curriculum planning	2	3.51
9	Principal and Teaching Faculty involved in Curriculum planning and designing as member of BOS	31	54.39
10	Limited role in curriculum development	2	3.51
11	No role in Curriculum Development	6	10.53
12	Yet to take initiatives in curriculum development	2	3.51
13	Provided suggestions to University for curriculum revision	4	7.02
14	Teaching Faculty took the initiative in the curriculum development process	1	1.75
15	Specially designed curriculum	1	1.75
16	Activity-based curriculum	2	3.51
17	Needed to add some curricular activities	1	1.75
18	College could initiate changes in curriculum	1	1.75
19	Additional curriculum	1	1.75
20	Add-on courses introduced- Computer, Value Education, Music etc.	9	15.79
21	No value-added programme offered	1	1.75
22	ICT was not compulsory	1	1.75
23	Microteaching emphasised	4	7.02
24	Nearly equal marks allotted for theory and practical work	2	3.51

25	Attempted to evolve modalities for implementation of the curriculum	1	1.75
26	Organised workshop on curriculum development	1	1.75
27	Semester system followed	3	5.26
28	CBCS followed	2	3.51
29	Academic programme related to Goal, Objectives, Vision and Mission	24	42.11
30	Objectives were clearly defined	3	5.26
31	List of major objectives given	1	1.75
32	Vision needed to articulate	3	5.26
33	Philosophy of the founder of the institution needed to be stressed	1	1.75
34	Curriculum revised after getting feedback from stakeholders	2	3.51
35	Periodically renewed the curriculum according to changing needs of schools	1	1.75
36	Less effective consultation with outside experts	1	1.75
37	An old institution with good results	1	1.75

The Peer Teams assessed and accredited 57 TEIs and pointed out their expert observations in the PTR. Under Criterion-I: Curricular Aspects, the NAAC had given six Key Aspects. Observations under the Key Aspect no. 2.1.1: Curricular Design and Development were analysed in table no. 4.4.1.1.

In terms of the observations of TEI in the Key Aspect 'Curricular Design & Development' under the criterion-I, the study found that the Peer Teams had observed 54 (94.54 percent) TEIs followed curriculum designed and prescribed by affiliating University. The curriculum in six (10.53 percent) TEIs was observed in tune with NCTE and National Curriculum Framework- 2005, while one (1.75 percent) TEI was not in tune. A (1.75 percent) PTR mentioned that curriculum was to be prepared to meet global needs and two (3.51 percent) TEIs addressed National and global issues, while one (1.75 percent) was relevant to regional development needs. The curriculum was emphasised Employability in schools by a (1.75 percent) TEI. Two (3.51 percent) TEIs used ICT in Curriculum planning. So it can be concluded that Majority TEIs followed University prescribed curriculum. Few TEIs were to be responded to the curriculum design in tune with NCTE and National Curriculum Framework- 2005. A

few TEIs responded that the curriculum design meeting to national and global issues. A few TEIs used ICT in Curriculum planning.

The observation by Peer Team shows the involvement of Principal and/ or Teaching Faculty in the BOS from 31 (54.39 percent) TEIs in curriculum development. Two (3.51 percent) TEIs had a limited role, while six (10.53 percent) TEIs did not had any role in curriculum development and two (3.51 percent) PTRs mentioned about need to take initiatives in curriculum development yet. Four (7.02 percent) TEIs provided suggestions to University for curriculum revision. Teaching Faculty from a (1.75 percent) TEI had taken initiatives for the curriculum development process. A (1.75 percent) TEI had developed its own specially designed curriculum. So it can be concluded that most of the Principal and/ or Teaching Faculty were involved in curriculum development. A few TEIs were found to have a limited role, while few had no role. Few TEIs were found providing suggestions to University for curriculum revision. A few TEIs were found having own specially designed curriculum.

The curriculum was activity-based in two (3.51 percent) TEIs and a (1.75 percent) TEI needed to add some curricular activities. A (1.75 percent) TEI had scope to take the initiative to bring institution-level changes in curriculum, where a (1.75 percent) TEI had prepared an additional curriculum too. Nine (15.79 percent) TEIs introduced Add-on courses like Value Education, ICT, Computer education, Population Education, environmental issues, music, and national and global issues, while a (1.75 percent) TEI did not offer Value added programme. ICT was not offered as a compulsory subject in the curriculum by a (1.75 percent) TEI. Allotment of nearly equal marks for theory and practical work was mentioned in two PTRs (3.51 percent). So it can be concluded that a few TEIs had an activity-based curriculum, while a few were needed or had scope. Some TEIs introduced Add-on courses. A few TEIs found allotting equal marks for theory and practical.

Each observation for each (1.75 percent) TEI had made attempts to evolve modalities for curriculum implementation and organisation of workshops on curriculum development. Semester and CBCS system followed by three (5.26 percent) and two (3.51 percent) TEIs, respectively. So it can be concluded that a few TEIs had made attempts to evolve modalities for curriculum implementation and organisation of workshops on curriculum development. A few TEIs followed the Semester system and CBCS system.

The academic programme was organised about Goals, Objectives, Vision and Mission by 24 (42.11 percent) TEIs. Three (5.26 percent) TEIs had clearly defined their objectives and one (1.75 percent) had listed its major objectives. Three (5.26 percent) TEIs needed to be articulated proper Vision. The philosophy of the institution's founder was needed to be emphasised by a (1.75 percent) TEI. Two (3.51 percent) TEIs revised curriculum after getting feedback from stakeholders and one (1.75 percent) TEI periodically renewed the curriculum according to the changing needs of schools. The consultation with outside experts was less effective in a (1.75 percent) TEI. A (1.75 percent) TEI was an old institution, which had achieved good results in examinations. So it can be concluded that many TEIs organised academic programmes about Goals, Objectives, Vision and Mission. A few TEIs clearly defined their objectives, whereas a few TEIs needed to be articulated proper Vision. A few TEIs revised the curriculum after getting feedback, and a few periodically renewed the curriculum according to the changing needs of schools.

Key Aspect No. 2.1.2 Academic Flexibility

Table 4.4.1.2

Observations under Key Aspect No. 2.1.2 Academic Flexibility

Sr. No.	Observations	No. of TEIs Percent	
1	Rules and regulations of affiliating University Followed	2	3.51
2	Prescribed procedures for admission, fees, teacher qualification and salary, were followed.	1	1.75
3	Programmes other than B. Ed. (5 TEIs- M. Ed. & 1- PTC) (2 TEIs- Not mentioned)	8	14.04
4	Not offered other programme/ course	4	7.02
5	Additional/supplementary programmes were yet to start along with regular course	2	3.51
6	Annual system Followed	6	10.53
7	Semester system Followed	7	12.28
8	CBCS introduced	3	5.26
9	Continuous and Comprehensive Evaluation yet to be followed by the University.	1	1.75

10	Flexible Curriculum	5	8.77
11	Limited academic flexibility	9	15.79
12	Needed to add something in the curriculum by the institution	1	1.75
13	No academic flexibility	1	1.75
14	The curriculum ensures the inclusion of inter-disciplinary and multi-disciplinary courses.	1	1.75
15	Core, Core electives and foundations courses	1	1.75
16	Compulsory papers- 4	1	1.75
17	Compulsory papers- 5	1	1.75
18	Computer Education Compulsory	1	1.75
19	Foundation courses- 5	1	1.75
20	Foundation course- Computer science	2	3.51
21	Special fields- 3	1	1.75
22	Observations about Electives offered by TEIs		

Detail	No. of	
	TEIs	Percent
1) Elective- 01	1	1.75
2) Electives- 02	1	1.75
3) Electives- 03	3	5.26
4) Electives- 04	2	3.51
5) Electives- 06	2	3.51
6) Electives- 08	2	3.51
7) Electives- 10	2	3.51
8) Electives- some	2	3.51
9) Electives- Number of	1	3.51
10) Electives- 01 out of 3	1	1.75
11) Electives- 01 out of 4	1	1.75
12) Electives- 01 out of 8	2	3.51
13) Electives- 01 out of 9	1	1.75
14) Electives- 02 out of 6	2	3.51
15) Electives- 02 out of 7	1	1.75
16) Electives- 02 out of 8	1	1.75
17) Electives- 02 out of 12	1	1.75

18)	Electives- 03 out of 5	1	1.75		
19)	Electives- 04 out of 9	2	3.51		
20)	Electives- 04 out of 16	1	1.75		
21)	Electives- 05 out of 9	1	1.75		
Total observations about Electives offered by TEIs		32	56.14	32	56.14
23	Observations about Methods offered by TEIs				
1)	Methods- 02	1	1.75		
2)	Methods- 06	1	1.75		
3)	Methods- 07	4	7.02		
4)	Methods- 08	3	5.26		
5)	Methods- 09	6	10.53		
6)	Methods- 10	2	3.51		
7)	Methods- 02 out of 10	2	3.51		
8)	Methods- 02 out of 7	1	1.75		
9)	Methods- 02 out of 9	1	1.75		
10)	Methods- the maximum number	1	1.75		
Total observations about Methods offered by TEIs		22	38.60	22	38.60
24	Observations about Optional offered by TEIs				
1)	Optional- 06	2	3.51		
2)	Optional- 07	1	1.75		
3)	Optional- 10 sem-1 and Optional- 7 Sem- 2	1	1.75		
4)	Optional- 01 out of 6	1	1.75		
5)	Optional- 01 out of 8	1	1.75		
6)	Optional- 01 out of number of papers	1	1.75		
7)	Optional- 03 out of 5	1	1.75		
8)	Computer Education- Optional	1	1.75		
Total observations about Optional offered by TEIs		9	15.79	9	15.79
25	Add on offered- Society for Creation of Opportunity through Proficiency in English			1	1.75

26	Add on course not introduced	4	7.02		
27	Value-added courses offered	3	5.26		
28	Value-added courses not offered	11	19.30		
<hr/>					
29	Observations about Medium of Instruction and language for examination				
1)	Medium of Instruction- English and Gujarati	1	1.75		
2)	Medium of Instruction- English and Supportive languages- Hindi and Gujarati	1	1.75		
3)	Medium of instruction- Gujarati and Hindi	1	1.75		
4)	Medium of Instructions- Choice of Gujarati/Hindi/English	1	1.75		
5)	Language for examination Hindi, Gujarati and English.	2	3.51		
<hr/>					
	Total observations about Medium of Instruction and language for examination	6	10.53	6	10.53

Observations of TEI for the Key Aspect no. 2.1.2- 'Academic Flexibility' under the Criterion-I analysed in table no. 4.4.1.2.

The Peer Teams observed two (3.51 percent) TEIs followed the rules and regulations of affiliating University and one (1.75 percent) TEI followed University prescribed procedures for admission, fees, teacher qualification and salary. Eight (14.04 percent) institutions offered other programmes than B. Ed., where five (8.77 percent) institutions offered M. Ed. and one (1.75 percent) offered PTC too. Four (7.02 percent) institutions did not offer other programmes. The Peer Team indicated the need for two (3.51 percent) institutions for starting additional/ supplementary programmes along with regular B. Ed. course. Six (10.53 percent) TEIs followed the annual system, while the other seven (12.28 percent) followed the Semester system. Two (3.51 percent) PTRs mentioned about introduction of CBCS in the course. A (1.75 percent) PTR stated that the Continuous and Comprehensive Evaluation was yet to be followed by the University. About the observation in terms of flexibility of curriculum, five (8.77 percent) institutions had it, which were in choice of the personality development

programme, choice of project work and selection of methods of teaching. Nine (15.79 percent) TEIs had limited flexibility, where each (1.75 percent) TEI out of three had each observation i.e., flexibility in terms of choice of subject; no academic flexibility; and need to add something in the curriculum by the institution itself. So it can be concluded that a few TEIs followed the rules and regulations of affiliating University; and other a few TEIs followed University prescribed procedures for admission, fees, teacher qualification and salary. Some TEIs offered other programmes than B. Ed.; few institutions offered M. Ed.; and a few offered PTC too, whereas few institutions did not offer other programmes. Few TEIs followed the annual system, while the other few followed the Semester system. Few institutions had the flexibility of curriculum, whereas some TEIs had limited flexibility.

The curriculum of a (1.75 percent) TEI ensured the inclusion of inter-disciplinary and multi-disciplinary courses, while another (1.75 percent) provided core, core electives and foundations courses. The number of compulsory papers offered by a (1.75 percent) TEI was four and by another (1.75 percent) TEI was five. A (1.75 percent) TEI offered Computer Education as a Compulsory paper. Two (3.51 percent) institutions offered five foundation courses and one (1.75 percent) TEI offered Computer science as a foundation course. A (1.75 percent) TEI offered three subjects in special fields.

The Peer Teams observed that 32 (56.14 percent) TEIs offered electives i.e., one, two and number of electives offered each in each (1.75 percent) TEI; three in a (5.26 percent) TEIs; and four, six, eight, ten and some offered each in every two (3.51 percent) TEIs. The number of electives offered in 15 (26.32 percent) TEIs was one, two, three, four and five. One elective was offered out of three, four, eight and nine electives; two electives from six, seven, eight and 12 electives; three electives from five; four electives from nine and 16; and five out of nine electives. The PTRs mentioned observations in 22 (38.60 percent) PTRs about offering methods by TEIs. The TEIs had given choice of six, seven, eight, nine and ten methods by one (1.75 percent), four (7.02 percent), three (5.26 percent), six (10.53 percent) and two (3.51 percent) TEIs, respectively. Even two (3.51 percent) TEIs offered two methods out of seven; and two methods offered nine and ten each out of each (1.75 percent) TEI from two. A (1.75 percent) PTR mentioned maximum number of methods of teaching subjects available for students as prescribed by the affiliating University. Nine (15.79 percent) TEIs offered optional papers, where two (3.51 percent) TEIs offered six optional papers, while each (1.75 percent) TEI offered seven and ten-seven. Each (1.75

percent) TEI offered one optional paper out of six, eight and a number of papers. A (1.75 percent) TEI offered three optional papers out of five. A (1.75 percent) PTR mentioned offering Computer Education as an optional paper. A (1.75 percent) PTR indicated Society for Creation of Opportunity through Proficiency in English (SCOPE) as an Add-on course, while four (7.02 percent) TEIs did not introduce any Add-on course. Value-added courses or programmes were organised by three (5.26 percent) TEIs, but 11 (19.30 percent) TEIs were not offered. About each (1.75 percent) PTR stated English and Gujarati; English and Supportive languages- Hindi and Gujarati; Gujarati and Hindi; and Gujarati/Hindi/English, while two (3.51 percent) institutions had Hindi, Gujarati and English as a language for examination.

So it can be concluded that a few TEIs ensured the inclusion of inter-disciplinary and multi-disciplinary courses in the curriculum; core, core electives and foundations courses; five foundation courses; and Computer science as a foundation course. Most TEIs offered electives, where many TEIs offered one, two, three, four and five electives. Many PTRs mentioned offering methods for choice by TEIs. Some TEIs offered optional papers. A few PTR indicated SCOPE as an Add-on course, while few TEIs did not introduce any Add-on course. Value-added courses or programmes were organised by a few TEIs, but some did not offer. Few PTRs mentioned Gujarati and/ Hindi and/ English as a language for examination.

Table 4.4.1.3

Observations about Strategies used for imparting Teaching and Practice Teaching

Sr. No.	Observations	No. of TEIs	Percent
1	Students learned different Micro skills	1	1.75
2	Practice teaching, block teaching, internship and work experience to be included	1	1.75
3	Internship and off-campus programmes carried out	1	1.75
4	Action research and psychological tests were given as practicum	1	1.75
5	On-campus and field experiences provided	1	1.75
6	Programmes organised - community living involving teaching experience through practice teaching, the experience of school management, work experience through SUPW and other co-	1	1.75

curricular and extra-curricular activities			
7	Community-based work emphasised	1	1.75
8	Varied learning experiences provided to the teacher trainees	2	3.51
9	Training provided for integrating ICT in teaching and preparing teaching aids	1	1.75
10	Training provided for using projector and other such teaching aids	1	1.75
11	Models of teaching used in practice teaching	1	1.75
12	Audiovisual aids used in teaching	1	1.75
13	Organised and the Teaching Faculty participated in the ICT programmes such as Intel, SPSS, Models of Teaching etc.	1	1.75
14	Opportunity to students for Co-Curricular Activity and other activities	10	17.54
15	Value-added courses and enrich activities organised	2	3.51
16	Identification of weak students- special attention and training	3	5.26
17	Caters to the diverse needs of the rural students	2	3.51
18	Total observations about Multiple strategies used to impart teaching and practice teaching	31	54.39
19	Communication and ICT Skills needed to develop	1	1.75
20	Yet to think about enrichment programmes for students	2	3.51
21	No specific identification of weak students	1	1.75
22	Multiple strategies to be used to impart teaching	1	1.75
23	Total observations about Multiple strategies to be used to impart teaching and practice teaching	5	8.77

About 36 (63.16 percent) PTRs had observed the use of strategies or practices and analysed in table no. 4.4.1.3. Multiple strategies were observed in 31 (54.39 percent) TEIs for imparting teaching and practice teaching.

Each (1.75 percent) TEI applied multiple teaching strategies; different microteaching skills; practice teaching, block teaching, internship, work experience; Internship and off-campus programmes; Action research and psychological test; on-campus and field experiences; community work, community-based work; training for the integration of ICT in teaching and preparation of aids; training for using projector and other such teaching aids; use of Models of teaching; and use of Audiovisual aids for student-

teachers. A (1.75 percent) TEI organised and the Teaching Faculty participated in the ICT programmes such as Intel, SPSS, and Models of Teaching. Each two (3.51 percent) PTRs observed that Value-added courses and enrich activities organised and varied learning experiences provided to the student-teachers. From those 36 PTRs, five (8.77 percent) TEIs needed to be used Multiple strategies to impart teaching and practice teaching. A (1.75 percent) TEI needed Communication and ICT Skills were to be developed and ten (17.54 percent) PTRs mentioned the opportunity to students for Co-Curricular Activity (CCA) and other activities. Two (3.51 percent) TEIs had yet to think about enrichment programmes for student-teachers. Three (5.26 percent) TEIs had provision for identification of weak students followed by special attention and training and two (3.51 percent) TEIs catered to the diverse needs of the rural students, while a (1.75 percent) TEI had no specific provision for identification of weak students. So it can be concluded that Peer Teams of most TEIs observed imparting teaching and practice teaching utilising multiple strategies like different microteaching skills; practice teaching, block teaching, internship, work experience; Internship and off-campus programmes; Action research and psychological test; on-campus and field experiences; community work, community-based work; training for the integration of ICT in teaching and preparation of aids; training for using projector and other such teaching aids; use of Models of teaching; and use of Audiovisual aids for student-teachers. Few TEIs needed to be used Multiple strategies to impart teaching and practice teaching.

A (1.75 percent) Peer Team had missed to mention its observations in PTR about Key Aspect no. 2.1.2- Academic Flexibility under the criterion- I.

Key Aspect No. 2.1.3: Feedback on Curriculum

Table 4.4.1.4

Observations under Key Aspect No. 2.1.3: Feedback on Curriculum

Sr.		No. of	
No.	Observations	TEIs	Percent
<u>Out of 58 TEIs</u>			
1	Obtained feedback	55	96.49
2	No mechanisms for obtaining feedback	2	3.51
<u>Out of 56 TEIs who obtained feedback</u>			
1	Obtained informal feedback	8	14.04

2	Obtained formal feedback	1	1.75
3	Feedback obtained through reports, open sessions, suggestion box	1	1.75
4	Feedback in form of formatted questionnaires	2	3.51
5	Obtained written feedback	1	1.75
6	Not obtained written feedback	1	1.75
7	Obtained feedback regularly	3	5.26
8	Mechanisms for obtaining feedback yet to be formalised	8	14.04
9	College is yet to obtain feedback at periodic intervals	1	1.75
10	Feedback was given to student-teachers from headmasters	1	1.75
11	Feedback on Practice Teaching	3	5.26
12	Hours of theory teaching and practical need to be further balanced	1	1.75
13	Exists on-campus resources to make transactions multi-disciplinary	1	1.75
14	Viva-voce conducted at the end of every year	1	1.75
15	Feedback discussed in staff meetings	8	14.04
16	Yet to be formalised the feedback	1	1.75
17	Reviewed the feedback	1	1.75
18	Analysed the feedback	7	12.28
19	Scientific mechanism to analyse and use feedback data in progress	1	1.75
20	Not analysed the feedback	4	7.02
21	Suggestions extended being considered by IQAC	1	1.75
22	IQAC just formed	1	1.75
23	IQAC was in operation	1	1.75
24	Feedback forwarded/communicated to BOS/ University	18	31.58
25	Three Teaching Faculty of the college were the members of BOS in education	1	1.75
26	Teaching Faculty encouraged in preparation of course outline	1	1.75
27	Teacher educators participated in the curriculum revision	2	3.51
28	Very active college in curriculum preparation in the University	1	1.75
29	The University updated the curriculum	1	1.75

30	School principals and the teacher educators are not sitting together to design a need-based curriculum	1	1.75
31	Workshop of school principals and the teacher educators could be more helpful in designing need-based curriculum apart from general feedback	1	1.75
32	Feedback used in curriculum transaction	9	15.79
33	Initiated use of feedback in curriculum transaction	1	1.75
34	Feedback not used in curriculum transaction	4	7.02

The observations of the Peer Team for the Key Aspect No. 2.1.3: Feedback on Curriculum under Criterion-I are analysed and given in table no. 4.4.1.4. The overall analysis shows that 55 (96.49 percent) TEIs obtained feedback on curriculum, while two (3.51 percent) TEIs had no mechanisms for obtaining feedback. So it can be concluded that majority TEIs obtained feedback on curriculum, while a few TEIs had no mechanisms for obtaining feedback.

The PTRs of eight (14.04 percent) TEIs observed that they informally obtained feedback, while one (1.75 percent) obtained in formal way. One (1.75 percent) TEI obtained feedback through reports, open sessions, and suggestion box, while two (3.51 percent) TEIs were obtained in a formatted questionnaire. One (1.75 percent) obtained written feedback, while another (1.75 percent) TEI did not obtain written feedback. Feedback was obtained regularly by three (5.26 percent) TEI, while eight (14.04 percent) TEIs had to be formalised mechanisms for obtaining feedback yet. Feedback was to be obtained at periodic intervals by one (1.75 percent) TEI. A (1.75 percent) PTR mentioned that the feedback was given to student-teachers from headmasters. So it can be concluded that some TEIs obtained feedback in an informal way, while a few obtained in formal way. A few TEIs obtained feedback through reports, open sessions, suggestion box, where another a few TEIs obtained in form of formatted questionnaire. A few TEI obtained feedback regularly, while some TEIs had to be formalised mechanisms for obtaining feedback yet.

Three (5.26 percent) TEIs obtained feedback on Practice Teaching. Each (1.75 percent) TEI obtained each observation as feedback, i.e., hours of theory teaching and practical needed to be further balanced; on-campus resources existed to make multi-disciplinary transactions; and Viva-voce conducted at the end of every year. The feedback was discussed in staff meetings by eight (14.04 percent) TEIs. So it can be concluded that a few TEIs obtained feedback on Practice Teaching. Each TEI obtained each observation

as feedback, i.e., hours of theory teaching and practical needed to be further balanced; on-campus resources existed to make multi-disciplinary transactions; and Viva-voce conducted at the end of every year. Some TEIs discussed feedback in staff meetings.

Each (1.75 percent) PTR provided each observation about feedback, i.e. to be formalised yet, reviewed; and had a scientific mechanism to analyse and use feedback data in progress. The feedback was analysed by seven (12.28 percent) TEIs, while four (7.02 percent) TEIs did not analyse the feedback. The PTR of each (1.75 percent) TEI observed that the suggestions extended were being considered by IQAC; IQAC had just formed; and IQAC was in operation. The feedback was forwarded or communicated to BOS in the University by 18 (31.58 percent) TEIs and one (1.75 percent) PTR as observed that the Teaching Faculty of TEI were members of BOS in education. So it can be concluded that each PTR provided each observation about feedback i.e. to be formalised yet; to be reviewed; and had a scientific mechanism to analyse and use feedback data in progress. Few TEIs analysed feedback, whereas few did not analyse. Many TEIs forwarded or communicated feedback to BOS in the University.

Efforts made by each (1.75 percent) TEI on feedback for curriculum i.e. Teaching Faculty encouraged in preparation of course outline; very active college in curriculum preparation in the University; and the University updated the curriculum. Teacher educators from two (3.51 percent) TEIs participated in the curriculum revision. The PTR of a (1.75 percent) TEI stated that the school principals and the teacher educators did not design a need-based curriculum. A (1.75 percent) TEI had suggested that workshops of school principals and the teacher educators could be more helpful in designing a need-based curriculum apart from general feedback. So it can be concluded that a few TEI made efforts on feedback for curriculum i.e. Teaching Faculty encouraged in preparation of course outline; very active college in curriculum preparation in the University; and the curriculum was updated by the University. A few TEIs had participated in teacher educators in the curriculum revision, whereas school principals and teacher educators from a few TEIs were not sitting together to design a need-based curriculum.

The feedback was used in curriculum transactions by nine (15.79 percent) TEIs and one (1.75 percent) TEI had just initiated its use, while four (7.02 percent) TEIs did not use. So it can be concluded that some TEIs used feedback in curriculum transactions; a few had just initiated, whereas few did not use it.

Table 4.4.1.5

Feedback on curriculum obtained by TEIs from specific Stakeholders

Sr. No.	Type of Stakeholder	No. of specific stakeholders who		No. of specific stakeholders did	
		given feedback	Percent	not give feedback	Percent
1	All Stakeholders	18	31.58		
Specific Stakeholders					
2	Students	33	57.89	1	1.75
3	Teachers	11	19.30		
4	Alumni	8	14.04	3	5.26
5	Practice Teaching Schools	8	14.04		
6	Head Masters	7	12.28		
7	Teaching Faculty	4	7.02		
8	Employers	3	5.26	1	1.75
9	Parents	3	5.26	3	5.26
10	Academic Peers	2	3.51		

Table no. 4.4.1.5 indicates feedback on the curriculum obtained by TEIs from specific stakeholders. The PTRs mentioned that all Stakeholders from 18 (31.58 percent) TEIs obtained feedback. Students, Teachers, Alumni, Practice Teaching Schools, Head Masters, Teaching Faculty, Employers, Parents and Academic Peers from 33 (57.89 percent), 11 (19.30 percent), eight (14.04 percent), eight (14.04 percent), seven (12.28 percent), four (7.02 percent), three (5.26 percent), three (5.26 percent), and two (3.51 percent) TEIs obtained feedback respectively. The PTRs mentioned that Students and Employers from each (1.75 percent) TEI and Alumni and Parents from each three (5.26 percent) TEIs did not obtain feedback. So it can be concluded that many TEIs obtained feedback from all Stakeholders. Most TEIs obtained feedback from Students; some TEIs obtained feedback from Teachers, Alumni and Practice Teaching Schools; few TEIs obtained feedback from Head Masters and Teaching Faculty; and a few TEIs obtained feedback from Employers, Parents, and Academic Peers. Alumni and Parents; and Students and Employers from a few TEIs did not obtain feedback.

Key Aspect No. 2.1.4 Curriculum Update

Table 4.4.1.6

*Observations under Key Aspect No. 2.1.4 Curriculum Update**

Sr.			No. of	
No.	Observations	TEIs	Percent	
1	Curriculum revised	50	87.72	
2	Curriculum revised by University	22	38.60	
3	No freedom to college to revise and update the syllabus of courses, but depended on University	3	5.26	
4	Year-wise Curriculum Revision			
		No. of		
	Year	TEIs	Percent	
1)	2003	6	10.53	
2)	2004	2	3.51	
3)	2006	1	1.75	
4)	2007	2	3.51	
5)	2008	4	7.02	
6)	2009	7	12.28	
7)	2010	3	5.26	
8)	2011	5	8.77	
9)	2012	3	5.26	
Total no. of TEIs revised Year-wise Curriculum		33	59.65	75 59.65
5	Interval-wise Curriculum Revision			
1)	once in three years	4	7.02	
2)	once in four years	4	7.02	
3)	once in five years	2	3.51	
4)	from time to time	4	7.02	
Total No. Of TEIs About Revised Interval-wise Curriculum		14	24.56	14 24.56
6	Interdisciplinary thrust in the curriculum is minimal	1	1.75	
7	College had little role in curriculum revision.	1	1.75	
8	Not provided enriched and challenging curriculum for its	1	1.75	

**Note.* Observations listed in table no. 4.4.1.6 are from 56 TEIs out of 57

The Peer Teams of all 57 TEIs had prepared the PTRs. About the Key Aspect No. 2.1.4 Curriculum Update under Criterion-I: Curricular Aspects, the PTR of a TEI did not give the observations of the Peer Team. So, the observations of 56 TEIs for the Key Aspect- Curriculum Update were considered, which were analysed in consideration of a total of 57 TEIs. Table no. 4.4.1.6 shows that the curriculum of 50 (87.72 percent) TEIs was revised, whereas the PTRs of 22 (38.60 percent) TEIs had observed that their affiliating University revised the curriculum. Three (5.26 percent) TEIs did not have freedom to revise and update the syllabus of courses but depended on University. So it can be concluded that majority TEIs revised curriculum, whereas many TEIs had revised curriculum by their affiliating University. A few TEIs had no freedom to revise and update the syllabus of courses but depended on University only.

The PTR indicates that the curriculum of 34 (59.65 percent) TEIs was revised in the specific year. The curriculum of six (10.53 percent), two (3.51 percent), one (1.75 percent), two (3.51 percent), four (7.02 percent), seven (12.28 percent), three (5.26 percent), five (8.77 percent) and three (5.26 percent) were revised respectively in the year 2003, 2004, 2006, 2007, 2008, 2010, 2011 and 2012. The Peer Teams mentioned the periodical revision of the curriculum of 14 (24.56 percent) TEIs. The curriculum was revised once in three years, four years and from time to time were observed each in every four (7.02 percent) TEIs from 12, while curriculum of two (3.51 percent) TEIs were revised once in five years. So it can be concluded that most TEIs revised the curriculum in a specific year i.e. 2003, 2004, 2006, 2007, 2008, 2010, 2011 and 2012. Some TEIs made a periodical revision to the curriculum.

In each (1.75 percent) PTR from four mentioned each observation about curriculum revision i.e. Minimal inter-disciplinary thrust, little role of TEI, not provided enriched and challenging curriculum for its advanced students and not revised M.Ed. Syllabus for a decade. So it can be concluded that a few PTRs mentioned each observation about curriculum revision i.e. Minimal inter-disciplinary thrust, little role of TEI, not provided enriched and challenging curriculum for its advanced students and not revised M.Ed. Syllabus for a decade.

Table 4.4.1.7

Observations about Role and Steps of TEIs taken in curriculum revision

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Active participation of the staff in curriculum revision.	1	1.75
2	Suggestions for revision of curriculum communicated to the BOS.	1	1.75
3	The advantageous position of having the Principal as the Dean and Chairman of the BOS with one senior Teaching Faculty as a member did not fully exploit from the institution for the modernisation of the curriculum.	1	1.75
4	Two Teaching Faculty members in BOS	1	1.75
5	M.Ed. Curriculum upgraded.	1	1.75
6	Emphasis on quality enhancement was in practice.	1	1.75
7	The curriculum was by and large in agreement with NCFTE, 2009.	1	1.75
8	Seminar organised on 'Challenges for Education'.	1	1.75
9	The senior Teaching Faculty was instrumental in bringing changes in the English method syllabus.	1	1.75

Note. Observations listed in table no. 4.4.1.7 are from 56 TEIs out of 57

Table no. 4.4.1.7 shows observations of PTRs under the Key Aspect Curriculum Update about the role and steps taken in curriculum revision. Each (1.75 percent) TEI out of four had observation of each role i.e. active participation of the staff in curriculum revision; communicated suggestions to the BOS; Principal as the Dean and Chairman of the BOS with one senior Faculty; and two Teaching Faculty members in BOS. So it can be concluded that a few TEIs had each role in curriculum revision i.e. active participation of the staff in curriculum revision; communicated suggestions to the BOS; Principal as the Dean and Chairman of the BOS with one senior Faculty; and two Teaching Faculty members in BOS.

Each (1.75 percent) TEI out of five had observation of each step i.e. upgraded M.Ed. Curriculum; practiced emphasis on quality enhancement; Curriculum in agreement with NCFTE, 2009; organised seminar on 'Challenges for Education'; and instrumental Teaching Faculty for bringing changes in English method syllabus. So it can be

concluded that a few TEIs had taken each step in curriculum revision i.e. upgraded M.Ed. Curriculum; practiced emphasis on quality enhancement; Curriculum in agreement with NCFTE, 2009; organised seminar on 'Challenges for Education'; and instrumental Teaching Faculty for bringing changes in English method syllabus.

Table 4.4.1.8

*Observations about Specific Aspects of revised Curriculum**

Sr. No.	Observations	No. of	
		TEIs	Percent
1	CBCS and Semester system introduced	2	3.51
2	UGC/ NCTE guidelines were followed in the curriculum development process.	1	1.75
3	Curriculum-based on issues of National Development	1	1.75
4	Global trends and national thrusts reflected in the curriculum	1	1.75
5	Trust for multi-skill development and ICT- enabled courses.	1	1.75
6	Computer education was introduced as a compulsory paper in 2007-08	1	1.75
7	Information Technology in Education was provided in one optional paper.	1	1.75
8	ICT and computer application in education as an optional paper, but offered it compulsory	1	1.75
9	ICT and Computer application in education as an elective with the help of a private agency on a payment basis.	1	1.75
10	Major changes were made in two papers	1	1.75
11	Four course papers were added by the University and implemented by the college	1	1.75
12	Incorporation of educational statistics component in the syllabus	1	1.75
13	Efforts were made to adopt newly introduced curricular aspects.	1	1.75
14	Reflective teaching methods and the use of models were salient features of updation.	1	1.75
15	Special lectures organised	1	1.75
16	The number of lessons in each subject was reduced from 30 to	1	1.75

20.

17	Viva-voce and more lessons added to practicum	1	1.75
18	Contact with alumni and teachers from nearby colleges in practice	1	1.75
Total		19	33.33

**Note.* Observations listed in table no. 4.4.1.8 are from 56 TEIs out of 57

The observations about Specific Aspects of the revised Curriculum under the Key Aspect ‘Curriculum Update’ were analysed in table no. 4.4.1.8. The Peer Teams of 19 (33.33 percent) TEIs had specified the specific aspects of curriculum revision, in particular PTR of TEI. Two (3.51 percent) TEIs had introduced CBCS and Semester system. Each (1.75 percent) PTR out of three had provided each observation i.e. followed UGC/ NCTE guidelines in curriculum development, covered issues of National Development, and reflected Global trends and national thrusts.

A (1.75 percent) as the thrust for multi-skill development and ICT- enabled courses. A (1.75 percent) of the TEI had included Computer Education as a compulsory paper and another (1.75 percent) TEI had included Information Technology in Education as an optional paper. ICT and computer application in education was included as an optional paper, but a (1.75 percent) TEI had been offered as compulsory, and another (1.75 percent) TEI offered it as an elective and run with the help of a private agency on a payment basis. A (1.75 percent) PTR observed major changes made in two papers and another (1.75 percent) PTR mentioned that four course papers were added by the University and implemented. The educational statistics component was incorporated by a (1.75 percent) TEI in the syllabus. Each observation was given to each (1.75 percent) of the TEI from six i.e. made efforts to adopt newly introduced curricular aspects; used reflective teaching methods and models as salient features of updation; organised special lectures; reduced the number of lessons from 30 to 20 in each subject; viva voce and more lessons added to practicum; and practice of contact with alumni and teachers from nearby colleges.

So it can be concluded that many TEIs had specified each specific aspect of curriculum revision in particular PTR of TEI i.e. introduced CBCS and Semester system; followed UGC/ NCTE guidelines in curriculum development; covered issues of National Development; reflected Global trends and national thrusts; stressed for multi-skill development and ICT- enabled courses; offered Computer Education as a compulsory

paper; used reflective teaching methods and models; organised special lectures; reduced number of lessons from 30 to 20 in each subject; added viva voce and more lessons to practicum; the practice of contact with alumni and teachers from nearby colleges.

Table 4.4.1.9

*Observations about steps needed to be taken for Curriculum revision**

Sr. No.	Observations	No. of	
		TEIs	Percent
1	The curriculum is yet to be updated as per UGC & NCTE guidelines by the University.	1	1.75
2	Innovative measures in curriculum transaction to be introduced in view of the national curriculum framework.	1	1.75
3	The nomenclature of Foundation courses in place of Electives (or optional) courses needed a review.	1	1.75
4	The curriculum seems to be heavy in terms of the number of activities prescribed	1	1.75
5	During Syllabus revision, Models of Teaching, Psychological Practical, etc. should be included.	1	1.75
6	Needed more emphasis on thrust areas like life skills, personality development programmes, and environmental education.	1	1.75
7	Scope exists to update the syllabus and make ICT and computer application in education compulsory	1	1.75
8	The syllabus needed to be strengthened in respect of ICT	1	1.75
9	Being part of the university academic body, the staff members could contribute to the updating of the curriculum.	1	1.75
10	Feedback about curriculum revision from stakeholders might be further strengthened.	1	1.75
11	Initiative in curriculum revision based on feedback from stakeholders was yet to be implemented.	1	1.75
12	Regular meetings with school principals can help in updating the curriculum.	1	1.75
13	The initiative might be taken in curriculum revision and its	1	1.75

implications for teacher educators by organising seminars on
'Need for Curriculum Revision.'

Total	13	22.81
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**Note.* Observations listed in table no. 4.4.1.9 are from 56 TEIs out of 57

The observations about steps needed to be taken for Curriculum revision provided by Peer Teams under the Key Aspect 'Curriculum Update' were given in table no. 4.4.1.9. Thirteen (22.81 percent) Peer Teams had provided each observation for each (1.75 percent) TEI about the requirement of curriculum revision. The observations about the need for curriculum revision were update as per UGC and NCTE guidelines; Introduce Innovative measures in curriculum transaction in view of NCF; Reduce the number of activities prescribed; Review the nomenclature of Foundation courses in place of Electives/ Optional courses; Include Models of Teaching, Psychological Practical, etc.; More emphasis on thrust areas like life skills, personality development programmes, environmental education; Scope for updation of the syllabus and to make ICT and computer application compulsory; Strengthen syllabus in respect to ICT; Strengthen feedback from stakeholders; Implement feedback from stakeholders; Contribution of staff members as part of the university academic body; Organise regular meetings with school principal; and Organise seminars on 'Need for Curriculum Revision'. So it can be concluded that some PTRs had noted each of the observations for each TEI about the requirement of curriculum revision i.e. Update as per UGC and NCTE guidelines; Introduce innovative measures in curriculum transaction in view of NCF; Reduce the number of activities prescribed; Review the nomenclature of Foundation courses in place of Electives/Optional courses; Include Models of Teaching, Psychological Practical, etc.; More emphasis on thrust areas like life skills, personality development programmes, environmental education; Scope for updation of the syllabus and to make ICT and computer application compulsory; Strengthen syllabus in respect to ICT; Strengthen feedback from stakeholders; Implement feedback from stakeholders; Contribution of staff members as part of the university academic body; Organise regular meetings with school principal; and Organise seminars on 'Need for Curriculum Revision'.

Key Aspect 2.1.5 Best Practices in Curricular Aspects

Table 4.4.1.10

Observations under Key Aspect 2.1.5 Best Practices in Curricular Aspects

Key		No. of TEIs	Percent
Sr. No.	Aspect (KA) Observations		
1	2.1.1 Principal and faculties involved in BOS for the curriculum development process	4	7.02
2	2.1.1 Semester System and credit system	1	1.75
3	2.1.1 Technology & Soft Skills for Teachers as Core subject	1	1.75
4	2.1.2 Provides adequate flexibility in transactions of the curriculum by varied learning experiences	4	7.02
5	2.1.2 ICT and Computer Application in Education as mandatory or an elective subject or ICT as a subject in all the courses of study	7	12.28
6	2.1.2 Computer Education as an optional or compulsory subject	3	5.26
7	2.1.2 The opportunity provided to all students for learning computer literacy.	1	1.75
8	2.1.2 Efforts were made to use technology in education.	1	1.75
9	2.1.2 Inclusion of value education, population education and environmental education in the foundation courses.	1	1.75
10	2.1.2 Inculcation of traditional Indian values and Yoga exercises	1	1.75
11	2.1.2 Value orientation and patriotism	1	1.75
12	2.1.2 Observance of dress code, fee exemption and Book Bank provision for students	1	1.75
13	2.1.2 Weak students were identified properly	1	1.75
14	2.1.2 No dropout either at B.Ed. or M.Ed. level.	1	1.75
15	2.1.2 Book reviews by faculty members.	1	1.75
16	2.1.2 Three internal examinations	1	1.75
17	2.1.2 Varied Activities organised for students like Guest lectures by experts for curriculum enrichment, School	13	22.81

content enrichment programme, lectures on thrust areas and spiritualism, 'Best lesson presentation' competition, Nature Lover activities and Bird watching and Butterfly studies, the college sponsors educational tour and SHRAM and Social work.

Students were encouraged for activities like writing articles in educational magazines and newspapers, and involvement of students in Bi-monthly newsletter VISARG and wall-paper AVSAR.

Students had prepared projects related to various issues and presentations of assignments/projects.

The activity of Daily Assembly at the day's beginning provides a platform for learners to reflect on the variety of themes, self-study and expression; this had made a discernible impact on students.

18	2.1.3	A three-tier mentoring mechanism exists.	1	1.75
19	2.1.3	The collaborative approach needed to be fine-tuned in teaching.	1	1.75
20	2.1.3	For enhancement of measures for quality sustenance, the Annual results analysed	1	1.75
21	2.1.3	Feedback or suggestions on curriculum were taken from practice teaching schools, subject teachers and others.	3	5.26
22	2.1.3	College seek feedback in order to improve its teaching methodology	1	1.75
23	2.1.3	Curriculum discussed in Faculty meetings and workshops	1	1.75
24	2.1.3	Coordination among College, Faculty of Education and practice teaching schools	1	1.75
25	2.1.3	The institution incorporates every detail of the college on the website.	1	1.75
26	2.1.4	Introduction of yoga and ICT	1	1.75
27	2.1.4	Organised a seminar on curriculum preparation on behalf of the University	1	1.75

28	2.1.4	Prepared an additional curriculum for enhancement of quality	4	7.02
29	2.1.4	Teaching was strengthened by Simulated & Microteaching, introducing Communication Skills, use of ICT and efforts for innovations in teaching.	4	7.02
30		Not found best practices	12	21.05

Under the Key Aspect No. 2.1.5 Best Practices in Curricular Aspects in Criterion-I, the Peer Teams stated about application of best practices in 47 (82.46 percent) TEIs, which were analysed and given in the table no. 4.4.1.10. As a best practice in Curricular Design & Development, the Peer Teams observed involvement of Principal and Teaching Faculty in BOS for curriculum development process found in four (7.02 percent) TEIs. Semester System and credit system were followed by a (1.75 percent) TEI and another (1.75 percent) TEI had offered Technology & Soft Skills to Teachers as Core subject. So it can be concluded that majority PTRs mentioned the application of best practices in Curricular Aspects. The best practices in Curricular Design & Development were the involvement of the Principal and Teaching Faculty in BOS for curriculum development process found in few TEIs; Semester System and credit system, and Technology & Soft Skills as Core subject in a few TEIs.

The Peer Teams had given observations under the Academic Flexibility. Four (7.02 percent) TEIs had provided adequate flexibility in the transaction of the curriculum by varied learning experiences. Seven (12.28 percent) TEIs had offered ICT and Computer Application in Education as mandatory or an elective or ICT as a subject in all the courses of study, whereas three (5.26 percent) TEIs had offered Computer Education as an optional or compulsory subject. So it can be concluded that the best practices for key aspect Academic Flexibility by few TEIs were like- provided adequate flexibility in the transaction of the curriculum; offered ICT and Computer Application in Education a subject in all the courses of study; and a few TEIs offered Computer Education as an optional or compulsory subject.

A (1.75 percent) TEI had provided opportunity to all students to learn computer literacy and another (1.75 percent) TEI had made efforts to use technology in education. Each (1.75 percent) TEI out of three had implemented each best practice in curricular aspects like Inculcation of traditional Indian values and Yoga exercises; Inclusion of value education, population education and environmental education in the foundation

courses; and Value orientation and patriotism. Each (1.75 percent) PTR out of five had mentioned observation of best practices i.e., Observance of dress code, fee exemption and Book Bank provision for students; proper identification of weak students; no dropout; book reviews by Teaching Faculty members; and three internal examinations. So it can be concluded that a few TEIs had each best practice under Academic Flexibility i.e. Efforts for using technology in education; Inculcation of traditional Indian values and Yoga exercises; Inclusion of value education, population education and environmental education in the foundation courses; and Value orientation and patriotism; Observance of dress code, fee exemption and Book Bank provision for students; proper identification of weak students; no dropout; book reviews by Teaching Faculty members; and three internal examinations.

PTRs of 13 (22.81 percent) TEIs had mentioned organisation of various activities as best practices. The activities organised for students were guest lectures by experts for curriculum enrichment; school content enrichment programme; lectures on thrust areas and spiritualism; 'Best lesson presentation' competition; Nature Lover activities; and Bird watching and Butterfly studies; College-sponsored educational tour; and SHRAM and Social work. Under best practices, the students were encouraged for activities like writing articles in educational magazines and newspapers. Students were involved in the Bi-monthly newsletter VISARG and wall-paper AVSAR. Students had prepared projects related to various issues, presented assignments/ projects. The activity of Daily Assembly at the day's beginning provided a platform for learners to reflect on the variety of themes, self-study, and expression, which had made a discernible impact on students. So it can be concluded that some PTRs mentioned best practices like- school content enrichment programme; Best lesson presentation competition; Nature Lover activities; Bird watching and Butterfly studies; College-sponsored educational tour; Social work; Articles in educational magazines, newspapers, Bi-monthly newsletter and wall-paper; and prepared projects/ assignments/ projects etc.

The best practices for key Aspect 2.1.3- Feedback on Curriculum were provided in PTRs. Each (1.75 percent) PTR of TEI from three had mentioned each observation i.e. three-tier mentoring mechanism existed; the annual results were analysed for enhancement of measures for quality sustenance; and collaborative approach needed to be fine-tuned in teaching. Feedback or suggestions on curriculum were taken from practice teaching schools, subject teachers, and others by three (5.26 percent) TEIs, where a (1.75 percent) TEI had sought feedback to improve its teaching methodology.

Each (1.75 percent) TEI out of three had each best practice i.e. Discussion of the curriculum in Teaching Faculty meetings and workshops; Establishment of coordination among TEIs, Faculty of Education and practice teaching schools; and Incorporation of every detail of the college on its website. So it can be concluded that the best practices for key Aspect Feedback on Curriculum by a few TEIs were like-three-tier mentoring mechanism existed; analysed annual results; Discussion of the curriculum in Teaching Faculty meetings and workshops; Establishment of coordination among TEIs, Faculty of Education and practice teaching schools; Incorporation of every detail of the college on its website; three-tier mentoring mechanism existed; Discussion of the curriculum in Teaching Faculty meetings and workshops; Faculty of Education and practice teaching schools; and Incorporation of every detail of the college on its website.

About best practices under Curriculum Update, a (1.75 percent) TEI had introduced Yoga and ICT and another (1.75 percent) TEI organised a seminar on curriculum preparation on behalf of the University. Four (7.02 percent) TEIs had prepared an additional curriculum for the enhancement of quality. Four (7.02 percent) TEIs had strengthened the teaching by Simulated and Microteaching, introducing Communication Skills and using ICT and making efforts for innovations in teaching. So it can be concluded that the best practices for key aspect Curriculum Update by a few TEIs were introduction of Yoga and ICT; and organised a seminar on curriculum preparation. Few TEIs had prepared an additional curriculum for enhancement of quality; and strengthened the teaching by Simulated and Microteaching, introducing Communication Skills and using ICT and made efforts for innovations in teaching.

Peer Teams did not observe the implementation of Best practice in Curricular Aspects in 12 (21.05 percent) TEIs. So it can be concluded that Peer Teams of some TEIs did not observe the implementation of best practices in Curricular Aspects.

Institutional Strengths for Criterion- I: Curricular Aspects

Table 4.4.1.11

Observations for Institutional Strengths for Criterion- I: Curricular Aspects

Sr. No.	Observations	No. of TEIs	Percent
1	Institute had done good work by organising instructions in Hindi, Gujarati and English	1	1.75

2	Regular revision of curriculum	1	1.75
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Table no. 4.4.1.11 shows observations about Criterion- I: Curricular Aspects under 3.1 Institutional Strengths. A (1.75 percent) TEI did good work organising instructions in Hindi, Gujarati and English, and a (1.75 percent) TEI had carried out regular curriculum revision. So it can be concluded that a few TEIs had good work by organising instructions in Hindi, Gujarati and English, and a few TEIs had carried out regular curriculum revision.

Institutional Weaknesses for Criterion- I: Curricular Aspects

Table 4.4.1.12

Observations for Institutional Weaknesses for Criterion- I: Curricular Aspects

Sr.		No. of	
No.	Observations	TEIs	Percent
1	Curriculum did not address the need for teachers to know guidance and counselling.	1	1.75
2	CBCS implemented without proper preparedness and strategies	1	1.75
3	Shortage of time for rigorous training due to the semester system	1	1.75
4	Limited Elective subjects/ Choice of subjects	4	7.02
5	No initiatives were taken for add-on courses	2	3.51
6	No new programmes introduced	1	1.75
7	No short term orientation courses	1	1.75
8	Inadequacy of value-based and skill-oriented courses	1	1.75
9	Lack of innovative programmes	2	3.51

Table no. 4.4.1.12 shows observations about Criterion- I: Curricular Aspects under 3.2 Institutional Weakness.

The curriculum of a (1.75 percent) TEI did not address the need for teachers to know guidance and counselling. A (1.75 percent) TEI had implemented CBCS without proper preparedness and strategies, and a Peer team had observed weakness of a (1.75 percent) TEI about a shortage of time for rigorous training due to the semester system. So it can be concluded that the curriculum of a few TEIs did not address the need for teachers to know guidance and counselling. A few TEIs had implemented CBCS without proper

preparedness and strategies, and the Peer team of a few TEIs had observed weakness, i.e., shortage of time for rigorous training due to the semester system.

Four (7.02 percent) TEIs had limited Elective subjects/ choice of subjects. Each (1.75 percent) TEI out of three had each weakness, i.e., did not take the initiative for add-on courses; did not introduce new programmes, and did not introduce short-term orientation courses. So it can be concluded that few TEIs had limited Elective subjects/ choice of subjects. A few TEIs did not take initiatives for add-on courses, did not introduce new programmes, and did not introduce short-term orientation courses.

Institutional Opportunities for Criterion- I: Curricular Aspects

Table 4.4.1.13

Observations for Institutional Opportunities for Criterion- I: Curricular Aspects

Sr. No.	Observations	No. of TEIs	Percent
1	Starting M.Ed. programme (other courses- 2, and Scale-up operations with an additional intake in B. Ed.- 1, and D.Ed.- 1; diploma and certificate- 2)	9	15.79
2	Scope for starting new courses (Market oriented programmes- 2; ICT enabled courses- 1; job-oriented and add-on Certificate and Diploma courses- 1; vocational and need based Certificate and Diploma programmes- 2; innovative Add-On courses- 2; value added courses- 1, and M.Phil.- 1)	10	17.54
3	Scope to introduce Four-year Integrated B.Ed.	1	1.75
4	Starting a few courses on the self-financing basis for generation of resources.	1	1.75
5	Principal being the Dean of the Faculty of Education scope for modernisation of the syllabus and introducing compulsory computer training to the students.	1	1.75
6	More academic initiative to be taken with educational institutions at State and National level	1	1.75
7	Quality improvement of curriculum transaction	1	1.75
8	Render operational curriculum appropriately in emerging demands on school education and the emerging national and global concerns.	1	1.75

Table no. 4.4.1.13 shows observations about Criterion- I: Curricular Aspects under 3.3 Institutional Opportunities.

Nine (15.79 percent) TEIs had an opportunity to start M.Ed. programme as well as other programmes. Ten (17.54 percent) TEIs had scope for starting new courses, including opportunities for market-oriented programmes by two (3.51 percent) TEIs; ICT enabled courses by a (1.75 percent) TEI; job-oriented and add-on certificate and Diploma courses by a (1.75 percent) TEI; vocational and need-based certificate and Diploma programmes by a (1.75 percent) TEI; innovative Add-On courses by two (3.51 percent) TEIs; value-added courses by a (1.75 percent) TEI, and M.Phil. by a (1.75 percent) TEI. A (1.75 percent) TEI had scope to introduce a four-year Integrated B.Ed. course, and a (1.75 percent) TEI had opportunities for starting a few courses on the self-financing basis for the generation of resources. So it can be concluded that some TEIs had the opportunity to start M.Ed. programme and other programmes. Some TEIs had scope for starting new courses, including opportunities for market-oriented programmes; ICT enabled courses; job-oriented and add-on Certificate and Diploma courses; vocational and need-based certificate and Diploma programmes; innovative Add-On courses; value-added courses, and M.Phil. A few TEIs had scope for introducing four-year Integrated B.Ed. course, and opportunity for starting a few courses on a self-financing basis for the generation of resources.

Principal of a (1.75 percent) TEI was Dean of the Faculty of Education, so a scope for modernisation of the syllabus and introduction of compulsory computer training to the students. A (1.75 percent) TEI had opportunity for more academic initiative with educational institutions at State and National levels. A (1.75 percent) TEI had opportunity for quality improvement of curriculum transactions. A (1.75 percent) TEI had the opportunity to render operational curriculum appropriately in emerging demands on school education and the emerging national and global concerns. So it can be concluded that Principal of a few TEIs was Dean of the Faculty of Education, so a scope for modernisation of the syllabus and introduction of compulsory computer training to the students. A few TEIs had opportunity for more academic initiative with educational institutions at State and National levels. A few TEIs had opportunity for quality improvement of curriculum transactions. A few TEIs had the opportunity to render operational curriculum appropriately in emerging demands on school education and the emerging national and global concerns.

Institutional Challenges for Criterion- I: Curricular Aspects

Table 4.4.1.14

Observations for Institutional Challenges for Criterion- I: Curricular Aspects

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Reviving P.G. Programmes	1	1.75
2	Introduction of new courses in Teacher Education. (Offer B.Ed. programme only- 1; B.Ed. programme in English medium- 1; Ph.D. programmes- 1; M.Phil. and Ph.D.- 1)	7	12.28
3	Introduction of Add-on courses. (more Add-on courses- 1; job oriented courses- 2, and job oriented and Diploma courses - 2)	7	12.28
4	Initiate Value added courses (innovative skill based - 2; relevant to the rural context- 1, and post-graduate course too- 1)	5	8.77
5	Trapping of potential alumni and public support for introduction of value added, add-on courses for further professional development of student-teachers.	4	7.02
6	Value addition in professional competencies of teacher trainees through add-on course and flexibility in choice of courses and activities.	1	1.75
7	Organise INSET programmes.	2	3.51
8	Activate SCOPE program	1	1.75
9	Utilisation of feedback for improving different aspects of curriculum and training.	4	7.02
10	Enhancing quality in curriculum transaction.	1	1.75
11	Development of life skills and soft skills among the students	1	1.75
12	Upgradation of the Curriculum to be in tune with National Curriculum Framework of Teacher Education.	1	1.75

Table no. 4.4.1.14 shows observations about Criterion- I: Curricular Aspects under 3.4 Institutional Challenges.

A (1.75 percent) TEI had a challenge for reviving P.G. Programmes. Seven (12.28 percent) TEIs had challenges for introducing new courses in Teacher Education, where a (1.75 percent) TEI had offered B.Ed. programme only; a (1.75 percent) TEI had challenge for B.Ed. programme in English medium; a (1.75 percent) TEI had challenge for M.Phil. and Ph.D., and a (1.75 percent) TEI had challenge for Ph.D. programmes. So it can be concluded that a few TEIs had challenge for reviving P.G. Programmes. Few TEIs had challenges introducing new courses in Teacher Education like B.Ed. programme in English medium, M.Phil. and Ph.D.

Seven (12.28 percent) TEIs had challenges for the introduction of Add-on courses along with more Add-on courses in a (1.75 percent) TEI; job-oriented courses in two (3.51 percent) TEIs, and job-oriented and Diploma courses in another two (3.51 percent) TEIs. Five (8.77 percent) TEIs had challenges for the introduction of value-added courses, where two (3.51 percent) TEIs had challenges for innovative skill-based value-added courses; a (1.75 percent) TEI had challenge for value-added courses relevant to the rural context, and a (1.75 percent) TEI had challenge for the introduction of graduate course too. Four (7.02 percent) TEIs had challenges for introducing value-added, add-on courses for further professional development of student-teachers by using potential alumni and public support. So it can be concluded that few TEIs had challenges in introducing Add-on courses, which included more Add-on courses, job-oriented and Diploma courses. Few TEIs had challenges introducing value-added courses, including innovative skill-based ones, value-added courses relevant to the rural context, and introduction of a graduate course. Few TEIs had challenges using potential alumni and public support to introduce value-added and add-on courses for further professional development of student-teachers.

A (1.75 percent) TEI had opportunity for value addition in professional competencies of teacher trainees through add-on course and flexibility in the choice of courses and activities. Two (3.51 percent) TEIs had scope to organise INSET programmes, and a (1.75 percent) TEI had opportunity to activate Society for SCOPE programme. So it can be concluded that a few TEIs had challenge for value addition in professional competencies of teacher trainees through add-on course and flexibility in the choice of courses and activities. A few TEIs had challenges to organise INSET programmes, and to activate programme of SCOPE.

Four (7.02 percent) TEIs had challenges in utilising feedback to improve different aspects of curriculum and training. A (1.75 percent) TEI had a challenge to enhance

quality in curriculum transaction, and another (1.75 percent) TEI had scope for developing life skills and soft skills among the students. A (1.75 percent) TEI had challenge for upgradation of the Curriculum to be in tune with the National Curriculum Framework of Teacher Education. So it can be concluded that few TEIs had challenges for utilisation of feedback to improve different aspects of curriculum and training. A few TEIs had challenges for enhancing quality in curriculum transaction and developing life skills and soft skills among the students. A few TEIs had challenge for upgradation of the Curriculum to be in tune with the National Curriculum Framework of Teacher Education.

Recommendations for Criterion-I: Curricular Aspects

Table 4.4.1.15

Recommendations for Criterion-I: Curricular Aspects (Key Aspect no. 2.1.1, 2.1.2 and 2.1.4)

Sr. No.	KA	Recommendations	No. of TEIs	Percent
1	2.1.1	The Vision and Mission of the institution were to be articulated precisely.	1	1.75
2	2.1.1	The Vision and Missions; goals, and objectives should be rethink and restate in accordance with the emerging needs of the society.	1	1.75
3	2.1.1	The mission and goals of the institution to be formulated in terms of teacher education programmes, instead of management and could make the students and the staff realise the Vision, Mission and Objectives of the institute.	1	1.75
4	2.1.2	Inclusion of interdisciplinary and multidisciplinary aspects in the curriculum.	1	1.75
5	2.1.2	Need-based Add-on and value-added courses might be introduced for further professional development of student-teachers (Viz. M.Phil. and Ph.D. in teacher education; and Communicative English/ Fashion Technology/ Dress Making/ Personality development- 5; B.Ed.,	16	28.07

		programme in English medium- 1; and Potential for launching M. Phil. And Ph.D. programme- 1)		
		(courses through collaboration with sister institutions and other agencies- 7)		
6	2.1.2	M.Ed. Programme could be initiated. (immediately- 1)	3	5.26
7	2.1.2	Job-oriented Certificate and Diploma courses to be introduced.	2	3.51
8	2.1.2	Short-term career-oriented Diploma courses might be started, such As Communication skills/ PGDCA (teacher education) might be introduced, and M.Ed. and MA in Education could be started.	1	1.75
9	2.1.2	Short-term self-financed programme to be introduced with having adequate ICT resources.	1	1.75
10	2.1.2	To be developed as a comprehensive college. (ECCE and D.Ed. courses to be introduced- 1)	2	3.51
11	2.1.4	Curriculum was revised but needed to be pruned and some suggestions to be provided to the BOS.	1	1.75
12	2.1.4	Curriculum needed to be revised. (5 TEIs- in view the NCTE as well as UGC Curriculum framework, where faculty of one TEI to be provided to BOS; 1 TEI- as per the salient features of UGC Model Syllabus of B.Ed.; and 1 TEI- as per global standards)	7	12.28
13	2.1.4	As there seems no provision for preparing students for + 2 levels, the University should look into this aspect by offering teaching subjects like Physics, Chemistry or Life Sciences	1	1.75
14	2.1.4	The College should offer more Elective Subjects.	1	1.75
15	2.1.4	Compulsory course on ICT to be included.	1	1.75

Table no. 4.4.1.15 shows observations of Recommendations for Criterion-I: Curricular Aspects related to Key Aspect no. 2.1.1, 2.1.2 and 2.1.4.

A (1.75 percent) TEI had to be precisely articulated the Vision and Mission of the institution. A (1.75 percent) TEI should rethink and restate Vision and Missions in accordance with the emerging needs of the society. A (1.75 percent) TEI was to be formulated mission and goals in terms of teacher education programmes instead of

management and could make the students and the staff be realised the Vision, Mission and Objectives of the institute. A (1.75 percent) TEI was to be included interdisciplinary and multidisciplinary aspects in the curriculum. So it can be concluded that a few TEIs had to be precisely articulated Vision and Mission of the institution; and should rethink and restate Vision and Missions in accordance with the emerging needs of the society. A few TEIs were to be formulated mission and goals in terms of teacher education programmes instead of management and could make the students and the staff to be realised the Vision, Mission and Objectives of the institute. A few TEIs were to be included interdisciplinary and multidisciplinary aspects in the curriculum.

Sixteen (28.07 percent) TEIs might be introduced Need-based Add-on and Value-added courses for further professional development of student-teachers, where the courses were recommended like M.Phil. and Ph.D. in teacher education; and Communicative English/ Fashion Technology/ Dress Making/ Personality development in five (8.77 percent) TEIs; B.Ed., programme in English medium in a (1.75 percent) TEI; a (1.75 percent) TEI had Potential for launching M. Phil. and Ph.D. programme; and introduction of courses in seven (12.28 percent) TEIs required through collaboration with sister institutions and other agencies. So it can be concluded that many TEIs might be introduced Need-based Add-on and Value-added courses for further professional development of student-teachers, where the courses were recommended like M.Phil. and Ph.D. in teacher education; and Communicative English/ Fashion Technology/ Dress Making/ Personality development in few TEIs; B.Ed., programme in English medium in a few TEIs; a few TEIs had Potential for launching M. Phil. and Ph.D. programme; and introduction of courses in few TEIs required through collaboration with sister institutions and other agencies.

Three (5.26 percent) TEIs could be initiated M.Ed. Programme, where A (1.75 percent) TEI was recommended for introduction immediately. Two (3.51 percent) TEIs were to be introduced Job-oriented Certificate and Diploma courses. A (1.75 percent) TEI was recommended short-term career-oriented Diploma courses started such as Communication skills/ PGDCA (teacher education) might be introduced and M.Ed. and MA in Education could be started. A (1.75 percent) TEI had adequate ICT resources and might be introduced short-term self-financed programmes. Two (3.51 percent) TEIs were to be developed as comprehensive college, where a (1.75 percent) TEI was recommended to introduce ECCE and D.Ed. courses. So it can be concluded that few TEIs could be initiated M.Ed. Programme, where a few TEIs were recommended for

introduction immediately. A few TEIs were to be introduced Job-oriented certificate and Diploma courses. A few TEIs were recommended short-term career-oriented Diploma courses started such as Communication skills/ PGDCA (teacher education) might be introduced and M.Ed. and MA in Education could be started. A few TEIs had adequate ICT resources and might be introduced short-term self-financed programme. A few TEIs were to be developed as comprehensive colleges, where a few TEIs were recommended to introduce ECCE and D.Ed. courses.

A (1.75 percent) TEI had revised Curriculum, which was needed to be pruned and some suggestions to be provided to the BOS. Seven (12.28 percent) TEIs were needed to be revised Curriculum, where five (8.77 percent) TEIs were needed to be provided a Teaching Faculty to BOS for revision of curriculum in view of the NCTE as well as UGC Curriculum framework; a (1.75 percent) TEI was to be revised curriculum as per the salient features of UGC Model Syllabus of B.Ed.; and a (1.75 percent) TEI was to be revised as per global standards. So it can be concluded that a few TEIs had revised Curriculum, which was needed to be pruned, and some suggestions to be provided to the BOS. Few TEIs were needed to be revised Curriculum, where few TEIs were needed to be provided a Teaching Faculty to BOS for revision of curriculum in view the NCTE as well as UGC Curriculum framework; a few TEIs were to be revised curriculum as per the salient features of UGC Model Syllabus of B.Ed.; and a few TEIs were to be revised as per global standards.

A (1.75 percent) TEI was observed having no provision for preparing students for + 2 level, and recommended to University for offering teaching subjects like Physics, Chemistry or Life Sciences. A (1.75 percent) TEI should offer more Elective Subjects; and another (1.75 percent) TEI was to be included in the compulsory course on ICT. So it can be concluded that a few TEIs were observed having no provision for preparing students for + 2 level and recommended to University for offering teaching subjects like Physics, Chemistry or Life Sciences. A few TEIs should offer more Elective Subjects; and to be included a compulsory course on ICT.

4.4.2 CRITERION- II: TEACHING-LEARNING AND EVALUATION

Key Aspect No. 2.2.1 Admission Process and Student Profile

Table 4.4.2.1

Observations under Key Aspect No. 2.2.1 Admission Process and Student Profile

Sr. No.	Observations	No. of TEIs	Percent
1	Admission as per the norms and guidelines of NCTE, state Government and affiliating universities.	16	28.07
2	Admission intake should be following the NCTE regulation	1	1.75
3	Admission to B.Ed. was by the Centralised Admission Committee of affiliating University.	42	73.68
4	The admission process gave wide publicity in newspapers.	21	36.84
5	Special efforts made through several advertisements to attract science students	1	1.75
	The affiliating University published the prospectus.-		
6	Information about student fees, refunds, financial aid and student support services etc. provided	1	1.75
7	College prospectus and the academic calendar was to be supplied to students	1	1.75
8	University's centralised online admission process.	3	5.26
9	The admission process was transparent.	20	35.09
10	The admission process was objective.	1	1.75
11	Admission was based on merit or weightage of marks at the qualifying examination.	36	63.16
12	Admission was based on merit, along with a choice of candidates.	2	3.51
13	The ratio for admission to Graduates and Post –Graduates was 70:30	1	1.75
14	The ratio for admission to Graduates and Post –Graduates was 75:25	1	1.75
15	The college attracted an almost equal number of Graduates and Post Graduates for admission as per their merit.	2	3.51
16	Attracted fairly good merit Students	2	3.51

17	Test conducted after admission for knowing students profile and subject knowledge	1	1.75
18	Admission through Entrance Test and Interview.	1	1.75
19	Intelligent Test conducted for out-state candidates	1	1.75
20	No system for assessing knowledge & skills of students	1	1.75
21	Cut off marks for admission for 50 percent for open category and 45 percent for reserved	1	1.75
22	The best students allotted to grant in aid colleges	1	1.75
23	Students gave first preference to get admission to this college.	1	1.75
24	Management quota in admission was 15 percent	8	14.04
25	The University followed the reservation policy of the state government	35	61.40
26	Most of the students admitted were from rural areas.	4	7.02
27	The admission process caters to access and equity	7	12.28
28	A good representation of girl students	3	5.26
	Gave due representation to both boys and girls in the admission	2	3.51
29	The college had yet to develop a formal profile of students.	6	10.53
30	Digital student profile was needed to be maintained	1	1.75

The Criterion- II: Teaching-Learning and Evaluation included six key aspects. Table no. 4.4.2.1 shows the observations listed by Peer Team in PTRs of TEIs for Key Aspect No. 2.2.1 'Admission Process and Student Profile' under Criterion- II: Teaching-Learning and Evaluation.

The analysis about admission shows that 16 (28.07 percent) TEIs gave admission as per the norms and guidelines of NCTE, state Government and affiliating universities, while a (1.75 percent) PTR indicated that the admission intake should be following the NCTE regulation. About 42 (73.68 percent) TEIs had a centralised admission committee of affiliating universities for admission. So, it can be concluded that many TEIs found giving admission as per the norms and guidelines of NCTE, state Government and affiliating universities. Majority TEIs had University centralised admission committee. Concerning admission to students, 21 (36.84 percent) TEIs had given wide publicity in newspapers about the admission process. Each (1.75 percent) TEI out of two had made each effort, i.e. several advertisements to attract science students and publication of detailed prospectus by the affiliating University. A (1.75 percent) TEI were needed the

prospectus and academic calendar to be supplied to students. Implementing an online admission process centralised by the University was given in three (5.26 percent) PTRs. The admission process was transparent in 20 (35.09 percent) TEI and objective in one (1.75 percent) TEI. About 36 (63.16 percent) TEIs had given admission based on merit or weightage of marks at the qualifying examination, while two (3.51 percent) TEIs had given admission based on merit along with choices of candidates. So, it can be concluded that many TEIs had wide publicity in newspapers about the admission process. A few TEIs were found making specific efforts for admission, and a few TEIs were needed to provide prospectus and academic calendar to students. A few TEIs had an online University centralised admission process. Many PTRs had noted a transparent admission process. Most TEIs had been given admission based on merit or weightage of marks at the qualifying examination.

The ratio for admission to Graduates and Post-Graduates was 70:30 and 75:25 each in each (1.75 percent) TEI out of two, while almost equal numbers of students as per their merit and students of fairly good merit were attracted each by each two (3.51 percent) TEIs. Under the admission process, each (1.75 percent) TEI out of three had received each observation, i.e., conducted test after admission for knowing students profile and subject knowledge; taken Entrance Test and Interview; and conducted Intelligent Test for out State candidates, while one (1.75 percent) TEI did not have any system for assessment of knowledge & skills of students.

The cut-off marks for admission were 50 percent for the open category and 45 percent for the reserved category, which gave in PTR of a (1.75 percent) TEI. PTR of a (1.75 percent) TEI had mentioned allotment of the best students to grant in aid colleges, and eight (14.04 percent) TEIs had allotted 15 percent management quota in admission. The PTRs of 35 (61.40 percent) TEIs observed that the University followed the reservation policy of the state government. Four (7.02 percent) TEIs had admitted most of the students from rural area. The Admission process catered to access and equity by seven (12.28 percent) TEIs, and in two (3.51 percent) TEIs gave due representation to both boys and girls in the admission. PTRs of six (10.53 percent) TEIs had to be developed formal profile of students yet and one (1.75 percent) TEI was needed to be maintained digital student profile. So, it can be concluded that some TEIs had allotted a 15 percent management quota in admission. Most TEIs followed the University's reservation policy; few TEIs had admitted most students from rural areas, and few TEIs had

catered to access and equity in the admission process. Few TEIs were yet to be developed formal profiles of students.

Key aspect no. 2.2.2 Catering to the Diverse Needs

Table 4.4.2.2

Observations under Key Aspect No. 2.2.2 Catering to the Diverse Needs

Sr. No.	Observations	No. of TEIs	Percent
1	Admission as per the norms of the affiliating University	1	1.75
2	Reservation Policy followed	3	5.26
3	Aptitude Test of fresher students took, but follow up was not done	1	1.75
4	No provision for assessing the knowledge and skill before the commencement of teaching	10	17.54
5	Orientation/ induction programme at the beginning of the course	12	21.05
6	Bridge course after admission	2	3.51
7	No provision to bridge the knowledge gap of new students	2	3.51
8	Provision of Test to assess the knowledge and skill before the commencement of teaching	6	10.53
9	Inclusiveness was in practice	2	3.51
10	Along with inclusiveness, Text material in Braille was provided to the visually impaired students.	1	1.75
11	Efforts for inclusive education was low	3	5.26
12	Specific provision for catering to advanced learners	5	8.77
13	Specific provisions were needed to be made for catering to advanced learners	5	8.77
14	Slow learners were identified after admission and given special attention	7	12.28
15	Were needed identification of Slow learners after admission	4	7.02
16	Specific provision for catering to slow learners	4	7.02
17	Specific provisions were needed to be made for catering to slow learners	2	3.51
18	Advanced learners were given additional work to help the slow	1	1.75

learners.

19	Personal guidance and counselling was given to slow, weak and disadvantaged students	8	14.04
20	Personal guidance and counselling were needed to be given to slow, weak and disadvantaged students	6	10.53
21	Personal guidance and counselling was given to those who approached teachers	3	5.26
22	The Mentorship was in practice	8	14.04
23	Guidance and counselling offered for mentoring	1	1.75
24	A fairly effective mentoring system was in place	1	1.75
25	Informal mentoring by the teachers	1	1.75
26	Evolved informal mechanisms to assist students for adjustment	1	1.75
27	Mentoring system or similar process was yet to be followed.	4	7.02
28	Teaching Faculty assesses and monitors the students' needed and skills through written and oral techniques.	1	1.75
29	A mechanism for monitoring students was needed to be developed.	2	3.51
30	Students from diverse religious & economic backgrounds were admitted.	3	5.26
31	Students from different strata of the society were admitted.	6	10.53
32	Institute takes care of gender and geographical equity.	4	7.02
33	The state government provided financial help to the needy students	1	1.75
34	Scholarships for SC/ST students provided by the government	1	1.75
35	limited support for catering to the Diverse Needs	2	3.51
36	Learning resources did not address diverse needs.	5	8.77
37	The diverse needs of the students to be addressed	7	12.28
38	Specific efforts were yet to be initiated	1	1.75
39	Measures for meeting the needs of differently-abled students were yet to be undertaken	4	7.02
40	The college was on the third floor of the building.	1	1.75
41	Security was provided throughout the day.	1	1.75
42	Sanitation of the college was significant.	1	1.75

43	A congenial and conducive academic environment for learning	6	10.53
44	Student-centric approaches adopted.	1	1.75
45	Needed an innovative strategy to be used to make teaching-learning student-centered.	1	1.75
46	Introduced 'Saptdhara' programme to provide a multicultural environment at the institute.	1	1.75
47	Special programmes like PATHDRASTHA, SAPTDHARA, BAUDHI VATIKA and SANGOSHTHI to cater to diverse needs	1	1.75
48	Exposure to various academic and co-curricular activities	6	10.53
49	Were needed overall personality development program	1	1.75
50	Organised public lectures	1	1.75
51	Book Bank Facility was available.	1	1.75
52	Internet access was made available to all students.	1	1.75
53	Videography was needed for microteaching	1	1.75
54	Peer review was in place during practice teaching.	1	1.75
55	Preparation for teaching practice was done through inputs such as Microteaching, lesson planning, skill-based training, and demonstration lessons.	1	1.75

The observations of Peer Team in PTRs of TEIs for Key Aspect No. 2.2.2 'Catering to the Diverse Needs' under the Criterion- II: Teaching-Learning and Evaluation were analysed in table no. 4.4.2.2.

The observation shows that a (1.75 percent) TEI had given admissions as per the affiliating university norms. Three (5.26 percent) TEIs followed reservation policy. A (1.75 percent) TEI had taken an Aptitude Test of fresher students, but follow-up was not made, while ten (17.54 percent) TEIs had no such provision for assessment of the knowledge and skill of students before commencement of teaching. Twelve (21.05 percent) TEIs had organised orientation/ induction programme at the beginning of the course, and two (3.51 percent) TEIs had provision for Bridge course after admission. Two (3.51 percent) TEIs did not make provision to bridge the knowledge gap of new students. So it can be concluded that a few TEIs followed reservation policy; took an Aptitude Test of fresher students, whereas some TEIs had no such provision for assessment of the knowledge and skill of students. Some TEIs had organised orientation/ induction programmes, and a few TEIs had Bridge course after admission.

Inclusiveness was in practice in three (5.26 percent) TEIs, where a (1.75 percent) TEI had provided Text material in Braille to help the visually impaired students. Efforts were less for inclusive education by a (1.75 percent) TEI. So it can be concluded that a few TEIs had practiced inclusiveness and provided Text material in Braille.

Specific provision for catering to advanced learners was made by five (8.77 percent) TEIs, while another five (8.77 percent) TEIs were needed this provision. Slow learners were identified after admission, and special attention was given by seven (12.28 percent) TEIs, while another four (7.02 percent) TEI were needed it. Specific provisions were made to cater to slow learners by four (7.02 percent) TEI, while two (3.51 percent) TEIs were needed. Advanced learners gave additional work of helping the slow learners in a (1.75 percent) TEI. Eight (14.04 percent) TEIs had provided personal guidance and counselling to slow, weak and disadvantaged students, while six (10.53 percent) TEIs did not provide. Three (5.26 percent) TEIs had provision for personal guidance and counselling to those students who approach teachers. The mentoring system was in practice in eight (14.04 percent) TEIs, and Guidance and Counselling was offered by a (1.75 percent) TEI for mentoring. Each (1.75 percent) PTR out of two had mentioned each observation, i.e., fairly effective mentoring system and informal mentoring by the teachers, while mentoring system or similar process was yet to be followed by four (7.02 percent) TEIs. A (1.75 percent) TEI had evolved informal mechanisms to assist students in adjustment. Students' needed and skills were assessed and monitored through written and oral techniques by Teaching Faculty in a (1.75 percent) TEI, and the mechanism for monitoring students were needed to be developed by two (3.51 percent) TEIs. So it can be concluded that few TEIs catered specific provisions to advanced learners, identified slow learners after admission and given special attention, and catered specific provisions to slow learners. Some practiced mentoring systems; provided personal guidance and counselling to slow, weak and disadvantaged students, whereas did not provide. A few TEIs had provisions for personal guidance and counselling to students who approach teachers.

Students from diverse religious and economic backgrounds were admitted by three (5.26 percent) TEIs, and six (10.53 percent) TEIs had admitted students from different strata of the society. Four (7.02 percent) TEIs had taken care of gender and geographical equity. A (1.75 percent) TEI had provided governmental financial help to the needy students, and another (1.75 percent) TEI had provided government scholarships for SC/ST students. Two (3.51 percent) TEIs had provided limited support

for catering to the diverse needs and learning resources in five (8.77 percent) TEIs did not address diverse needs. Seven (12.28 percent) PTRs had mentioned that the diverse needs of the students were to be addressed by TEI. A (1.75 percent) PTR of TEI mentioned the need for initiation of specific efforts to cater to the diverse needs of students. The measures for meeting the needs of differently-abled students were yet to be undertaken by four (7.02 percent) TEIs. The college was on the third floor of the building; security was provided throughout the day; and sanitation of the college was significant was observed each by each (1.75 percent) Peer Team in fulfillment of the diverse needs of the students. So it can be concluded that a few TEIs admitted students from diverse religious and economic backgrounds, admitted students from different strata, and took care of gender and geographical equity. Few PTRs had mentioned that the diverse needs of the students to be addressed by TEI, and yet to be undertaken measures for meeting the needs of differently-abled students.

The PTRs of six (10.53 percent) TEIs had indicated a congenial and conducive academic environment for learning. Adoption of student-centric approaches; and needed an innovative strategy to make teaching-learning student-centered observed each by each (1.75 percent) PTR of TEI. Each (1.75 percent) out of two PTRs had given each observation that the 'Saptdhara' programme was introduced to provide a multicultural environment at the institute, and special programmes like PATHDRASTHA, SAPTDHARA, BAUDHI VATIKA and SANGOSHITHI catered to diverse needs. Six (10.53 percent) TEIs had provided exposure to students from various academic and co-curricular activities. Personality development programme was needed by a (1.75 percent) TEI. Public lectures, book bank facilities, and Internet access were provided in each (1.75 percent) TEI from three. Each (1.75 percent) PTR out of three had given each observation about practice teaching i.e., need of Videography for microteaching; peer review during practice teaching; and preparation for teaching practice through inputs such as Microteaching, lesson planning, skill-based training, and demonstration lessons.

So it can be concluded that few TEIs indicated a congenial and conducive academic environment for learning. A few TEIs introduced Saptdhara' program; and special programmes like PATHDRASTHA, SAPTDHARA, BAUDHI VATIKA, and SANGOSHITHI to cater to the diverse needs. Few TEIs provided exposure to students from various academic and co-curricular activities.

Key Aspect No. 2.2.3 Teaching-Learning Process

Table 4.4.2.3

Observations under Key Aspect No. 2.2.3 Teaching-Learning Process

Sr. No.	Observations	No. of TEIs	Percent
1.	The Teaching Faculty were well qualified and recruited as per norms.	1	1.75
2.	The college activities begin at 12:00 noon.	3	5.26
3.	College timings- starting at 12:00 noon was needed reconsideration keeping in view the professional nature of the B.Ed. Course	1	1.75
4.	Prepared calendar	6	10.53
5.	Prepared teaching plans	4	7.02
6.	Content prescribed in the syllabus was strictly adhered to	1	1.75
7.	Teaching programme planned in advance	1	1.75
8.	Effectively used Library resources	2	3.51
9.	Classroom interactions were by and large bilingual	5	8.77
10.	TLP was essentially teacher-centric	1	1.75
11.	Traditional lecture method of teaching followed.	37	64.91
12.	Active learning with other traditional methods	1	1.75
13.	Use of Lecture-cum-discussion method	9	15.79
14.	The admitted students were only divided into two groups for teaching core papers.	1	1.75
15.	Methods- Symposia and panel discussion quite rarely used	1	1.75
16.	The use of different teaching strategies and methods were needed to be adopted.	5	8.77
17.	Teaching Faculty members should use different models of teaching.	1	1.75
18.	The college needed to provide training in Models of Teaching.	1	1.75
19.	Few opportunities for self-learning	1	1.75
20.	Special attention paid to the slow learners	5	8.77
21.	Mentoring and peer tutoring to low achievers	2	3.51
22.	Students & Teaching Faculty to keep pace with the recent	1	1.75

developments in their respective subjects.

23. Self-management of knowledge and personality development was lacking.	2	3.51
24. Computer education was compulsory	1	1.75
25. ICT- Modern teaching aids were used	15	26.32
26. ICT- Some teachers used PPT	3	5.26
27. ICT- with a website- enabled teaching and learning	1	1.75
28. Some teachers use computer to retrieve information.	2	3.51
29. ICT- Appropriate use of ICT to be encouraged	3	5.26
30. ICT- limited or frequently used by Teaching Faculty	10	17.54
31. ICT- Use of ICT was initiated	5	8.77
32. ICT- yet to be used in teaching and learning	6	10.53
33. Teaching skills practiced under Microteaching	35	61.40
34. Teaching skills practiced under Microteaching- 3 skills	1	1.75
35. Teaching skills practiced under Microteaching- 4 skills	1	1.75
36. Teaching skills practiced under Microteaching- 5 skills	1	1.75
37. Teaching skills practiced under Microteaching- 8 skills	1	1.75
38. Teaching skills practiced under Microteaching followed with team-teaching method.	1	1.75
39. Teaching skills practiced under Microteaching with bridge course	1	1.75
40. Teaching skills practiced under Microteaching with PPT	1	1.75
41. Teaching skills practiced under Microteaching and simulated teaching	2	3.51
42. Microteaching with video playback to provide feedback	1	1.75
43. Scope for the use of video playback to provide feedback	1	1.75
44. Practice teaching properly organised.	4	7.02
45. Microteaching followed by stray lessons, block teaching and Internship	3	5.26
46. Preparation for teaching practice was done through inputs such as lesson planning, skill-based training, demonstration lessons, stray lessons, block teaching	5	8.77
47. Teaching Skills' Training provided through demonstration,	8	14.04

micro-teaching, stray lessons, block teaching and Internship

48. Workshop for lesson planning organised	1	1.75
49. Teaching practice sessions may be systemized	1	1.75
50. Practice teaching in 11 schools	1	1.75
51. Practice teaching in 15 schools	1	1.75
52. Too many schools for practice teaching	1	1.75
53. Block teaching- 11 days	1	1.75
54. Team teaching practiced	1	1.75
55. Motivated pupil teachers to adopt technology in practice teaching	1	1.75
56. limited use of computer and audio-video technology	1	1.75
57. Action research during practice teaching	1	1.75
58. The observation of the students' teaching was undertaken in a standard format and discussed to provide feedback before sending them for Block teaching	1	1.75
59. School teachers provided feedback to student teachers	1	1.75
60. Were needed to get feedback from school teachers to student teachers	1	1.75
61. Feedback- Only oral and written feedback for microteaching drill	1	1.75
62. Internship followed	15	26.32
63. Internship- 15 days	1	1.75
64. Internship- 4 days	1	1.75
65. were needed to be exposed to more opportunities for continued academic growth and professional development	1	1.75
66. Great scope for quality enhancement in TLP with the kinds of teachers and other resources available.	1	1.75

Table no. 4.4.2.3 shows the observations of the Peer Team about the Key Aspect No. 2.2.3 'Teaching-Learning Process' under the Criterion- II: Teaching-Learning and Evaluation.

The Peer Team observed well-qualified Teaching Faculty recruited as per norms in a (1.75 percent) TEI. College activities in three (5.26 percent) TEIs began at 12:00 noon, where a (1.75 percent) PTR had suggested reconsideration of the timing, keeping in

view the professional nature of the course. The calendar, teaching plan and Teaching programme were prepared in advance by six (10.53 percent), four (7.02 percent) and one (1.75 percent) TEIs, respectively. The Content prescribed in the syllabus was strictly adhered to by a (1.75 percent) TEI. Two (3.51 percent) PTRs had observed effective use of Library resources. The classroom interactions were by and large bilingual in five (8.77 percent) TEIs. A (1.75 percent) PTR as observed that the Teaching-Learning Process was essentially teacher-centric. So it can be concluded that few TEIs prepared calendars and teaching plans, and a few TEIs prepared Teaching programmes in advance. Few TEIs began College activities at 12:00 noon; and bilingual classroom interactions.

The traditional lecture method of teaching was followed by 37 (64.91 percent) TEIs, while a (1.75 percent) TEI used active learning with other traditional methods. Nine (15.79 percent) TEIs had used Lecture-cum-discussion method. A (1.75 percent) TEI had divided the student-teachers into two groups for teaching core papers.

Symposia and panel discussion were quite rarely used by a (1.75 percent) TEI, and different teaching strategies and methods were needed to be adopted for use in the teaching-learning process in five (8.77 percent) TEIs. Each (1.75 percent) PTR of three TEIs provided each observation, i.e., different models of teaching should be used by Teaching Faculty members; training in Models of Teaching to be provided; and few opportunities to student-teachers for self-learning. Five (8.77 percent) TEIs had paid special attention to the slow learners, and another two (3.51 percent) TEIs had facilitated mentoring and peer tutoring to low achievers.

Students and Teaching Faculty from a (1.75 percent) TEI were needed to keep pace with the recent developments in their respective subjects. Self management of knowledge and personality development was lacked by two (3.51 percent) TEIs. About computer education and the use of ICT, the Peer teams had provided observations. Computer education was observed compulsory in a (1.75 percent) TEI. Use of modern teaching aids, use of PPT by some Teaching Faculty, website enabled teaching and learning, and computers available to some Teaching Faculty to retrieve information were observed in 15 (26.32 percent) TEIs, Three (5.26 percent) TEIs, one (1.75 percent) TEI, and two (3.51 percent) TEIs respectively. About the use of ICT, ten (17.54 percent) PTRs observed limited or frequently used by Teaching Faculty and five (8.77 percent) PTRs observed initiation of the use and six (10.53 percent) PTRs observed yet to be used in the teaching and learning process.

So it can be concluded that Majority TEIs followed the traditional lecture method, and some TEIs had used Lecture-cum-discussion method, whereas few TEIs were needed to be adopted different teaching strategies and methods. Few TEIs paid special attention to the slow learners, and a few TEIs facilitated mentoring and peer tutoring to low achievers. Many TEIs transacted teaching-learning with the use of modern teaching aids, use of PPT, and website enabled. Some PTRs observed limited or frequent use of ICT, whereas few initiated.

Peer Team also gave observations about practice teaching under the teaching-learning process. Teaching skills were practiced under Microteaching in 35 (61.40 percent) TEIs, where three, four, five and eight teaching skills each was practiced by each (1.75 percent) of four TEIs.

The practice of teaching skills under Microteaching was observed with team teaching method, with bridge course, and with PPT each by each (1.75 percent) TEI out of three. The Teaching skills were practiced along with simulated teaching by two (3.51 percent) TEIs. A (1.75 percent) TEI had facilitated the Microteaching with video playback to provide feedback, and another (1.75 percent) TEI had scope for the same. The practice teaching was properly organised by four (7.02 percent) TEIs. Microteaching followed by stray lessons, block teaching and Internship in three (5.26 percent) TEIs. Five (8.77 percent) TEIs had prepared the student-teachers for practice teaching through lesson planning, skill-based training, demonstration lessons, stray lessons and block teaching. The teaching skills in micro-teaching were further provided through demonstration, stray lessons, block teaching and Internship in eight (14.04 percent) TEIs. A (1.75 percent) TEI organised a workshop for lesson planning, and another (1.75 percent) TEI might be systemised in practice teaching.

The numbers of practice teaching schools were 11, 15 and too many for practice teaching, each observed by each Peer Team out of three. A (1.75 percent) Peer Team had mentioned that the number of days for Block teaching was 11. The student-teachers of a (1.75 percent) TEI had practiced team teaching; and a (1.75 percent) TEI had motivated student-teachers to adopt technology in practice teaching, while a (1.75 percent) PTR had an observation for limited use of computer and audio-video technology. Student-teachers conducted action research during practice teaching in a (1.75 percent) TEI. A (1.75 percent) TEI had provision for observation of the student-teachers' teaching in a standard format and discussed providing feedback before

sending them for Block teaching. The feedback to student-teachers of a (1.75 percent) TEI was provided by School teachers, while another (1.75 percent) TEI was needed. A (1.75 percent) PTR included observation of providing written feedback for microteaching and oral for practice teaching. The Internship programme was followed by 15 (26.32 percent) TEIs, where the numbers of days for Internship were 15 and four each in each (1.75 percent) TEI out of two. More opportunities for continued academic growth and professional development were needed to be exposed for a (1.75 percent) TEI and another (1.75 percent) TEI had great scope for quality enhancement in TLP with the kinds of teachers and other available resources.

So it can be concluded that most TEIs practiced teaching skills under Microteaching, and few TEIs properly organised practice teaching. Few TEIs used Microteaching followed by stray lessons, block teaching and Internship in three. Few TEIs had prepared the student-teachers for practice teaching through lesson planning, skill-based training, demonstration lessons, stray lessons and block teaching. Some TEIs provided teaching skills in micro-teaching through demonstration, stray lessons, block teaching and Internship. Many TEIs followed the Internship programme.

Table 4.4.2.4

Observations about organised active learning and participatory activities under Key Aspect No. 2.2.3 Teaching-Learning Process

Sr. No.	Observations about organised active learning and participatory activities	No. of TEIs	Percent
Active learning and participatory activities organised		50	87.72
Name-wise no. of active learning and participatory activities organised			
1.	PPT	7	12.28
2.	Over Head Projector	6	10.53
3.	LCD presentation	1	1.75
4.	Use of Models	1	1.75
5.	Assignments	16	28.07
6.	Seminars	12	21.05
7.	Project work	10	17.54
8.	Book reviews	5	8.77
9.	Action research	3	5.26
10.	Practical activities	3	5.26

11. Group Dialogue Pedagogy	1	1.75
12. Jurisprudential Teaching models	1	1.75
13. Symposia	1	1.75
14. Panel Discussion	1	1.75
15. Role-Playing	1	1.75
16. Peer Group Learning	1	1.75
17. Supervised Studies	1	1.75
18. Library	2	3.51
19. Other Methods	1	1.75
20. Field visit	1	1.75
21. Psychological Tests	1	1.75
22. Internship	2	3.51
23. Preparation of Teaching aids	2	3.51
24. Debate	2	3.51

Table no. 4.4.2.4 indicates the organisation of active learning and participatory activities and the use of different resources observed by Peer Team for Key Aspect No. 2.2.3 Teaching-Learning Process under Criterion- II: Teaching-Learning and Evaluation. Table no. 4.4.2.4 indicates that 50 (87.72 percent) TEIs had organised active learning and participatory activities. The Teaching Faculty of seven (12.28 percent), six (10.53 percent), one (1.75 percent) and another (1.75 percent) TEIs had used PPT, Over Head Projector (OHP), LCD presentation and Teaching Models, respectively. Different active learning and participatory activities like Assignments, Seminars, Project work, Book reviews, Action research, Practical activities and Library work were organised by 16 (28.07 percent), 12 (21.05 percent), ten (17.54 percent), five (8.77 percent), three (5.26 percent), three (5.26 percent) and two (3.51 percent) TEIs. Group Dialogue Pedagogy, Jurisprudential teaching models, Symposia, Panel Discussion, Role Playing, Peer Group Learning, Supervised Studies, field visit, Psychological Tests and Other Methods each was organised by each (1.75 percent) TEI out of ten TEIs. Every two (3.51 percent) TEIs out of six had organised each activity, i.e., Internship, preparation of Teaching aids, and Debate. So it can be concluded that majority TEIs had organised active learning and participatory activities. Few TEIs used PPT and OHP, respectively. Many TEIs gave Assignments, some TEIs organised Seminars and Project work, few TEIs gave Book reviews, and a few TEIs had given Action research, Practical activities and Internship. A few TEIs organised Group

Dialogue Pedagogy, Jurisprudential teaching models, Symposia, Panel Discussion, Role Playing, Peer Group Learning, Supervised Studies, field visit, Psychological Tests and Other Methods.

Key Aspect No. 2.2.4 Teacher Quality

Table 4.4.2.5

Observations under Key Aspect No. 2.2.4 Teacher Quality

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Appointments according to UGC, Government and University norms	11	19.30
2	Some teachers did not qualify as per NCTE & UGC norms	5	8.77
3	Appointment as Adhyapak Sahayak with a consolidated salary	1	1.75
4	No full-time Principal	2	3.51
5	All appointed Teaching Faculty were ad-hoc or temporary	2	3.51
6	Most of the Teaching Faculty temporary	3	5.26
7	Inadequate Teaching Faculty (50 percent Teaching Faculty filled; Inadequate; Inadequate Subject-wise Method masters; None with Mathematics specialisation)	1	7.02
8	One teaching post vacant	2	3.51
9	Some teachers awaiting university approval	2	3.51
10	Gold medalist Teaching Faculty	1	1.75
11	The Student-Teacher ratio was 1:14, indicated as per NCTE norms	1	1.75
12	The student-teacher ratio was 1:12.	1	1.75
13	The student-teacher ratio was adequate.	1	1.75
14	Teaching Faculty completed CCC	1	1.75
15	All teachers were computer savvy	1	1.75
16	Teaching Faculty provided computers	1	1.75
17	Computer practical by Guest lecturer	1	1.75
18	Teaching Faculty were Resource persons for other institutes like practicing schools and B.Ed. Colleges.	2	3.51
19	Some teachers were members of some organisations.	1	1.75

20	Teaching Faculty involvement and commitment to the institution and their work was evident.	4	7.02
21	Regular updating the knowledge required on the part of teachers	1	1.75
22	Teachers to keep pace with recent trends in teaching-learning and Pedagogical development.	2	3.51
23	Practice teaching plans might be developed in partnership with school staff and mentor teachers.	1	1.75
24	Teaching-learning materials prepared	1	1.75
25	Teaching competency required further enhancement	1	1.75
26	Teacher potential was yet to be optimally utilised.	1	1.75
27	Encouraged to use innovative teaching-learning methods	1	1.75
28	The Teaching Faculty members were yet to exhibit creativity in teaching methodology.	1	1.75
29	Three UGC-funded State level seminars were conducted.	1	1.75
30	Were needed reward and motivation to staff and organise seminars	1	1.75
31	One teacher received best teacher awards at State and national levels.	1	1.75
32	Teaching Faculty undergone Orientation Programme and Refresher Course	5	8.77
33	Teaching Faculty serious in organising & attending Professional Development Programme (PDP).	1	1.75
34	Teaching Faculty permitted to participate in enrichment programmes, seminars, conferences and workshops.	1	1.75
35	Deputed or encouraged to participate in Teaching Faculty improvement programmes	10	17.54
36	Teaching Faculty attended enrichment programmes, seminars, conferences and workshops.	18	31.58
37	Provided leave, financial and other support for professional meet	3	5.26
38	Limited encouragement and support for attending PDP	4	7.02
39	Teaching Faculty did not participate in PDP	1	1.75

40	Inadequate and could have been better FDP	3	5.26
41	Were needed more Teaching Faculty improvement programmes	1	1.75
42	Proactive measures to be taken for professional development	1	1.75
43	Teaching Faculty undergone INTEL training, which was yet to integrate with teaching-learning	1	1.75
44	The FDP had yet to initiate	5	8.77
45	Completed minor research projects (four; two; and three minor four ongoing in each TEI)	3	5.26
46	Completed minor research projects	1	1.75
47	Completed	1	1.75
48	Publication of research articles and some teaching materials	1	1.75
49	Were needed incentives for research	1	1.75
50	Urgent need for quality improvement	1	1.75

The observations by Peer Team for Key Aspect No. 2.2.4 ‘Teacher Quality’ under Criterion- II: Teaching-Learning and Evaluation were analysed and given in table no. 4.4.2.5.

According to UGC, Government and University norms, the appointments in 11 (19.30 percent) TEIs were observed, while some teachers did not qualify as per NCTE & UGC norms in five (8.77 percent) TEIs. Appointment as Adhyapak Sahayak with consolidated salary was mentioned by a (1.75 percent) PTR. Two (3.51 percent) TEIs had no full-time Principal, all appointed Teaching Faculty were ad-hoc or temporary in another two (3.51 percent) TEIs, and most of the Teaching Faculty were temporary in three (5.26 percent) TEIs. Half of the posts for Teaching Faculty were filled; inadequate Teaching Faculty at M.Ed. level; inadequate subject-wise method masters and none with Mathematics specialisation observed each in each (1.75 percent) TEI out of four, while one teaching post was vacant in two (3.51 percent) TEIs. Some Teaching Faculty in two (3.51 percent) TEIs were waiting for university approval. A (1.75 percent) TEI had Gold medalist Teaching Faculty too. The student-teacher ratio was 1:14 and 1:12 each in each (1.75 percent) of TEI from two, while a (1.75 percent) PTR had just mentioned that the student-teacher ratio was adequate.

So it can be concluded that some TEIs had made appointments according to norms, whereas few TEIs did not qualify some teachers as per norms. A few TEIs did not have full-time Principal and few TEIs had most of the Teaching Faculty temporarily, and a

few TEIs had all ad-hoc or temporary Teaching Faculty. Few TEIs had inadequate subject-wise method masters.

In relation to computer education, each (1.75 percent) Peer Team out of four given each observation, i.e., the Teaching Faculty completed CCC; all teachers were computer savvy; Teaching Faculty provided computers, and computer practical by Guest lecturer. Teaching Faculty of two (3.51 percent), TEIs were indicated Resource persons for other institutes like practicing schools and B.Ed. Colleges. For the development of the Teaching Faculty, some Teaching Faculty from a (1.75 percent) TEI were members of some organisations. The involvement and commitment of the Teaching Faculty of four (7.02 percent) TEIs were evident to the institution and their work. A (1.75 percent) TEI had a requirement for regular updating the knowledge of Teaching Faculty and Teaching Faculty of two (3.51 percent) TEIs were needed to keep pace with recent trends in teaching-learning and Pedagogical development. Each (1.75 percent) PTR from six had mentioned each observation, i.e. teaching-learning materials prepared; might be developed the practice teaching plans in partnership with school staff and mentor teachers; requirement for further enhancement of teaching competency; teacher potential to be optimally utilised yet; needed encouragement to use innovative teaching-learning methods; and the Teaching Faculty members were needed to exhibit creativity in teaching methodology yet. A (1.75 percent) TEI had conducted three UGC-funded State level seminars, while another (1.75 percent) TEI was were needed for reward and motivation to staff and organised seminar. A teacher from a (1.75 percent) TEI had received best teacher awards at State and national levels.

So it can be concluded that Teaching Faculty from a few TEIs were Resource persons for other institutes like practicing schools and B.Ed. Colleges. Teaching Faculty from few TEIs were evident for involvement and commitment to the institution and their work. A few TEIs conducted three UGC-funded State level seminars, and a teacher from a received best teacher awards at State and national levels.

Teaching Faculty from five (8.77 percent) TEIs were undergone Orientation Programme and Refresher Course for Teaching Faculty professional development. Teaching Faculty from a (1.75 percent) TEI were serious in organising and attending Professional Development Programme (PDP), and a (1.75 percent) TEI had permitted the Teaching Faculty to participate in enrichment programmes, seminars, conferences and workshops. Ten (17.54 percent) TEIs had deputed or encouraged Teaching Faculty to participate in Teaching Faculty improvement programmes while Teaching Faculty

from 18 (31.58 percent) TEIs had attended enrichment programmes, seminars, conferences and workshops. Three (5.26 percent) TEIs had provided leave, financial and other support for the professional meet; four (7.02 percent) TEIs had limited encouragement and support for attending PDP while Teaching Faculty from a (1.75 percent) TEI did not participate in PDP. About existing development programmes, three (5.26 percent) TEIs had inadequate and could have been better FDP; a (1.75 percent) TEI was needed more Teaching Faculty improvement programmes; proactive measures to be taken for professional development by a (1.75 percent) TEI; Teaching Faculty from a (1.75 percent) TEI were yet to be integrated the Intel training with teaching-learning, and five (8.77 percent) TEIs were to be initiated the FDP yet. The Peer Team in three (5.26 percent) TEIs out provided each observation about completing minor research projects, i.e., four, two and three with ongoing four. Research articles and some teaching materials were published by a (1.75 percent) TEI, while a (1.75 percent) TEI was were needed incentives for research. A (1.75 percent) TEI was urgently were needed for quality improvement.

So it can be concluded that Teaching Faculty from few TEIs have undergone Orientation Programme and Refresher Course. Some TEIs deputed or encouraged Teaching Faculty to participate in Teaching Faculty improvement programmes while Teaching Faculty from many TEIs attended enrichment programmes, seminars, conferences and workshops. A few TEIs provided leave, financial and other support for the professional meet, whereas few TEIs had limited encouragement and support for attending PDP. A few TEIs had inadequate and could have been better FDP, and few TEIs yet to be initiated the FDP. A few TEIs completed minor research projects, i.e., four, two and three with ongoing four.

Table 4.4.2.6

Number of Students and different types of Teaching Faculty

Sr. No.	Number of Students and different types of Teaching Faculty	No of		
		Teaching Faculty	No. of TEIs	Percent
1	Number of Students	6294	57	100.00
2	Permanent Teaching Faculty	410	55	96.49
3	Temporary Teaching Faculty	73	20	35.09

4	Teaching Faculty qualified as Ph.D. Guide	13	7	12.28
5	Teaching Faculty qualified as M.Phil. Guide	10	2	3.51
6	Teaching Faculty qualified completed Ph.D.	192	47	82.46
7	Teaching Faculty qualified submitted Ph.D. Thesis	3	2	3.51
8	Teaching Faculty Pursuing Ph.D.	15	6	10.53
9	Teaching Faculty completed M.Phil.	45	16	28.07
10	Teaching Faculty Pursuing M.Phil.	8	5	8.77
11	Teaching Faculty qualified NET/ GSET	40	14	24.56
12	Teaching Faculty members taught at PG courses in the University	4	2	3.51

Concerning the Teacher quality table no. 4.4.2.6 indicates that the total number of students in all (100.00 percent) TEIs was 6294. The number of permanent Teaching Faculty in 55 (96.49 percent) TEIs was 410, while temporary Teaching Faculty in 20 (35.09 percent) TEIs was 73. About qualification of Teaching Faculty, 13 Teaching Faculty were qualified as Ph.D. Guide from seven (12.28 percent) TEIs and 10 Teaching Faculty were qualified as M.Phil. Guide from two (3.51 percent) TEIs. The PTR of specific TEI indicates that 47 (82.46 percent) TEIs had 192 Teaching Faculty qualified with Ph.D., and three Teaching Faculty had submitted Ph.D. Thesis from two (3.51 percent) TEIs, while 15 Teaching Faculty pursued Ph.D. from six (10.53 percent) TEIs. Sixteen (28.07 percent) TEIs had 45 Teaching Faculty with M.Phil. degree, while eight Teaching Faculty were pursuing M.Phil. from five (8.77 percent) TEIs. The NET/ GSET qualified Teaching Faculty were 40 in 14 (24.56 percent) TEIs. Four Teaching Faculty were taught at Post Graduate (PG) courses in the University from two (3.51 percent) TEIs.

So it can be concluded that all TEIs had 6294 students; majority TEIs had 410 permanent Teaching Faculty, whereas many TEIs had 73 temporary Teaching Faculty. Majority TEIs had 192 Teaching Faculty qualified with Ph.D., whereas three Teaching Faculty had submitted Ph.D. Thesis from a few TEIs; and 15 Teaching Faculty were Pursuing Ph.D. from few TEIs. Many TEIs had 45 Teaching Faculty with M.Phil. degree, whereas eight Teaching Faculty were pursuing M.Phil. from few TEIs. Some TEIs had NET/GSET qualified Teaching Faculty. Few TEIs had 13 Teaching Faculty qualified as Ph.D. Guide; and a few TEIs 10 Teaching Faculty qualified as M.Phil. Guide.

Key Aspect No. 2.2.5 Evaluation Process and Reforms

Table 4.4.2.7

Observations under Key Aspect No. 2.2.5 Evaluation Process and Reforms

Sr. No.	Observations	No. of	
		TEIs	Percent
1	University evaluation system followed	17	29.82
2	An annual system of evaluation followed.	3	5.26
3	Semester system of evaluation followed	10	17.54
4	CBCS followed	2	3.51
5	CBCS yet to be introduced	1	1.75
6	teaching days 195 and working days 227	1	1.75
7	Internal and external evaluations were in practice.	7	12.28
8	Weightage to internal and external evaluation- 30-70	2	3.51
9	Weightage to internal and external evaluation- 41-59	1	1.75
10	Weightage to internal and external evaluation- 50-50	8	14.04
11	Weightage to internal evaluation- substantial	1	1.75
12	University pattern of evaluation with almost 50 percent internal assessment in practical work followed.	1	1.75
13	University pattern of evaluation with almost 80 percent internal assessment in practical work followed.	1	1.75
14	Weightages to Theory, Practice teaching and Practicum, were 49 percent, 29 percent and 22 percent, respectively	1	1.75
15	Internal tests and assignments	10	17.54
16	internal tests and practical examinations	4	7.02
17	500 marks internal and 600 marks external	1	1.75
18	Continuous and Comprehensive Evaluation practiced	21	36.84
19	CCE was yet to be introduced	2	3.51
20	Adopted various evaluation processes along with the CCE practicing 21 TEIs. The evaluation processes were like- assignments, unit tests, book review work, seminars, class tests, project work, practical work, practice teaching, block teaching, action research, tests, psychological tests, textbook review, weekly tests, term tests, viva-voce, activity-based work,	40	70.18

blueprint preparation, brainstorming, quizzes, term work, preparation of teaching aids, observation, test preparation, terminal tests, computers, various activities and thirteen categories of submissions required for internal arrangement.

21	Continuous monitoring system of students' progress	2	3.51
22	Written and oral guidance provided to students on their performance	1	1.75
23	ICT used in evaluation process	2	3.51
24	Use of ICT to be initiated in assessment and evaluation	3	5.26
25	Examination procedures informed to students	6	10.53
26	Assessment and evaluation results were declared.	1	1.75
27	Answer books were shown to the students on demand.	2	3.51
28	Answer books and assignments were given to the students on demand.	1	1.75
29	Students were informed about their performance.	4	7.02
30	Grievance redressed through Suggestion Box	3	5.26
31	Grievance redresses mechanism was yet to be strengthened	1	1.75
32	No mechanism of grievance redressal cell in the evaluation procedure	1	1.75
33	Feedback by teachers to students like by providing answer scripts.	5	8.77
34	Provision for written feedback for practice teaching was yet to be initiated.	1	1.75
35	Identified students' barriers to learning	2	3.51
36	Students' barriers to learning solved by informal discussions	1	1.75
37	The teaching-learning process needed to be strengthened.	1	1.75
38	Self-supervision innovation was being tried out.	1	1.75
39	Use of OBEX along with routine techniques in internal evaluation	1	1.75
40	Reforms in the examination were yet to be undertaken.	3	5.26
41	The internal evaluation process be further strengthened	1	1.75
42	Innovative and modern techniques of evaluation need to be adopted.	2	3.51

43	Mechanism of student self-evaluation might be pursued.	1	1.75
44	The evaluation process was transparent	11	19.30
45	Absence of appropriate evaluation strategies	1	1.75
46	The grading system in the professional programme was yet to be started.	2	3.51
47	Were needed formative evaluation	1	1.75
48	The evaluation was needed a more broad-structured programme of strategies.	1	1.75

The Peer Teams had given observations about the Key Aspect No. 2.2.5 'Evaluation Process and Reforms' under criterion Teaching-Learning and Evaluation. Analysis of those observations is given in table no. 4.4.2.7.

The evaluation system followed in 17 (29.82 percent) TEIs given by University, Three (5.26 percent) TEIs followed an Annual system and ten (17.54 percent) TEIs followed a Semester system. CBCS system was followed by a (1.75 percent) TEI, while another (1.75 percent) TEI was yet to be introduced. So it can be concluded that many TEIs followed the evaluation system given by University; a few TEIs followed an Annual system, and some TEIs followed a Semester system.

A (1.75 percent) PTR had mentioned about 195 teaching days out of 227 working days. The internal and external evaluations were in practice in seven (12.28 percent) TEIs. The weightages to internal and external evaluation were 30-70, 41-59 and 50-50 in two (3.51 percent) TEIs, one (1.75 percent) TEI and eight (14.04 percent) TEIs, respectively. A (1.75 percent) PTR had noted substantial weightage to internal evaluation. The University pattern of evaluation in practical work followed almost 50 percent internal assessment by a (1.75 percent) TEI and 80 percent internal assessment by another (1.75 percent) TEI. The weightage to Theory, Practice teaching and Practicum were 49 percent, 29 percent and 22 percent, respectively, in a (1.75 percent) TEI. Ten (17.54 percent) TEIs evaluated students by internal tests and assignments, while four (7.02 percent) PTRs mentioned internal tests and practical examinations for evaluation. A (1.75 percent) PTR had observed 500 marks for internal and 600 marks for external evaluation. The Continuous and Comprehensive Evaluation was practiced by 21 (36.84 percent) TEIs, while two (3.51 percent) TEIs did not introduce yet.

The evaluation processes in 40 (70.18 percent) TEIs were assignments, unit tests, book review work, seminars, class tests, project work, practical work, practice teaching, block teaching, action research, tests, psychological tests, textbook review, weekly

tests, term tests, viva-voce, activity-based work, blueprint preparation, brainstorming, quizzes, term work, preparation of teaching aids, observation, test preparation, terminal tests, computers, various activities and thirteen categories of submissions required for internal arrangement. So it can be concluded that few TEIs practiced external evaluations. Some TEIs had 50-50 weightage to internal and external evaluation. Some TEIs evaluated students by internal tests and assignments, while few TEIs had evaluated internal tests and practical examinations. Many TEIs practiced Continuous and Comprehensive Evaluation. Majority TEIs practiced evaluation processes, i.e., assignments, unit tests, book review work, seminars, class tests, project work, practical work, practice teaching, block teaching, action research, tests, psychological tests, textbook review, weekly tests, term tests, viva-voce, activity-based work, blueprint preparation, brainstorming, quizzes, term work, preparation of teaching aids, observation, test preparation, terminal tests, computers, various activities and thirteen categories of submissions required for internal arrangement.

The students' progress was continuously monitored in two (3.51 percent) TEIs. A (1.75 percent) TEI had provided written and oral guidance to students on their performance. Two (3.51 percent) TEIs had used ICT in the evaluation process, while it was required to be initiated by three (5.26 percent) TEIs. Six (10.53 percent) TEIs had informed about the examination procedures to students. A PTR mentioned that the assessment and evaluation results were declared, while two (3.51 percent) TEIs had shown the answer books to the students on demand. Another (1.75 percent) TEI had given answer books and assignments to the students on demand. Students were informed about their performance by four (7.02 percent) TEIs. The grievances were redressed through Suggestion Box in three (5.26 percent) TEIs, while a (1.75 percent) TEI were needed to be strengthened the Grievance redressal mechanism and another (1.75 percent) TEI did not have grievance redressal cell in the evaluation procedure. So it can be concluded that a few TEIs continuously monitored students' progress, and a few TEIs provided written and oral guidance to students on their performance. A few TEIs used ICT in the evaluation process.

Five (8.77 percent) TEIs provided feedback by teachers to students by giving answer scripts, while the provision for written feedback for practice teaching was yet to be initiated by a (1.75 percent) TEI. Two (3.51 percent) TEIs had identified students' barriers to learning, and a (1.75 percent) TEI had solved those barriers by informal discussions. The Teaching-learning process in a (1.75 percent) TEI was needed to be

strengthened. So it can be concluded that few TEIs provided feedback by teachers to students by giving answer scripts. A few TEIs identified students' barriers to learning and solved students' barriers by informal discussions.

The 'Self-supervision' as an examination innovation was being tried out by a (1.75 percent) TEI. A (1.75 percent) TEI had utilised OBEX along with routine techniques in internal evaluation. The PTRs of three (5.26 percent), one (1.75 percent) and two (3.51 percent) TEIs had raised the need for undertaking examination reforms, further strengthening the internal evaluation process and adopting Innovative and modern techniques of evaluation, respectively. The mechanism of student self-evaluation might be pursued by a (1.75 percent) TEI. The Evaluation process was transparent in 11 (19.30 percent) TEIs, and a (1.75 percent) TEI had no appropriate evaluation strategies. The grading system was yet to be started by two (3.51 percent) TEIs. Each (1.75 percent) of the two TEIs received each observation about the need for formative evaluation and a more broad-structured programme of strategies for evaluation. So it can be concluded that a few TEIs tried out 'Self-supervision' as an examination innovation and utilised OBEX with routine techniques in internal evaluation. Few PTRs raised the need for undertaking examination reforms; a few needed to further strengthen the internal evaluation process and required adopting Innovative and modern evaluation techniques. Some TEIs had a transparent Evaluation process, and a few TEIs were needed appropriate evaluation strategies.

Key Aspect No. 2.2.6 Best Practices in Teaching-Learning and Evaluation

Table 4.4.2.8

Observations under Key Aspect No. 2.2.6 Best Practices in Teaching-Learning and Evaluation

Sr. No.	KA	Observations	No. of TEIs	Percent
1	2.2.1	Transparent admission process.	1	1.75
2	2.2.1	Intelligent Test conducted for out-state candidates	1	1.75
3	2.2.2	Introduction of extra English and communication class for the student-teachers	1	1.75
4	2.2.2	Use of English language proficiency test for those who need it.	1	1.75
5	2.2.2	Availability of Internet access to teachers and students	3	5.26

6	2.2.2	Rotation of students and teachers from one school to the other during practice teaching	1	1.75
7	2.2.2	Micro shibir, team teaching and reflective report writing	1	1.75
8	2.2.2	ICT/ Microteaching / Demonstration/ Written feedback to students	1	1.75
9	2.2.2	Video feedback in teaching skills training.	1	1.75
10	2.2.2	Discussion to provide feedback on students teaching during the stray lessons	1	1.75
11	2.2.2	Digital lesson planning	1	1.75
12	2.2.2	Peer-Tutoring & Monitor Initiated Teaching for Remediation schemes as remedial programmes	1	1.75
13	2.2.2	Exposure of the student to the abandoned and differently-abled children	1	1.75
14	2.2.2	Advanced learners gave chances to lead	1	1.75
15	2.2.2	Educational tour organised	1	1.75
16	2.2.2	Best lesson presentation competition conducted for all affiliated B.Ed. colleges of VNSG University	1	1.75
17	2.2.2	Mock interviews conducted	2	3.51
18	2.2.3	Management members belonged to the field of teacher education	1	1.75
19	2.2.3	Offered computer as a subject	2	3.51
20	2.2.3	Sanskrit taught through the direct method in the Sanskrit language	1	1.75
21	2.2.3	Use of Discussion method	3	5.26
22	2.2.3	Synthetic, inductive – deductive methods and computer awareness to student-teachers	1	1.75
23	2.2.3	ICT integration in the teaching-learning process	3	5.26
24	2.2.3	Students were sensitised and exposed to the community needs	1	1.75
25	2.2.4	Guest Lectures, Workshops, Conferences, Seminars were organised frequently.	1	1.75
26	2.2.4	Dialogue mode of Seminar Instruction	1	1.75
27	2.2.4	Reflective teaching was introduced as a new trend in	1	1.75

		teacher education		
28	2.2.4	PPTs used in lecturing	1	1.75
29	2.2.4	Use of aids	1	1.75
30	2.2.4	Teachers use multiple Methods	1	1.75
31	2.2.4	Lectures on important topics delivered by Faculty were available on YouTube	1	1.75
32	2.2.4	Teachers from practicing schools were invited quite often by the college.	1	1.75
33	2.2.4	Faculty engagement in PDP	1	1.75
34	2.2.4	Student evaluation of teachers in place	1	1.75
35	2.2.4	Incentives for Good Teachers by management	1	1.75
36	2.2.4	teachers' best performance and rewards them	1	1.75
37	2.2.5	Semester system followed	1	1.75
38	2.2.5	Continuous evaluation followed	2	3.51
39	2.2.5	Transparency in evaluation	2	3.51
40	2.2.5	Equal weightage was given to Internal and external assessment	1	1.75
41	2.2.5	ICT was used for evaluating internal evaluation	1	1.75
42	2.2.5	Book review by students after daily prayers	1	1.75
43	2.2.5	Students were allowed to submit the soft copy of their work	1	1.75
44	2.2.5	Participation and presentation Seminar; book review writing, case studies, assignments, action research, project work and/ or unit test	9	15.79
45	2.2.5	Taken unit tests	1	1.75
46	2.2.5	Self-supervision during unit tests	1	1.75
47	2.2.5	Self-assessment of teaching practice by student teachers	2	3.51
48	2.2.5	Students gave four sessional tests	1	1.75
49	2.2.5	Teachers prepared key for all subjects	1	1.75
50	2.2.5	Announcing internal assessment on the Notice Board	1	1.75
51	2.2.5	Project and comprehensive viva were part of the students' working in the institution	1	1.75
52	2.2.5	Students were given answer sheets after the examination,	2	3.51

and meritorious students were appreciated

53	2.2.5	Best answer scripts to be displayed appropriately	1	1.75
54		Best Practices yet to be developed	5	8.77

The Best Practices in Teaching-Learning and Evaluation were observed by respective Peer Team from 52 (91.23 percent) TEIs and analysed in table no. 4.4.2.8. Under the Key Aspect Admission Process and Student Profile, a Peer Team (1.75 percent) had observed best practice of transparent admission process in TEI and another (1.75 percent) TEI had conducted intelligent Test for out State candidates. So it can be concluded that majority TEIs had best practices in Teaching-Learning and Evaluation. A few TEIs practiced best practice of transparent admission process; a few TEIs conducted intelligent test for out State candidates.

About best practices in Catering to the Diverse Needs, a (1.75 percent) TEI introduced extra English and communication class for the student-teachers, and another (1.75 percent) TEI had used English language proficiency test for those who need it. Internet access was available to Teaching Faculty and students of Three (5.26 percent) TEIs. So it can be concluded that the best practices for Catering to the Diverse Needs by a few TEIs were like: Introduced extra English and communication class for the student-teachers; Used English language proficiency test for those who need it, and provided Internet access to Teaching Faculty and students.

About practice teaching, each (1.75 percent) TEI out of six had given each observation, i.e., rotation of students and Teaching Faculty from one to another school during practice teaching; Micro shibir, team teaching and reflective report writing; ICT, microteaching, demonstration, and written feedback to students; video-feedback in teaching skills training; discussion for providing feedback on students teaching during the stray lessons; and provided opportunities to student-teachers for digital lesson planning. So it can be concluded that the best practices for practice teaching by a few TEIs were rotation of students and Teaching Faculty from one to another school during practice teaching; Organised Micro shibir, team teaching and reflective report writing; Used ICT, microteaching, demonstration, and written feedback to students; video-feedback in teaching skills training; discussion for providing feedback on students teaching during the stray lessons; and provided opportunities to student-teachers for digital lesson planning.

Each (1.75 percent) of the PTR out of three had provided each observation, i.e., Peer-Tutoring and Monitor Initiated Teaching for Remediation (MITR) schemes as remedial

programmes; exposure of the students to the abandoned and differently-abled children; and chances to Advanced learners to lead. A (1.75 percent) TEI had organised an educational tour. A (1.75 percent) TEI had conducted a 'Best lesson presentation competition' for all affiliated B.Ed. colleges of the University. Two (3.51 percent) TEIs had conducted Mock interviews. The Best Practices for learning by a few TEIs were like Peer-Tutoring and MITR schemes as remedial programmes; exposure of the students to the abandoned and differently-abled children; and chances to Advanced learners to lead. A few TEIs organised an educational tour; conducted a 'Best lesson presentation competition' for all affiliated B.Ed. colleges of the University; and conducted Mock interviews.

The best practices under the key aspect Teaching-Learning Process were observed. The management members of a (1.75 percent) TEI belonged to the field of teacher education. Computer Education was offered as a subject by two (3.51 percent) TEIs. In terms of best practices in language teaching, a (1.75 percent) TEI taught Sanskrit through the direct method in Sanskrit language, and three (5.26 percent) TEIs had used the Discussion method for practices in teaching. A (1.75 percent) TEI had used Synthetic, Inductive-Deductive methods and computer awareness to student-teachers. Three (5.26 percent) TEIs had integrated ICT in the teaching-learning process. Students from a (1.75 percent) TEI were sensitised and exposed to the community's needs. So it can be concluded that the best practices for Catering to the Diverse Needs by a few TEIs were management members belonged to the field of teacher education; taught Sanskrit through the direct method in Sanskrit language; used Synthetic, Inductive-Deductive methods and computer awareness to student-teachers; and sensitised and exposed to the community needs. A few TEIs used the Discussion method for practices in teaching; and integrated ICT in the teaching-learning process.

The Peer Teams had given the best practices under the key aspect of Teacher Quality. Each (1.75 percent) Peer Team of TEI out of six had provided each observation using teaching methods, i.e., frequent Guest Lectures, Workshops, Conferences, Seminars; Dialogue mode of Seminar Instruction; Reflective teaching; PPT in lecture; Teaching Aids; and multiple Methods. Lectures on essential topics delivered by the Teaching Faculty of a (1.75 percent) TEI were available on YouTube. A (1.75 percent) TEI had often invited teachers from practicing schools. Each (1.75 percent) TEI out of four had each observation, i.e., engagement of Teaching Faculty in PDP; incentives for good teachers by management; evaluation of teachers by students; and teachers' best

performance and rewards. So it can be concluded that the best practices for Teacher Quality by a few TEIs for the use of teaching methods were frequent Guest Lectures, Workshops, Conferences, Seminars; Dialogue mode of Seminar Instruction; Reflective teaching; PPT in lecture; Teaching Aids; and multiple Methods. A few TEIs had often invited teachers from practicing schools; engagement of Teaching Faculty in PDP; incentives for good teachers by management; evaluation of teachers by students; and teachers' best performance and rewards.

Under the key aspect Evaluation Process and Reforms, the best practices were observed. A (1.75 percent) TEI followed the semester system, and two (3.51 percent) TEIs followed Continuous Evaluation. The evaluation was transparent in two (3.51 percent) TEIs; equal weightage was given to internal and external assessment by a (1.75 percent) TEI, and ICT was used for internal evaluation by another (1.75 percent) TEI. A (1.75 percent) Peer Team of TEI had observed implemented Book review by students after daily prayers. Students of a (1.75 percent) TEI were allowed to submit softcopies of their work. Nine (15.79 percent) TEIs had provided Teaching-learning and evaluation to student-teachers by seminar participation and presentation; book review, case studies, assignments, action research, project work and/ or unit test. A (1.75 percent) TEI had taken unit tests, while another (1.75 percent) TEI had organised self- supervision during unit tests and two (3.51 percent) TEIs had provided self-assessment of teaching practice. Student-teachers of a (1.75 percent) TEI were given four sessional tests, and Teaching Faculty of a (1.75 percent) TEI had prepared keys for all subjects. The internal assessment was announced by a (1.75 percent) TEI on the notice board. Project and comprehensive viva were part of the students' work in a (1.75 percent) TEI. Two (3.51 percent) TEIs practiced showing answer sheets to student-teachers after the examination and appreciated meritorious student-teachers. Peer Team of a (1.75 percent) TEI had provided observation that the best answer scripts to be displayed appropriately by the institution. So it can be concluded that the best practices for Evaluation Process and Reforms by a few TEIs were implementation of Book review by students after daily prayers; allowed students to submit soft copies of their work; took unit tests; self- supervision during unit tests; given four sessional tests; and prepared key for all subjects. Some TEIs provided Teaching-learning and evaluation by seminar participation and presentation; book review, case studies, assignments, action research, project work and/ or unit test.

Five (8.77 percent) TEIs were yet to be developed the Best Practices under the key aspect Teaching-Learning and Evaluation. So it can be concluded that Peer Teams of few TEIs did not observe the implementation of best practices in Teaching-Learning and Evaluation.

Institutional Strengths for Criterion- II: Teaching-Learning and Evaluation

Table 4.4.2.9

Observations for Institutional Strengths for Criterion- II: Teaching-Learning and Evaluation

Sr. No.	Observations	No. of TEIs	Percent
1	Transparent admission policy	2	3.51
2	Student input was of good quality	1	1.75
3	A negligible dropout rate of students	1	1.75
4	Enthusiastic students	2	3.51
5	Homogenous students	1	1.75
6	Inclusive profile of students	1	1.75
7	Catering mainly to the students of the rural areas	5	8.77
8	Sensitive towards the needs of the rural population	1	1.75
9	Education imparted to backward communities	1	1.75
10	Safe and secure for female students	1	1.75
11	Access to more women students	1	1.75
12	Inclusive learning with a special thrust on gender issues	1	1.75
13	Dedicated & hard-working Faculty	2	3.51
14	Sincere and do their job well Teaching staff	2	3.51
15	Teachers are working with a mission	1	1.75
16	Young motivated and committed faculty	1	1.75
17	Experienced and sincere Faculty	1	1.75
18	Hard-working and enthusiastic Faculty	1	1.75
19	Committed and dedicated Faculty	1	1.75
20	Qualified faculty (experienced- 2; motivated staff- 1; senior faculty- 1; young and committed faculty- 2; fully involved and committed to teaching- 1, and faculty, Principal and librarian- 1)	14	24.56

21	Well qualified faculty. (fully involved and committed to teaching and motivating students- 2)	5	8.77
22	Five Ph.D. qualified teaching staff, Dedicated and willing team.	1	1.75
23	Organised more extra/ Co-curricular activities	1	1.75
24	Organised remedial programme for weak students	1	1.75
25	Method of Teaching Urdu was provided only in that College	1	1.75

Table no. 4.4.2.9 shows observations about Criterion- II: Teaching-Learning and Evaluation under 3.1 Institutional Strengths.

Two (3.51 percent) TEIs had a transparent admission policy; a (1.75 percent) TEI had good quality input of students; a (1.75 percent) TEI had a negligible dropout rate of students, and two (3.51 percent) TEIs had enthusiastic students. A (1.75 percent) TEI had homogenous students, and a (1.75 percent) TEI had an inclusive profile of students. So it can be concluded that a few TEIs had a transparent admission policy; good quality input of students, a negligible dropout rate of students; enthusiastic students. A few TEIs had homogenous students and an inclusive profile of students.

Five (8.77 percent) TEIs had catered mainly to the students of the rural areas. Each (1.75 percent) TEI out of five had each strength, i.e., sensitivity towards the needs of the rural population, and imparted education to backward communities; safe and secure for female students; access to more women students, and inclusive learning with special thrust on gender issues. So it can be concluded that few TEIs had catered mainly to the students of the rural areas. A few TEIs had strengths of sensitivity towards the needs of rural population; imparted education to backward communities; safe and secure for female students; access to more women students; and inclusive learning with special thrust on gender issues.

Two (3.51 percent) TEIs had dedicated and hardworking Faculty, and another two (3.51 percent) TEIs had Teaching staff sincere and did their job well. Each (1.75 percent) TEI out of five had each observation, i.e., teachers were working with a mission; young motivated and committed Teaching Faculty; experienced and sincere Teaching Faculty; hard-working and enthusiastic Teaching Faculty, and committed and dedicated Faculty. So it can be concluded that a few TEIs had dedicated and hardworking Faculty and were sincere and doing their job well. A few TEIs had teachers working with a mission; young motivated, and committed Teaching Faculty;

experienced and sincere Teaching Faculty; hard-working and enthusiastic Teaching Faculty, and committed and dedicated Faculty.

Fourteen (24.56 percent) TEIs had qualified Teaching Faculty, and five (8.77 percent) TEIs had well-qualified faculty. A (1.75 percent) TEI had five Ph.D. qualified teaching staff, dedicated and willing team. A (1.75 percent) TEI organised more extra/ Co-curricular activities, and a few (1.75 percent) TEIs had organised remedial programme for weak students. A (1.75 percent) TEI was only college proving Urdu as method of Teaching. Some TEIs had qualified Teaching Faculty, and few TEIs had well-qualified faculty. A few TEIs had five Ph.D. qualified teaching staff, dedicated and willing team. A few TEIs had organised more extra/ Co-curricular activities and organised remedial programme for weak students. A few TEIs were only college proving Urdu as a method of Teaching.

Institutional Weaknesses for Criterion- II: Teaching-Learning and Evaluation

Table 4.4.2.10

Observations for Institutional Weaknesses for Criterion- II: Teaching-Learning and Evaluation

Sr. No.	Observations	No. of TEIs	Percent
1	Unsuitable Time table to students	1	1.75
2	Lack of integrated efforts for enhancement of learning and better curricular operationalisation	1	1.75
3	Absence of training in models of teaching.	1	1.75
4	Educational perspective needed to be updated and to be weaned away from teacher centric-exam oriented approach to learner-centric, evolving learning-oriented stance	1	1.75
5	Involvement of Practicing Schools needed to be ensured.	2	3.51
6	No multi-dimensional teaching-learning strategy	5	8.77
7	Limited application of ICT in the teaching-learning process	1	1.75
8	Lack of requisite ICT skills for the faculty	3	5.26
9	Lack of utilisation of modern teaching methods by the teachers.	2	3.51
10	Utilisation of modern teaching techniques by the teachers needed to be strengthened.	1	1.75
11	Lack of exposure to changing academic context (Academically	3	5.26

weak faculty- 1)

12	Underutilisation of Faculty capabilities	1	1.75
13	Lack of initiatives to upgrade the qualification of the faculty	2	3.51

Table no. 4.4.2.10 shows observations about Criterion- II: Teaching-Learning and Evaluation under 3.2 Institutional Weakness.

Each (1.75 percent) TEI out of three had weaknesses of unsuitable time-table; lack of integrated efforts for enhancement of learning and better curricular operationalisation, and absence of training in models of teaching. A (1.75 percent) TEI had a weakness of teacher-centric and exam-oriented approaches, which needed to be updated to learner-centric. A (1.75 percent) TEI needed to be ensured the involvement of Practicing Schools. Five (8.77 percent) TEIs had weakness of no multi-dimensional teaching-learning strategy, and a (1.75 percent) TEI had limited application of ICT in the teaching-learning process. Three (5.26 percent) TEIs had lack of requisite ICT skills for the faculty; two (3.51 percent) TEIs had a lack of utilisation of modern teaching methods by the teachers, and a (1.75 percent) TEI was needed to be strengthened the modern teaching techniques utilisation of by the teachers.

So it can be concluded that a few TEIs had weaknesses of unsuitable timetable; lack of integrated efforts for enhancement of learning and better curricular operationalisation, and absence of training in models of teaching. A few TEIs had weaknesses of teacher-centric and exam-oriented approaches, which needed to be updated to learner-centric. A few TEIs were needed to be ensured the involvement of Practicing Schools. Few TEIs had the weakness of no multi-dimensional teaching-learning strategy, and a few TEIs had limited application of ICT in the teaching-learning process. A few TEIs had a lack of requisite ICT skills for the faculty, lack of utilisation of modern teaching methods by the teachers, and needed to be strengthened the modern teaching techniques utilisation by the teachers.

Three (5.26 percent) TEIs had a lack of exposure to changing academic context, where a (1.75 percent) TEI had academically weak faculty, whereas a (1.75 percent) TEI had underutilisation of Faculty capabilities. A (1.75 percent) TEI had a lack of upgraded qualification of the faculty. So it can be concluded that a few TEIs had a lack of exposure to changing academic context, where a few TEIs had academically weak faculty, whereas a few TEIs had underutilisation of Faculty capabilities. A few TEIs had a lack of upgraded qualifications of the faculty.

Institutional Opportunities for Criterion- II: Teaching-Learning and Evaluation

Table 4.4.2.11

Observations for Institutional Opportunities for Criterion- II: Teaching-Learning and Evaluation

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Local demand for teacher education programmes.	1	1.75
2	Empower/ support the socially disadvantaged group of students.	4	7.02
3	Provision for specific learning needs of the rural learners	1	1.75
4	Scope to serve the needs of students from rural areas and religious minorities.	1	1.75
5	Scope for development of support system for the students.	1	1.75
6	Augmenting support services for the women students.	1	1.75
7	Initiation of several experiments in the teaching-learning process.	1	1.75
8	Strengthen pedagogical and innovative skills for improving quality in the teaching-learning.	1	1.75
9	Expand academic programmes and try out innovative ventures	1	1.75
10	Scope for more innovative application of teaching tools.	1	1.75
11	Introducing innovative and modern transactional methods	1	1.75
12	Adoption of multi-directional/ learner center teaching-learning strategies.	3	5.26
13	Initiating quality measures for improvement of the teaching-learning process	1	1.75
14	Modernising the teaching-learning in neighbouring schools through involvement of student teachers and faculty.	4	7.02
15	Financial assistance from various funding agencies for conducting academic programmes for staff development	4	7.02
16	Faculty capacity to be developed by having apex bodies funded projects.	1	1.75
17	Regularise teacher capacity-building efforts	1	1.75

18 Enhance the soft skills of faculty and students.	3	5.26
19 Organise state level seminars and conferences	1	1.75

Table no. 4.4.2.11 shows observations about Criterion- II: Teaching-Learning and Evaluation under 3.3 Institutional Opportunities.

A (1.75 percent) TEI had local demand for teacher education programmes. Four (7.02 percent) TEIs had opportunity to empowerment/ support the socially disadvantaged group of students. Each (1.75 percent) TEI out of three had each opportunity, i.e., to provide learning needs of the rural learners; scope to serve the needs of students from rural areas and religious minorities, and scope for development of support system for the students. A (1.75 percent) TEI had an opportunity for augmenting support services for the women students. So it can be concluded that a few TEIs had local demand for teacher education programmes. Few TEIs had opportunity to empowerment/ support the socially disadvantaged group of students. A few TEIs had opportunities to provide specific learning needs of the rural learners; scope to serve the needs of students from rural areas and religious minorities; scope for development of support system for the students, and opportunity for augmenting support services for the women students.

Each (1.75 percent) TEI out of five had each opportunity, i.e., initiation of several experiments in the teaching-learning process; strengthen pedagogical and innovative skills for improving quality in the teaching-learning; expand academic programmes and try out innovative ventures; introduce innovative and modern transactional methods, and introduce more innovative application of teaching tools. Three (5.26 percent) TEIs had opportunity to adopt multi-directional/ learner center teaching-learning strategies. A (1.75 percent) TEI had opportunity to initiate quality measures for improvement of the teaching-learning process. Four (7.02 percent) TEIs had opportunity for modernising the teaching-learning in neighbouring schools through the involvement of student teachers and faculty. So it can be concluded that a few TEIs had opportunity for initiation of several experiments in the teaching-learning process; strengthen pedagogical and innovative skills for improving quality in the teaching-learning; expand academic programmes and try out innovative ventures; introduce innovative and modern transactional methods, and introduce more innovative application of teaching tools. A few TEIs had opportunity to adopt multi-directional/ learner center teaching-learning strategies. A few TEIs had opportunity to initiate quality measures for improvement of the teaching-learning process. Few TEIs had opportunity for

modernising the teaching-learning in neighbouring schools through the involvement of student teachers and faculty.

Four (7.02 percent) TEIs had the opportunity for financial assistance from various funding agencies to conduct academic programmes for staff development. A (1.75 percent) TEI was to develop the Teaching Faculty capacity by having apex bodies funded projects, and a (1.75 percent) TEI had the opportunity to regularise teacher capacity-building efforts. Three (5.26 percent) TEIs had the opportunity to enhance the soft skills of Teaching Faculty and students, and a (1.75 percent) TEI had the opportunity to organise state-level seminars and conferences. So it can be concluded that few TEIs had the opportunity for financial assistance from various funding agencies to conduct academic programmes for staff development. A few TEIs had opportunity for the capacity development of the Teaching Faculty by having apex bodies funded projects, and a few TEIs had the opportunity to regularise teacher capacity-building efforts. A few TEIs had the opportunity to enhance the soft skills of Teaching Faculty and students and organise state-level seminars and conferences.

Institutional Challenges for Criterion- II: Teaching-Learning and Evaluation

Table 4.4.2.12

Observations for Institutional Challenges for Criterion- II: Teaching-Learning and Evaluation

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Attracting good students	1	1.75
2	Gradual decline in student strength in B.Ed. programmme.	1	1.75
3	Sustain competition due to large influx of B.Ed. colleges to attract good students and get good practicing schools.	4	7.02
4	Catering to needs of Students from the rural background	1	1.75
5	Activate Women's Development Cell.	1	1.75
6	To empower women students in all walks of life.	1	1.75
7	Provide opportunities for differently-abled students.	1	1.75
8	Sustaining motivation of teachers and students over years	1	1.75
9	Utilisation of state-of-art technology for quality the teaching-learning	5	8.77
10	Moving away from teacher-directed to student-centered and	3	5.26

student-directed teacher training

11	Creation and adoption of innovative practices.	3	5.26
12	Mentoring the newly appointed teachers.	1	1.75
13	Utilisation of faculty capabilities	1	1.75
14	Globally competitive and competent teacher preparation	1	1.75

Table no. 4.4.2.12 shows observations about Criterion- II: Teaching-Learning and Evaluation under 3.4 Institutional Challenges.

A (1.75 percent) TEI had challenge for attracting good students; a (1.75 percent) TEI had challenge of a gradual decline in student strength in B.Ed. programme. Four (7.02 percent) TEIs had challenge to be sustained in competition due to the large influx of B.Ed. colleges to attract good students and get good practicing schools. Each (1.75 percent) TEI had out of four had each challenge, i.e., to cater to the needs of Students from the rural background; to activate Women's Development Cell; to empower women students in all walks of life, and provide opportunities for differently-abled students. So it can be concluded that a few TEIs had challenge for attracting good students, and a gradual decline in student strength in B.Ed. programme. Few TEIs had challenge to sustain in competition due to the large influx of B.Ed. colleges to attract good students and get good practicing schools. A few TEIs had challenges to cater to the needs of Students from the rural background; to activate Women's Development Cell; to empower women students in all walks of life, and provide opportunities for differently-abled students.

A (1.75 percent) TEI challenged sustaining teachers' and students' motivation over the years. Five (8.77 percent) TEIs challenged the utilisation of state-of-art technology for quality the teaching-learning. Three (5.26 percent) TEIs had a challenge in moving away from teacher-directed to student-centered and student-directed teacher training, and another three (5.26 percent) TEIs had a challenge to create and adopt innovative practices. So it can be concluded that a few TEIs had challenges sustaining teachers' and students' motivation over the years. Few TEIs had challenge with the utilisation of state-of-art technology for quality the teaching-learning. A few TEIs had challenge in moving away from teacher-directed to student-centered and student-directed teacher training. A few TEIs had challenge for the creation and adoption of innovative practices.

A (1.75 percent) TEI had challenge for mentoring the newly appointed teachers; a (1.75 percent) TEI had challenge in utilisation of faculty capabilities, and another (1.75

percent) TEI had challenge about globally competitive and competent teacher preparation. So it can be concluded that a few TEIs had challenges for mentoring the newly appointed teachers and utilising faculty capabilities. A few (1.75 percent) TEIs had challenge with globally competitive and competent teacher preparation.

Recommendations for Criterion-II: Teaching-Learning and Evaluation

Table 4.4.2.13

Recommendations for Criterion-II: Teaching-Learning and Evaluation (Key Aspect no. 2.2.1 and 2.2.2)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.2.1	NCTE needed to be approached for increasing the intake capacity of 70 to 100.	1	1.75
2	2.2.1	Teaching Subject-wise allotment of students to Colleges by the university could be availed proper guidance by the students.	1	1.75
3	2.2.2	Entry level testing of students' knowledge of domain subjects and communication skills could be carried out. (1 TEI- included English). Appropriate follow up action- Bridge course, special coaching to be taken for helping students to cope up with the demands of the course. (1 TEI- included mentoring, tutorials, remedial teaching)	2	3.51
4	2.2.2	Appropriate follow-up action to be taken after administering entry level tests to freshers. (Tests- aptitude, language inadequacy, knowledge gaps in content areas)	1	1.75
5	2.2.2	Remedial and Bridge courses to be introduced.	1	1.75
6	2.2.2	Bridge courses/value-added courses needed to be organised and conducted. Specific programmes to meet the diverse needs of students should be designed.	4	7.02
7	2.2.2	Appropriate strategies needed to be adopted for students to identify the learning difficulties and remediation to cater to the needs of slow learners. (1	6	10.53

		TEI- slow learning women from the rural background; and 1 TEI- some extra personal attention during tutorials by the faculty)		
8	2.2.2	Remedial classes/ Mentoring/ tutorial arrangement to be started.	2	3.51
9	2.2.2	The tutorials/ tutor ward system might be introduced for more interactive instructions and guidance.	1	1.75
10	2.2.2	Sensitivity towards the differently able students needed to be strengthened.	3	5.26
11	2.2.3	Improvement in the curricular transaction.	1	1.75

Table no. 4.4.2.13 shows observations of Recommendations for Criterion-II: Teaching-Learning and Evaluation related to Key Aspect no. 2.2.1 and 2.2.2.

A (1.75 percent) TEI was needed to be approached NCTE for increasing the intake capacity of 70 to 100. A (1.75 percent) TEI could be availed proper guidance to the students for Teaching Subject-wise allotment of students to Colleges from the university. So it can be concluded that a few TEIs were needed to be approached NCTE for increasing the intake capacity of 70 to 100. A few TEIs could be availed proper guidance to the students for Teaching Subject-wise allotment of students to Colleges by the university.

Two (3.51 percent) TEIs could be carried out testing of students' entry level knowledge of domain subjects and communication skills, and to be taken appropriate follow up action like Bridge course and special coaching for helping students to cope up with the demands of the course along with mentoring, tutorials and remedial teaching. A (1.75 percent) TEI was to be taken appropriate follow-up action like aptitude test, language inadequacy test and knowledge gaps in content areas after administering entry level tests to freshers. A (1.75 percent) TEI was to be introduced to Remedial and Bridge courses. Four (7.02) TEIs were needed to be organised Bridge courses/ value-added courses and should be designed specific programmes to meet the diverse needs of students. So it can be concluded that a few (3.51 percent) TEIs could be carried out testing of students' entry level knowledge of domain subjects and communication skills, and to be taken appropriate follow-up action like Bridge course and special coaching for helping students to cope up with the demands of the course along with mentoring, tutorials and remedial teaching. A few (1.75 percent) TEIs were to be taken appropriate follow-up action like aptitude test, language inadequacy test and knowledge gaps in

content areas after administering entry level tests to freshers. A few (1.75 percent) TEIs were to be introduced to Remedial and Bridge courses. Few (7.02) TEIs were needed to be organised Bridge courses/ value-added courses and should be designed specific programmes to meet the diverse needs of students.

Six (10.53 percent) TEIs were needed to be adopted appropriate strategies for students to identify the learning difficulties and remediation to cater to the needs of slow learners, where a (1.75 percent) TEI was recommended to give some extra personal attention during tutorials by the faculty; and a (1.75 percent) TEI was to be catered slow learning women from rural background. Two (3.51 percent) TEIs were recommended to start Remedial classes/ Mentoring/ tutorial arrangement. A (1.75 percent) TEI might be introduced tutorials/ tutor ward system for more interactive instructions and guidance. Three (5.26 percent) TEIs were needed to be strengthened sensitivity towards the differently able students. A (1.75 percent) TEI was recommended for improvement in the curricular transaction. So it can be concluded that few TEIs were needed to be adopted appropriate strategies for students to identify the learning difficulties and remediation to cater to the needs of slow learners, where a few TEIs were recommended to give some extra personal attention during tutorials by the faculty; and to cater slow learning women from rural background. A few TEIs were recommended to start Remedial classes/ Mentoring/ tutorial arrangement; and might be introduced tutorials/ tutor ward system for more interactive instructions and guidance. A few TEIs were needed to be strengthened sensitivity towards the differently able students. A few TEIs were recommended for improvement in the curricular transaction.

Table 4.4.2.14

Recommendations for Criterion-II: Teaching-Learning and Evaluation (Key Aspect no. 2.2.3)

Sr.		No. of		
No.	KA	Recommendations	TEIs	Percent
1	2.2.3	The students might be divided into groups for quality teaching. (2 TEIs- for teaching core paper, where one TEI- each group to be facilitated interactive teaching and student participation)	3	5.26
2	2.2.3	Systematic instructional planning to be done by faculty through developing course outlines or teaching	1	1.75

		plans like- indicating schedules and time lines for teaching and testing activities, projects and assignments and other details.		
3	2.2.3	Student-centered teaching-learning strategies to be adopted by faculty. (evolve use of library and ICT facilities- 2)	3	5.26
4	2.2.3	Reasoning and thinking exercises to be organised per week for a period.	2	3.51
5	2.2.3	Efforts should be made for judicious use of English in curriculum transactions.	1	1.75
6	2.2.3	Focused strategies to be adopted to promote self-learning like- structured use of the library and student seminar presentations.	1	1.75
7	2.2.3	Critical thinking training to be organised per week for a period.	1	1.75
8	2.2.3	Computer knowledge could be given to all students.	1	1.75
9	2.2.3	Faculty might be worked out the strategy for facilitating the students for the development of necessary ICT-related skills.	1	1.75
10	2.2.3	Internet access is to be made available to all, and the teaching-learning process might be more effective with ICT aids.	1	1.75
11	2.2.3	Effective use of mobile technology with ICT in teaching-learning,	1	1.75
12	2.2.3	Adequate number of computers with the Internet to be ensured for using ICT in teaching-learning.	1	1.75
13	2.2.3	Use of various online learning resources might be promoted	1	1.75
14	2.2.3	Use of ICT in the teaching-learning process to be encouraged. (1 TEI- by both- staff and students; needed more extensive use- 2)	6	10.53
15	2.2.3	Effective use of ICT in the teaching-learning process needed to be strengthened.	4	7.02

16	2.2.3	ICT facility might be strengthened and to be used for teaching and evaluation. (1 TEI- for both- students and teachers)	5	8.77
17	2.2.3	The institution must ensure that the students essentially learn Educational Measurement and Evaluation.	1	1.75
18	2.2.3	Communication skills in the English Language should be developed for both Teachers and students. (1 TEI- by Short-term Communicative English Language Courses)	3	5.26
19	2.2.3	Students should be trained in the use of Models of Teaching. (Teaching Faculty too.- 1)	2	3.51
20	2.2.3	Models of Teaching programme needed to be strengthened.	1	1.75
21	2.2.3	Feedback from students about teachers' performance could be utilised to improve teaching-learning process.	2	3.51
22	2.2.3	Practice Teaching programme needed to be strengthened.	1	1.75
23	2.2.3	Teaching practices needed to be organised in Simulation.	1	1.75
24	2.2.3	Appropriate steps to be taken for the integration of ICT and ET in the existing teacher training programme.	2	3.51
25	2.2.3	Microteaching needed to be strengthened.	1	1.75
26	2.2.3	Faculty to be presented demonstration lessons in Micro skills and the Macro lessons to be organised in real class room situation.	1	1.75
27	2.2.3	Better drill in more number of teaching skills to be provided during the pre-practice teaching preparation.	1	1.75
28	2.2.3	The ICT and ET lab equipment needed to be optimally utilised for the development of the teaching skills of student-teachers. (video feedback- 3)	10	17.74
29	2.2.3	The faculty might be discussed to accommodate the	1	1.75

parameters of pedagogical analysis in modification of lesson plan format for the development of students' teaching style.

30	2.2.3	At least two lesson plans to be prepared, each with Power Point Presentation and MS word.	1	1.75
31	2.2.3	Quality observation of practice teaching needed more attention.	1	1.75
32	2.2.3	Internship programme might be strengthened.	1	1.75
33	2.2.3	The duration of an Internship programme to be extended from 15 days to 1 month.	1	1.75
34	2.2.3	The Faculty might be ensured the planning of practice teaching to be done with the help of the Principals of practicing teaching schools.	1	1.75
35	2.2.3	The number of practice teaching schools might be planned to increase.	1	1.75
36	2.2.3	Introduction of 'A Model Practicing School' might be planned.	1	1.75
37	2.2.3	A School could be started on the campus.	1	1.75

Table no. 4.4.2.14 shows observations of Recommendations for Criterion-II: Teaching-Learning and Evaluation related to Key Aspect no. 2.2.3.

Three (5.26 percent) TEIs might be divided students into groups for quality participative interactive teaching. A (1.75 percent) TEI was needed to be done systematic instructional planning by faculty through developing course outlines or teaching plans like- indicating schedules and time lines for teaching and testing activities, projects and assignments and other details. So it can be concluded that a few TEIs might be divided the students into groups for quality participative interactive teaching. A few TEIs were needed to be done systematic instructional planning by faculty through developing course outlines or teaching plans like- indicating schedules and time lines for teaching and testing activities, projects and assignments and other details.

Three (5.26 percent) TEIs were recommended to adopt Student-centered teaching-learning strategies by faculty, where Two (3.51 percent) TEIs were needed to be evolved use of library and ICT facilities. Two (3.51 percent) TEIs were to be organised with Reasoning and thinking exercises per week for a period. So it can be concluded

that a few TEIs were recommended to adopt the Student-centered teaching-learning strategies by faculty, where a few TEIs were needed to be evolved use of library and ICT facilities. A few TEIs were to be organised with Reasoning and thinking exercises per week for a period.

Each (1.75 percent) TEI out of three had received each recommendation, i.e., should be made efforts for judicious use of English in the curriculum transaction; to be adopted focused strategies to promote self-learning like structured use of the library and student seminar presentations; and to be organised Critical thinking training per week for a period. Each (1.75 percent) TEI out of six had received each recommendation, i.e., could be given Computer knowledge to all students; to be worked out about strategy for facilitating the students for development of necessary ICT related skills; to be provided Internet access to all and the teaching-learning process might be made more effective with ICT aids; to be used mobile technology effectively with ICT in teaching-learning; to be ensured adequate number of computers with Internet for using ICT in teaching-learning; and might be promoted use of various online learning resources. So it can be concluded that a few (1.75 percent) TEIs should be made efforts for judicious use of English in the curriculum transaction; to be adopted focused strategies to promote self-learning like structured use of the library and student seminar presentations; and to be organised Critical thinking training per week for a period. A few (1.75 percent) TEIs could be given Computer knowledge to all students; to be worked out about strategy for facilitating the students for development of necessary ICT related skills; to be provided Internet access to all and the teaching-learning process might be made more effective with ICT aids; to be used mobile technology effectively with ICT in teaching-learning; to be ensured adequate number of computers with Internet for using ICT in teaching-learning; and might be promoted use of various online learning resources.

Six (10.53 percent) TEIs were recommended for encouragement about the use of ICT in the teaching-learning process, where a (1.75 percent) TEI was to be encouraged by both staff and students; and another (1.75 percent) TEI was needed more extensive use. Four (7.02 percent) TEIs were needed to be strengthened the effective use of ICT in the teaching-learning process. Five (8.77 percent) TEIs were recommended to strengthen the ICT facility and be used for teaching and evaluation. So it can be concluded that a few TEIs were recommended for encouragement to use ICT in the teaching-learning process, where a few TEIs were to be encouraged by both staff and students; and needed more extensive use. Few TEIs were needed to be strengthened the effective use

of ICT in the teaching-learning process; and to be strengthened ICT facility and used for teaching and evaluation.

A (1.75 percent) TEI must be ensured that the students essentially learn Educational Measurement and Evaluation. Three (5.26 percent) TEIs should develop communication skills in English Language for both teachers and students. Two (3.51 percent) TEIs should be trained students in the use of Models of Teaching, where a (1.75 percent) TEI was recommended for Teaching Faculty too. A (1.75 percent) TEI was needed to be strengthened Models of the Teaching programme. Two (3.51 percent) TEIs could be utilised feedback from students about teachers' performance to improve the teaching-learning process. So it can be concluded that a few TEIs must be ensured that the students essentially learn Educational Measurement and Evaluation. A few TEIs should be developed Communication skills in the English Language for both of Teachers and students. A few TEIs should be trained students in Models of Teaching, where a few TEIs were recommended for Teaching Faculty. A few TEIs were needed to be strengthened Models of the Teaching programme. A few TEIs could be utilised feedback from students about teachers' performance to improve the teaching-learning process.

A (1.75 percent) TEI was needed to be strengthened Practice Teaching programme; and another (1.75 percent) TEI was needed to organise Teaching practices in Simulation. Two (3.51 percent) TEIs were to be taken appropriate steps to integrate ICT and ET in the existing teacher training programme. So it can be concluded that a few TEIs were needed to be strengthened Practice Teaching programme; and organised Teaching practices in Simulation. A few TEIs were to be taken appropriate steps to integrate ICT and ET in the existing teacher training programme.

A (1.75 percent) TEI was needed to be strengthened in Microteaching. A (1.75 percent) TEI was to be presented demonstration lessons by the Teaching Faculty in Micro skills and the Macro lessons to be organised in real classroom situations. A (1.75 percent) TEI was to be provided better drill in more number of teaching skills during the pre-practice teaching preparation. Ten (17.74 percent) TEIs were needed to be optimally utilised ICT and ET lab equipment for the development of teaching skills of student-teachers, where three (5.26 percent) TEIs were recommended for video feedback. So it can be concluded that a few TEIs were needed to be strengthened Microteaching, presented demonstration lessons by Teaching Faculty in real classroom situation; and provided better drill in more number of teaching skills during the pre-practice teaching

preparation. Some TEIs were needed to be optimally utilised ICT and ET lab equipment to develop student-teacher's teaching skills, where a few TEIs were recommended for video feedback.

A (1.75 percent) TEI might be discussed to accommodate the parameters of pedagogical analysis in modification of lesson plan format for the development of students' teaching style. A (1.75 percent) TEI was recommended for at least two lesson plans to be prepared, each with Power Point Presentation and MS word. A (1.75 percent) TEI needed to give more attention to the quality observation of practice teaching. So it can be concluded that a few TEIs might be discussed to accommodate the parameters of pedagogical analysis in modification of lesson plan format to develop students' teaching style. A few TEIs were recommended for at least two lesson plans, each with Power Point Presentation and MS word; and more attention to the quality observation of practice teaching.

A (1.75 percent) TEI might be strengthened Internship programme; and another (1.75 percent) TEI was to be extended the duration of the Internship programme from 15 days to 1 month. A (1.75 percent) TEI might be ensured the planning of practice teaching to be organised with the help of the Principals of practicing teaching schools; and another (1.75 percent) TEI might be planned to increase the number of practice teaching schools. A (1.75 percent) TEI might be planned introduction of 'A Model Practicing School'; and another could be started a School in the campus. So it can be concluded that a few TEIs might be strengthened Internship programme; to be extended the duration of the Internship programme from 15 days to 1 month; might be ensured the planning of practice teaching to be organised with the help of the Principals of practicing teaching schools; and might be planned to increase the number of practice teaching schools. A TEI might be planned introduction of 'A Model Practicing School'; and another could be started a School in the campus.

Table 4.4.2.15

Recommendations for Criterion-II: Teaching-Learning and Evaluation (Key Aspect no. 2.2.4, 2.2.5 and 2.2.6)

Sr.	No. of			
No.	KA	Recommendations	TEIs	Percent
1	2.2.4	Faculty might be encouraged to get qualifications as per NCTE and UGC norms.	1	1.75

2	2.2.4	The qualifications of the appointed faculty to be improved. (1 TEI- to acquire higher qualification)	4	7.02
3	2.2.4	Adequate training and exposure to computers to be ensured for all the students and faculty with free Internet access.	5	8.77
4	2.2.4	Faculty might be trained in the use of ICT. (1 TEI- Quality Digitalised Instructional Material might be developed for wider use)	2	3.51
5	2.2.4	Priority to be given to teacher capacity building in respect of emerging needs.	1	1.75
6	6.4.5	Faculty to be enrolled as members of professional bodies.	2	3.51
7	2.2.4	Mechanism to be developed to reward and motivate the staff members for good performance.	1	1.75
8	2.2.5	Formative evaluation needed to be done in theory papers.	1	1.75
9	2.2.5	Understanding and application level questions could be included in test papers.	1	1.75
10	2.2.5	Optimum utilisation of ICT to be made for the process of evaluation and analysis of results.	1	1.75
11	2.2.5	Student progress to be monitored by implementing tutorial and mentoring systems.	1	1.75
12	2.2.5	Student monitoring system to be scientific/ strengthened.	3	5.26
13	2.2.5	Incentives might be ensured for both students and teachers for excellence in performance.	5	8.77
14	2.2.6	Innovative practices/ methods might be adopted. • by stepping out the confines of a centralised and top-down curriculum- 1; Open Book Examination, Models of Teaching, etc.- 1; full utilisation of ICT, infrastructure and Language lab- 1; teaching-learning and internal assessment evaluation-1	7	12.28

Table no. 4.4.2.15 shows observations of Recommendations for Criterion-II: Teaching-Learning and Evaluation related to Key Aspect no. 2.2.4, 2.2.5 and 2.2.6.

A (1.75 percent) TEI might be encouraged Teaching Faculty to qualify as per NCTE and UGC norms. Four (7.02 percent) TEIs were to be improved qualifications of the appointed faculty. Five (8.77 percent) TEIs were to be ensured adequate training and exposure for computers to all the students and faculty with free Internet access. Two (3.51 percent) TEIs might be trained Teaching Faculty for using ICT, where a (1.75 percent) TEI might be developed Quality Digitalised Instructional Material for wider use. A (1.75 percent) TEI was to be given priority to teacher capacity building in respect of emerging needs. Two (3.51 percent) TEIs were to be enrolled Faculty as members of professional bodies. A (1.75 percent) TEI was to be developed mechanism to reward and motivate the staff members for good performance. So it can be concluded that a few TEIs might be encouraged by Teaching Faculty to qualify as per NCTE and UGC norms. Few TEIs were to be improved qualifications of the appointed faculty. Few (8.77 percent) TEIs were to be ensured adequate training and exposure for computers to all the students and faculty with free Internet access. A few TEIs might be trained Teaching Faculty for using ICT, where a few TEI might be developed Quality Digitalised Instructional Material for wider use. A few TEIs were to be given priority to teacher capacity building in respect of emerging needs, enrolled Faculty as members of professional bodies; and developed a mechanism to reward and motivate the staff members for good performance.

Each (1.75 percent) TEI out of three had each recommendation, i.e., needed to be done Formative evaluation in theory papers; could be included understanding and application-level questions in test papers; and to be made optimum utilisation of ICT for the process of evaluation and analysis of results. A (1.75 percent) TEI was to be monitored student progress by implementing tutorial and mentoring systems, and three (5.26 percent) TEIs were to be scientific/ strengthened student monitoring systems. Five (8.77 percent) TEIs might be ensured incentives for both students and teachers for excellence in performance. So it can be concluded that a few TEIs were needed to be conduct Formative evaluation in theory papers; could be included understanding and application-level questions in test papers; and be made optimum utilisation of ICT for the evaluation and analysis process results. A few TEIs were to be monitored student progress by implementing tutorial and mentoring systems; and a scientific/

strengthened student monitoring system. Few TEIs might be ensured incentives for both students and teachers for performance excellence.

Seven (12.28 percent) TEIs might be adopted Innovative practices/ methods, which included each recommendation for each (1.75 percent) TEI out of four TEIs, i.e., promotion by stepping out the confines of a centralised and top-down curriculum; Open Book Examination, Models of Teaching etc.; full utilisation of ICT, infrastructure and Language lab; and teaching-learning and internal assessment evaluation. So it can be concluded that few TEIs might be adopted Innovative practices/ methods, which included promotion by stepping out the confines of a centralised and top-down curriculum; Open Book Examination, Models of Teaching etc.; full utilisation of ICT, infrastructure and Language lab; and teaching-learning and internal assessment evaluation.

4.4.3 CRITERION- III: RESEARCH, CONSULTANCY AND EXTENSION

Key Aspect No. 2.3.1 Promotion of Research

Table 4.4.3.1

Observations under Key Aspect No. 2.3.1 Promotion of Research

Sr. No.	Observations	No. of TEIs	Percent
1	Action Research provided in the curriculum	2	3.51
2	Students carry out action research	3	5.26
3	Student-teachers were encouraged to undertake action research.	4	7.02
4	Teaching Faculty takes up action research related to practice teaching of students.	1	1.75
5	The institute should encourage all Teaching Faculty members for action research.	1	1.75
6	Action Research is absent.	1	1.75
7	Teaching Faculty possessed Ph.D. degree.	6	10.53
8	Teaching Faculty possessed M. Phil. degree.	2	3.51
9	Teaching Faculty registered and pursuing Ph.D.	3	5.26
10	Principal and/ or Teaching Faculty members were recognised guides for Ph. D.	9	15.79
11	No Teaching Faculty was approved research guides.	2	3.51
12	Teaching Faculty encouraged for pursuing research.	10	17.54
13	Encouragement and support to pursue research was not used by the Teaching Faculty	1	1.75
14	Encouragement and support to pursue research was not visible	2	3.51
15	Teaching Faculty needed to be encouraged to pursue Research	6	10.53
16	Teachers are not involved in research.	1	1.75
17	Provided adequate infrastructure facilities for pursuing research like computers, infrastructure, leave, TA / Dearness Allowance (DA) and/ or financial support	11	19.30
18	The teaching schedule-adjusted as and when required	9	15.79
19	There is no budgetary provision to facilitate Research	4	7.02
20	Adequate books were available in the Library for Research in education.	1	1.75

21	Library backup for research in education was satisfactory, but no adequate journals on education.	2	3.51
22	Lack of research facilities or other provisions like infrastructure, journals, software, Internet facility etc.	5	8.77
23	The research culture found	3	5.26
24	Research culture needed to be strengthened	5	8.77
25	Research culture was yet to be created.	14	24.56
26	Collaborate with other research organisations yet to be done	2	3.51
27	No research committee, cell of center constructed for promoting research.	9	15.79
28	Teachers are encouraged to take up research projects.	3	5.26
29	Research proposals sent to the University or different agencies	2	3.51
30	Teaching Faculty undertook minor research projects (10 minor projects)	4	7.02
31	Ongoing minor research projects (6 projects)	1	1.75
32	Research Projects are yet to be taken up by the Teaching Faculty	10	17.54
33	Some lecturers prepared self-learning material	1	1.75
34	Teaching Faculty members were encouraged to attend seminars, conferences and workshops	6	10.53
35	Financial assistance and leave provided for participating in seminars, conferences or workshops	5	8.77
36	Teaching Faculty attended seminars, conferences and workshops.	10	17.54
37	Teachers had presented papers in seminars and conferences.	1	1.75
38	Conducted seminars and Workshops	3	5.26
39	The Teaching Faculty published research papers in research journals.	1	1.75
40	Teaching Faculty required to be encouraged to write research papers	1	1.75

Criterion- III: Research, Consultancy and Extension included six key aspects. The first Key aspect is 'Promotion of Research'. Table no. 4.4.3.1 shows the observations about Promotion of Research in NAAC accredited TEIs listed by Peer Team in PTR of respective TEI.

Two (3.51 percent) TEIs had provided action research in the curriculum; four (7.02 percent) TEIs had encouraged student-teachers to undertake action research, and student-teachers of Three (5.26 percent) TEIs had carried out action research. The Teaching Faculty from a (1.75 percent) TEI had undertaken action research on practice teaching, and another (1.75 percent) TEI needed encouragement to all Teaching Faculty members for action research. The action research was absent in a (1.75 percent) TEI. So, it can be concluded that a few TEIs provided action research in the curriculum, carried out action research, and undertaken action research on practice teaching.

Teaching Faculty from six (10.53 percent) TEIs had Ph.D. degree, two (3.51 percent) TEIs had M.Phil. degree while Teaching Faculty from three (5.26 percent) TEIs were registered and pursued Ph.D. The Principal and/ or Teaching Faculty members from nine (15.79 percent) TEIs were recognised guides for Ph.D., while none of the Teaching Faculty from two (3.51 percent) TEIs were not approved research guides. Teaching Faculty from ten (17.54 percent) TEI were encouraged for pursuing research, where a (1.75 percent) Peer Team had mentioned that the Teaching Faculty did not use the encouragement and support. Two (3.51 percent) TEIs did not encourage and supported the Teaching Faculty to pursue research, and six (10.53 percent) TEIs were needed to encourage Teaching Faculty to pursue research. Teaching Faculty of a (1.75 percent) TEI were not involved in the research. So, it can be concluded that Teaching Faculty from a few TEIs had M.Phil. degree; few had Ph.D. degree, whereas registered and pursued Ph.D. from a few TEIs. Teaching Faculty from some TEIs were recognised guides for Ph.D. Teaching Faculty from few TEIs were needed to be encouraged to pursue research.

About research facilities, 11 (19.30 percent) TEIs had provided adequate infrastructure facilities for pursuing research like computers, infrastructure, leave, TA/ DA and/ or financial support. Five (8.77 percent) TEIs lacked research facilities or other provisions like infrastructure, journals, software, Internet facility etc. A (1.75 percent) TEI had availability of adequate books in the Library for Research in education. The Library's backup facility for research in education was satisfactory in two (3.51 percent), but no adequate journals on education. Nine (15.79 percent) TEIs had adjusted the teaching schedule as and when required. Four (5.26 percent) TEIs had no budgetary provision to facilitate research. So, it can be concluded that some TEIs provided adequate infrastructure facilities for pursuing research like computers, infrastructure, leave, TA/ DA and/ or financial support. In contrast, few TEIs had a lack of research facilities or

other provisions. Some TEIs had adjusted the teaching schedule as and when required, whereas a few TEIs did not have.

Three (5.26 percent) TEIs had a research culture, and research culture in another five (8.77 percent) TEIs were needed to be strengthened, while research culture yet to be created in 14 (24.56 percent) TEIs. Collaborate with other research organisations yet to be done by two (3.51 percent) TEIs. The Peer Team of nine (15.79 percent) TEIs observed no research committee, cell of center constructed for promoting research. Three (5.26 percent) TEIs had encouraged Teaching Faculty to take up research projects. Teaching Faculty from two (3.51 percent) TEIs had sent research proposals to universities or different agencies. Teaching Faculty from four (7.02 percent) TEIs had undertaken ten research projects, and a (1.75 percent) TEI had six ongoing minor research projects, while research projects were yet to be conducted by the Teaching Faculty from ten (17.54 percent) TEIs. Some Teaching Faculty from a (1.75 percent) TEI had prepared self-learning material. Six (10.53 percent) TEIs had encouraged Teaching Faculty to attend seminars, conferences and workshops. Financial assistance and leave for participation in seminars, conferences or workshops by five (8.77 percent) TEIs. Teaching Faculty from ten (17.54 percent) TEIs had attended seminars, conferences and workshops, and Teaching Faculty from a (1.75 percent) TEI had presented papers in seminars and conferences. Seminars and Workshops were conducted by three (5.26 percent) TEIs. Research papers were published in research journals by the Teaching Faculty of a (1.75 percent), and Teaching Faculty of a (1.75 percent) were needed to be encouraged to write research papers.

So it can be concluded that a few TEIs had a Research culture, and few TEIs were needed to be strengthened the Research culture, whereas some TEIs yet to be created Research culture. Some TEIs did not have any research body. Teaching Faculty from few TEIs undertook ten research projects, whereas Teaching Faculty from some TEIs yet to be conducted research projects. Few TEIs provided financial assistance and leave for participation in seminars, conferences or workshops. Teaching Faculty from some TEIs had attended seminars, conferences and workshops; a few TEIs conducted Seminars and Workshops. Teaching Faculty from a few TEIs had published Research papers in research journals.

Key Aspect No. 2.3.2 Research and Publications Output

Table 4.4.3.2

Observations under Key Aspect No. 2.3.2 Research and Publications Output

Sr.	Observations	No. of TEIs	Percent
No.			
1	Two Teaching Faculty had completed Ph.D. in last five years.	1	1.75
2	One teacher submitted Ph.D. thesis.	1	1.75
3	Two Teaching Faculty members had registered for Ph.D.	1	1.75
4	Recognised Ph. D. guide, where more than 11 Teaching Faculty members and 3 Principals were guides	7	12.28
5	No staff member was a University-approved research guide.	1	1.75
6	36 Ph.D. & 41 M. Phil. students supervised by the Teaching Faculty & awarded degrees.	1	1.75
7	Teachers were involved in research and publications.	1	1.75
8	There is little research work or research publication by the staff.	3	5.26
9	Teaching Faculty to be motivated for research activities.	3	5.26
10	No Teaching Faculty is involved in research work	5	8.77
11	Teachers guide action Researches done by students.	2	3.51
12	Students are encouraged to take up Action Research.	1	1.75
13	Action Research activity could be more visible.	1	1.75
14	Action Research activity is not visible.	3	5.26
15	Major/minor researches undertaken- more than 7	4	7.02
16	Completed research projects- 8	2	3.51
17	Ongoing research projects- 5	3	5.26
18	No completed research project	1	1.75
19	No research projects undertaken	9	15.79
20	Teaching Faculty assisted in the completion of projects of MHRD.	1	1.75
21	Institution needs to have ongoing collaborative research projects	1	1.75
22	Institution was yet to receive significant grants from external agencies	1	1.75
23	Teaching Faculty needed motivation and encouragement to undertake research projects.	5	8.77

24	Not yet recognised by UGC under 12 (b) and therefore is not entitled to research grant	3	5.26
25	Research abstracts were compiled in form of a book.	1	1.75
26	The Faculty had produced few textbooks	2	3.51
27	Teaching Faculty members had published books (102 Book published from 11 TEIs)	23	40.35
28	Publication of articles/ papers in journals and books (About 238 papers/articles published by 10 TEIs, where Teaching Faculty of a TEIs published more than 100 articles of different forms of which six papers/ articles in journals.)	35	61.40
29	Teaching Faculty encouraged to publish articles in magazines / Journals	1	1.75
30	Research Publications in refereed journals are a must.	1	1.75
31	Institution needed to develop research and publication of books, articles etc., in educational journals.	1	1.75
32	Teaching Faculty is yet to publish research papers.	5	8.77
33	No research publication in reputed journals	6	10.53
34	Teachers needed to be encouraged to publish papers.	7	12.28
35	More efforts were needed for publications.	1	1.75
36	College Magazine is published annually.	1	1.75
37	College published a Journal with ISSN	3	5.26
38	Teaching Faculty members attended seminars, workshops, orientation programmes, refresher courses and/ or Teaching Faculty improvement programmes.	5	8.77
39	Teaching Faculty members and/ or students presented papers in seminars, conferences and/ or other forums (Teaching Faculty of a TEIs presented 26 national seminar papers, 15 international seminar papers and 46 papers in different academic forums)	14	24.56
40	No teacher & student present paper at national level.	1	1.75
41	No significant participation in seminars and conferences	1	1.75
42	Organised two State level seminars	1	1.75
43	Organised a National level seminar	1	1.75

44	Organised five workshops	1	1.75
45	Seminars and conferences needed to be organised	1	1.75
46	Some teachers were invited to develop text and learning material for school level by the state textbook board	1	1.75
47	Two Teaching Faculty members got Awards.	1	1.75
48	The University recognised six teachers as PG teachers	1	1.75
49	The staff and students had developed some instructional materials.	5	8.77
50	Needed to develop instructional and self-instructional materials	4	7.02
51	Institution made use of transparencies in the classroom.	1	1.75
52	Teaching Faculty should encourage pupil-teacher to use more teaching aids.	1	1.75

The observations under the key aspect 'Research and Publications Output' provided in PTRs were analysed in table no. 4.4.3.2.

The PTR from each (1.75 percent) TEI out of three indicates each of the observations that two Teaching Faculty had completed Ph.D. in the last five years, a teacher had submitted Ph.D. thesis, and two Teaching Faculty members had registered for Ph.D. The observations show that more than 11 Teaching Faculty members and 3 Principals from seven (12.28 percent) TEIs were recognised Ph. D. guide. In contrast, a (1.75 percent) PTR had mentioned that none of the staff members was a University-approved research guide. Teaching Faculty of a (1.75 percent) TEI had supervised and awarded degrees to 36 Ph.D. and 41 M.Phil. students.

Teaching Faculty from a (1.75 percent) TEI were involved in research and publications. The staff did very little research work or research publication of three (5.26 percent) TEIs. The Teaching Faculty of three (5.26 percent) TEIs were to be motivated for research activities. The Teaching Faculty from five (8.77 percent) TEIs were not involved in research work. Action Research was done by student-teachers of two (3.51 percent) TEIs under the guidance of Teaching Faculty, a (1.75 percent) TEI had encouraged the student-teachers to take Action Research. In comparison, Action Research activity could be more visible in a (1.75 percent) TEI and not visible in Three (5.26 percent) TEIs. More than seven major/ minor researches were undertaken in four (7.02 percent) TEIs. Research projects were completed, ongoing, not finished and not undertaken in two (3.51 percent), Three (5.26 percent), one (1.75 percent) and nine (15.79 percent) TEIs, respectively. Assistance was given by the Teaching Faculty of a

(1.75 percent) TEI in the completion of projects of MHRD. A (1.75 percent) TEI was needed for ongoing collaborative research projects. A significant grant from external agencies was yet to be received by a (1.75 percent) TEI. Teaching Faculty from five (8.77 percent) TEIs needed motivation and encouragement to undertake research projects. Three (5.26 percent) PTRs mentioned that UGC did not yet recognise the TEIs under 12(B), and therefore they were not entitled to a research grant.

So, it can be concluded that Principals and Teaching Faculty from few TEIs were recognised Ph. D. guide; a Teaching Faculty from a few TEIs had supervised and awarded degrees to 36 Ph.D. and 41 M.Phil. students. A few TEIs undertook very little research work or research publication; few TEIs had no involvement of Teaching Faculty in research work. More than seven major/ minor researches were conducted in few TEIs, whereas some did not. Few TEIs needed motivation and encouragement to undertake research projects. A few TEIs were not entitled to research grants due to not having 12(B) recognition from UGC.

A (1.75 percent) TEI had compiled the research abstracts in book and Teaching Faculty from two (3.51 percent) TEIs had produced few textbooks. Teaching Faculty members from 23 (40.35 percent) TEIs had published books, where 11 (19.30 percent) PTRs mentioned the publication of a total of 102 Books. Teaching Faculty from 35 (61.40 percent) TEIs had published articles/ papers in journals and books. It included 238 papers/ articles published by ten (17.54 percent) TEIs, where Teaching Faculty of a (1.75 percent) TEI had published more than 100 articles of different forms, of which six papers/ articles in journals. A (1.75 percent) TEI had encouraged Teaching Faculty to publish articles in Magazines/ Journals, and the research publications in refereed journals were must in a (1.75 percent) TEI. Research and publication of books, articles etc., in educational journals were needed to be developed by a (1.75 percent) TEI. Research papers were yet to be published by Teaching Faculty from five (8.77 percent) TEIs; six (10.53 percent) TEIs had no research publication in reputed journals; Teaching Faculty from seven (12.28 percent) TEIs were needed to be encouraged to publish papers and a (1.75 percent) TEI needed more efforts for publications. Annual College Magazine and Journal with ISSN were published by one (1.75 percent) and three (5.26 percent) TEIs, respectively. So, it can be concluded that Teaching Faculty members from many TEIs had published books, and few PTRs mentioned the publication of a total of 102 Books. Teaching Faculty from most TEIs published articles/ papers in journals and books. Teaching Faculty from some TEIs published 238

papers/ articles, where Teaching Faculty from a few TEIs published more than 100 articles. Few TEIs yet to be published Research papers; publication in reputed journals and needed to be encouraged Teaching Faculty to publish papers.

Teaching Faculty members from five (8.77 percent) TEIs had attended seminars, workshops, orientation programmes, refresher courses and/ or Teaching Faculty improvement programmes. Teaching Faculty members and/ or student-teachers from 14 (24.56 percent) TEIs had presented more than 87 papers in seminars, conferences and/ or other forums. Each (1.75 percent) PTR from two had provided each observation, i.e., Teaching Faculty and student-teachers did not present papers at the national level and had no significant participation in seminars and conferences. Two State level seminars, one National level seminar and five workshops organised each by each (1.75 percent) TEI out of three. Seminars and conferences were needed to be organised by a (1.75 percent) TEI. So, it can be concluded that Teaching Faculty members from few TEIs had attended seminars, workshops etc., programmes, and Teaching Faculty members and/ or student-teachers from some TEIs had presented more than 87 papers in seminars, conferences and other forums.

The state textbook board had invited some Teaching Faculty from a (1.75 percent) TEI to develop school-level text and learning material. Two Teaching Faculty members from a (1.75 percent) TEI got Awards. The University recognised six Teaching Faculty from a (1.75 percent) TEI as PG teachers. The staff and students from five (8.77 percent) TEIs had developed some instructional materials, while instructional and self-instructional materials were needed to be developed from four (7.02 percent) TEIs. A (1.75 percent) Peer Team observed that the TEI had made use of transparencies in the classroom, and student- teachers of a (1.75 percent) TEI should be encouraged by Teaching Faculty for more use of teaching aids. So, it can be concluded that the state textbook board invited some Teaching Faculty from a few TEIs to develop text and learning material for the school level, and two Teaching Faculty members from a few TEIs got Awards. The staff and students from few TEIs had developed some instructional materials, whereas another few TEIs needed to be developed instructional and self-instructional materials.

Key Aspect No. 2.3.3 Consultancy

Table 4.4.3.3

Observations under Key Aspect No. 2.3.3 Consultancy

Sr. No.	Observations	No. of TEIs	Percent
1	The institution encourages the Teaching Faculty to provide consultancy, especially in ICT education.	1	1.75
2	Provided consultancy services to schools, teacher education institutions, colleges, DIETs and/ or community in education and selected fields	17	29.82
3	Institution completed Teacher Evaluation Project for the Teachers of Bhutan	1	1.75
4	The Principal was nominated as Dean of the Teaching Faculty and chairman of BOS in education in the newly established University.	1	1.75
5	Principal was involved in textbook writing for the state.	1	1.75
6	Teaching Faculty members were associated with some NGOs.	1	1.75
7	Provides consultancy for TET and TAT	1	1.75
8	There is needed to explore the area for consultancy.	2	3.51
9	Provided informal consultancy	12	21.05
10	Provided free consultancy services and no Revenue generated from consultancy.	8	14.04
11	No formal consultancy programme was adopted	11	19.30
12	The consultancy was not provided	7	12.28
13	Yet to develop expertise in providing consultancy	14	24.56
14	An effective consultancy was yet to be evolved	1	1.75
15	The expertise of Teaching Faculty to render consultancy in real form needs to be utilised.	4	7.02
16	Consultancy in real form is yet to take shape.	2	3.51

The observations Peer Teams under the Key Aspect No. 2.3.3 'Consultancy' were given in table no. 4.4.3.3. The Peer Team of a (1.75 percent) TEI observed encouragement of the Teaching Faculty to provide consultancy, especially in ICT education. Consultancy services were provided by 17 (29.82 percent) TEIs to schools,

teacher education institutions, colleges, DIETs and/ or community in education and selected fields. A (1.75 percent) TEI had completed the Teacher Evaluation Project for the Teachers of Bhutan.

Principal of a (1.75 percent) TEI was nominated as a Dean of the Teaching Faculty and chairman of BOS in education in the newly established University. Each (1.75 percent) of the PTR out of three had mentioned each observation, i.e., involvement of Principal in textbook writing for the state; association of Teaching Faculty members with some NGO's, and provided consultancy for TET and TAT. So, it can be concluded that some TEIs provided Consultancy services to schools, teacher education institutions, colleges, DIETs and/ or communities in education and selected fields. A few TEIs completed Teacher Evaluation Project for the Teachers of Bhutan. Principal of a few TEIs was nominated as a Dean of the Teaching Faculty and chairman of BOS in education in the newly established University.

The area for consultancy was needed to be explored in two (3.51 percent) TEIs. Informal consultancy had been provided by 12 (21.05 percent) TEIs, and No formal consultancy programme was adopted by 11 (19.30 percent) TEIs. Eight (14.04 percent) TEIs had provided free consultancy services but did not generate revenue. Seven (12.28 percent) TEIs did not provide the consultancy, and expertise was yet to be developed in 14 (24.56 percent) TEIs for providing consultancy. The effective consultancy was yet to be evolved by a (1.75 percent) TEI. Two (3.51 percent) TEIs did not have yet taken shape the consultancy in real form. The expertise of the Teaching Faculty from four (7.02 percent) TEIs to render consultancy in the real form needed to be utilised. So, it can be concluded that some TEIs provided informal consultancy, and some TEIs provided free consultancy services but did not generate revenue. Some TEIs did not adopt formal consultancy, whereas few TEIs did not provide consultancy. Few TEIs were needed to be utilised the expertise of the Teaching Faculty to render consultancy, and some TEIs were yet to be developed an expertise for consultancy.

Key Aspect No. 2.3.4 Extension Activities

Table 4.4.3.4

Observations under Key Aspect No. 2.3.4 Extension Activities

Sr. No.	Observations	No. of	
		TEIs	Percent
1	The College extension activities were noteworthy.	4	7.02

2	The college promotes extension activities	1	1.75
3	Limited extension activity or limited specific area relating to the community development.	18	31.58
4	Involvement with local NGOs in the areas was notable. literacy and AIDS awareness literacy, blood donation, eye camps and AIDS awareness adult literacy and awareness programmes for women	3	5.26
5	Efforts to be made to establish a partnership with the community and NGO's	5	8.77
6	The extension activities were organised through NSS, where a TEI participated only 75 students in NSS activities.	2	3.51
7	College did not have an NSS programme yet.	3	5.26
8	Teaching Faculty and students participated in extension programmes.	5	8.77
9	A specific goal-oriented focused extension activity is yet to take place.	5	8.77
10	There was a community college interface in form of the community service	1	1.75
11	There is hardly any College and community interface in form of the community service	1	1.75
12	Community development programmes needed to be planned and executed.	4	7.02
13	The college had plans to undertake many Community oriented activities involving the student teachers.	1	1.75
14	Community outreach activities are to be initiated.	3	5.26
15	There is hardly any extension activity taken up by the College	1	1.75

* (The Extension activities were organised in the college and orphanages-old age homes, schools, inter-college, university level, neighbourhood, community, rural areas, society, and institutions.)

Table no. 4.4.3.4 shows observations by Peer Teams under Key Aspect No. 2.3.4 'Extension Activities'. The extension activities of four (7.02 percent) TEIs were noteworthy, and a (1.75 percent) TEI promoted extension activities. Eighteen (31.58 percent) had limited extension activity or limited specific area relating to the

community development. Each extension activity was notable in each (1.75 percent) of three TEI, i.e., literacy and Acquired Immune Deficiency Syndrome (AIDS) awareness; literacy, blood donation, eye camps and AIDS awareness, and adult literacy and awareness programmes for women. So it can be concluded that few PTRs mentioned noteworthy extension activities. Many TEIs organised limited extension activity or limited specific areas relating to community development. A few TEIs had extension activities like literacy and AIDS awareness, literacy, blood donation, eye camps and AIDS awareness, and adult literacy and awareness programmes for women.

Efforts were to be made by five (8.77 percent) TEIs to establish a partnership with the community and NGO. Two (3.51 percent) TEIs had organised extension activities through NSS, where a PTR (1.75 percent) had mentioned the participation of 75 students in NSS activities. Three (5.26 percent) PTRs had observed that the TEIs did not have an NSS programme yet. So it can be concluded that few TEIs made efforts to establish a partnership with the community and NGO, and a few TEIs organised extension activities through NSS, where a PTR mentioned the participation of 75 students in NSS activities.

Teaching Faculty and students from five (8.77 percent) TEIs had participated in the extension programme. Specific goal-oriented focused extension activity was yet to be taken by five (8.77 percent) TEIs. A (1.75 percent) TEI had a community-college interface in form of the community service, while another (1.75 percent) TEI had hardly such interface. Four (7.02 percent) TEIs were needed Community development programmes to be planned and executed. A (1.75 percent) TEI had plans to undertake many Community oriented activities. Community outreach activities were to be initiated by three (5.26 percent) TEIs. A (1.75 percent) TEI had hardly taken up any extension activity. So it can be concluded that few TEIs participated in the extension program, and few TEIs have yet to be taken specific goal-oriented focused extension activity.

The organisation of the Extension activities was at the TEIs and at orphanages-old age homes, schools, inter-college, university level, neighbourhood, community, rural areas, society, and institutions around it. The organisation of the Extension activities was at the TEIs and at orphanages-old age homes, schools, inter-college, university level, neighbourhood, community, rural areas, society, and institutions around it.

Table 4.4.3.5

Name of Extension Activities under Key Aspect No. 2.3.4 Extension Activities

Sr. No.	Observations	No. of TEIs Percent	
1	Off-Campus and interaction with society	4	7.02
2	Elocution Competition	2	3.51
3	Competitions	1	1.75
4	Practice teaching activity	1	1.75
5	Internship programmes	1	1.75
6	Individual projects	1	1.75
7	Projects on Mid-Day meals	1	1.75
8	Sports activities	1	1.75
9	Yoga shivir	1	1.75
10	Co-curricular activities	1	1.75
11	Cultural activities	1	1.75
12	Cultural camp	1	1.75
13	Celebration of national festivals and days	1	1.75
14	Skits	1	1.75
15	Street plays	1	1.75
16	Career guidance	1	1.75
17	Intercollegiate creative meet	1	1.75
18	Study Centre for teacher education programmes	1	1.75
19	Academic leadership to the institutions around it	1	1.75
20	Seminars for teachers of schools	1	1.75
21	Tourist Guide Training	1	1.75
22	Youth Cooperation training	1	1.75
23	Citizen training camp	1	1.75
24	Hands-on experience to develop social responsibility	1	1.75

Observations about All Awareness programmes

Detail	No. of	
	TEIs	Percent
1) HIV/AIDS awareness program	17	29.82
2) Environment Awareness Program	9	15.79

3)	Health and hygiene awareness program	9	15.79		
4)	Beti Bachao awareness program	3	5.26		
5)	Pulse polio Awareness program	3	5.26		
6)	Voting awareness rally	2	3.51		
7)	Plastic pollution Awareness program	1	1.75		
8)	Breastfeeding Awareness Program	1	1.75		
9)	Nutrition awareness program	1	1.75		
10)	Use of helmet and seat belts awareness program	1	1.75		
11)	Social awareness rallies	1	1.75		
12)	National participation in the social awareness camp	1	1.75		
All Awareness programmes		53	92.98	53	92.98
25	Blood donation camp			23	40.35
26	Literacy program			14	24.56
27	Tree plantation program			8	14.04
28	Community service activities			5	8.77
29	Medical checkup			4	7.02
30	Extension activities			6	10.53
31	Eye camp			3	5.26
32	Cleanliness drive program			3	5.26
33	Health care program			3	5.26
34	Adult Literacy Program			3	5.26
35	Environment Program			2	3.51
36	Dental camp			1	1.75
37	Each one teaches one for children of salt workers			1	1.75
38	Educate girl child			1	1.75
39	Population education			1	1.75
40	Worked with street children and dropouts			1	1.75
41	Computer skills in slums			1	1.75
42	Lectures in the community on important issues			1	1.75
43	AIDS day rally			1	1.75
44	Women Empowerment Program			1	1.75

45	Amrit Pan Kutir	1	1.75
46	Shrestha Janana Samarth Bharat	1	1.75
47	Anti-liquor campaign	1	1.75
48	Distribution of clothes	1	1.75
49	Library for Senior Citizens	1	1.75
50	Mentioned 'etc.' with extension activities	11	19.30

Names of Extension Activities under Key Aspect No. 2.3.4 Extension Activities were analysed and listed with several TEIs in table no. 4.4.3.5. The activity of Off-Campus and interaction with society was organised by four (7.02 percent) TEIs. Two (3.51 percent) TEIs had organised Elocution Competition.

Different activities Organised for student-teachers. Each activity Organised by each (1.75 percent) TEI out of 22 TEIs, i.e., Competitions, Practice teaching activity, Internship programmes, Individual projects, Projects on Mid-Day meals, Sports activities, Yoga shivir, Co-curricular activities, Cultural activities, Cultural camp, Celebration of national festivals and days, Skits, Street plays, Career guidance, Intercollegiate creative meet, Study Centre for teacher education programmes, Academic leadership to the institutions around it, Seminars for teachers of schools, Tourist Guide Training, Youth Cooperation training, Citizen training camp and Hands-on experience to develop social responsibility. TEIs organised various awareness programmes. Awareness programmes organised in 53 (92.98 percent) TEIs. The programmes were on HIV/AIDS, Environment, Health and hygiene, Beti Bachao, Pulse polio and Voting Organised by 17 (29.82 percent), nine (15.79 percent), nine (15.79 percent), three (5.26 percent), three (5.26 percent) and two (3.51 percent) TEIs, respectively. So it can be concluded that few TEIs organised Off-Campus and interaction with society. Different activities organised by a few TEIs were Elocution Competition, Competitions, Practice teaching activity, Internship programmes, Individual projects, Projects on Mid-Day meals, Sports activities, Yoga shivir, Co-curricular activities, Cultural activities, Cultural camp, Celebration of national festivals and days, Skits, Street plays, Career guidance, Intercollegiate creative meet, Study Centre for teacher education programmes, Academic leadership to the nearby institutions, Seminars for teachers of schools, Tourist Guide Training, Youth Cooperation training, Citizen training camp and Hands-on experience to develop social responsibility. Majority TEIs organised Awareness programmes, i.e., HIV/ AIDS, Environment, Health and hygiene, Beti Bachao, Pulse polio and Voting.

TEIs organised community extension activities. The programmes of Blood donation camps, Literacy programmes, Tree plantation programmes, Community service activities, Medical checkups and other Extension activities were Organised by 23 (40.35 percent), 14 (24.56 percent), eight (14.04 percent), five (8.77 percent), four (7.02 percent) and six (10.53 percent) TEIs, respectively. Eye camp, Cleanliness drive program, Health care programme and Adult literacy Programme observed each in every three (5.26 percent) TEIs out of 12 TEIs. Two (3.51 percent) TEIs had organised Environment Programme. So it can be concluded that TEIs organised community extension activities, i.e., programmes of Blood donation camps by many TEIs, Literacy programme by some TEIs, Tree plantation programmes by TEIs, Community service activities by TEIs, and medical checkups TEIs, and other Extension activities organised by TEIs. Few TEIs organised Eye camps, Cleanliness drive programmes, Health care programmes and Adult literacy programmes.

Fifteen PTRs had observed each Community extension activity in each (1.75 percent) TEI, i.e., Dental Camp, each one teach one for children of salt workers, Educate girl child, Population education, Worked with street children and dropouts, Computer skills in slums, Lectures in the community on important issues, AIDS day rally, Women empowerment Program, Amrit Pan Kutir, Shrestha Janana Samarth Bharat, Anti-liquor campaign, Distribution of clothes and Library for Senior Citizens. So it can be concluded that a few TEIs organised Community extension activities, i.e., Dental Camp; each one teaches one for children of salt workers, Educate girl child, Population education, Worked with street children and dropouts, Computer skills in slums, Lectures in the community on important issues, AIDS day rally, Women empowerment Program, Amrit Pan Kutir, Shrestha Janana Samarth Bharat, Anti-liquor campaign, Distribution of clothes and Library for Senior Citizens.

Even 11 (19.30 percent) Peer Teams of TEIs had mentioned 'etc.' with the name of the extension activities observed in the specific TEI.

Table 4.4.3.6

List of NGOs and other bodies for the organisation of Extension Activities with TEIs under Key Aspect No. 2.3.4 Extension Activities

Sr. No.	List of NGOs and other bodies for the organisation of Extension Activities with 20 TEIs	No. of TEIs	Percent
	NGOs (Lions' club, Red Cross Society, Rotary club, Gujarat Biradari, Yogkshem, Bhagini Samaj, S. K. Trust, Janta Hospital, local NGOs, etc.)		
1		15	26.32
2	Government	6	10.53
3	DIET	1	1.75
4	IGNOU	1	1.75
5	KKP Centre	1	1.75
6	Local bodies	1	1.75
7	Schools	1	1.75

Table no. 4.4.3.6 shows observations of Peer Teams about various extension activities organised by TEIs with different NGOs and other bodies. The extension activities were Organised by 15 (26.32 percent) TEIs with different NGOs, i.e., Lions' club, Red Cross Society, Rotary club, Gujarat Biradari, Yogkshem, Bhagini Samaj, S. K. Trust, Janta Hospital, local NGOs, etc. Six (10.53 percent) TEIs had organised extension activities with Government. The extension activities organised by each (1.75 percent) out of five TEIs with each organisation, i.e., with DIET, IGNOU, KKP Centre, Local bodies and Schools. So it can be concluded that many TEIs had organised extension activities with different NGOs, i.e., Lions' club, Red Cross Society, Rotary club, Gujarat Biradari, Yogkshem, Bhagini Samaj, S. K. Trust, Janta Hospital, local NGOs, etc. Few TEIs had organised extension activities with Government, and a few TEIs had organised with DIET, IGNOU, KKP Centre, Local bodies and Schools.

Key Aspect No. 2.3.5 Collaborations

Table 4.4.3.7

Observations under Key Aspect No. 2.3.5 Collaborations

Sr. No.	Observations	No. of TEIs	Percent
1	Collaboration established with any institutions and organisations	35	61.40
2	No collaboration with any institutions and organisations or yet to	5	8.77

	be initiated		
3	Not specified about the existence of Collaboration	17	29.82
		Total	57 100
4	Established informal collaboration	2	3.51
5	Formal collaborations needed to be established	6	10.53
6	Collaboration with other organisations should be strengthened	1	1.75
7	Collaboration with National and International agencies was yet to take a real shape.	7	12.28
8	Linkages with other TEIs were yet to be developed.	1	1.75
9	Collaboration with schools in the area was to be established.	1	1.75
10	Collaboration with professional organisations was yet to be established.	3	5.26
11	Collaborations with reputed academic institutions were yet to be established.	2	3.51
12	Linkages with State, National and International level organisations were yet to be established	10	17.54
13	Research collaboration with other institutions or apex bodies was yet to be established	3	5.26
14	No collaboration with outside agencies.	4	7.02
<u>Activities under Collaboration</u>			
15	Undertaken collaborative activities at various levels	1	1.75
16	Hosted university youth festival	1	1.75
17	Teaching Faculty attended programmes organised by National University of Educational Planning and Administration etc.	1	1.75
18	Teaching Faculty exchange needed to be strengthened	1	1.75
19	Collaboration with state government agencies as required in carrying out flagship programmes of Sarva Shiksha Abhiyan / Rashtriya Madhyamik Shiksha Abhiyan	1	1.75
20	Collaborative activities with National level organisations were yet to be taken up.	1	1.75

The Peer Teams had listed observations under Key Aspect No. 2.3.5 Collaborations. The observations were analysed and given in table no. 4.4.3.7. Collaborations were

established by 35 (61.40 percent) TEIs with different institutions and organisations, while five (8.77 percent) TEIs did not collaborate with any institutions and organisations or yet to be initiated. The existence of collaboration was not specified in PTRs of 17 (29.82 percent) TEIs. So it can be concluded that most TEIs had established Collaborations with different institutions and organisations, whereas few TEIs did not establish collaboration with any institutions and organisations or yet to be initiated. Peer Teams of many TEIs did not specify the existence of collaboration.

Two (3.51 percent) TEIs had Established informal collaboration, and six (10.53 percent) TEIs needed to be established formal collaborations. A (1.75 percent) TEI needed to be strengthened in collaboration with other organisations. Collaborations by seven (12.28 percent) TEIs with national and international agencies were yet to take a real shape. So it can be concluded that a few TEIs had established informal collaboration and few TEIs needed to be established formal collaborations. A few TEIs needed to be strengthened in collaboration with other organisations. The collaborations by few TEIs with national and international agencies were yet to take a real shape.

Collaboration was yet to be established with other TEIs; nearby schools; professional organisations; reputed academic institutions, and State, National and International level organisations by one (1.75 percent), one (1.75 percent), three (5.26 percent), three (5.26 percent), and ten (17.54 percent) TEIs, respectively. Two (3.51 percent) TEIs were yet to be established research collaboration with other institutions or apex bodies. Four (7.02 percent) TEIs did not have collaboration with outside agencies. So it can be concluded that a few TEIs were yet to be established in collaboration with other TEIs; nearby schools, professional organisations, and reputed academic institutions. Some TEIs were needed to collaborate with State, National and International level organisations. A few TEIs were yet to be established research collaboration with other institutions or apex bodies. Few TEIs did not have collaboration with outside agencies.

Each (1.75 percent) TEI out of three had received each observation, i.e., undertaken collaborative activities at various levels; hosted university youth festival and Teaching Faculty members attended programmes organised by National University of Educational Planning and Administration (NUPEA), NCERT, etc. The Teaching Faculty exchange needed to be strengthened by a (1.75 percent) TEI. A (1.75 percent) TEI required collaboration with State government agencies to carry out flagship programmes of Sarva Shiksha Abhiyan (SSA)/ Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and another (1.75 percent) TEI yet to be taken up collaborative activities with

national-level organisations. So it can be concluded that a few TEIs undertaken collaborative activities at various levels; hosted university youth festivals and Teaching Faculty members attended programmes organised by NUPEA, NCERT, etc. A few TEIs were needed to strengthen Teaching Faculty exchange. A few TEIs required collaboration with State government agencies to carry out flagship programmes of SSA/ RMSA, and a few TEI were yet to be taken up collaborative activities with national-level organisations.

Table 4.4.3.8

Name of collaborating Institutions and Organisations under Key Aspect No. 2.3.5

Collaborations

Sr.	No. of	
No.	Observations	TEIs Percent
1	Practice Teaching and/ or other Schools	14 24.56
2	Neighbourhood or local Institutions or Organisations	6 10.53
3	Affiliating University and/ or other Universities	6 10.53
4	IGNOU	4 7.02
5	NGOs	3 5.26
6	DIET	3 5.26
7	Gujarat Council for Educational Research and Training	3 5.26
8	Other Colleges	2 3.51
9	Teacher Education Institution	2 3.51
10	Red Cross Society	2 3.51
11	AIAER	2 3.51
12	International organisations- LIFE, SHARE, CARE	1 1.75
13	NCTE	1 1.75
14	NCERT	1 1.75
15	UGC	1 1.75
16	CTE	1 1.75
17	DEO	1 1.75
18	CCRT	1 1.75
19	Navodaya Vidyalaya	1 1.75
20	Gujarat Vidyapeeth	1 1.75
21	Sanskrit Bharati	1 1.75

22	Vidya Bharti	1	1.75
23	World Computer Exchange Program	1	1.75
24	SPIPA	1	1.75
25	ONGC	1	1.75
26	Lion's Club	1	1.75
27	Community	1	1.75
28	Many Prominent National Bodies	1	1.75
29	Mentioned 'etc.' with collaborating Institutions or Organisations	3	5.26

The Peer Teams had given the name of collaborating organisations in the PTRs, analysed in table no. 4.4.3.8.

The collaborating organisations or institutions were Practice Teaching and/ or other Schools with fourteen (24.56 percent) TEIs, Neighbourhood or local Institutions or Organisations with six (10.53 percent) TEIs; Affiliating University and/ or other Universities with six (10.53 percent) TEIs, and IGNOU with four (7.02 percent) TEIs. Every three (5.26 percent) TEIs out of nine collaborated with each NGO, DIET and Gujarat Council of Educational Research and Training (GCERT). Every two (3.51 percent) TEIs from eight collaborated with each, i.e., Other Colleges, Teacher Education Institution, Red Cross Society and All India Association for Educational Research (AIAER). A (1.75 percent) TEI had established collaborations with International organisations- LIFE, SHARE and CARE. Each (1.75 percent) Peer Team from 16 TEIs had mentioned observation for collaboration with each, i.e., NCTE, NCERT, UGC, CTE, DEO, CCRT, Navodaya Vidyalaya, Gujarat Vidyapeeth, Sanskrit Bharati, Vidyabharti, World Computer Exchange Program, ONGC, Lion's Club, SPIPA, Community and Many Prominent National Bodies. Three (5.26 percent) TEIs had mentioned 'etc.' with collaborating Institutions or Organisations. So it can be concluded that some TEIs had established collaboration with Practice Teaching and/ or other Schools, whereas few TEIs had established collaboration with Neighbourhood or local institutions or organisations; affiliating universities and/ or other Universities, and IGNOU, respectively. A few TEIs collaborated with NGOs, DIET and GCERT, Other Colleges, TEIs, Red Cross Society and AIAER, and International organisations- - LIFE, SHARE and CARE. A few TEIs had mentioned observation for collaboration with NCTE, NCERT, UGC, CTE, DEO, CCRT, Navodaya Vidyalaya, Gujarat Vidyapeeth, Sanskrit Bharati, Vidyabharti, World Computer Exchange Program, ONGC, Lion's Club, SPIPA, Community and Many Prominent National Bodies.

Key Aspect No. 2.3.6 Best Practices in Research, Consultancy and Extension

Table 4.4.3.9

Key Aspect No. 2.3.6 Best Practices in Research, Consultancy and Extension

Sr.			No. of	
No.	KA	Observations	TEIs	Percent
1	2.3.1	Organised seminar	2	3.51
2	2.3.1	Dialogue mode of seminar instruction	1	1.75
3	2.3.1	Financial assistance to staff for attending seminars/ workshops	1	1.75
4	2.3.1	Financial support to STT College to organise a workshop on lesson planning	1	1.75
5	2.3.1	Principal/Faculty members as recognised Ph. D. guides	7	12.28
6	2.3.1	Six teachers are pursuing Ph.D.	1	1.75
7	2.3.1	Action Researches promoted among the students and teacher educators.	1	1.75
8	2.3.1	Encouraged teaching faculties for Research	2	3.51
9	2.3.1	Teachers are writing research proposals for funding	1	1.75
10	2.3.1	Undertaken research under projects	3	5.26
11	2.3.1	Provision for financial help for those pursuing Research	1	1.75
12	2.3.1	Purchase of good reference books for research.	1	1.75
13	2.3.2	Institution invites experts/ resource persons for sharing information.	1	1.75
14	2.3.2	Efforts did by the college for preparing instructional material in the local language.	1	1.75
15	2.3.2	Outputs of action research projects were provided to the practice teaching schools.	1	1.75
16	2.3.2	Students conducted researches in project-based learning and Disaster management.	1	1.75
17	2.3.2	Meta-analysis of Action Research titles	1	1.75
18	2.3.2	Research and other publication	5	8.77
19	2.3.3	Consultancy for TET and TAT.	1	1.75
20	2.3.3	Provided consultancies in the areas viz., Teaching Methodology, Language Proficiency, Communication	1	1.75

Skills, Personality Developments, ICT in Classrooms,
School and Teacher Enhancement Program, and Editing
& Translation

21	2.3.4	<u>Organisation of Extension Activities</u>	No. of TEIs	Percent		
		1) Organisation of Adult Literacy Campaigns	3	5.26		
		2) Academic help extended to schools/ colleges	2	3.51		
		3) Distribution of Educational material to the local community children	1	1.75		
		4) Establishment of Library for senior citizens	1	1.75		
		5) 'HELP THE NEEDY' Program	1	1.75		
		6) Community projects by students	1	1.75		
		7) Offered two awards for qualitative research work	1	1.75		
		8) Exposed students to social requirements for acquiring work experience in the field	1	1.75		
		9) Activity for Sarva Shiksha Abhiyan	1	1.75		
		10) Various Extension Activities Organised	6	10.53		
		Total no. of TEIs organised Extension Activities	18	31.58	18	31.58
22	2.3.4	College Organised awareness programmes.			4	7.02
23	2.3.4	Needed exposure to students to social requirements for acquiring work experience in the field			1	1.75
24	2.3.5	Coordination with local NGOs or agencies for the organisation of social and extension activities.			4	7.02
25	2.3.5	Linkages with local schools.			1	1.75
26	2.3.5	Linkage established with World Computer Exchange program			1	1.75
27		No Best Practice was adopted or was yet to be developed.			7	12.28

Under the Key Aspect No. 2.3.6 'Best Practices in Research, Consultancy and Extension, the Peer Teams mentioned application of best practices in 50 (87.72 percent) TEIs, which were analysed and given in table no. 4.4.3.9.

The Peer Teams observed best practices for the promotion of research. Two (3.51 percent) TEIs had organised seminars, and a (1.75 percent) TEI had provided a dialogue mode of seminar instruction. Financial assistance was provided to staff for attending seminars/ workshops by a (1.75 percent) TEI, and another (1.75 percent) TEI was organised on lesson planning. About research, Principal/ Teaching Faculty members from seven (12.28 percent) TEIs were recognised Ph. D. guides. From a (1.75 percent) TEI, six Teaching Faculty members pursued Ph.D., and five had cleared the Ph.D. entrance examination. A (1.75 percent) TEI had promoted Action Research among the students and Teaching Faculty members. Two (3.51 percent) TEIs had encouraged Teaching Faculty for Research, Teaching Faculty members from a (1.75 percent) TEI had written research proposals for funding, and research projects took in three (5.26 percent) TEIs. A (1.75 percent) TEI provided financial help for pursuing research, and another (1.75 percent) TEI had purchased good reference books for research. So it can be concluded that PTRs of majority TEIs mentioned applying best practices in Research, Consultancy and Extension. The best practices in Promotion of Research were Organised seminar by a few TEIs; Dialogue mode of seminar instruction in a few TEIs; a few TEIs had provided financial assistance to staff for attending seminars/ workshops, and a few TEIs provided financial assistance to other TEIs to organise a workshop. Principal/ Teaching Faculty members from a few TEIs were recognised Ph. D. guides, and six Teaching Faculty pursued Ph.D. from a few TEIs. A few TEIs had promoted Action Research among the students and Teaching Faculty; Teaching Faculty undertook research projects; provided financial help for pursuing research; and purchased good reference books for research.

About best practices under Research and Publications Output, each (1.75 percent) Peer Team of TEI out of five had provided each observation, i.e., invited experts/ resource persons for sharing information; made efforts for preparation of instructional material in the local language; provided outputs of action research projects to the practice teaching schools; conducted research in project-based learning and Disaster management by the student-teachers; undertaken Meta-analysis of Action Research titles. Research and other publication were found in five (8.77 percent) TEIs. So it can be concluded that the best practices for key aspect Research and Publications Output by

a few TEIs were like- invited experts/ resource persons for sharing information; made efforts for preparation of instructional material in the local language; provided outputs of action research projects to the practice teaching schools; conducted research in project-based learning and Disaster management by the student-teachers; undertaken Meta-analysis of Action Research titles. Few TEIs had best practice Research and other publication.

Under the key aspect Consultancy, a (1.75 percent) TEI had provided Consultancy for TET and TAT. Another (1.75 percent) TEI had provided consultancies in the areas viz., Teaching Methodology, Language Proficiency, Communication Skills, Personality Developments, ICT in Classrooms, School and Teacher Enhancement Program, and Editing and Translation. So it can be concluded that the best practices for key aspect consultancy by a few (1.75 percent) TEIs were like- provided Consultancy for TET and TAT, and provided consultancies in the areas viz., Teaching Methodology, Language Proficiency, Communication Skills, Personality Developments, ICT in Classrooms, School and Teacher Enhancement Program, and Editing and Translation.

Peer Teams also observed best practices in Extension Activities. The best practices in four (7.02 percent) TEIs in the Research, Consultancy and Extension were awareness programmes. Different Extension Activities Organised by 18 (31.58 percent) TEIs. Adult Literacy Campaigns and Academic help to schools/ colleges were organised by three (5.26 percent) TEIs two (3.51 percent) TEIs. Each (1.75 percent) PTR out of seven had mentioned the organisation of each activity, i.e., distribution of educational material to the local community children; establishment of Library for senior citizens; 'HELP THE NEEDY' Program; Community projects by students; two awards offered for qualitative research work; Exposed students to social requirements for acquiring work experience in the field, and extension activity for Sarva Shiksha Abhiyan. Six (10.53 percent) TEIs had organised various Extension Activities. The PTR of a (1.75 percent) TEI suggested needed for exposure to students to social requirements for acquiring work experience in the field. So it can be concluded that different Extension Activities are organised as Best practices by many TEIs. A few TEIs organised adult Literacy Campaigns and Academic help to schools/ colleges. A few TEIs had organised activities like distribution of educational material to the local community children; establishment of Library for senior citizens; 'HELP THE NEEDY' Program; Community projects by students; two awards offered for qualitative research work; Exposed students to social requirements for acquiring work experience in the field, and

extension activity for Sarva Shiksha Abhiyan. Few TEIs had organised various Extension Activities. The PTR of a few TEIs suggested students' exposure to social requirements for acquiring work experience in the field. Few had organised awareness programmes.

The Peer Teams had observed best practices under Collaborations. Four (7.02 percent) TEIs had established coordination with local NGOs or agencies to organise social and extension activities, while another (1.75 percent) TEI had established linkages with local schools. A (1.75 percent) TEI had established linkage with the World Computer Exchange programme. So it can be concluded that as the best Practices under Collaborations, few TEIs had established coordination with local NGOs or agencies to organise social and extension activities, while a few TEIs had established linkages with local schools. A few TEIs had established linkage with the World Computer Exchange programme.

Seven (12.28 percent) TEIs did not adopt Best Practice or yet to be developed in Research, Consultancy and Extension. Few TEIs did not have adopted Best Practices or yet to be developed in Research, Consultancy and Extension.

Institutional Strengths for Criterion- III: Research, Consultancy and Extension

Table 4.4.3.10

Observations for Institutional Strengths for Criterion- III: Research, Consultancy and Extension

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Research culture	1	1.75
2	Teaching Faculty actively participated research activities	1	1.75
3	Teaching Faculty guided M.Ed. Dissertation	1	1.75
4	Publication of many books and papers	1	1.75
5	Undertaken community related activities	1	1.75
6	Adoption of Mahivas and Ambikavas by the institution under Community Outreach Programme (COP).	1	1.75
7	Participation in the 'Read Gujarat' – Quality Enhancement in Primary Schools District	1	1.75
8	Availability of two schools runs by the same trust (on campus- 1)	2	3.51

9	Good networking with schools	1	1.75
10	Practice teaching sessions were conducted in reputed schools	1	1.75
11	Active professional links with the affiliating university	1	1.75
12	College's clout in the university	1	1.75
13	Good public relationship	1	1.75

Table no. 4.4.3.10 shows observations about Criterion- III: Research, Consultancy and Extension under 3.1 Institutional Strengths.

A (1.75 percent) TEI had research culture; Teaching Faculty of a (1.75 percent) TEI had actively participated in research activities, and Teaching Faculty of a (1.75 percent) TEI had guided M.Ed. Dissertation. A (1.75 percent) TEI had a (1.75 percent) TEI had publications of many books and papers. So it can be concluded that a few TEIs had research culture, active participation of the Teaching Faculty in research activities, and M.Ed. Dissertation guidance. A few TEIs had publications of many books and papers.

A (1.75 percent) TEI had undertaken community-related activities; a (1.75 percent) TEI had adopted backward areas under Community Outreach Program, and a (1.75 percent) TEI had participated in the 'Read Gujarat' for quality enhancement in Primary Schools of District. So it can be concluded that a few TEIs had undertaken community-related activities, adopted backward areas under Community Outreach Program, and participated in the 'Read Gujarat' for quality enhancement in Primary Schools of District.

Two (3.51 percent) TEIs had the availability of two schools run by the same Managing Trust. Each (1.75 percent) TEI out of five had good networking with schools, conducted practice teaching sessions in reputed schools, active professional links with the affiliating university, and clout in the university, and good public relations. So it can be concluded that a few TEIs had availability of two schools run by the same Managing Trust; good networking with schools; conducted practice teaching sessions in reputed schools; active professional links with the affiliating university; clout in the university, and good public relationship.

Institutional Weaknesses for Criterion- III: Research, Consultancy and Extension

Table 4.4.3.11

Observations for Institutional Weaknesses for Criterion- III: Research, Consultancy and Extension

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Absence of research component/ culture	6	10.53
2	Research culture was not satisfactory/ to be strengthened	3	5.26
3	Lack of research/projects	3	5.26
4	Lack/ limited of motivation for research	3	5.26
5	Orientation in action research and exposure to research methodology	1	1.75
6	No research grants from funding agencies	4	7.02
7	Lack of research orientation	1	1.75
8	Limited Research and publication.	5	8.77
9	Institute needed to publish annual magazine and journals	1	1.75
10	Poor input in research and consultancy	1	1.75
11	Lack of research activities and consultancy services.	3	5.26
12	Strong consultancy arrangement was required	1	1.75
13	No formal consultancy and collaboration	2	3.51
14	Extension activities were needed to be strengthened	1	1.75
15	Limited extension activities	2	3.51
16	Absence of Collaboration and Research	1	1.75
17	Absence of Collaboration, Research and Consultancy	1	1.75
18	Inadequate collaboration and linkages	1	1.75
19	Lack of formal collaborations and linkages with state and national level organisation.	2	3.51
20	Absence of collaborations with state, national institutes and linkages	4	7.02
21	Needed for a more dynamic proactive engagement with the school system and community	1	1.75
22	Collaboration with neighbourhood institutions was observed	1	1.75

Table no. 4.4.3.11 shows observations about Criterion- III: Research, Consultancy and Extension under 3.2 Institutional Weakness.

Six (10.53 percent) TEIs had an absence of research component/ culture; three (5.26 percent) TEIs were not satisfactory/ to be strengthened research culture, and another three (5.26 percent) TEIs lacked research/projects. A (1.75 percent) TEI was not oriented in action research and did not provide exposure to research methodology. Four (7.02 percent) TEIs did not receive research grants from funding agencies, and a (1.75 percent) TEI lacked research orientation. So it can be concluded that few TEIs had a lack of research component/ culture; a few TEIs were not satisfactory/ to be strengthened research culture, and a few TEIs had a lack of research/ projects. A few TEIs were not oriented in action research and did not provide exposure to research methodology. Few TEIs did not receive research grants from funding agencies, and a few TEIs lacked research orientation.

Five (8.77 percent) TEIs had limited Research and publication, and a (1.75 percent) TEI was needed to publish annual magazine and journals. A (1.75 percent) TEI had poor input in research and consultancy; three (5.26 percent) TEIs lacked research activities and consultancy services; a (1.75 percent) TEI had weak consultancy arrangement, and two (3.51 percent) TEIs had no formal consultancy and collaboration. A (1.75 percent) TEI was needed to be strengthened extension activities, whereas two (3.51 percent) TEIs had limited extension activities. So it can be concluded that few TEIs had limited Research and publication, and a few TEIs were needed to publish annual magazine and journals. A few TEIs had poor input in research and consultancy; lacked research activities and consultancy services; weak consultancy arrangement, and no formal consultancy and collaboration. A few TEIs were needed to be strengthened extension activities, whereas a few TEIs had limited extension activities

Each (1.75 percent) TEI out of three had weakness of absence of Collaboration and Research; no Collaboration, Research and Consultancy, and inadequate collaboration and linkages. Two (3.51 percent) TEIs had lacked formal collaborations and linkages with state, and national level organisation. Four (7.02 percent) TEIs had absence of collaborations with state, national institutes and linkages. A (1.75 percent) TEI was needed for a more dynamic proactive engagement with the school system and community. So it can be concluded that a few TEIs lacked Collaboration and Research, no Collaboration, Research and Consultancy, and inadequate collaboration and linkages. A few TEIs lacked formal collaborations and linkages with state and national

level organisation, and few TEIs lacked collaborations with state, national institutes and linkages. A few TEIs were needed for a more dynamic proactive engagement with the school system and community.

Institutional Opportunities for Criterion- III: Research, Consultancy and Extension

Table 4.4.3.12

Observations for Institutional Opportunities for Criterion- III: Research, Consultancy and Extension

Sr. No.	Observations	No. of TEIs	Percent
1	Strengthening of research activities for faculty and students.	3	5.26
2	Scope to introduce research programmes.	2	3.51
3	Developing research competence among the faculty.	1	1.75
4	Conduct research and action research.	1	1.75
5	Increase contribution to educational research	1	1.75
6	Introduce research element into institutional functioning	1	1.75
7	Should take management's help for financing research projects.	1	1.75
8	Institutional research projects	1	1.75
9	Utilisation of faculty potential for augmenting resources through funded research projects.	6	10.53
10	Teaching Faculty may undertake major projects (more funded projects- 1	2	3.51
11	Promotion of research and publication.	1	1.75
12	Potential/ expertise for consultancy should be developed.	6	10.53
13	Formalise and systematize consultancy and extension activities.	1	1.75
14	Consultancy could be undertaken.	1	1.75
15	Large number of Guest / Retired faculty available for providing consultancy.	1	1.75
16	Community extension programmes.	1	1.75
17	Scope for Community extension programmes.	1	1.75
18	More extension activities to be undertaken.	1	1.75
19	Extension services to be broadened.	1	1.75

20	Involvement of students in community development activities.	3	5.26
21	More emphasis on outreach programmes may be introduced.	1	1.75
22	Organisation of extension services directed at neighbouring schools & community.	1	1.75
23	Scope to adopt village for outreach activities	1	1.75
24	More scope for extension activities and projects to be organised for rural community.	2	3.51
25	Better opportunities for focusing on regular extension activities.	1	1.75
26	Better engagement of trainees in out-reach programmes of social relevance to enrich their training and social personality.	1	1.75
27	Establishing linkages with other institutions of teacher education.	3	5.26
28	Scope for developing collaboration with NGOs and other professional organisations.	3	5.26
29	Can link with NGOs and local bodies for the upliftment of the rural and tribal population	1	1.75
30	Scope for collaboration with NGOs and Stakeholders	1	1.75
31	Strengthening academic partnership.	1	1.75
32	Good support from practicing schools and other local institutions.	1	1.75
33	Scope for making Center for research in Education & Starting ECCE courses.	1	1.75
34	More scope for carrying out research activities.	5	8.77

Table no. 4.4.3.12 shows observations about Criterion- III: Research, Consultancy and Extension under 3.3 Institutional Opportunities.

Three (5.26 percent) TEIs had opportunity for strengthening research activities for faculty and students. Two (3.51 percent) TEIs had a scope to introduce research programmes. Each (1.75 percent) TEI out of four TEIs had the opportunity to develop research competence among the faculty; conduct research and action research; increase contribution to educational research, and introduce research elements into institutional functioning. A (1.75 percent) TEI should take management's help for financing research projects, and a (1.75 percent) TEI had opportunity for institutional research projects. Six (10.53 percent) TEIs had the opportunity to utilise faculty potential to

augment resources through funded research projects. Teaching Faculty from two (3.51 percent) TEIs might have undertaken major projects. A (1.75 percent) TEI had opportunity for promotion of research and publication. So it can be concluded that a few TEIs had a scope to introduce research programmes. A few TEIs had the opportunity to develop research competence among the faculty; conduct research and action research; increase contribution to educational research, and introduce research elements into institutional functioning. A few TEIs should take management's help for financing research projects, and opportunity for institutional research projects. Few TEIs had opportunity to utilise faculty potential to augment resources through funded research projects. Teaching Faculty from a few TEIs might have undertaken major projects. A few TEIs had opportunity for promotion of research and publication.

Six (10.53 percent) TEIs should be developed potential/ expertise for consultancy. A (1.75 percent) TEI had opportunity to formalise and systematize consultancy and extension activities. A (1.75 percent) TEI could be undertaken Consultancy, and a (1.75 percent) TEI had the availability of a large number of Guest / Retired faculty to provide consultancy. So it can be concluded that a few TEIs should be developed potential/ expertise for consultancy. A few TEIs had opportunity to formalise and systematize consultancy and extension activities. A few TEIs could be undertaken Consultancy and the availability of a large number of Guest / Retired faculty to provide consultancy.

Two (3.51 percent) TEIs had scope for starting Community extension programmes; a (1.75 percent) TEI was to be undertaken more extension activities, and a (1.75 percent) TEI was to be broadened extension services. Three (5.26 percent) TEIs had opportunity to involve students in community development/ extension activities. Each (1.75 percent) TEI out of three had each opportunity, i.e., to emphasise outreach programmes; to organise extension services directed at neighbouring schools & community, and adopt a village for outreach activities. Two (3.51 percent) TEIs had more scope for extension activities and organising projects for the rural community. A (1.75 percent) TEI had a better opportunity to focus on regular extension activities, and a (1.75 percent) TEI had the opportunity for better engagement of trainees in out-reach programmes of social relevance to enrich their training and social personality. So it can be concluded that a few TEIs had scope for starting Community extension programmes; undertaken more extension activities, and broadened extension services. A few TEIs had opportunity to involve students in community development/ extension activities. A few TEIs had the opportunity to emphasise outreach programmes; organise extension

services directed at neighbouring schools & communities, and adopt a village for outreach activities. A few TEIs had more scope for extension activities and to be organised projects for the rural community. A few TEIs had a better opportunity to focus on regular extension activities, and a few TEIs had the opportunity for better engagement of trainees in outreach programmes of social relevance to enrich their training and social personality.

Three (5.26 percent) TEIs had opportunity for establishing linkages with other institutions of teacher education. Three (5.26 percent) TEIs had scope for developing collaboration with NGOs and other professional organisations. A (1.75 percent) TEI had the opportunity for linkage with NGOs and local bodies to uplift the rural and tribal population. A (1.75 percent) TEI had scope for collaboration with NGOs and Stakeholders. A (1.75 percent) TEI had opportunity to strengthen the academic partnership. A (1.75 percent) TEI had good support from practicing schools and other local institutions, which could be used for collaboration. So it can be concluded that a few TEIs had opportunity for establishing linkages with other institutions of teacher education. A few TEIs had scope for developing collaboration with NGOs and other professional organisations. A few TEIs had the opportunity for linkage with NGOs and local bodies to uplift the rural and tribal population. A few TEIs had scope for collaboration with NGOs and Stakeholders. A few TEIs had opportunity to strengthen the academic partnership. A few TEIs had good support from practicing schools and other local institutions, which could be used for collaboration.

Six (10.53 percent) TEIs had more scope for carrying out research activities, and a (1.75 percent) TEI had scope to establish a Research Center in Education & Start ECCE courses. So it can be concluded that few TEIs had more scope for carrying out research activities, and a few TEIs had scope to establish a Research Center in Education & Start ECCE courses.

Institutional Challenges for Criterion- III: Research, Consultancy and Extension

Table 4.4.3.13

Observations for Institutional Challenges for Criterion- III: Research, Consultancy and Extension

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Promotion/ Strengthen research culture	18	31.58

(And professional development- 2; through encouraging early acquisition of Ph.D. degree by a majority of teachers- 1, and Establishment of a research unit- 1)		
2	Scope for getting funds for major and minor projects from Government agencies.	7 12.28
3	Undertake research projects and consultancy services. (Generation of resources through it- 1)	2 3.51
4	Development of consultancy	1 1.75
5	Developing collaboration and consultancy with professional organisations.	1 1.75
6	Extending the outreach of college programmes	1 1.75
7	Providing in-service training to teachers in practicing schools.	1 1.75
8	Rural upliftment	1 1.75
9	Greater interaction with the affiliating university and other educational institutions.	1 1.75
10	Collaboration with other institutions/ agencies/ organisations.	7 12.28
11	Development of collaboration/ linkages with State, National and International organisations (Execution of MoU- 1, NCERT, NCTE etc.)	11 19.30
12	Establishing collaboration with relevant Agencies.	6 10.53
13	Establishing collaboration with more relevant agencies.	2 3.51
14	Scope for collaborations with NGOs in the rural area.	1 1.75
15	To provide linkages for research with apex bodies in India & abroad.	1 1.75
16	Need to be recognised as Research Center by the Affiliating University	1 1.75
17	To make the college a center for educational research.	1 1.75
18	Setting new agenda for research and innovation in teacher education.	1 1.75

Table no. 4.4.3.13 shows observations about Criterion- III: Research, Consultancy and Extension under 3.4 Institutional Challenges.

Eighteen (31.58 percent) TEIs had challenge for promotion/ strengthen research culture along with professional development in two (3.51 percent) TEIs; encouragement for

early acquisition of Ph.D. degree by Majority of teachers from a (1.75 percent) TEI, and establishment of research unit by a (1.75 percent) TEI. Seven (12.28 percent) TEIs had challenge in getting funds for major and minor projects from Government agencies. Two (3.51 percent) TEIs had challenge to undertake research projects and consultancy services. So it can be concluded that many TEIs had challenge for promotion/strengthening research culture along with professional development; encouragement for early acquisition of Ph.D. degree by Majority of teachers, and establishment of a research unit in a few TEIs. Few TEIs had challenge in getting funds for major and minor projects from Government agencies. A few TEIs had challenge in undertaking research projects and consultancy services.

A (1.75 percent) TEI had a challenge for consultancy development, and another (1.75 percent) TEI had a challenge for developing collaboration and consultancy with professional organisations. Each (1.75 percent) TEI out of three had challenged, i.e., extending the outreach of college programmes; providing in-service training to teachers in practicing schools, and rural upliftment. So it can be concluded that a few TEIs had challenges for consultancy development; and collaboration and consultancy with professional organisations. A few TEIs had challenge for extending the outreach of college programmes; providing in-service training to teachers in practicing schools, and rural upliftment.

A (1.75 percent) TEI challenged greater interaction with the affiliating university and other educational institutions. Seven (12.28 percent) TEIs had challenge for the establishment of Collaboration with other institutions/ agencies/ organisations. Eleven (19.30 percent) TEIs had challenge for the development of collaboration/ linkages with State, National and International organisations along with the execution of MoU from a (1.75 percent) TEI, and collaboration of a (1.75 percent) TEI with NCERT, NCTE etc. Six (10.53 percent) TEIs had challenge for establishing collaboration with relevant Agencies, whereas two (3.51 percent) TEIs had challenge for establishing collaboration with more relevant agencies. A (1.75 percent) TEI had challenges collaborating with NGOs in rural areas, and a (1.75 percent) TEI had challenges providing linkages for research with apex bodies in India and abroad. So it can be concluded that a few TEI had challenge for greater interaction with the affiliating university and other educational institutions. Few TEIs had challenge for the establishment of Collaboration with other institutions/ agencies/ organisations. Some TEIs had challenges in developing collaboration/ linkages with State, National and International organisations

along with execution of MoU, and collaboration with NCERT, NCTE, etc. from a few TEIs. Few TEIs had challenges establishing collaboration with relevant Agencies, whereas a few TEIs had challenges establishing collaboration with more relevant agencies. A few TEIs had challenges collaborating with NGOs in rural areas and providing linkages for research with apex bodies in India and abroad.

A (1.75 percent) TEI was needed to be recognised as a Research Center by the Affiliating University; a (1.75 percent) TEI had challenge to make the college a center for educational research, and a (1.75 percent) TEI had challenge for setting new agenda for research and innovation in teacher education. So it can be concluded that a few TEIs were needed to be recognised as a Research Center by the Affiliating University; to make the college a center for educational research, and to set up new agenda for research and innovation in teacher education.

Recommendations for Criterion-III: Research, Consultancy and Extension

Table 4.4.3.14

Recommendations for Criterion-III: Research, Consultancy and Extension (Key Aspect no. 2.3.1 and 2.3.2)

Sr.	No. of			
No.	KA	Recommendations	TEIs	Percent
1	2.3.1	Research culture might be strengthened/ broaden. (by ensuring quality action research.- 1; and by utilising the available intellectual capital)	5	8.77
2	2.3.1	Research culture might be developed. <ul style="list-style-type: none"> • by encouraging faculty for undertaking major and minor research projects from various funding agencies- 4 (including action research- 1) • by forming a research Committee and undertaking Action research and Minor/Major Research Projects and organising national/international seminars - 3 • by introduction of Masters programme in Education- 1 • by pro-active steps like research-oriented library, training workshops, incentives, ongoing research project- 1 	15	26.32

		• by forming a Research Committee and providing some seed money for preparing research projects- 3		
3	2.3.1	Faculty might be encouraged to undertake funded major and minor research projects. (1 TEI- include attempt for innovations; and educational problem relevant to the context-1)	27	47.37
4	2.3.1	Faculty might be involved in research activities.	4	7.02
5	2.3.1	Faculty might be encouraged to pursue doctoral research.	8	14.04
6	2.3.1	A research unit to be established and to be organised National and International seminars.	1	1.75
7	2.3.1	Institutional research projects to be conducted.	1	1.75
8	2.3.1	Faculty might be encouraged by organising initiatory learning/ training activities in educational research like- course, lectures, and deputations to workshops.	1	1.75
9	2.3.1	Action research to be undertaken by faculty to improve institutional functioning and classroom practices on issues like Content pedagogic analysis, Learner-centered pedagogy and Reflection on one's daily classroom teaching.	1	1.75
10	2.3.1	Faculty might be trained in Action Research Methodology.	3	5.26
11	2.3.1	Students to be encouraged to conduct some action research (Faculty too- 1)	4	
12	2.3.2	Research element to be introduced in all aspects of institutional functioning and use the findings for furthering institutional quality.	1	1.75
13	2.3.2	Faculty might be encouraged to publish papers/ research papers in reputed journals. (publication of standard books- 1; papers books- 1; encourage more to publish research papers and author standard books- 1; more publications- 2	25	43.86
14	2.3.2	Senior Faculty could be reviewed recently published	1	1.75

books on teacher education and to be shared them
with their colleague.

Table no. 4.4.3.14 shows observations of Recommendations for Criterion-III: Research, Consultancy and Extension related to Key Aspect no. 2.3.1 and 2.3.2.

Five (8.77 percent) TEIs might be strengthened/broadened Research culture, where a (1.75 percent) TEI by ensuring quality action research; and another (1.75 percent) TEI by utilising the available intellectual capital. So it can be concluded that few TEIs might be strengthened/broadened to Research culture, where a few TEIs ensure quality action research; and utilise the available intellectual capital.

Fifteen (26.32 percent) TEIs might be developed Research culture, i.e., by encouraging faculty for undertaking major and minor research projects from various funding agencies in four (7.02 percent) TEIs; by forming research Committee and undertaking Action research and Minor/ Major Research Projects and organising national/international seminars in three (5.26 percent) TEIs; by introducing Masters programme in Education in a (1.75 percent) TEI; by taking pro-active steps like a research-oriented library, training workshops, incentives, ongoing research project in a (1.75 percent) TEI; and by forming Research Committee and providing some seed money for preparing research projects in three (5.26 percent) TEIs. So it can be concluded that many TEIs might be developed Research culture, i.e., by encouraging faculty for undertaking major and minor research projects from various funding agencies in few TEIs, whereas by forming research Committee and undertaking Action research and Minor/ Major Research Projects and organising national/international seminars; by introducing Masters programme in Education; by taking pro-active steps like a research-oriented library, training workshops, incentives, an ongoing research project; and by forming research Committee and providing some seed money for preparing research projects in a few TEIs.

Twenty-seven (47.37 percent) TEIs might be encouraged Faculty by undertaking funded major and minor research projects, including efforts for innovations in a (1.75 percent) TEI; and by taking a project on an educational problem relevant to the context in a (1.75 percent) TEI. Four (7.02 percent) TEIs might be involved Faculty in research activities. Eight (14.04 percent) TEIs might be encouraged own Faculty to pursue doctoral research. So it can be concluded that many TEIs might be encouraged Faculty by undertaking funded major and minor research projects, including efforts for innovations; and by taking a project on an educational problem relevant to the context

in a few TEIs. Few TEIs might be involved Faculty in research activities. Some TEIs might be encouraged Faculty to pursue doctoral research.

A (1.75 percent) TEI was to be established research unit and to be organised National and International seminars; a (1.75 percent) TEI was to be conducted Institutional research projects; and a (1.75 percent) TEI might be encouraged Faculty by organising initiatory learning/ training activities in educational research like- course, lectures, and deputations to workshops. A (1.75 percent) TEI was to be undertaken Action research by faculty to improve institutional functioning and classroom practices on issues like Content pedagogic analysis, Learner-centered pedagogy and Reflection on one's daily classroom teaching. So it can be concluded that a few TEIs were to be established research unit and to be organised National and International seminars; to be conducted Institutional research projects; and might be encouraged Faculty by organising initiatory learning/ training activities in educational research like- course, lectures, and deputations to workshops. A few TEIs were to be undertaken Action research by faculty to improve institutional functioning and classroom practices on issues like Content pedagogic analysis, Learner-centered pedagogy and Reflection on one's daily classroom teaching.

Three (5.26 percent) TEIs might be trained Faculty in Action Research Methodology. Four (7.02 percent) TEIs were to be encouraged students to conduct some action research, including faculty from a (1.75 percent) TEI. A (1.75 percent) TEI introduced a Research element in all aspects of institutional functioning and used the findings to further institutional quality. A few TEIs might be trained Faculty in Action Research Methodology. Few TEIs were to be encouraged students to conduct some action research, including faculty from a few TEIs. A few TEIs were to be introduced in the research element in all aspects of institutional functioning and use the findings to further institutional quality.

Twenty-five (43.86 percent) TEIs might be encouraged Faculty to publish papers/ research papers in reputed journals including publication of standard books from a (1.75 percent) TEI; papers in books from a (1.75 percent) TEI; encouragement for more to publish research papers and author standard books from a (1.75 percent) TEI; and more publications from two (3.51 percent) TEIs. A (1.75 percent) TEI was recommended to Senior Faculty to review recently published books on teacher education and share them with their colleague. So it can be concluded that many TEIs might be encouraged Faculty to publish papers/ research papers in reputed journals,

which included publication of standard books; papers in books; encouragement for more to publish research papers and author standard books from a few TEIs; and more publications from a few TEIs. A few TEIs were recommended to Senior Faculty to review recently published books on teacher education and share them with their colleagues.

Table 4.4.3.15

Recommendations for Criterion-III: Research, Consultancy and Extension (Key Aspect no. 2.3.3, 2.3.4 and 2.3.5)

Sr. No.	KA	Recommendations	No. of	
			TEIs	Percent
1	2.3.3	Consultancy services could be initiated.	3	5.26
2	2.3.3	Consultancy services could be taken up, and funds could be generated.	2	3.51
3	2.3.3	Establishment of a formal Consultancy service would improve the relationship with schools and the community.	1	1.75
4	2.3.3	Publicize the expertise available in the college for Consultancy services.	1	1.75
5	2.3.3	The specialisations of the Faculty might be given good publicity and to be used for internal resource mobilisation.	1	1.75
6	2.3.3	Faculty might be motivated to undertake Consultancy service with appropriate incentives.	1	1.75
7	2.3.4	Research acumen to be strengthened by encouraging school teachers to conduct action research programme.	1	1.75
8	2.3.4	Extension activities to be organised. <ul style="list-style-type: none"> • for a nearby village or slum for well-planned holistic community development- 1 • to be carried out planned, systematic approach and to be adopted a cluster of contiguous habitations for carrying out continuously like literacy, health, environment, development work- 1 • research and training of school teachers for State 	12	21.05

		government programmes- 2		
		<ul style="list-style-type: none"> • INSET programmes to be organised for neighbouring schools (1 TEI- including practice teaching schools)- 2 • In-service education programmes might be organised for the school teachers- 4 		
9	2.3.4	In a planned, systematic manner, the extension activities were to be provided for sustained community engagement and integration with academic learning.	2	3.51
10	2.3.4	Result-oriented extension activities to be adopted. (focusing on literacy and continuing education programmes- 2)	4	
11	2.3.4	Goal-directed and focused extension activities in terms of achieving results could be strengthened. (for rural upliftment- 1)	3	
12	2.3.4	Students to be encouraged to participate in social service, NSS, games and sports.	1	1.75
13	2.3.4	Students to be motivated to participate in various intercollegiate and extension activities.	1	1.75
14	2.3.5	Academic collaborations to be established <ul style="list-style-type: none"> • with universities/ institutes of repute- 1 • academic institutions, NGOs and outside agencies- 1 • strong NGOs and foreign educational institutions- 1 • state and international level- 3 	7	12.28
15	2.3.5	Physical proximity of university center to be used for better research collaboration.	1	1.75
16	2.3.5	An international MoU was initiated and staff to be encouraged to appear for TOFEL and GRE examinations.	1	1.75
17	2.3.5	Collaborative ventures to be initiated with formal MoU with good colleges- institutions and state, national-level organisations.	1	1.75

18	2.3.5	More national and international linkages to be set up. Collaborative ventures to be initiated with formal MoU with good colleges- institutions and state, national-level organisations.	1	1.75
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Table no. 4.4.3.15 shows observations of Recommendations for Criterion-III: Research, Consultancy and Extension related to Key Aspect no. 2.3.3, 2.3.4 and 2.3.5.

Three (5.26 percent) TEIs could be initiated Consultancy services. Two (3.51 percent) TEIs could be taken up Consultancy services and could be generated funds. Each (1.75 percent) TEI out of four recommended for establishing formal Consultancy service to improve the relationship with schools and community; for publicizing the expertise available in the college for Consultancy services; publicizing specialisations of the Faculty for internal resource mobilisation; and motivating to undertake Consultancy service with appropriate incentives. So it can be concluded that a few TEIs could be initiated Consultancy services. A few TEIs were recommended for taking Consultancy services and could be generated funds; for establishing formal Consultancy service to improve the relationship with schools and community; for publicizing the expertise available in the college for Consultancy services; publicizing specialisations of the Faculty for internal resource mobilisation; and motivating to undertake Consultancy service with appropriate incentives.

A (1.75 percent) TEI was to strengthen research acumen by encouraging school teachers to conduct action research programmes. Twelve (21.05 percent) TEIs were to be organised Extension activities, where a (1.75 percent) TEI was to be organised for a nearby village or slum for well-planned holistic community development; a (1.75 percent) TEI was to be carried out planned, systematic approach and to be adopted a cluster of contiguous habitations for carrying out continuously like literacy, health, environment, development work; two (3.51 percent) TEIs were to be organised research and training of school teachers for State government programmes; and two (3.51 percent) TEIs were to be organised INSET programmes for neighbouring schools; four (7.02 percent) TEIs might be organised In-service education programmes for the school teachers. So it can be concluded that a few TEIs were to be strengthened Research acumen by encouraging school teachers to conduct action research programme. Some TEIs were to be organised Extension activities, where a few TEIs were to be organised for nearby village or slum for well-planned holistic community development; to be carried out planned, systematic approach and to be adopted a cluster

of contiguous habitations for carrying out continuously like literacy, health, environment, development work; to be organised research and training of school teachers for State government programmes; and to be organised INSET programmes for neighbouring schools; and few TEIs might be organised In-service education programmes for the school teachers.

Two (3.51 percent) TEIs were to be provided Extension activities in a planned, systematic manner for sustained engagement with the community and integration with academic learning. Four (7.02 percent) TEIs were to be adopted as Result-oriented extension activities, while two (3.51 percent) TEIs were recommended to focus on literacy and continuing education programmes. Three (5.26 percent) TEIs could be strengthened Goal-directed and focused extension activities to achieve results. Students are encouraged to participate in social service, NSS, games and sports from a (1.75 percent) TEI and in various intercollegiate and extension activities from another (1.75 percent) TEI. So it can be concluded that a few TEIs were to be provided Extension activities in a planned, systematic manner for sustained engagement with the community and integration with academic learning. Few TEIs were to be adopted as Result-oriented extension activities, where a few TEIs were recommended to focus on literacy and continuing education programmes. A few TEIs could be strengthened Goal-directed and focused extension activities to achieve results, encourage students to participate in social service, NSS, games and sports; and participate in various intercollegiate and extension activities.

Seven (12.28 percent) TEIs were to be established Academic collaborations, where the collaboration might be established with universities/ institutes of repute by a (1.75 percent) TEI; with academic institutions by a (1.75 percent) TEI; with NGOs and outside agencies by a (1.75 percent) TEI; with strong NGOs and foreign educational institutions by a (1.75 percent) TEI; and with state and international level by three (5.26 percent) TEIs. So it can be concluded that few TEIs were to be established Academic collaborations, where a few TEIs might be established collaboration with universities/ institutes of repute; academic institutions; NGOs and outside agencies; strong NGOs and foreign educational institutions; and state and international level.

A (1.75 percent) TEI was to be used Physical proximity of university center for better research collaboration. A (1.75 percent) TEI had initiated an International MoU to encourage staff to appear for Test of English Language as a Foreign Language (TOFEL) and Graduate Record Examinations (GRE). A (1.75 percent) TEI was to be

initiated Collaborative ventures with formal MoU with good colleges- institutions and state, national level organisations. A (1.75 percent) TEI was to be set up more national and international linkages as well as Collaborative ventures to be initiated with formal MoU with good colleges- institutions and state, national level organisations. A few TEIs were to be used Physical proximity of the university center for better research collaboration. A few TEIs had initiated an International MoU to encourage staff to appear for TOFEL and GRE examinations. A few TEIs were to be initiated Collaborative ventures with formal MoU with good colleges- institutions and state, national level organisations. A few TEIs were to be set up more national and international linkages and Collaborative ventures to be initiated with formal MoU with good colleges- institutions and state, national level organisations.

4.4.4 CRITERION- IV: INFRASTRUCTURE AND LEARNING RESOURCES

Key Aspect no. 2.4.1 Physical Facilities for Learning

Table 4.4.4.1

Physical Facilities for Learning observed under Key Aspect no. 2.4.1 Physical Facilities for Learning

Sr. No.	Observations	No. of TEIs	Percent
1	Green Campus	3	5.26
2	Rented building since 1971	1	1.75
3	Physical infrastructure on lifetime lease and yet to be got independent building and own Independent Infrastructure facility	1	1.75
4	Planned for new college building and girls hostel	1	1.75
5	College functions in an independent building	2	3.51
6	Spacious and well-constructed building	2	3.51
7	Building had scope for only vertical expansion	1	1.75
8	Adequate space was available for classrooms and administrative purposes	1	1.75
9	College had sufficient space to run the course	3	5.26
10	Sufficient space for classroom, library, laboratories, games and sports	1	1.75
11	Instructional space needed to reorganise to provide two classrooms	1	1.75
12	Created more facilities after first accreditation	1	1.75
13	Available infrastructure facilities optimally utilised	4	7.02
14	Available infrastructure facilities did not utilise optimally	4	7.02
15	Labs, as per NCTE norms, were yet to be utilised fully functionally.	2	3.51
16	Recently established Computer laboratory	1	1.75
17	Efforts made to start canteen from the next term	1	1.75
18	The library had initiated the process of computerisation	1	1.75
19	The timing of the college was 12:25 pm to 6:30 pm	1	1.75

Six key aspects were included under Criterion- IV: Infrastructure and Learning Resources. Table no. 4.4.4.1 shows the observations of Peer Teams about the Key

Aspect no. 2.4.1 Physical Facilities for Learning. Three (5.26 percent) TEIs had Green Campus. A (1.75 percent) TEI had rented a building, and another (1.75 percent) TEI's physical infrastructure was on a lifetime lease. A (1.75 percent) TEI had planned for a new college building with a girls' hostel. Two (3.51 percent) TEIs had functioned in independent buildings each, and another two (3.51 percent) TEIs had spacious and well-constructed buildings. Building of a (1.75 percent) TEI had scope for only vertical expansion. So it can be concluded that a few TEIs had Green Campus and rented building, physical infrastructure on lifetime lease, functioned in an independent building; spacious and well-constructed building; and scope for only vertical expansion of the building.

A (1.75 percent) TEI had the availability of adequate space for classrooms and administrative purposes. Three (5.26 percent) TEIs had sufficient space for the transaction of the course. A (1.75 percent) TEI had sufficient space for classrooms, libraries, laboratories, games, and sports. The instructional space of a (1.75 percent) TEI was needed to reorganise to provide two classrooms, while a (1.75 percent) TEI had created more facilities after first accreditation. The available infrastructure facilities were optimally utilised by four (7.02 percent) TEIs, while another four (7.02 percent) TEIs did not utilise optimally. The laboratories of two (3.51 percent) TEIs were as per NCTE norms, which were yet to be utilised fully functionally. Each (1.75 percent) TEI out of three had recently created facilities each, i.e., Computer laboratory, the process of computerisation in library and canteen from next term. The timing of a (1.75 percent) TEI had observed from 12:25 pm to 6:30 pm. So it can be concluded that a few TEIs had sufficient space for the course transaction, whereas a few TEIs had created more facilities after first accreditation. The available infrastructure facilities were optimally utilised by few TEIs, whereas few TEIs did not utilise optimally. The timing of a few TEIs was observed from 12:25 pm to 6:30 pm.

Table 4.4.4.2

Details of buildings of TEIs were mentioned in the PTR as observation under Key

Aspect no. 2.4.1 Physical Facilities for Learning.

Sr.				No. of
No.	Built-up area	Storey	Plot/Campus area	TEIs
1	46050.00 sq. m.	Shared with five colleges	-	1
2	4394.54 sq. m.	Three storeyed building	Plot area 1375 sq. m.	1

3	2698.00 sq. m.	Four storeyed building		1
4	2052.76 sq. m.	-	-	1
5	1686.00 sq. m.	-	Campus 4.5 acres	1
6	1599.00 sq. m.	-		1
7	1509.00 sq. m.	Double storeyed building (Shared)	Campus 2 acres	1
8	1504.00 sq. m.	Double storeyed building	Campus 6 acre	1
9	1196.16 sq. m.	Three storeyed building		1
10	1186.84 sq. m.	-	Campus 3.95 acres	1
11	796.0 sq. m.	-	Campus 30047.91 sq. m.	1
12	3844.90 sq. ft.	-	-	1
13	-	Three storeyed building	-	1
14	-	-	Campus 3.47 acres	1

The Peer Teams had mentioned details of the building of TEIs in the PTR as observations under Key Aspect no. 2.4.1 Physical Facilities for Learning, which are given in table no. 4.4.4.2. Peer Teams had mentioned a built-up area of Twelve (21.05 percent) TEIs and the Plot/ campus area of seven (12.28 percent) TEIs. The building of a (1.75 percent) TEI was four-storeyed, three (5.26 percent) TEIs were three-storeyed, while two (3.51 percent) TEIs were double-storeyed, where one was shared. A (1.75 percent) TEI was shared with five colleges. So it can be concluded that the Peer Teams of some TEIs had mentioned the size of the built-up area and Peer Teams of few TEIs mentioned the size of the Plot/ campus area. A few TEIs were four-storeyed, three-storeyed, and double-storeyed buildings. Buildings of a few TEIs were shared with five colleges.

Table 4.4.4.3

Adequacy of Infrastructural Facilities observed under Key Aspect no. 2.4.1 Physical Facilities for learning.

Sr. No.	Observations about Adequacy of Infrastructural Facilities	No. of TEIs	Percent
1	All infrastructural facilities observed adequate, sufficient or well equipped.	22	38.60
2	Specific infrastructural facilities observed adequate, sufficient or well equipped.	42	73.68

1)	Computer laboratory	14	24.56
2)	Science laboratory	12	21.05
3)	Classrooms spacious with good quality furniture	11	19.30
4)	Psychology laboratory	11	19.30
5)	Education technology laboratory	9	15.79
6)	Laboratories	6	10.53
7)	Common room for boys and girls	5	8.77
8)	Assembly hall	4	7.02
9)	Canteen	3	5.26
10)	Computer laboratory with internet facility	3	5.26
11)	Hostel facility for boys and girls	3	5.26
12)	Hostel facility for girls	3	5.26
13)	Playground	3	5.26
14)	Library	2	3.51
15)	Administrative room	2	3.51
16)	Classroom one- fitted with LCD projector	2	3.51
17)	First aid box	2	3.51
18)	Laboratory equipment for ET	2	3.51
19)	Multipurpose hall	2	3.51
20)	Sports facility	2	3.51
21)	Washrooms for boys and girls	2	3.51
22)	Simple physical facilities	2	3.51
23)	Audio and video cassettes	1	1.75
24)	Audio and video CDs	1	1.75
25)	Audio cassettes visual challenged	1	1.75
26)	Big auditorium	1	1.75
27)	Big halls- 2	1	1.75
28)	Bio-metric machine	1	1.75
29)	Built-up area	1	1.75
30)	Common- restrooms for boys and girls	1	1.75
31)	Common- restrooms for men and women	1	1.75
32)	Conference room	1	1.75

33)	Cultural activities	1	1.75
34)	Girls common room	1	1.75
35)	Good area marked for a playground for organising various sports events and outdoor games	1	1.75
36)	Indoor and outdoor sports equipments	1	1.75
37)	Indoor games	1	1.75
38)	Instructional facilities in classrooms	1	1.75
39)	Internet facilities	1	1.75
40)	Laboratory space and equipment for ICT	1	1.75
41)	Language laboratory	1	1.75
42)	Library had computer facilities	1	1.75
43)	Main classrooms equipped with ICT facilities	1	1.75
44)	Mathematics laboratory	1	1.75
45)	Multipurpose hall	1	1.75
46)	Principal room	1	1.75
47)	Ramp facility to on each floor for physically challenged students	1	1.75
48)	Staffroom	1	1.75
49)	Teaching aids room	1	1.75
50)	Telephone	1	1.75
51)	Two more LCD projectors	1	1.75
52)	Washrooms for boys and girls	1	1.75
53)	Water purifier	1	1.75
54)	Workshop room	1	1.75

The Peer Teams had observed adequacy and inadequacy of the Infrastructural Facilities under Key Aspect no. 2.4.1 Physical Facilities for Learning. The observation about the adequacy of the Infrastructural Facilities was given in table no. 4.4.4.3. All infrastructural facilities of 22 (38.60 percent) TEIs were observed as adequate, sufficient or well equipped. The adequate, sufficient or well-equipped 55 infrastructural facilities of 42 (73.68 percent) TEIs were specified. The Computer Laboratory, Science laboratory, good quality furniture in spacious Classrooms, Psychology laboratory, Education technology laboratory, all Laboratories, Common room for boys and girls,

and Assembly hall facilities observed in 14 (24.56 percent), 12 (21.05 percent), 11 (19.30 percent), 11 (19.30 percent), nine (15.79 percent), six (10.53 percent), five (8.77 percent) and four (7.02 percent) TEIs were adequate respectively. So it can be concluded that all infrastructural facilities in many TEIs were adequate, sufficient or well-equipped. Majority TEIs had specified adequate, sufficient or well-equipped infrastructural facilities, i.e., some TEIs had a Computer laboratory, a Science laboratory, and good quality furniture in spacious Classrooms, Psychology laboratory, Education technology laboratory; and few TEIs had all Laboratories, Common room for boys and girls and Assembly hall.

Each facility, i.e., Canteen, Computer laboratory with internet facility, Hostel facility for boys and girls, Hostel facility for girls and playground was adequate in every three (5.26 percent) TEIs out of 15. Every two (3.51 percent) TEIs from 18 had each facility, i.e., Library, Administrative room, LCD projector in a classroom, First aid box, Laboratory equipment for ET, Multipurpose hall, Sports facility, boys and girls washrooms and simple physical facilities. A few TEIs had adequate, sufficient or well-equipped facilities of Canteen, Computer laboratory with internet facility, Hostel facility for boys and girls, Hostel facility for girls and playground. A few TEIs had adequate, sufficient or well-equipped facilities like- Library, Administrative room, LCD projector in a classroom, First aid box, Laboratory equipment for ET, Multipurpose hall, Sports facility, boys and girls washrooms and simple physical facilities.

The Peer team of each (1.75 percent) TEI out of 30 had mentioned each adequate, sufficient or well-equipped facility, i.e., Audio and video cassettes, Audio and Video CDs, Audio cassettes visual challenged, Big auditorium, two big halls, Bio-metric machine, Built-up area, Common- restrooms for boys and girls, Common- restrooms for men and women, Conference room, Cultural activities, Girls common room, Marked good area for a playground, Indoor and outdoor sports equipments, Indoor games, Instructional facilities in classrooms, Internet facilities, Laboratory space and equipment for ICT, Language laboratory, library with computer facility, ICT equipped main classrooms, Mathematics laboratory, Multipurpose hall, Principal room, Ramp facility for physically challenged students, Staffroom, Teaching aids room, Telephone, Two more LCD projectors, Washrooms for boys and girls Water purifier and Workshop room. So it can be concluded that a few TEIs had adequate, sufficient or well-equipped facilities, i.e., Audio and video cassettes, Audio and Video CDs, Audio

cassettes visual challenged, Big auditorium, two big halls, Bio-metric machine, Built-up area, Common- restrooms for boys and girls, Common- restrooms for men and women, Conference room, Cultural activities, Girls common room, Marked good area for a playground, Indoor and outdoor sports equipments, Indoor games, Instructional facilities in classrooms, Internet facilities, Laboratory space and equipment for ICT, Language laboratory, library with computer facility, ICT equipped main classrooms, Mathematics laboratory, Multipurpose hall, Principal room, Ramp facility for physically challenged students, Staffroom, Teaching aids room, Telephone, Two more LCD projectors, Washrooms for boys and girls Water purifier and Workshop room.

Table 4.4.4.4

Inadequacy of Infrastructural Facilities under Key Aspect no. 2.4.1 Physical Facilities for learning

Sr. No.	Observations about Inadequacy of Infrastructural Facilities	No. of	
		TEIs	Percent
1	All infrastructural facilities observed Inadequate, Insufficient or Unequipped.	7	12.28
2	Specific infrastructural facilities observed Inadequate, Insufficient or Unequipped.	28	49.12
	1) Psychology laboratory	10	17.54
	2) Science laboratory	10	17.54
	3) Educational technology laboratory	7	12.28
	4) Classrooms- 2	5	8.77
	5) Laboratories	4	7.02
	6) Sports and games facilities	3	5.26
	7) Big lecture room 1	2	3.51
	8) Computer laboratory	2	3.51
	9) Lab facilities were insufficient, lacking proper organisation and functional	2	3.51
	10) Equipment and facilities for various experiments	1	1.75
	11) Girls common room	1	1.75
	12) Hostel facilities for boys and girls	1	1.75
	13) Infrastructural facilities for academic and	1	1.75

CCA

14)	Instructional infrastructure	1	1.75
15)	Number of toilets and water points	1	1.75
16)	Laboratory equipment for et	1	1.75
17)	Language laboratory	1	1.75
18)	Lecture rooms	1	1.75
19)	Library space was inadequate and was not automated.	1	1.75
20)	Methods labs	1	1.75
21)	Playground for organising various sports events and outdoor games	1	1.75
22)	Resource centers	1	1.75
23)	Other facilities	1	1.75

The inadequate facilities of the Infrastructural under Key Aspect no. 2.4.1 Physical Facilities for Learning were given in table no. 4.4.4.4. All infrastructural facilities of seven (12.28 percent) TEIs were observed inadequate, insufficient or unequipped.

The inadequate, insufficient or unequipped 23 infrastructural facilities of 28 (49.12 percent) TEIs were specified in the PTRs. The Psychology laboratory, Science laboratory, Educational technology laboratory, two classrooms, all Laboratories, Sports and games facilities, one Big lecture room and Computer laboratory, were observed inadequate by Peer Team in 10 (17.54 percent), 10 (17.54 percent), seven (12.28 percent), five (8.77 percent), four (7.02 percent), three (5.26 percent), two (3.51 percent) and two (3.51 percent) TEIs respectively. Two (3.51 percent) TEIs had insufficient laboratory facilities and lacked proper organisation and being functional. So it can be concluded that all infrastructural facilities in few TEIs were inadequate, insufficient or unequipped. Many TEIs had specified inadequate, insufficient or unequipped infrastructural facilities, i.e., Psychology laboratory and Science laboratory respectively in some TEIs; Educational technology laboratory, two classrooms and all Laboratories respectively in few TEIs; and Sports and games facilities in a few TEIs. A few TEIs had inadequate, insufficient or unequipped facilities, big lecture rooms, and Computer laboratory and Lab facilities.

Each (1.75 percent) TEI out of 14 had each inadequate, insufficient or unequipped facilities, i.e., Equipment and facilities for various experiments; Girls common room;

Hostel facilities for boys and girls; Infrastructural facilities for academic and CCA; Instructional infrastructure; Number of toilets and water points; Laboratory equipment for ET; Language laboratory; Lecture rooms; Library space without automated; Methods labs; Playground for games; Resource centers; and Other facilities. A few TEIs had inadequate, insufficient or unequipped facilities, i.e., Equipment and facilities for various experiments; Girls common room; Hostel facilities for boys and girls; Infrastructural facilities for academic and CCA; Instructional infrastructure; Number of toilets and water points; Laboratory equipment for ET; Language laboratory; Lecture rooms; Library space without automated; Methods labs; Playground for games; Resource centers; and Other facilities.

Table 4.4.4.5

Shared Infrastructural and other facilities with other Institutions observed under Key Aspect no. 2.4.1 Physical Facilities for Learning

Sr. No.	Observations about Infrastructural and other facilities Shared with other Institutions	No. of TEIs	Percent
1	All infrastructure and other facilities	7	12.28
2	Common hall of the institution	2	3.51
3	Building	1	1.75
4	Building on a shift basis	1	1.75
5	Building and sports facility	1	1.75
6	Canteen and medical facilities	1	1.75
7	Educational Technology, Science & Computer laboratories	1	1.75
8	Facilities for curricular & CCA	1	1.75
9	Library, Computer Lab and Classrooms	1	1.75
10	Playgrounds, canteen and hostel for girls	1	1.75
11	Psychology, Science, and Computer laboratories	1	1.75
12	Science laboratory	1	1.75
13	Two storeyed building with other vocational Course	1	1.75
14	University sports facilities were used as being constituent College	1	1.75
Total no. of TEIs- Shared Infrastructural and other facilities		21	36.84

The Peer Teams had observed Infrastructural and other facilities shared with other Institutions under Key Aspect no. 2.4.1 Physical Facilities for Learning. Table no. 4.4.4.5 shows the 14 facilities shared by 21 (36.84 percent) TEIs with other institutions. All infrastructure and other facilities of seven (12.28 percent) TEIs and common halls of two (3.51 percent) TEIs were shared. The Peer Team of each (1.75 percent) TEI out of 11 had mentioned each infrastructural and other facilities shared with other institutions, i.e., Building on shift basis; Building and sports facility; Canteen and medical facilities; Educational Technology, Science and Computer laboratories; Facilities for curricular and CCA; Library, Computer Lab and Classrooms; Playgrounds, canteen and hostel for girls; Psychology, Science, and Computer laboratories; Science laboratory; and two-storeyed building with other vocational courses. A (1.75 percent) TEI had used University sports facilities as being constituent college. So it can be concluded that many TEIs had shared infrastructure and other facilities with other institutions, where few TEIs had shared all infrastructure and other facilities and some TEIs had shared one or more facilities, i.e., Building on shift basis; Building and sports facility; Canteen and medical facilities; Educational Technology, Science and Computer laboratories; Facilities for curricular and CCA; Library, Computer Lab and Classrooms; Playgrounds, canteen and hostel for girls; Psychology, Science, and Computer laboratories; Science laboratory; two-storeyed building with other vocational courses; and University sports facilities.

Table 4.4.4.6

Required or yet to be created the Infrastructural or facilities observed under Key Aspect no. 2.4.1 Physical Facilities for Learning

Sr. No.	Observations about needed or yet to be created the Infrastructural or facilities	No. of TEIs	Percent
1	Facility for differently-abled pupils	4	1.75
2	Sports and games facilities	2	1.75
3	Essential labs to be established	1	1.75
4	Hostel facilities for boys	1	1.75
5	Language lab	1	1.75
6	Additional facilities like Gym, Swimming Pool, Auditorium	1	1.75
7	Own Independent Infrastructure facility.	1	1.75
8	Separate health center (Having a physician of the health	1	1.75

clinics in its neighbourhood)

Total no. of TEIs needed or yet to be created the	12	21.05
Infrastructural or facilities		

The Peer Team also observed the Infrastructural or other facilities required by the TEIs. Such required Infrastructural or other facilities were analysed and given in table no. 4.4.4.6. Total twelve (21.05 percent) TEIs needed or yet to be created the Infrastructural or facilities.

Four (7.02 percent) TEIs needed facilities for differently-able students, and two (3.51 percent) TEIs needed Sports and games facilities. The Peer Team of each (1.75 percent) TEI out of six had mentioned each of the infrastructural and other needed or yet to be created, i.e., Essential labs; Hostel facilities for boys; Language lab; Additional facilities like Gym, Swimming Pool, Auditorium; Own Independent Infrastructure facility; and Separate health center having physician of the health clinics in its neighbourhood. So it can be concluded that some TEIs needed or yet to be created the Infrastructural or facilities. Few TEIs needed facilities for differently-able students, and a few TEIs needed Sports and games facilities. A few TEIs needed or yet to be created infrastructural and other facilities, i.e., Essential labs; Hostel facilities for boys; Language lab; Additional facilities like Gym, Swimming Pool, Auditorium; Own Independent Infrastructure facility; and Separate health center having physician of the health clinics in its neighbourhood.

Key Aspect no. 2.4.2 Maintenance of Infrastructure

Table 4.4.4.7

Allocation of Budget and Funds for Maintenance of Infrastructure observed under Key Aspect no. 2.4.2 Maintenance of Infrastructure

Sr. No.	Observations	No. of TEIs	Percent
1	Adequate Budget allocation for maintenance by the Management	7	12.28
2	Adequate Budget/ funds allocation for maintenance of infrastructure.	11	19.30
3	Adequate Budget allocation for various activities.	1	1.75
4	Budget allocation for maintenance of infrastructure.	5	8.77
5	Budget allocation for campus expansion	1	1.75
6	Separate Budget allocation for maintenance.	5	8.77

7	Maintenance Budget allocated in four heads.	1	1.75		
8	Maintenance expenditure was incurred from the central pool.	1	1.75		
9	System of developing and maintaining the environment of the college with 75 percent grants from the government and 25 percent grant from the Managing Trust was in practice.	1	1.75		
10	Being Constituent College, maintenance was done by affiliating University.	1	1.75		
11	The government maintained building and infrastructure.	1	1.75		
12	No specific Budget allocation for maintenance of infrastructure, but contributed by the Management whenever required.	2	3.51		
13	Budget provision for maintenance, but allocation needed to be enhanced.	1	1.75		
	Provision for Budget allocation	38	66.67		
14	An adequate budget was yet to be allocated for the maintenance of infrastructure.	1	1.75		
15	Needed sufficient Budget allocation for maintenance.	3	5.26		
16	<u>No Budget allocated</u>	TEIs	Percent		
	1) Computer and other lab facilities	1	1.75		
	2) New books and journals	1	1.75		
	3) Computers and Library	1	1.75		
	Total observations about No Budget allocated	3	5.26	3	5.26

Table no. 4.4.4.7 shows Allocation of Budget and Funds for Maintenance of Infrastructure facilities observed by Peer Teams under Key Aspect no. 2.4.2 Maintenance of Infrastructure.

Peer Teams of 38 (66.67 percent) TEIs had observed provision for Budget allocation for maintenance and various activities. Peer Teams of 19 (33.33 percent) TEIs had mentioned adequate Budget allocation, where seven (12.28 percent) TEIs had allocation from Management, and a (1.75 percent) TEI had allocated for various activities. Peer Teams of 19 (33.33 percent) TEIs had noted just 'Budget allocation', where five (8.77 percent) TEIs had Budget allocation for maintenance of infrastructure; and a (1.75 percent) TEI had made for campus expansion. So it can be concluded that majority TEIs had provision for Budget allocation for maintenance and various activities. Many TEIs had adequate Budget allocation, where few TEIs had allocation

from Management, and a few TEIs had allocated for various activities. Many TEIs had noted just 'Budget allocation', where few TEIs had Budget allocation for maintenance of infrastructure, and a few TEIs had made for campus expansion.

The maintenance expenditure was incurred from the central pool for a (1.75 percent) TEI, and a (1.75 percent) TEI had provision of 75 percent grants from the government and 25 percent grant from the Managing Trust for development and maintenance; a (1.75 percent) TEI had was Constituent College, so the affiliating University was doing the maintenance, and a (1.75 percent) TEI was a government college and government maintained its building and infrastructure. So it can be concluded that a few TEIs incurred maintenance expenditure from the central pool and a few TEIs had provision of 75 percent grants from the government and 25 percent grant from the Managing Trust for development and maintenance. A few TEIs had maintenance from affiliating universities, and a few TEIs maintained building and infrastructure by the government. Two (3.51 percent) TEIs had no specific Budget allocation for maintenance of infrastructure, but the Management contributed whenever required. A (1.75 percent) TEI had Budget provision for maintenance, but allocation needed to be enhanced. An adequate Budget from a (1.75 percent) TEI was yet to be allocated for infrastructure maintenance. Three (5.26 percent) TEIs needed sufficient Budget allocation for maintenance. Each (1.75 percent) of the TEI from three did not allocate Budget for each facility, i.e., Computer and other lab facilities; New books and journals; and Computers and Library. So it can be concluded that a few TEIs had no specific Budget allocation for maintenance of infrastructure, but the Management contributed whenever required. A few TEIs had Budget provision for maintenance, but allocation needed to be enhanced. An adequate budget from a few TEIs was yet to be allocated for infrastructure maintenance. A few TEIs needed sufficient budget allocation for maintenance. A few of the TEIs did not allocate Budget for each facility, i.e., Computer and other lab facilities; new books and journals; and Computers and Library.

Table 4.4.4.8

Requirement or utilisation of funds for Maintenance of Infrastructure observed under Key Aspect no. 2.4.2 Maintenance of Infrastructure

Sr. No.	Observations about Utilisation or Requirement of funds for Maintenance of Infrastructure	No. of TEIs	Percent
1	Depended upon the Managing Trust for building maintenance	2	3.51

2	The college needed Budgeted funds for maintenance	1	1.75
3	Yet to be mobilised sufficient funds for maintenance	1	1.75
4	Grants received from State Government, and UGC had been fully utilised.	2	3.51
5	Allocated funds for maintenance utilised. (Management of a TEI had allotted Rs.500000/- in the Budget and spent the amount during the last three years)	6	10.53

The Peer Teams had provided observations about the requirement or utilisation of funds for Maintenance of Infrastructure. The observations are given in table no. 4.4.4.8.

Two (3.51percent) TEIs were dependent upon the Managing Trust for building maintenance. A (1.75 percent) TEI was needed to be received the Budgeted funds for maintenance, while the sufficient funds for maintenance were yet to be mobilised by another (1.75 percent) TEI. During the last three years, the Management of a (1.75 percent) TEI had allotted Rs.500000/- in the Budget and spent the amount. Two (3.51 percent) TEIs had fully utilised the grants received from the State Government and UGC. Five (8.77percent) TEIs had utilised allocated funds for maintenance. So it can be concluded that a few TEIs were dependent upon the Managing Trust for building maintenance, whereas a few TEIs were needed to be received the Budgeted funds for maintenance, and a few TEIs were yet to be mobilised sufficient funds for maintenance. Few TEIs had utilised allocated funds for maintenance, and a few TEIs had fully utilised the grants received from the State Government and UGC.

Table 4.4.4.9

Observations about Availability of Maintenance and Infrastructural facilities

Sr. No.	Observations	No. of TEIs	Percent
1	Proper/ satisfactorily maintenance of Infrastructural facilities.	12	21.05
2	Occasional/poor/inadequate maintenance of infrastructure.	3	5.26
3	Infrastructural facilities needed to be maintained.	9	15.79
4	The college was in a rented building.	1	1.75
5	The library had space for 40 students to sit and read.	1	1.75
6	The cleanliness and ambiance of the college were good, satisfactory, pleasing or well.	8	14.04
7	The ambiance of the college surroundings was yet to be	1	1.75

	developed.			
8	Management maintains the campus.	1	1.75	
9	Adequate staff was appointed for campus maintenance.	1	1.75	
10	The campus was maintained as eco-friendly.	6	10.53	
11	College tries to keep its campus clean, pollution-free and eco-friendly.	1	1.75	
12	Cleanliness of the college was good.	1	1.75	
13	College kept campus clean and green	3	5.26	
14	Cleanliness of the surroundings was appreciable.	1	1.75	
15	Efforts were made to make Campus Pollution Free and Peaceful.	1	1.75	
16	Cleanliness of the campus was yet to maintain.	3	5.26	
17	Available infrastructure was optimally utilised.	4	7.02	
18	The college utilised the facilities of sister concern like Hospital and Gymnasium.	1	1.75	
19	Maintenance needed to be looked after by the students and Trust.	1	1.75	
20	Sense of belongingness exists on the part of students and the faculty	1	1.75	
21	<u>Maintenance and Infrastructural facilities made available</u>			
		TEIs	Percent	
1)	Computer maintenance services	1	1.75	
2)	Computer and network facilities	1	1.75	
3)	Annual maintenance service for equipment and computers	1	1.75	
4)	Well-lit classrooms	1	1.75	
5)	Sufficient furniture	1	1.75	
6)	Fire safety facility	3	5.26	
	Total observations about Maintenance and Infrastructural facilities made available	8	14.04	8 14.04
22	<u>Needed maintenance of infrastructural facilities</u>			
1)	Strengthen system for proper utilisation of	1	1.75	

Library			
2)	Adequate system for proper utilisation of Library	1	1.75
3)	Hostels	1	1.75
4)	Strengthen the use of Computer lab by faculties	1	1.75
5)	Internet facility	1	1.75
6)	replacement of furniture	1	1.75
7)	Laboratories	1	1.75
8)	Upgrade playfields	1	1.75
9)	Transport facility	1	1.75
10)	Safety measures	1	1.75
Total observations about Needed maintenance of infrastructural facilities		10	17.54
		10	17.54

Under the Key Aspect Maintenance of Infrastructure the Peer Teams observed the availability of Maintenance and Infrastructural facilities, which were given in table no. 4.4.4.9.

Twelve (21.05 percent) TEIs had proper/ satisfactorily maintenance of Infrastructural facilities, whereas three (5.26 percent) TEIs had occasional / Poor/ inadequate maintenance of infrastructure, and nine (15.79 percent) TEIs needed maintenance of infrastructure facilities. A (1.75 percent) TEI was in a rented building. The library had space in a (1.75 percent) TEI was for 40 students to sit and read. So it can be concluded that some TEIs had proper/ satisfactorily maintenance of Infrastructural facilities, whereas a few TEIs had occasional/ poor/ inadequate maintenance of infrastructure, and some TEIs needed maintenance of infrastructure facilities. A few TEIs were in a rented building.

The cleanliness and ambiance of eight (14.04 percent) TEIs were good, satisfactory, pleasing or well, while the ambiance of a (1.75 percent) TEI surrounding was yet to be developed. The Management had maintained the campus of a (1.75 percent) TEI and another (1.75 percent) TEI appointed adequate campus maintenance staff. Campuses of six (10.53 percent) TEIs were maintained as eco-friendly, while a (1.75 percent) TEI had tried to keep its campus clean, pollution-free and eco-friendly. Cleanliness of a (1.75 percent) TEI was good, three (5.26 percent) TEIs had kept its campus clean and

green, and cleanliness of the surroundings of a (1.75 percent) TEI was observed appreciable. Three (5.26 percent) TEIs had made efforts to make campus pollution-free and peaceful, while the cleanliness of the campus of four (7.02 percent) TEIs was yet to be maintained. Students and the faculty members of a (1.75 percent) TEI had a sense of belongingness to their TEI, whereas a (1.75 percent) TEI was needed to look after the maintenance by the students and Trust. So it can be concluded that some TEIs had good, satisfactory, pleasing or well cleanliness and ambiance, whereas a few TEIs were yet to develop surrounding ambiance. Few TEIs had maintained their campus as eco-friendly; a few TEIs had good cleanliness, a few TEIs had kept their campus clean and green, and a few TEIs had appreciable cleanliness of the surroundings. Few TEIs had made efforts to make campus pollution-free and peaceful, while few TEIs were yet to be maintained the cleanliness of their campus. Students and the faculty members of a few TEIs had a sense of belongingness to their TEI, whereas a few TEIs needed to look after the maintenance by the students and Trust.

The Peer Teams had made observations about the availability of Maintenance and Infrastructural facilities under the Key Aspect Maintenance of Infrastructure. The available facilities were Computer maintenance services, Computers and network facilities, Annual maintenance service for equipment and computers, Well-lit classrooms and sufficient furniture each in each (1.75 percent) TEI out of five. In comparison, a Fire safety facility was available in three (5.26 percent) TEIs.. So it can be concluded that a few TEIs had facilities of Computer maintenance services, Computer and network facilities, Annual maintenance service for equipment and computers, Well-lit classrooms and sufficient furniture, whereas a few TEIs had availability of Fire safety facility. A few TEIs required to strengthen/ adequate library system for proper utilisation, Hostels, strengthen the use of Computer lab by faculties, Internet facility, furniture replacement, Laboratories, playfields upgradation, transport facility and safety measures.

Peer Team also observed the required facilities. Each of the required facilities in each (1.75 percent) TEI out of ten was strengthen library system for proper utilisation, adequate library system for proper utilisation, Hostels, strengthen the use of Computer lab by faculties, Internet facility, replacement of furniture, Laboratories, playfields upgradation, transport facility and safety measures. So it can be concluded that the facility required in a few TEIs were strengthen library system for proper utilisation, adequate library system for proper utilisation, Hostels, strengthen the use of Computer

lab by faculties, Internet facility, replacement of furniture, Laboratories, playfields upgradation, transport facility and safety measures.

Key Aspect no. 2.4.3 Library as a Learning Resource

Table 4.4.4.10

Observations under the Key Aspect no. 2.4.3 Library as a Learning Resource

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Library was adequate.	1	1.75
2	Purchased big amount of books for library.	1	1.75
3	Meager funds were available for the books for the library.	1	1.75
4	Budgetary provision was needed.	2	3.51
5	Library was remained open on all working days from 9.00 am to 6.00 pm.	1	1.75
6	Library was remained open for 5 hours on weekdays only.	1	1.75
7	Library resources were limited utilised by faculty and students.	2	3.51
8	New arrivals were properly and nicely displayed.	1	1.75
9	Books needed to be properly classified	3	5.26
10	Library contained surveys of Educational Research reports.	1	1.75
11	Available only back volumes of journals.	1	1.75
12	Library had some rare books in the Gujarati language.	1	1.75
13	Very poor number of reference material.	1	1.75
14	The total number of titles as NCTE Norms for B.Ed. Was yet to be made available in the library.	1	1.75
15	Reference books and journals needed to be increased or strengthened.	5	8.77
16	Needed to procure standard books and journals.	1	1.75
17	Library needed to be maintained or updated.	3	5.26
18	Library facilities were shared with other courses.	1	1.75
19	Serious efforts were needed to increase the quality and quantity of books and Journals.	1	1.75
20	Library needed more education-related books.	2	3.51
21	Educational/research journals were yet to subscribe.	3	5.26
22	Current journals did not subscribe.	1	1.75

23	More national and international journals should be subscribed.	1	1.75
24	Library needed CDs.	1	1.75
25	Book bank facility available.	16	28.07
26	Book bank facilities to be provided.	3	5.26
27	Inter-library loans were yet to be available.	1	1.75
28	Open access facility provided.	4	7.02
29	No open access facility was provided.	5	8.77
30	INFLIBNET facility was available.	4	7.02
31	INFLIBNET facility yet to be available.	1	1.75
32	Developing Library Network (DELNET) Facility yet to be available.	2	3.51
33	Access to INFLIBNET/ DELNET / IUC facilities were yet to be created.	3	5.26
34	E-learning resources were lacking.	1	1.75
35	Internet facility was available.	12	21.05
36	Internet facility was unavailable.	6	10.53
37	Library was fully automated.	6	10.53
38	Automation of the Library was completed but yet to become functional.	2	3.51
39	Library automation was in process.	4	7.02
40	Library was partially automated.	12	21.05
41	Library was not computerised or automated or yet to be made.	20	35.09
42	Photocopy facility was available.	5	8.77
43	Photocopy facility was unavailable.	7	12.28
44	Library had a facility of computer with printer.	1	1.75
45	Library needed Computer.	1	1.75
46	Library needed power back up.	1	1.75
47	Library space was adequate.	1	1.75
48	Library space was inadequate.	1	1.75
49	Adequate reading room facility was available for students.	4	7.02
50	Reading room facilities needed to be improved	2	3.51
51	Separate cubical for the staff in library	1	1.75
52	Sufficient reading space available for students.	4	7.02

53	Reading room facility was available for a limited number of students.	7	12.28
54	No attached reading room with library	1	1.75
55	Library was to be equipped with furniture	2	3.51
56	The institution had a full-time librarian.	1	1.75
57	Library managed by a qualified and experienced librarian.	2	3.51
58	Library managed by a qualified librarian.	12	21.05
59	Librarian was not qualified.	3	5.26
60	Librarian was on an Adhoc basis.	1	1.75
61	Library needed to have an experienced librarian	1	1.75
62	Library was recently separated from the main library exclusively for the college under the control of a common qualified librarian and technical staff.	1	1.75
63	Library needed an experienced clerk.	1	1.75
64	Not appointed qualified or experienced technical staff.	3	5.26
65	Not appointed technical staff.	1	1.75
66	Library had a library advisory committee.	3	5.26
67	Library advisory committee takes care of the purchase of books and journals and the maintenance.	1	1.75
68	No library advisory committee.	5	8.77

Criterion- IV: Infrastructure and Learning Resources includes the Key Aspect no. 2.4.3 'Library as a Learning Resource'. Observations of the Peer Team under this Key Aspect are given in table n. 4.4.4.10.

A (1.75 percent) Peer Team had observed that the library was adequate. A (1.75 percent) TEI had purchased a big amount of books for the library, and a (1.75 percent) TEI had availability for meager funds for books for the library, while Budgetary provision was needed in two (3.51 percent) TEIs. Library of a (1.75 percent) TEI was remained open for 5 hours on weekdays, while the library of another (1.75 percent) TEI was remained open from 9.00 am to 6.00 pm on all working days. The library resources were utilised limited by the faculty and students of two (3.51 percent) TEIs. So it can be concluded that a few TEIs had an adequate library, purchased big amount of books for the library, and availability for meager funds for books for the library, whereas a few TEIs were needed budgetary provision. A few TEIs had remained library open from 9.00 am to 6.00 pm on all working days.

New arrivals in the library of a (1.75 percent) TEI were properly and nicely displayed. Proper classification of books was needed in three (5.26 percent) TEIs, while Library of a (1.75 percent) TEI had properly and nicely displayed new arrivals. Each a (1.75 percent) of the PTR out four TEIs provided each observation, i.e., contained surveys of Educational Research reports; only back volumes of journals available; some rare books in the Gujarati language; and the very poor number of reference material. So it can be concluded that a few TEIs had properly and nicely displayed new arrivals in the library, whereas a few TEIs needed proper classification of books. A few TEIs contained surveys of Educational Research reports, only back volumes of journals available; some rare books in the Gujarati language; and a very poor number of reference material.

A (1.75 percent) TEI was yet to be made available a total number of titles in the Library as NCTE Norms for B.Ed. Reference books and journals were needed to be increased or strengthened in five (8.77 percent) TEIs; more education-related books were needed in the library of a (1.75 percent) TEI, while standard books and journals were needed to procure by a (1.75 percent) TEI. Library of three (5.26 percent) TEIs were needed to be maintained or updated, and a (1.75 percent) TEI had shared the library facilities with other courses. A serious effort of a (1.75 percent) TEI was needed to increase the quality and quantity of books and Journals. Three (5.26 percent) TEIs were yet to be subscribed to educational/research journals. A (1.75 percent) TEI did not subscribe to current journals, while a (1.75 percent) TEI was to be subscribed to more national and international journals. A (1.75 percent) TEI needed CDS. So it can be concluded that few TEIs needed to be increased or strengthened in reference books and journals, and a few TEIs needed to be maintained or updated in the library. A few TEIs were yet to be subscribed to educational/research journals; a few TEIs did not subscribe to current journals, and a few TEIs were to be subscribed to more national and international journals.

Book bank facility was available in 16 (28.07 percent) TEIs, while needed to be provided in three (5.26 percent) TEIs. The inter-library loan facility was yet to be available in a (1.75 percent) TEI. Open access facility was provided by four (7.02 percent) TEIs, while it was not provided by five (8.77 percent) TEIs. INFLIBNET facility was available in four (7.02 percent) TEIs, while yet to be available the INFLIBNET facility in a (1.75 percent) TEI, DELNET facility in two (3.51 percent) TEIs and yet to be created access to INFLIBNET/ DELNET/ IUC facilities in three

(5.26 percent) TEIs. A (1.75 percent) TEI was lacking E-learning resources. The Internet facility was available in 12 (21.05 percent) TEIs, but unavailable in six (10.53 percent) TEIs. So it can be concluded that many TEIs had availability of Book bank facility, whereas a few TEIs did not have. Few TEIs had provided open access facilities, whereas few TEIs did not. Few had availability of INFLIBNET facility, and a few TEIs had availability of DELNET facility, whereas a few TEIs yet to be created access to INFLIBNET/ DELNET/ IUC facilities. Some TEIs had availability of Internet facility, whereas few TEIs did not have.

In relation to library digitalisation and automation of Library six (10.53 percent) TEIs had fully automated; yet to be made functional in two (3.51 percent) TEIs; in process in four (7.02 percent) TEIs; partially automated in 12 (21.05 percent) TEIs, while 20 (35.09 percent) TEIs did not have computerised / automated or yet to be done it. So it can be concluded that few TEIs had a fully automated library; a few TEIs yet to be made functional; few TEIs had in the process of automation; some TEIs had made partially automated, whereas many TEIs did not computerised / automated or yet to be done it.

In reference to various facilities, the Peer Teams had given observations. Photocopy facility was available in five (8.77 percent) TEIs, while seven (12.28 percent) TEIs did not have. A (1.75 percent) TEI had the facilities of the computer with printer in library, while a (1.75 percent) TEI needed Computer and another (1.75 percent) TEI needed power back up. Library space was adequate in a (1.75 percent) TEI, and another (1.75 percent) did not have facility. Four (7.02 percent) TEIs had adequate reading room facilities for students, while it was needed to be improved by two (3.51 percent) TEIs. A (1.75 percent) TEI had separated cubical for the staff in the library. The available reading space was sufficient for students in four (7.02 percent) TEIs, while in seven (12.28 percent) TEIs, it was available for a limited number of students and a (1.75 percent) TEI did not attach reading room with library. The furniture was to be equipped in a library of two (3.51 percent) TEIs. So it can be concluded that few TEIs had availability of photocopy facility, whereas few TEIs didn't have. Few TEIs had adequate reading room facilities for students, while it was needed to be improved by a few TEIs. Few TEIs had sufficient reading space, whereas few TEIs had a limited number of students.

In relation to the availability of human resources in the library, the Peer Teams of TEIs had provided observations. About having librarian in of a (1.75 percent) TEI had full-

time librarian; two (3.51 percent) TEIs had qualified and experienced librarians, and 12 (21.05 percent) TEIs had qualified librarian. In three (5.26 percent) TEIs, the librarians were not qualified, a (1.75 percent) TEI had on Adhoc basis, and another (1.75 percent) TEI needed an experienced librarian. Library of a (1.75 percent) TEI was recently separated from the main library exclusively for the college under the control of a common qualified librarian and technical staff. A (1.75 percent) TEI needed an experienced clerk. Three (5.26 percent) TEIs did not appoint qualified or experienced technical staff, and a (1.75 percent) TEI did not appoint technical staff. Three (5.26 percent) TEIs had a library advisory committee. Library advisory committee of a (1.75 percent) TEI was taking care of the purchase of books and journals and the maintenance. Five (8.77 percent) TEIs had no library advisory committee. So it can be concluded that a few TEIs had full-time librarians; a few TEIs had qualified and experienced librarians; and some TEIs had qualified librarians, whereas a few TEIs did not have qualified librarians. A few TEIs had libraries advisory committees, whereas few TEIs did not have. A few TEIs had taken care of the purchase of books and journals and the maintenance by the Library advisory committee.

Table 4.4.4.11

Reading and Learning items available in Libraries of 49 TEIs observed under the Key Aspect no. 2.4.3 Library as a Learning Resource

Sr. No.	Name of Items	Total No. of Items	Maximum	Minimum	Specific number of total TEIs	No. of TEIs							Total No. of TEIs	Percent
						Adequate	Available	UGC norms	good amount	several	Some	Few	Inadequate	
1	Textbooks	6753	2551	222	7				1				8	14.04
2	Reference books	16931	6456	215	8		2		1				1	12 21.05
3	Books	*360983	23988	2461	41	1		1					43	75.44
4	Encyclopedia	45	25	6	4		1						5	8.77
5	Magazines	288	29	3	17	3	1		1	1			23	40.35
6	Dailies	8	4	4	2	2							4	7.02
7	Volumes	12878	9878	3000	2								2	3.51
8	Journals	*155	15	2	26	2			1			1	30	52.63

9 Indian/ National Journals	73	18	2	9			9	15.79
10 International Journals	13	12	1	2			2	3.51
11 Back volume Journals	795	499	1	3	1		4	7.02
12 Online journals	2	2	2	1	1		2	3.51
13 E-books	72	72	72	1			1	1.75
14 Periodicals	18	18	18	1			1	1.75
15 Videocassettes	25	25	25	1			1	1.75
16 VHP tapes	12	12	12	1			1	1.75
17 Audio cassettes	126	76	50	2			2	3.51
18 CDs	237	232	2	2	1	1	4	7.02

* Peer Team had mentioned 'more than the given number of the item'.

Table no. 4.4.4.11 shows observations of the Peer Teams about Reading and Learning items available in Libraries of 49 TEIs under the Key Aspect no. 2.4.3 Library as a Learning Resource. Peer Teams of 49 (85.96 percent) TEIs had provided observations about Reading and Learning items available in Libraries.

The Peer Teams had mentioned observations about the availability of Textbooks in eight (14.04 percent) TEIs. The textbooks were good amount in a (1.75 percent) TEI and seven (12.28 percent) TEIs had 6,753 textbooks; where the maximum number of the textbooks was 2,551 and minimum was 222. Availability of Reference books was mentioned in 12(21.05 percent) PTRs. The total number of Reference books was 16,931 in eight (14.04 percent) TEIs, where the maximum number of Reference books was 6,456, and the minimum was 215. A (1.75 percent) TEI had a good amount of Reference books, two (3.51 percent) Peer Teams had mentioned just its availability, while a (1.75 percent) TEI had inadequate. The Peer Teams had observed about availability of Books in the libraries of 43 (75.44 percent) TEIs. The maximum number of books was 23,988, and the minimum number was 2,461 from more than total of 3,60,983 Books in 41 (71.93 percent) TEIs. The books in each (1.75 percent) of the TEI out two were observed adequate, as per UGC norms. So it can be concluded that some TEIs had availability of Textbooks, where few TEIs had 6,753 textbooks. The

maximum number of textbooks was 2,551, and the minimum was 222. Some TEIs had availability of Reference books, where eight TEIs had 16,931 Reference books. The maximum number of Reference books was 6,456, and the minimum was 215. A few TEIs had a good amount of Reference books, whereas a few TEIs had inadequate. Majority TEIs had books in the libraries, where majority TEIs had more than a total of 3,60,983 Books. The maximum number of books was 23,988, and the minimum number was 2,461. A few TEIs had books in the library as per UGC norms.

Out of five (8.77 percent) TEIs had Encyclopedia, where the number of Encyclopedia in four (7.02 percent) TEIs were 45 and a (1.75 percent) TEI had mentioned about just availability of the Encyclopedia. The maximum Encyclopedias were 25, and the minimum was 6. Peer Teams of 23 (40.35 percent) TEIs had observed availability of Magazines, where 17 (29.82 percent) TEIs had 288 Magazines. The maximum Magazines were 29, and the minimum was 3. The Magazines were Adequate in three (5.26 percent) TEIs, while each (1.75 percent) Peer Team out of the remaining three had Available, good amount and several Magazines in Library. Each of two (3.51 percent) TEIs had 4-4 Dailies, and another two (3.51 percent) TEIs had Adequate Dailies. The number of Volumes in two (3.51 percent) TEIs were 12,878; where maximum and minimum Volumes were 9878 and 6439. So it can be concluded that few TEIs had Encyclopedia, where few TEIs had the 45 Encyclopedia. The maximum Encyclopedias were 25, and the minimum was 6. Many TEIs had availability of Magazines, where many TEIs had a total of 288 Magazines. The maximum Magazines were 29, and the minimum was 3. A few TEIs had a good amount of Magazines, and a few TEIs had several Magazines in Library. A few TEIs had 4 Dailies; and Adequate Dailies. A few TEIs had a total of 12,878 Volumes, which included 9878 and 6439 Volumes.

Thirty (52.63 percent) TEIs had subscribed to Journals. Twenty-six (45.61 percent) TEIs out of those 30 TEIs had subscribed to more than a total of 155 Journals, where maximum Journals 15 and minimum were two. A (1.75 percent) PTR had mentioned a good amount of Journals, while another (1.75 percent) TEI had mentioned few. Nine (15.79 percent) PTRs had observed 73 Indian/ National Journals, where maximum Journals were 18, and the minimum was two. Two (3.51 percent) TEIs had subscribed to 13 International Journals, where maximum International Journals were 12, and minimum Journals were one. The PTRs had mentioned Back volume Journals too in four (7.02 percent) TEIs. The Back volume Journals in three (5.26 percent) TEIs were

795, where maximum Journals were 499 and minimum Journals were one. A (1.75 percent) PTR had just mentioned about availability of Back volume Journals. The Online journals were two in a (1.75 percent) TEI and just mentioned the availability of online journals in another (1.75 percent) TEI. Each (1.75 percent) Peer Team out of four had provided each observation about a number of items available in the library, i.e., 72 E-books, 18 Periodicals, 25 Video cassettes and 12 VHP tapes. Two (3.51 percent) TEIs had 126 Audio-cassettes, where maximum and minimum Audio cassettes were 76 and 50. Another two (3.51 percent) TEIs had 237 CDs, where maximum and minimum CDs were 232 and two. Each (1.75 percent) Peer Team out of two had provided each observation, i.e., Some CDs and CDs just available. Most TEIs had subscribed Journals. Many TEIs had subscribed to more than 155 Journals, where the maximum Journals were 15, and the minimum was two. Some TEIs had 73 Indian/ National Journals, where the maximum Journals were 18, and the minimum was two. A few TEIs had subscribed total of 13 International Journals. A few TEIs had a maximum of 12 International Journals. Few TEIs had Back volume Journals, where a few TEIs had 795 Back volumes. The maximum Back volume Journals were 499. A few TEIs had online journals.

Key Aspect no. 2.4.4 ICT as Learning Resources

Table 4.4.4.12

Observations under Key Aspect no. 2.4.4 ICT as Learning Resources

Sr. No.	Observations	No. of TEIs	Percent
1	Two courses on computer literacy compulsory for all	1	1.75
2	Computer in Education was offered as an optional subject.	2	3.51
3	Information Technology in Education was offered as an optional but selected by all students.	1	1.75
4	ICT did not offer as a subject.	1	1.75
<u>Computer</u>			
5	Availability of Computers	53	92.98
6	Adequate and updated computer facilities available	1	1.75
7	Computers with LAN facility.	4	7.02
8	Shared computer laboratory with other institutions.	4	7.02
9	Computer facilities were provided to all faculty members and	2	3.51

	students.		
10	All faculty members and supporting units had been provided personal computers.	1	1.75
11	Computer lab needed to be strengthened with cutting-edge technology.	1	1.75
12	Adequate computer facilities were not available	2	3.51
13	Students and teachers utilised computer facilities.	2	3.51
14	Students and teachers encouraged to make use of computers while teaching.	1	1.75
15	Computer facilities to be used by faculty members and students.	1	1.75
16	Students needed more involvement in the use of computers.	2	3.51

ICT

17	Availability of different types of equipment and gadgets of ICT	19	33.33
18	ICT facilities were inadequate or needed to be improved.	4	7.02
19	Shared ICT resources.	1	1.75
20	ICT facilities were open to both students and faculty members.	4	7.02
21	ICT facilities for Teaching-learning had to be developed.	1	1.75
22	ET lab is yet to be established.	1	1.75
23	Provided training in the use of ICT as a teaching and learning resource.	4	7.02
24	Students are yet to be trained for using ICT.	2	3.51
25	Use of ICT in the teaching-learning process.	5	8.77
26	ICT needed integration in the teaching-learning process.	4	7.02
	Use of ICT in teaching-learning needed improvement.		
27	(5 TEIs- limited to preparation of some PowerPoint presentations only)	10	17.54

Language lab

28	Developed a very good language laboratory	1	1.75
29	Language laboratory was established after accreditation.	1	1.75
30	Language laboratory needed improvement.	2	3.51
31	Language laboratory needed to be established.	4	7.02

Internet

32	Campus was connected with a Wi-Fi internet facility.	1	1.75
33	No Wi-Fi enabled Campus.	2	3.51
34	Access to internet facility to be strengthened.	3	5.26
35	Adequate free access to Internet facility to students needed.	2	3.51
36	Optimum utilisation of the Internet facilities required.	1	1.75
37	Internet connection was yet to be made available to the students and teachers at large.	4	7.02

Digitally Equipped

38	Hall equipped with equipment and gadgets.	2	3.51
39	ICT hall with Multimedia system.	1	1.75
40	Every classroom was provided with a Smartboard/ Interactive Board/LCD projector.	1	1.75
41	Smart Classroom facilities are yet to be created.	2	3.51
42	Digital interactive board needed to be introduced.	1	1.75
43	Needed to create a digital library using SOUL (Software for University Libraries) database	1	1.75
44	Efforts were needed for a paperless office.	1	1.75

Lesson

45	Preparation of Two digital lessons by each student.	1	1.75
46	Digital lesson planning to be properly introduced	1	1.75
47	ICT based lessons to be given by students	2	3.51

Website

48	College had its website.	9	15.79
49	College had its webpage on its University website.	1	1.75
50	College had its website, but it was needed to be functional.	2	3.51
51	College had its website but needed to be updated.	2	3.51
52	College was in the process of creating its website.	1	1.75
53	College did not have a website.	1	1.75

Table no. 4.4.4.12 shows observations of Peer Team about the Key Aspect no. 2.4.4 ICT as Learning Resources under the Criterion 'Infrastructure and Learning Resources. In relation to Computer as a subject, a (1.75 percent) TEI had offered two compulsory courses on computer literacy for all; two (3.51 percent) TEIs had offered Computer in Education as an optional subject; a (1.75 percent) TEI had offered Information

Technology in Education as an optional, but selected by all students, while ICT was not offered as a subject by a (1.75 percent) TEI. So it can be concluded that a few TEIs had offered two compulsory courses on computer literacy for all; a few TEIs had offered Computer in Education as an optional subject, and a few TEIs had offered Information Technology in Education as an optional, but selected by all students.

The Peer Teams had observed about availability of Computers in TEIs. Fifty-three (92.98 percent) TEIs had the availability of Computers. Adequate and updated computer facilities were available in a (1.75 percent) TEI. Four (7.02 percent) TEIs had availability of Computers with LAN facility, while another four (7.02 percent) TEIs had shared computer laboratories with other institutions. A (1.75 percent) TEI had provided personal computers to all faculty members and supporting units, and two (3.51 percent) TEIs had provided Computer facilities to all faculty members and students. The Computer lab of a (1.75 percent) TEI was needed to be strengthened with cutting-edge technology, and two (3.51 percent) TEIs did not have adequate computer facilities. The Students and faculty members had utilised computer facilities in two (3.51 percent) TEIs, and a (1.75 percent) TEI had encouraged Students and faculty members to use computers in teaching, while a (1.75 percent) TEI needed to be used Computer facilities by Students and faculty members. The Students were needed more involvement in the use of computers by a (1.75 percent) TEI. So it can be concluded that majority TEIs had availability of Computer facilities, where a few TEIs had adequate and updated; few TEIs had with LAN; few TEIs had shared computer laboratory with other institutions; a few TEIs had provided Computer facilities to all faculty members and students, and a few TEIs had provided personal computers to all faculty members and supporting units. The Computer labs of a few TEIs were needed to be strengthened with cutting-edge technology. A few TEIs had unavailability of adequate computer facilities. A few TEIs had utilised computer facilities by Students and faculty members, whereas a few TEIs needed to be used Computer facilities by Students and faculty members.

Peer Team had observed the ICT facilities, in particular TEI. Nineteen (33.33 percent) TEIs had availability of different types of equipment and gadgets of ICT. A (1.75 percent) TEI had shared ICT resources. Four (7.02 percent) TEIs had open ICT facilities for both students and faculty members. ICT facilities in four (7.02 percent) TEIs were inadequate or needed improvement. A (1.75 percent) TEI had to be developed the ICT facilities for Teaching-learning and another (1.75 percent) TEI was

yet to be established ET lab. Four (7.02 percent) TEIs had provided training in the use of ICT as a teaching and learning resource. The students in two (3.51 percent) TEIs were yet to be trained for its use. ICT was used by five (8.77 percent) TEIs in the teaching-learning process. Ten (17.54 percent) TEIs needed improvement for ICT use in teaching-learning, where five (8.77 percent) TEIs had limited their use to prepare some PowerPoint presentations only. Four (7.02 percent) TEIs needed integration of ICT with the teaching-learning process.

So it can be concluded that many TEIs had availability of different types of equipment and ICT gadgets. Few TEIs had open ICT facilities for both students and faculty members. ICT facilities in few TEIs were inadequate or needed improvement. Few TEIs had provided training for the use of ICT as a teaching and learning resource. The students from a few TEIs were yet to be trained for its use. ICT was used by few TEIs in the teaching-learning process, whereas few TEIs needed integration of ICT with the teaching-learning process. Some TEIs needed improvement for ICT use in teaching-learning, where few TEIs had limited their use to prepare some PowerPoint presentations only.

A very good Language laboratory was developed by a (1.75 percent) TEI, and another (1.75 percent) TEI had established a Language laboratory after accreditation. Two (3.51 percent) TEIs were needed improvement in the Language laboratory, while Language laboratories in four (7.02 percent) TEIs were needed to be established. So it can be concluded that a few TEIs had developed a very good Language laboratory, whereas a few TEIs had established a Language laboratory after accreditation. Few TEIs were needed to be established Language laboratory.

The Campus of a (1.75 percent) TEI was connected with a Wi-Fi internet facility, but another two (3.51 percent) TEIs have not Wi-Fi enabled Campus. The internet facility access in three (5.26 percent) TEIs was to be strengthened, and two (3.51 percent) TEIs were needed to adequately provide to students. A (1.75 percent) TEI was required optimum utilisation of the internet facilities. The Internet connection by Four (7.02 percent) TEIs were yet to be made available to students and teachers at large. So it can be concluded that a few TEIs were connected with a Wi-Fi internet facility on Campus, whereas a few TEIs did not have Wi-Fi enabled Campus. A few TEIs were needed to be provided to students adequately. Few TEIs were yet to be made available in the internet facility to students and teachers at large.

The Peer Teams had observed digital gadgets other than computers. Half in two (3.51 percent) TEIs were equipped with equipment and gadgets, and a (1.75 percent) TEI had ICT hall with a Multimedia system. Each classroom in a (1.75 percent) TEI was provided with a Smartboard/ Interactive Board/ LCD projector, while two (3.51 percent) TEIs were yet to be created Smart Classroom facilities and a (1.75 percent) TEI needed to be introduced Digital Interactive Board. Each (1.75 percent) PTR out of two had raised each need, i.e., creating a digital library using a SOUL database and making a paperless office.

So it can be concluded that a few (3.51 percent) TEIs had a hall equipped with equipment and gadgets, and a few TEIs had an ICT hall with a Multimedia system. A few TEIs had classrooms with Smart/ Interactive Board/ LCD projector, whereas a few TEIs were yet to be created Smart Classroom facilities. A few TEIs were needed creation of digital library using SOUL database; and efforts to make paperless office.

Each student was given work of preparation of two digital lessons in a (1.75 percent) TEI, while another (1.75 percent) TEI was to be properly introduced the Digital lesson planning and two (3.51 percent) TEIs were to be given ICT based lessons by students. So it can be concluded that a few TEIs had given work to students to prepare two digital lessons, and a few TEIs were to be properly introduced the Digital lesson planning, whereas a few TEIs were to be given ICT-based lessons by students.

The PTRs had observations about the existence of an institutional website. Nine (15.79 percent) TEIs had their website, while a (1.75 percent) TEI had a webpage on its University website. Websites of two (3.51 percent) TEIs were needed to be functional; another two (3.51 percent) TEIs were needed to be updated; a (1.75 percent) TEI was in the process of creating its website, and a (1.75 percent) TEI did not. So it can be concluded that some TEIs had their website, while a few TEIs had a webpage on their University website. Websites of a few TEIs were needed to be functional; a few TEIs were needed to be updated; a few TEIs were creating their website, whereas a few TEIs had no website.

Table 4.4.4.13

Computers and Internet facilities available in 53 TEIs observed under Key Aspect no. 2.4.4 ICT as Learning Resources

Sr. No.	Observations	No. of TEIs	Percent	No. of Computers	No. of Computers with Internet Facility
1	Computers available	3	5.26	61	0
2	Computers available in a Computer laboratory	8	14.04	More than 235	0
3	Computers available in a Computer laboratory with Internet facility	28	49.12	More than 697	More than 417
4	Computers available with Internet facility	11	19.30	More than 179	More than 175
5	Computers available in a shared Computer laboratory	2	3.51	32	More than 5
6	Computers established recently without Internet facility on an extensive scale.	1	1.75	21	0
Total		53	92.98	More than 1225	More than 579

Under Key Aspect no. 2.4.4 'ICT as Learning Resources' table no. 4.4.4.13 shows the observations of Peer Team about Computers and Internet facilities available in 53 (92.98 percent) TEIs.

The total number of Computers in all 53 (92.98 percent) TEIs out of 57 was more than 1225, and the number of computers with Internet Facilities was more than 579.

The Peer Teams had specified Computer and Internet Facilities. Three (5.26 percent) TEIs had 61 computers, and eight (14.04 percent) TEIs had a Computer laboratory with more than 235 computers, but not mentioned Internet availability. Computer laboratories of 28 (49.12 percent) TEIs had more than 697 computers, where Internet facility was available in more than 417 computers. Eleven (19.30 percent) TEIs had available more than 179 computers and more than 175 had Internet facilities, where two

TEIs did not mention about availability of the Internet, and a TEI had an Internet facility in the Principal's office only. Two (3.51 percent) TEIs had 32 computers in the shared Computer laboratory, where more than five computers had Internet facilities. A (1.75 percent) TEI had recently made provision of 21 computers on an extensive scale. So it can be concluded that majority TEIs had more than 1225 Computers, where more than 579 computers were with Internet facility. Some TEIs had a Computer laboratory with more than 235 computers, but not mentioned Internet availability. The computer laboratory of many TEIs had more than 697 computers, where Internet facility was available in more than 417 computers. Some TEIs had availability of more than 179 computers, and more than 175 had Internet facilities.

Table 4.4.4.14

Availability of different types of equipment in 19 TEIs observed under Key Aspect no. 2.4.4 ICT as Learning Resources

Sr. No.	Name of equipment	Total no. of gadgets	No. of TEIs	Percent
1	LCD Projector	1	10	17.54
2	OHP	1	8	14.04
3	Audio-Visual Aids	1	3	5.26
4	Printers	5	2	3.51
5	Computers in the office and other places	3	2	3.51
6	TV	1	2	3.51
7	VCD/DVD Players	1	2	3.51
8	Laptops	29	1	1.75
9	Computers in the office and other places	7	1	1.75
10	LCD Projectors	3	1	1.75
11	TVs	2	1	1.75
12	Scanners	2	1	1.75
13	Smart Boards	2	1	1.75
14	Radio	1	1	1.75
15	Slide Projector	1	1	1.75
16	Sound System	1	1	1.75
17	Public address system	1	1	1.75
18	CDs	1	1	1.75

19	CD player	1	1	1.75
20	CD ROM	1	1	1.75
21	DVD player	1	1	1.75
22	Computers in the office and other places	1	1	1.75
23	Laptop	1	1	1.75
24	Printer	1	1	1.75
25	Digital Camera	1	1	1.75
26	Audio recorder	1	1	1.75
27	Computer-aided teaching materials	1	1	1.75
28	Green boards	1	1	1.75
29	Other ICT equipment	1	1	1.75

Table no. 4.4.4.14 shows that the Peer Teams of 19 TEIs had observed availability of different types of equipment under Key Aspect no. 2.4.4 ICT as Learning Resource. Ten (17.54 percent) TEIs had an LCD Projector; eight (14.04 percent) TEIs had an OHP, and three (5.26 percent) TEIs had Audio-Visual Aids. Every two (3.51 percent) TEIs out of eight had availability of each gadget, i.e., a TV; a VCD/DVD Players; three Computers in the office and other places; and five Printers. The Peer Team of each (1.75 percent) TEI out of 22 had observed availability of each item, i.e., 29 Laptops, seven Computers in the office and other places, three LCD Projectors, two TVs, two Scanners, two Smart Boards, a Radio, a Slide Projector, a Sound System, a Public address system, CDs, a CD player, a CD ROM, a DVD player, a Computers in the office and other places, a Laptop, a Printer, a Digital Camera, an Audio recorder, Computer-aided teaching materials, Green boards and other ICT equipment. So it can be concluded that the Peer Teams of many TEIs had observed the availability of different types of equipment. Some TEIs had an LCD Projector; and an OHP, whereas a few TEIs had Audio-Visual Aids. A few TEIs had a TV, a VCD/DVD Player, three Computers in the office and other places, and five Printers. A few TEIs had 29 Laptops, seven Computers, three LCD Projectors, two TVs, two Scanners, two Smart Boards, a Radio, a Slide Projector, a Sound System, a Public address system, CDs, a CD player, a CD ROM, a DVD player, a Computers in the office and other places, a Laptop, a Printer, a Digital Camera, an Audio recorder, Computer-aided teaching materials, Green boards and other ICT equipment.

Key Aspect no. 2.4.5 Other Facilities

Table 4.4.4.15

Availability of Other Facilities observed under Key Aspect no. 2.4.5 Other Facilities

Sr.	Observations	No. of TEIs	Percent
1	Pollution-free, green environment, noise-free, rural location	1	1.75
2	Spacious lawns in the Campus	1	1.75
3	Botanical garden	1	1.75
4	Continuous efforts made for beautification of the Campus	1	1.75
5	Student Amenity Center	1	1.75
6	Adequate support facilities for recreational and other activities	1	1.75
7	Competitions by SAPTDHARA at college, cluster and District level	1	1.75
8	Students won awards and recognition in various cultural and literary activities at the inter-institutional level and inter-university youth festivals	1	1.75
9	Various audio-visual facilities/ materials available on school subjects	2	3.51
10	Audio-visual facilities and materials used	2	3.51
11	Closed -Circuit Television (CCTV)	1	1.75
12	CDs	1	1.75
13	TV	1	1.75
14	VCD	1	1.75
15	OHP	1	1.75
16	Film slide projector	1	1.75
17	Power backup facility	1	1.75
18	All modern gadgets	1	1.75
19	Tachistoscope	1	1.75
20	Telephone facilities	1	1.75
21	Automated Teller Machine (ATM)	1	1.75
22	Open access in the library	1	1.75
23	Book bank facility	1	1.75
24	Computer center	1	1.75

25	Computer laboratory- well equipped	1	1.75
26	Language lab	1	1.75
27	Psychology laboratory- well equipped	1	1.75
28	Multipurpose for daily prayer, seminars, conference etc. (including well maintained 2)	7	12.28
29	Auditorium	2	3.51
30	Rooms for learning models for teaching	1	1.75
31	One classroom equipped with the latest technologies	1	1.75
32	Workshop room	3	5.26
33	Counselling room	1	1.75
34	Sports and games facilities- satisfactory (sports academy- 1)	5	8.77
35	Playground (including rented 1)	3	5.26
36	Provision of music	2	3.51
37	Canteen (including Mobile Canteen facility- 1)	12	21.05
38	Drinking water facility	6	10.53
39	Toilet facility- (good- 1 adequate- 5)	9	15.79
40	Electricity and lighting facility	2	3.51
41	Transport facility	4	7.02
42	First-aid facility	2	3.51
43	Health facilities (including free of charge university health center-1)	3	5.26
44	Staffroom (including staff room with good seating facility 1)	5	8.77
45	Common room for girls	6	10.53
46	Common rooms for boys and girls	5	8.77
47	Restrooms and toilets- (for girls only- 2)	6	10.53
48	Hostel facility for students/boys and girls (including at a highly subsidised price-1, university hostel for constituent college- 1; Hostel and recreational facilities with 09 seats- 1)	13	22.81
49	Hostel facility for girls	2	3.51
50	Hostel facility for boys	1	1.75
51	Hostel for staff	1	1.75
52	Residential accommodation for teaching and non-teaching staff	1	1.75
53	Guest room	1	1.75

Under the Criterion 'Infrastructure and Learning Resources', the Peer Teams had provided observations in the Key Aspect no. 2.4.5 Other Facilities. The observations were in terms of Other Facilities Available, Shared, Needed for Improvement/ Strengthen and Non-availability.

Table no. 4.4.4.15 shows the observations about the Availability of Other Facilities. Each (1.75 percent) of the Peer Team out of four TEIs had provided observation about Campus, i.e., pollution-free, green environment, noise-free, rural location; Spacious lawns in the Campus; Botanical garden; and Continuous efforts for beautification of the Campus. So it can be concluded that a few TEIs had pollution-free, noise-free, green environment rural location; spacious lawns in the Campus; Botanical garden; and Continuous efforts for beautification of the Campus.

In relation to the organisation of students' activities, each (1.75 percent) Peer Team out of four TEIs had given each observation, i.e., the existence of Student Amenity Center; adequate support facilities for recreational and other activities; college, cluster and District level competitions organised by SAPTDHARA; and awards and recognition achieved by students in various cultural and literary activities at the inter-institutional level and inter-university youth festivals. So it can be concluded that a few TEIs had Student Amenity Center; adequate support facilities for recreational and other activities; college, cluster and District level competitions organised by SAPTDHARA; and awards and recognition achieved by students in various cultural and literary activities at the inter-institutional level and inter-university youth festivals.

Two (3.51 percent) TEIs had various audio-visual facilities/ materials available on school subjects, and two (3.51 percent) TEIs had used audio-visual facilities and materials. Each (1.75 percent) TEI out of 11 had availability of each facility, i.e., CCTV, CDs, TV, VCD, OHP, Film slide projector, Power back up facility, all modern gadgets, Tachistoscope, Telephone facilities and ATM. So it can be concluded that a few TEIs had various audio-visual facilities/ materials available on school subjects, and a few TEIs had used audio-visual facilities and materials. A few TEIs had CCTV, CDs, TV, VCD, OHP, Film slide projector, Power back up facility, all modern gadgets, Tachistoscope, Telephone facilities and ATM.

A (1.75 percent) TEI open access facility in the library and another (1.75 percent) had a Book bank facility. A (1.75 percent) TEI had a Computer Center, a (1.75 percent) TEI had a well-equipped Computer laboratory; a (1.75 percent) TEI Language lab, and another (1.75 percent) TEI had a well-equipped Psychology laboratory. Seven (12.28

percent) TEIs had a multipurpose hall for daily prayer, seminars, and conferences, including well-maintained halls of two TEIs. Two (3.51 percent) TEIs had Auditorium. A (1.75 percent) TEI had the provision of rooms for learning models for teaching; a (1.75 percent) TEI had an equipped classroom with the latest technologies; three (5.26 percent) TEIs had Workshop room and a (1.75 percent) TEI had counselling room. Five (8.77 percent) TEIs had satisfactory sports and games facilities, including a sports academy. Three (5.26 percent) TEIs had a playground, where a TEI had a rented playground. So it can be concluded that a few TEIs had open access facilities in the library, Book bank, Computer center, well-equipped Computer laboratory, Language lab, and well-equipped Psychology laboratory. Few TEIs had multipurpose halls for daily prayer, seminars, conferences, where few TEIs had well-maintained halls. A few TEIs had rooms for learning models for teaching, the latest technology equipped classroom, and a counselling room. A few TEIs had Workshop rooms. Few TEIs had availability of satisfactory sports and games facilities, which was included a sports academy. Few TEIs had a playground, where a playground was rented.

The Canteen facility was available in 12 (21.05 percent) TEIs, which included the facility of a Mobile Canteen. Peer Team of six (10.53 percent) TEIs had mentioned the availability of drinking water facilities. The toilet facility was adequate/ good in nine (15.79 percent) TEIs. Two (3.51 percent) TEIs had Electricity and lighting facilities and availability of Transport facilities by four (7.02 percent) TEIs. Peer Team of two (3.51 percent) TEIs mentioned the availability of a First-aid facility. The Health facilities were available in three (5.26 percent) TEIs, including a free-of-charge university health center. Five (8.77 percent) Peer Teams had observed facility of Staffroom, where a Peer Team had mentioned good seating facility. Six (10.53percent) TEIs had a Common room for girls, while five (8.77 percent) TEIs had Common rooms for boys and girls. Six (10.53 percent) TEIs had a facility of restrooms. Hostel facility was available for girls in two (3.51 percent) TEIs and boys in one (1.75 percent) TEI. Thirteen (22.81 percent) TEIs had a hostel facility for students/ boys and girls, including a hostel with highly subsidised price, a hostel of the university for constituent college, and a hostel with recreational facilities. Hostel facility was provided by a (1.75 percent) TEI for staff, and the residential accommodation was provided for teaching and non-teaching staff by another (1.75 percent). A (1.75 percent) TEI had provision for a Guest room. So it can be concluded that some TEIs had Canteen facility; adequate/ good toilet facility; and few TEIs had Transport facility. A few TEIs had

health facilities, where a few TEIs had free-of-charge health facilities from a university health center. Few TEIs had a Common room for girls, whereas few TEIs had Common rooms for boys and girls. Few TEIs had restrooms. Some TEIs had hostel facilities for students/ boys and girls. A few TEIs had a Hostel facility for staff, residential accommodation for teaching and non-teaching staff, and provision for a Guest room.

Table 4.4.4.16

Shared Other Facilities observed under Key Aspect no. 2.4.5 Other Facilities

Sr. No.	Observations	No. of TEIs	Percent
1	Facilities- all facilities	1	1.75
2	Facilities- common facilities	1	1.75
3	Infrastructure	1	1.75
4	Sports facilities	6	10.53
5	Common room for girls	4	7.02
6	Auditorium	3	5.26
7	Parking facility	2	3.51
8	Health facility	2	3.51
9	Hostel facility for girls	2	3.51
10	Hostel facility for boys	1	1.75
11	Language laboratory	1	1.75
12	Playground	1	1.75
13	Generator	1	1.75
Total		26	46.61

Table no. 4.4.4.16 shows 13 shared facilities observed by the Peer Teams of 26 (46.61 percent) under the Key Aspect no. 2.4.5 'Other Facilities'. A (1.75 percent) TEI had all shared facilities available, while another (1.75 percent) TEI had shared common facilities. Infrastructure facilities were shared in a (1.75 percent) TEI. Sports facilities were on a shared basis in six (10.53 percent) TEIs; a Common room for girls was shared by four (7.02 percent) TEIs, and three (5.26 percent) TEIs had availability of shared Auditorium. Every two (3.51 percent) TEIs out of six had each shared facility, i.e., parking, health and girls' hostel. Each (1.75 percent) Peer Team from four had provided each observation about shared facilities, i.e., boys' hostel, Language laboratory, playground and generator. So it can be concluded that many TEIs had

shared other facilities, where a few TEIs had all shared facilities; a few TEIs had shared common facilities, and a few TEIs had shared Infrastructure facilities. Few TEIs had sports facilities on a shared basis; few TEIs had shared a Common room for girls, and a few TEIs had a shared Auditorium. A few TEIs had shared facilities, i.e., boys' hostel, Language laboratory, playground and generator.

Table 4.4.4.17

Need for Improvement or Strengthening of Other Facilities observed under Key Aspect no.2.4.5 Other Facilities

Sr. No.	Observations	No. of	
		TEIs	Percent
1	College ambiance needed to be paid attention	2	3.51
2	Students' facilities needed to be improved and developed	1	1.75
3	Sports and games facilities to be improved/ strengthened	7	12.28
4	Health facilities were needed to be improved	4	7.02
5	Psychology laboratory to be properly established well equipped	3	5.26
6	Computer laboratory to be established properly and well-equipped	2	3.51
7	Science laboratory needed to be maintained	2	3.51
8	Geography laboratory needed to be maintained	1	1.75
9	Technology laboratory needed to be maintained	1	1.75
10	Laboratories needed to be strengthened	2	3.51
11	Toilets facilities needed to be improved	2	3.51
12	Canteen facility needed to be upgraded	2	3.51
13	Parking facility inadequate	1	1.75
14	Gymnasium needed to be improved	1	1.75
15	Auditorium needed to be strengthened	1	1.75
16	Seminar Hall- needed to be strengthened	1	1.75
17	Restrooms for girls and boys- needed improvement	2	3.51
18	Common room for girls- scope for improvement of facilities	1	1.75
19	Hostel facilities for boys and girls needed to be upgraded	1	1.75

The Peer Teams had observed other facilities to be improved or strengthened by TEIs, which are given in table no. 4.4.4.17. The Peer Team of two (3.51 percent) TEIs had observed that the college ambiance needed attention. The students' facilities were

needed to be improved and developed by a (1.75 percent) TEI. Sports and games facilities required to be improved/ strengthened by seven (12.28 percent) TEIs, and health facilities needed to be improved by four (7.02 percent) TEIs. The Psychology laboratory in three (5.26 percent) TEIs and Computer laboratory in two (3.51 percent) TEIs were needed to be established properly and well equipped. Maintenance of Science laboratory in two (3.51 percent) TEIs, Geography laboratory in a (1.75 percent) TEI and Technology laboratory in another (1.75 percent) TEI were needed. Two (3.51 percent) TEIs needed to be strengthened their Laboratories. So it can be concluded that a few TEIs needed to be paid attention to college ambiance. Few TEIs were required to be improved/ strengthened sports and games facilities, and few TEIs needed to be improved health facilities. A few TEIs were needed to be established properly and well-equipped Psychology laboratory, and a Computer laboratory in a few TEIs. A few TEIs were needed maintenance of Science laboratory, Geography laboratory and Technology laboratory.

Toilets facilities in two (3.51 percent) TEIs needed to be improved, and Canteen facilities needed to be upgraded in another two (3.51 percent) TEIs. A (1.75 percent) TEI had an inadequate parking facility, and another (1.75 percent) TEI was needed to improve its Gymnasium facility. Two (3.51 percent) TEIs were needed to be improved the Restrooms facilities for girls and boys. Auditorium of a (1.75 percent) TEI and Seminar Hall of another (1.75 percent) TEI were needed to be strengthened. A (1.75 percent) TEI had scope for improving girls' Common room facility, and another (1.75 percent) TEI needed to be upgraded the Hostel facilities for boys and girls. A few TEIs needed to be improved Toilets facilities; and needed to be upgraded Canteen facility. Auditorium and Seminar Hall in a few TEIs were needed to be strengthened. A few TEIs were needed to be improved the Restrooms facilities for girls and boys; scope for improvement of girls' Common room facility; and needed to be upgraded the Hostel facilities for boys and girls.

Table 4.4.4.18

Unavailable or Inadequate Other Facilities observed under Key Aspect no. 2.4.5 Other Facilities

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Canteen facility	8	14.04

2	Health facility/ health center facility	7	12.28
3	Facility for Physically challenged	2	3.51
4	Separate cubicles for teaching staff	1	1.75
5	Power back up facility	1	1.75
6	Unequipped facilities for conducting Co-curricular activities	1	1.75
7	Methods Laboratories	1	1.75
8	Laboratory facilities	1	1.75
9	Language laboratory	1	1.75
10	Sports facilities	2	3.51
11	Playground	1	1.75
12	Hostel facility for girls and boys/students (Hostel outside campus-1; No hostels of the institution but from society- 2)	10	17.54
13	Hostel facility for boys	2	3.51
14	Common room for boys	3	5.26
15	Common room for students	1	1.75
16	Inadequate restroom facility	1	1.75
17	Guesthouse	1	1.75
18	Inadequate number of Toilets	1	1.75
19	Transport facility	6	10.53
20	Issue of bus passes from the transport authority	1	1.75

Table no. 4.4.4.18 shows facilities unavailable or inadequate in TEIs. Peer Teams of Eight (14.04 percent) TEIs had observed that the Canteen facility was unavailable in those TEIs. Health facility/ health center facility was unavailable in seven (12.28 percent) TEIs. Two (3.51 percent) TEIs had no facility for physically challenged students; a (1.75 percent) TEI had no separate cubicle facility for teaching staff, and another (1.75 percent) TEI had no Power backup facility. Each (1.75 percent) Peer Team of TEI out of four had provided each observation about the unavailability of facilities, i.e., facilities for conducting co-curricular activities, Methods' Laboratories, Laboratory facilities and Language laboratory. Sports facilities in two (3.51 percent) TEIs and playground in a (1.75 percent) TEI was unavailable. So it can be concluded that some TEIs had no Canteen facility. Few TEIs had no Health facility/ health center facility. A few TEIs had no facility for physically challenged students; and no separate cubicle facility for teaching staff. A few TEIs had no facilities, i.e., facilities for conducting co-curricular activities, Methods' Laboratories, Laboratory facilities, and

Language laboratory. A few TEIs had no Sports facilities, whereas a few TEIs had no playground

Hostel facilities for girls and boys/students did not provide by ten (17.54 percent) TEIs, where a (1.75 percent) TEI had a hostel outside its Campus and two (3.51 percent) TEIs had hostels from society. Two (3.51 percent) TEIs had no facility of hostel for boys. The Peer Teams observed that three (5.26 percent) TEIs had no Common room for boys; a (1.75 percent) TEI had no facility of Common room for students, and another (1.75 percent) TEI had no facility of Guesthouse. Each (1.75 percent) TEI from two had an inadequate facility of Restroom or number of Toilets. Six (10.53 percent) TEIs had no facility for Transport, and a (1.75 percent) TEI did not issue bus passes from the transport authority. So it can be concluded that some TEIs did not provide hostel facilities to girls and boys/ students, and a few TEIs had no hostel facility for boys. A few TEIs did not have Common room for boys, no Common room for students, and no Guesthouse and inadequate facility of Restroom or number of Toilets. Few TEIs did not have facility for Transport, and a few TEIs did not have facility for issuing bus passes from the transport authority.

Key Aspect no. 2.4.6 Best Practices in the Development of Infrastructure and Learning Resources

Table 4.4.4.19

Observations under Key Aspect no. 2.4.6 Best Practices in the Development of Infrastructure and Learning Resources

Sr. No.	KA	Observations	No. of	
			TEIs	Percent
1	2.4.1	Green and clean Campus (A institution had Ashram type environment conducive for creative teaching and learning)	6	10.53
2	2.4.1	Grooming medical plants in the botanical garden by students and faculty Botanical garden	1	1.75
3	2.4.1	Spacious and safe Campus	1	1.75
4	2.4.1	Good infrastructure facilities	5	8.77
5	2.4.1	Good playground and hostel.	1	1.75
6	2.4.1	Good separate hostel facility for boys and girls	1	1.75
7	2.4.1	Individual rooms for faculty	1	1.75

8	2.4.1	Adequate classrooms with proper ventilation and sufficient furniture	1	1.75
9	2.4.1	Spacious lecture halls	1	1.75
10	2.4.1	Very good seminar room with modern gadgets	1	1.75
11	2.4.1	Utilisation of space for Methodology classes	1	1.75
12	2.4.1	Week-wise and month-wise calendar for organising teaching	1	1.75
13	2.4.1	Learners had free access to all facilities available on Campus	1	1.75
14	2.4.1	Effective utilisation of infrastructure	1	1.75
15	2.4.2	Management was concerned about creating physical facilities.	1	1.75
16	2.4.2	Management is sincere in making efforts to mobilise funds for the development	3	5.26
17	2.4.2	Separate Budget allocated for maintenance of infrastructure.	3	5.26
18	2.4.3	Book Bank facility	3	5.26
19	2.4.3	Publishers were invited every year to exhibit their books on the Campus.	1	1.75
20	2.4.3	A supportive library backup	1	1.75
21	2.4.3	Automation of library	1	1.75
22	2.4.3	Open access in the library	1	1.75
23	2.4.4	Computer lab (Digital Education and Learning Lab)	2	3.51
24	2.4.4	Internet facility	3	5.26
25	2.4.4	In-house web resource materials are available within the Campus	1	1.75
26	2.4.4	College premises with LAN facility	1	1.75
27	2.4.4	LCD Projector (one institution- 3 projectors and one institution- projectors in main classrooms)	3	5.26
28	2.4.4	Utilisation of ICT facility	1	1.75
29	2.4.4	Optimum use of computer laboratory.	1	1.75
30	2.4.4	Use of LCD, OHP slide projector in the teaching practice session	1	1.75

31	2.4.4	Use of teaching aids in their practicing lessons	1	1.75
32	2.4.4	Instant online communication	1	1.75
33	2.4.4	College provides training in the use of SMART/ Interactive Board.	1	1.75
34	2.4.4	Needed encouragement for the use of ICT for teaching during practice teaching	1	1.75
35	2.4.5	Other facilities	1	1.75
36	2.4.5	Adding a good number of musical instruments and folk dance dresses to promote extracurricular activities.	1	1.75
37	2.4.5	Students are proficient in fine arts and co-curricular activities.	1	1.75
38	2.4.5	Certificate course 'Society for Creation of Opportunity through Proficiency in English' (SCOPE)	1	1.75
39	2.4.5	Periodical health camp organised	1	1.75
40		No best practice or yet to be developed	7	12.28

The Peer Teams had provided Best Practices in the Criterion- IV- 'Development of Infrastructure and Learning Resources. The Best Practices of NAAC Accredited TEIs under this Criterion- IV are given in table no. 4.4.4.19.

The best practices under the key aspect of Physical Facilities for Learning were provided. Campuses of six (10.53 percent) TEIs were green and clean, including an ashram-type environment of a (1.75 percent) TEI conducive to creative teaching and learning. A (1.75 percent) Peer Team had observed grooming medical plants in botanical gardens by students and faculty, while another (1.75 percent) TEI had a spacious and safe Campus. Five (8.77 percent) TEIs had good infrastructure facilities. So it can be concluded that the best practices in Physical Facilities were green and clean Campus in few TEIs, including a few TEIs having ashram type environment conducive for creative teaching and learning. A few TEIs had grooming medical plants in the botanical garden by students and faculty, and a few TEIs had spacious and safe Campus. Few TEIs had good infrastructure facilities.

Each of the Best practice observed in each (1.75 percent) TEI out of seven, i.e., provision of good playground and hostel; availability of good separate hostel facility for boys and girls; Individual rooms for faculty; adequate classrooms with proper ventilation and sufficient furniture; spacious lecture halls; modern gadgets equipped

very good seminar room; and use of space for methodology classes. Best Practice of a (1.75 percent) TEI was the preparation of a week-wise and month-wise calendar for teaching. Learners of a (1.75 percent) TEI had free access to all facilities available on Campus, and a (1.75 percent) TEI had utilised its infrastructure effectively. A few TEIs had best practices of provision of good playground and hostel; availability of good separate hostel facility for boys and girls; Individual rooms for faculty; adequate classrooms with proper ventilation and sufficient furniture; spacious lecture halls; modern gadgets equipped very good seminar room; and use of space for methodology classes. A few TEIs had the best practice of preparing a week-wise and month-wise calendar for teaching, free access to all facilities available on Campus, and effective infrastructure utilisation.

In relation to the key aspect Maintenance of Infrastructure the management of a (1.75 percent) TEI was concerned to create physical facilities of the TEI; Managements of three (5.26 percent) TEIs were sincere in making efforts for mobilisation of funds for the development of TEI, and another three (5.26 percent) TEIs had an allocation of separate Budget for maintenance of institutional infrastructure. So it can be concluded that the best practices in Maintenance of Infrastructure the management were like a few TEIs were concerned to create physical facilities of the TEI; Managements sincere in making efforts for mobilisation of funds for the development of TEI; and allocation of separate Budget for maintenance of institutional infrastructure.

The best practices about library as a Learning Resource were provided in the PTRs. The Peer Teams of three (5.26 percent) TEIs had observed Book Bank facility; a (1.75 percent) TEI had every year invited publishers for book exhibition; a (1.75 percent) TEI had an automated library, a (1.75 percent) TEI had a supportive library backup and another (1.75 percent) TEI had open access facility in the library. So it can be concluded that the best practices in library as a Learning Resource were Book Bank facility in a few TEIs. A few TEIs had invited publishers for book exhibitions every year; automated library, supportive library backup, and open access facility in the library.

Under the key aspect ICT as Learning Resources, Peer Teams of two (3.51 percent) TEIs had observed best practice of Computer lab in form of Digital Education Learning Lab (DELL) and three (5.26 percent) TEIs had best practice of Internet facility. Best practice observed in terms of availability of In-house web resource materials within the Campus of a (1.75 percent) TEI and availability of LAN facility in college premises of

another (1.75 percent) TEI. Three (5.26 percent) TEIs had LCD Projectors, where a (1.75 percent) TEI had three projectors while another (1.75 percent) had projectors in main classrooms. Each (1.75 percent) TEI out of five had provided each Best Practice about use of ICT facilities, i.e., use of ICT facility; Optimum use of computer laboratory; utilisation of LCD, OHP slide projector in teaching practice session; use of teaching aids in their practicing lessons; and instant online communication. A (1.75 percent) TEI had implemented best practice of training using Smartboard/ Interactive Board. Peer Team of a (1.75 percent) TEI had mentioned the need for encouragement for using ICT for teaching during practice teaching. So it can be concluded that the best practices in ICT as Learning Resources were like- a few TEIs had Computer labs in form of Digital Education Learning Laboratory (DELL). A few TEIs had Internet facilities; In-house web resource materials within the Campus; LAN facility in college premises; and LCD Projectors. A few TEIs had used ICT facilities, i.e., use of ICT facility; Optimum use of computer laboratory; utilisation of LCD, OHP slide projector in teaching practice session; use of teaching aids in their practicing lessons; instant online communication; and training in the use of Smartboard/ Interactive Board.

The Peer Teams had given observations for best practices of key aspect of Other Facilities. Each (1.75 percent) TEI out of three had each best practice, i.e., promotion of extracurricular activities by adding a good number of musical instruments and folk dance dresses; proficiency of students in fine arts and in co-curricular activities; and availability of other facilities. A (1.75 percent) TEI had offered a Certificate course on 'Society for Creation of Opportunity through Proficiency in English' (SCOPE), and another had organised a periodical health camp for students. So it can be concluded that the best practices in Other Facilities were A few TEIs had best practices of promoting extracurricular activities by adding a good number of musical instruments and folk dance dresses; proficiency of students in fine arts and co-curricular activities; and availability of other facilities.

Peer Teams of seven (12.28 percent) TEIs had observed no best practice implemented or yet to be developed by the TEI. So it can be concluded that the few TEIs did not implement best practice or were yet to be developed by the TEIs in Criterion- IV: Infrastructure and Learning Resources.

Institutional Strengths for Criterion- IV: Infrastructure and Learning Resources

Table 4.4.4.20

Observations for Institutional Strengths for Criterion- IV: Infrastructure and Learning Resources

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Well maintained infrastructure facilities (aesthetically designed good- 2)	5	8.77
2	Adequate infrastructure (Well maintained- 1, and good- 1)	3	5.26
3	Adequate campus area for future growth/ expansion	5	8.77
4	Good infrastructure	4	7.02
5	Good, adequate and independent three storey infrastructure	1	1.75
6	Potential infrastructure	1	1.75
7	Rich infrastructure	1	1.75
8	Adequate facilities	1	1.75
9	Shared facilities (7 TEIs - shared the facilities with sister institutions)	8	14.04
10	Enough open space for games and sports	1	1.75
11	Established separate computer and Language labs, for the college.	1	1.75
12	ICT support and back facility	1	1.75
13	Well-equipped ICT lab.	1	1.75
14	Adequate computer facility	1	1.75
15	Internet facility	1	1.75
16	Eco-friendly environment (1 TEI- Located in a Hilly and tribal area with vast open spaces)	3	5.26
17	Rural location in (green and peaceful environment- 1)	2	3.51
18	Rural/ tribal settings	1	1.75
19	Safe and pollution-free natural location campus	1	1.75
20	Spacious and well-built building in the pollution-free and approachable safe campus.	1	1.75
21	Pollution-free institutional climate.	1	1.75
22	Ashram type of location in a rural area	1	1.75

23	Centrally located (in the semi-urban area catering to the needs of all class population especially girls- 1: and with many sister institutions in the neighbourhood- 1)	3	5.26
24	Strategic location in the city.	3	5.26
25	In a rehabilitation settlement town	1	1.75
26	Multi faculty campus with Good retention	1	1.75
27	Good academic ambience	1	1.75
28	Conducive environment for learning	4	7.02
29	Congenial atmosphere without barriers of caste, creed, religion or gender	2	3.51
30	Dedicated Librarian who had kept the library up to date within given means	1	1.75
31	Good collection of books in the library	2	3.51
32	Library support and backup was good	1	1.75
33	Library with SOUL software and e-materials	1	1.75
34	Library had sufficient space	1	1.75
35	Extensive use of ICT	1	1.75
36	Positive attitude towards Integration of ICT	1	1.75
37	Teachers make use of audio visual aids	1	1.75

Table no. 4.4.4.20 shows observations about Criterion- IV: Infrastructure and Learning Resources under 3.1 Institutional Strengths.

Five (8.77 percent) TEIs had well-maintained infrastructure facilities, where a (1.75 percent) TEI had aesthetically good designed facilities. Three (5.26 percent) TEIs had adequate infrastructure, five (8.77 percent) TEIs had adequate campus area for future growth/ expansion, and four (7.02 percent) TEIs had good infrastructure. Each (1.75 percent) TEI out of four had each observation, i.e., good, adequate and independent three-storey infrastructure; potential infrastructure; rich infrastructure, and adequate facilities. Eight (14.04 percent) TEIs had shared facilities, where seven (12.28 percent) TEIs had shared the facilities with sister institutions. So it can be concluded that few TEIs had well-maintained infrastructure facilities, where a few TEIs had aesthetically good designed facilities. A few TEIs had adequate infrastructure, few TEIs had adequate campus area for future growth/ expansion, and few TEIs had good infrastructure. A few TEIs had good, adequate and independent three-storey infrastructure; potential infrastructure; rich infrastructure, and adequate facilities. Some

TEIs had shared facilities, where few TEIs had shared the facilities with sister institutions.

Each (1.75 percent) TEI out of six had each observation, i.e., enough open space for games and sports; separate computer and Language labs; ICT support and back facility; well-equipped ICT lab; adequate computer facility, and Internet facility. So it can be concluded that a few TEIs had enough open space for games and sports; separate computer and Language labs; ICT support and back facility; well-equipped ICT lab; adequate computer facility, and Internet facility.

Three (5.26 percent) TEIs had an eco-friendly environment, where a (1.75 percent) TEI was located in a hilly and tribal area with vast open spaces. Three (5.26 percent) TEIs had rural/ tribal locations. A (1.75 percent) TEI had a safe and pollution-free natural location campus; a (1.75 percent) TEI had a spacious and well-built building in pollution-free and approachable safe campus; a (1.75 percent) TEI had a pollution-free institutional climate, and another (1.75 percent) TEI had ASHRAM type of location in a rural area. So it can be concluded that a few TEIs had an eco-friendly environment, where a few TEIs were located in hilly and tribal areas with vast open spaces. A few TEIs had rural/ tribal location; safe and pollution-free natural location campus; spacious and well-built building in pollution-free and approachable safe campus; pollution-free institutional climate, and ASHRAM type of location in a rural area.

Three (5.26 percent) TEIs were centrally located, where a (1.75 percent) TEI existed in a semi-urban area had catered to the needs of all class population, especially girls, and a (1.75 percent) TEI was with many sister institutions in the neighbourhood. Three (5.26 percent) TEIs were strategically located in the city, and a (1.75 percent) TEI was in a rehabilitation settlement town. Four (7.02 percent) TEIs had a conducive environment for learning; two (3.51 percent) TEIs had a congenial atmosphere without barriers of caste, creed, religion or gender; a (1.75 percent) TEI had a multi-faculty campus with Good retention, and a (1.75 percent) TEI had good academic ambience. So it can be concluded that a few TEIs were centrally located, where a few TEIs existed in semi-urban areas had catered to the needs of all class populations, especially girls, and a few TEIs were with many sister institutions in the neighbourhood. A few TEIs were in strategic locations in the city and a rehabilitation settlement town. Few TEIs had conducive environment for learning; congenial atmosphere without barriers of caste, creed, religion or gender; multi-faculty campus with Good retention, and good academic ambience.

A (1.75 percent) TEI had a dedicated Librarian who had kept the library up to date within the given means. Two (3.51 percent) TEIs had a good collection of books in the library; a (1.75 percent) TEI had good library support and back up; a (1.75 percent) TEI had a library with SOUL software and e-materials, and another (1.75 percent) TEI had library had sufficient space. Each (1.75 percent) TEI out of three had extensive use of ICT; positive attitude towards Integration of ICT, and teachers used audio-visual aids. So it can be concluded that a few TEIs had dedicated Librarian who had kept the library up to date within the given means. A few TEIs had a good collection of books in the library; a few TEIs had good library support and backup; a few TEIs had a library with SOUL software and e-materials, and a few TEIs had library had sufficient space. A few TEIs had extensive use of ICT; positive attitude towards Integration of ICT, and teachers used audio-visual aids.

Institutional Weaknesses for Criterion- IV: Infrastructure and Learning Resources

Table 4.4.4.21

Observations for Institutional Weaknesses for Criterion- IV: Infrastructure and Learning Resources

Sr. No.	Observations	No. of TEIs Percent	
1	Remoteness caused a poor visibility of the institution	1	1.75
2	Remoteness of location, lack of wider exposure to knowledge forums and resource institutions	1	1.75
3	The College was in a rented building.	1	1.75
4	The College was situated in a flood-prone zone.	1	1.75
5	Running three more courses in the same building leads to congestion.	2	3.51
6	Sharing of building facilities by sister institutions restricts working hours and introduction of new programmes.	1	1.75
7	Sharing of Infrastructure facilities with other Institutions restricts progress.	1	1.75
8	Lack of open space for student activities (Minimal physical space- 1; constructed space leading to congestion in library and laboratories, which had lack of adequate land resource for	4	7.02

future expansion too- 2)		
9 Lack of space for expansion	3	5.26
10 Lack of hostel facilities.	2	3.51
11 Lack of Canteen, transport and hostel facilities for boys.	2	3.51
12 No language lab	2	3.51
13 No language and mathematics labs	1	1.75
14 Lack of playground.	1	1.75
15 Lack of sports facilities	1	1.75
16 Lack of Sports facilities and Playground of its own	1	1.75
17 No hostel and transport facility	1	1.75
18 No availability of transport and health facilities	1	1.75
19 Lack of transport facilities	1	1.75
20 Only Public transport bus facility was available to the students.	1	1.75
21 Inadequate financial resources for building expansion	3	5.26
22 Inadequate physical infrastructure in the new building, where the institution had been relocated.	1	1.75
23 Lack of sufficient resources restricts the development process.	1	1.75
24 Inadequate facilities in labs	10	17.54
25 Methodological labs were not properly equipped	1	1.75
26 Psychology Lab inadequate numbers of Tests	1	1.75
27 Inadequate computer lab	1	1.75
28 Inadequate ICT	5	8.77
29 Inadequate Internet facility (Inadequate computer too- 2)	3	5.26
30 Poor broadband connectivity, non-availability of internet and power back up	1	1.75
31 Inadequate and poorly organised / maintained infrastructure.	3	5.26
32 No proper maintenance of building and equipment	1	1.75
33 Enhance quality utilisation of available resources- both human and physical	1	1.75
34 Underutilisation and poor maintenance of infrastructure	1	1.75
35 Underutilisation of physical resources	1	1.75
36 Underutilisation of the laboratories	1	1.75
37 Inadequate facilities in the library	5	8.77

38	Lack of automation/ computerisation of library	5	8.77
39	Absence of qualified librarians and automation of the library	2	3.51
40	Absence of librarian and poor support services for the students	1	1.75
41	Meager sum for library books	1	1.75
42	No book bank	1	1.75
43	Lack of original standard reference books in the library	1	1.75
44	Library required many standard books and references	1	1.75
45	Lack of necessary books referred journals, magazines etc. in library	1	1.75
46	Limited library and e-learning resources	1	1.75
47	Insufficient space and furniture in the library and some labs	1	1.75
48	Absence of reprographic facility for students in the library	1	1.75

Table no. 4.4.4.21 shows observations about Criterion- IV: Infrastructure and Learning Resources under 3.2 Institutional Weakness.

Two (3.51 percent) TEIs had weaknesses of a remote location, which created poor visibility of the institution or lack of wider exposure to knowledge forums and resource institutions. A (1.75 percent) TEI was in a rented building, and a (1.75 percent) TEI was situated in a flood-prone zone. So it can be concluded that a few TEIs had weakness of a remote location, which created poor visibility of the institution or lack of wider exposure to knowledge forums and resource institutions. A few TEIs were in a rented building and situated in a flood-prone zone.

Two (3.51 percent) TEIs had congestion due to the other three courses in the same building. A (1.75 percent) TEI had weakness of restricted working hours and introduction of new programmes because of shared building facilities with sister institutions. A (1.75 percent) TEI had restricted progress due to shared infrastructure facilities with other Institutions. So it can be concluded that a few TEIs had congestion due to the other three courses in the same building. A few TEIs had weaknesses of restricted working hours and the introduction of new programmes because of shared building facilities with sister institutions. A few TEIs had restricted progress due to shared infrastructure facilities with other Institutions.

Four (7.02 percent) TEIs lacked open space for student activities, where a (1.75 percent) TEI had highly limited physical space, and a (1.75 percent) TEI had constructed space leading to congestion in library and laboratories and had a lack of adequate land resource for future expansion too. So it can be concluded that few TEIs

lacked open space for student activities, a few TEIs had highly limited physical space, and a few TEI had constructed space leading to congestion in library and laboratories and inadequate land resource future expansion.

Three (5.26 percent) TEIs lacked space for expansion. Every two (3.51 percent) TEIs out of six had each weakness, i.e., lack of hostel facilities, lack of Canteen, transport and hostel facilities for boys, and no language lab. Each (1.75 percent) TEI out of seven lacked each facility, i.e., language and mathematics labs; playground; sports facilities; own sports and playground facilities; hostel and transport facility; transport and health facilities, and transport facilities. A (1.75 percent) TEI had availability of only Public transport bus facility. So it can be concluded that a few TEIs lacked space for expansion. A few TEIs lacked hostel facilities; Canteen, transport and hostel facilities for boys, and a language lab. A few TEIs lacked language and mathematics labs; playground; sports facilities; own sports and playground facilities; hostel and transport facilities; transport and health facilities; and transport facilities. A few TEIs had availability of only Public transport bus facility.

Three (5.26 percent) TEIs had inadequate financial resources for building expansion. A (1.75 percent) TEI relocated to a new building, where physical infrastructures were inadequate. A (1.75 percent) TEI had a restricted development process because of a lack of sufficient resources. Ten (17.54 percent) TEIs had inadequate facilities in labs; a (1.75 percent) TEI did not have properly equipped Methodological labs; a (1.75 percent) TEI had inadequate numbers of Tests in Psychology Lab, and a (1.75 percent) TEI had an inadequate computer lab. Five (8.77 percent) TEIs had inadequate ICT facilities; three (5.26 percent) TEIs had inadequate Internet facilities, and a (1.75 percent) TEI had poor broadband connectivity and non-availability of Internet and power back up. So it can be concluded that a few TEIs had inadequate financial resources for building expansion. A few TEI relocated to a new building, where the physical infrastructure was inadequate. A few TEIs had restricted the development process because of a lack of sufficient resources. Some TEIs had inadequate facilities in labs, and a few TEIs did not have properly equipped with Methodological labs. A few TEIs had inadequate numbers of Tests in the Psychology lab and inadequate computer lab. Few TEIs had inadequate ICT facilities; a few TEIs had inadequate Internet facilities, and a few TEIs had poor broadband connectivity and non-availability of Internet and power back up.

Three (5.26 percent) TEIs had inadequate and poorly organised / maintained infrastructure, and a (1.75 percent) TEI had no proper building and equipment maintenance. A (1.75 percent) TEI had underutilisation of available human and physical resources; two (3.51 percent) TEIs had underutilisation infrastructure/ physical resources, and a (1.75 percent) TEI had underutilisation of laboratories. So it can be concluded that a few TEIs had inadequate and poorly organised / maintained infrastructure and no proper building and equipment maintenance. A few TEIs had underutilisation of available human and physical resources, underutilisation infrastructure/ physical resources, and underutilisation of laboratories.

Five (8.77 percent) TEIs had weakness of inadequate library facilities. Five (8.77 percent) TEIs lack of automation/ computerisation of library; two (3.51 percent) TEIs had absence of qualified librarian and automation of the library; a (1.75 percent) TEI had absence of librarian and poor support services for the students, and a (1.75 percent) TEI had meager sum for library books. Each a (1.75 percent) TEI out of seven had each observation about weaknesses for library, i.e., no book bank; lack of original standard reference books; requirement of many standard books and references; lack of necessary books, referred journals, magazines etc.; limited library and e-learning resources; insufficient space and furniture, and absence of reprographic facility for students. So it can be concluded that few TEIs had weaknesses of inadequate library facilities and lack of automation/ computerisation of library. A few TEIs had absence of qualified librarian and automation of the library; absence of librarian and poor support services for the students; and a meager sum for library books. A few TEIs had weaknesses: no book bank; lack of original standard reference books; requirement of many standard books and references; lack of necessary books, referred journals, magazines, etc.; limited library and e-learning resources; insufficient space and furniture, and absence of reprographic facility for students.

Institutional Opportunities for Criterion- IV: Infrastructure and Learning Resources

Table 4.4.4.22

Observations for Institutional Opportunities for Criterion- IV: Infrastructure and Learning Resources

Sr.	No. of	
No.	Observations	TEIs Percent

1	Function in an educational complex of ECE, primary and elementary and ashram schools and PTC;	1	1.75
2	Scope to construct auditorium, seminar hall, well-furnished library, language lab and Smart classrooms.	1	1.75
3	Separate Language Lab is to be established.	1	1.75
4	Strengthen computer and Internet facilities.	1	1.75
5	Updating psychology and science laboratories	1	1.75
6	Utilisation of the UGC grant for construction of Women's hostel.	1	1.75
7	Utilisation of Alumni and Parents as potential sources for academic and infrastructural development	1	1.75
8	Book Bank facility should be provided.	1	1.75
9	Establishing language laboratory and improving library services.	1	1.75
10	Introduction of smart classroom	4	7.02
11	Opportunity for modernisation of pedagogy through ICT.	3	5.26
12	Computer based Instructional Packages could be developed.	1	1.75
13	Optimum utilisation of existing ICT and ET resources in the teaching-learning process and administration.	10	17.54
14	Utilisation of resources of the other institutions of the society for value addition in the professional competences of the teacher trainees	1	1.75
15	Utilising the privileges of the privately funded institution provided in rules and regulations.	1	1.75

Table no. 4.4.4.22 shows observations about Criterion- IV: Infrastructure and Learning Resources under 3.3 Institutional Opportunities.

A (1.75 percent) TEI had opportunity for functioning in an educational complex of ECE, primary and elementary and ashram schools and PTC. A (1.75 percent) TEI had scope to construct auditorium, seminar hall, well-furnished library, language lab and Smart classrooms. A (1.75 percent) TEI had opportunity to establish a separate Language Lab. So it can be concluded that a few TEIs had opportunity for functioning in an educational complex of ECE, primary and elementary and ashram schools and PTC. A few TEIs had scope to construct auditorium, seminar hall, well-furnished

library, language lab and Smart classrooms. A few TEIs had opportunity to establish a separate Language Lab.

A (1.75 percent) TEI had the opportunity to strengthen computer and Internet facilities, and another (1.75 percent) TEI had the opportunity to update psychology and science laboratories. A (1.75 percent) TEI had the opportunity to utilise the UGC grant to construct a women's hostel, and another (1.75 percent) TEI had the opportunity to utilise alumni and parents as potential sources for academic and infrastructural development. A (1.75 percent) TEI should be provided book bank facility, and a (1.75 percent) TEI had the opportunity to establish a language laboratory and improve library services. So it can be concluded that a few TEIs had the opportunity to strengthen computer and Internet facilities; and update psychology and science laboratories. A few TEIs had the opportunity to utilise the UGC grant to construct a women's hostel; and utilise alumni and parents as potential academic and infrastructural development sources. A few TEIs should be provided book bank facility; and establish a language laboratory and improve library services.

Four (7.02 percent) TEIs had opportunity to introduce a smart classroom; three (5.26 percent) TEIs had opportunity to modernise pedagogy through ICT, and a (1.75 percent) TEI could be developed Computer-based Instructional Packages. So it can be concluded that a few TEIs had opportunity to introduce a Smart classroom. A few TEIs had opportunity to modernise pedagogy through ICT, and could be developed Computer-based Instructional Packages.

Ten (17.54 percent) TEIs had the opportunity to optimum utilisation of existing ICT and ET resources in the teaching-learning process and administration. A (1.75 percent) TEI had opportunity to utilise resources of the other institutions of the society for value addition in the professional competencies of the teacher trainees. A (1.75 percent) TEI had the opportunity to utilise privately funded institutions' privileges provided in rules and regulations. Some TEIs had the opportunity to optimum utilisation of existing ICT and ET resources in the teaching-learning process and administration. A few TEIs had opportunity to utilise resources of the other institutions of the society for value addition in the professional competencies of the teacher trainees. A few TEIs had the opportunity to utilise privately funded institutions' privileges provided in rules and regulations.

Institutional Challenges for Criterion- IV: Infrastructure and Learning Resources

Table 4.4.4.23

Observations for Institutional Challenges for Criterion- IV: Infrastructure and Learning Resources

Sr. No.	Observations	No. of TEIs	Percent
1	Own independent building for the college	2	3.51
2	Provision for more space to the library and classrooms	2	3.51
3	Creation of additional space for laboratories and other instructional activities.	1	1.75
4	Acquisition of land for physical activities required in teacher education.	1	1.75
5	To provide facilities like toilets, drinking water, restrooms in an appropriate manner.	1	1.75
6	Establishment of the laboratories in a proper manner.	1	1.75
7	Arrangement of modern tools & techniques in the laboratory, library & classrooms.	1	1.75
8	Enrichment and proper structure development of Science and Mathematics laboratories	2	3.51
9	Need for strengthening technology support for library and office	1	1.75
10	Strengthening the library and laboratories.	1	1.75
11	Need to register with INFLIBNET facility	1	1.75
12	Functional use of library and ICT as a learning resource.	2	3.51
13	Integration of ICT in teaching-learning. (appoint a qualified instructor for the same- 1, and integrating with the curriculum going beyond Public-Private Partnership)	8	14.04
14	Need to establish modern ICT driven infrastructure	1	1.75
15	Optimization of ICT in the teaching-learning required. (required functional operation too- 1)	8	14.04
16	Optimum utilisation of the available physical facility	1	1.75

Table no. 4.4.4.23 shows observations about Criterion- IV: Infrastructure and Learning Resources under 3.4 Institutional Challenges.

Two (3.51 percent) TEIs had challenge for own independent building for the college. Two (3.51 percent) TEIs had challenges in providing more space to the library and classrooms. Each (1.75 percent) TEI out of three had challenges creating additional space for laboratories and other instructional activities; acquisition of land for physical activities required in teacher education; and provision of facilities like toilets, drinking water, and restrooms appropriately. So it can be concluded that few TEIs had challenge to own an independent building for the college and provide more space for the library and classrooms; creation of additional space for laboratories and other instructional activities; acquisition of land for physical activities in teacher education, and provision of facilities like toilets, drinking water, restrooms appropriately.

A (1.75 percent) TEI had challenge for establishment of the laboratories properly, and another (1.75 percent) TEI had challenge for the arrangement of modern tools & techniques in the laboratory, library & classrooms. Two (3.51 percent) TEIs challenged the enrichment and development of a proper structure for Science and Mathematics laboratories. So it can be concluded that a few TEI had challenges for establishing the laboratories properly; the arrangement of modern tools & techniques in the laboratory, library & classrooms, and enrichment and development of a proper structure for Science and Mathematics laboratories.

Each (1.75 percent) TEI out of three had each challenge, i.e., needed to strengthen technology support for library and office; required to strengthen the library and laboratories and register with INFLIBNET facility. Two (3.51 percent) TEIs challenged the functional use of library and ICT as a learning resource. So it can be concluded that a few TEIs were needed to strengthen technology support for library and office; required to strengthen the library and laboratories and register with INFLIBNET facility. A few TEIs challenged the functional use of the library and ICT as a learning resource.

Eight (14.04 percent) TEIs had challenge with relation to the integration of ICT in the teaching-learning, where a (1.75 percent) TEI had to appoint a qualified instructor and a (1.75 percent) TEI had to integrate with the curriculum going beyond Presentation, Practice Production (PPP). A (1.75 percent) TEI was needed to establish modern ICT-driven infrastructure. Eight (14.04 percent) TEIs had challenge for optimization of ICT in teaching-learning, and a (1.75 percent) TEI had challenge for optimum utilisation of the available physical facility. So it can be concluded that some TEIs had a challenge with relation to ICT integration in the teaching-learning , where a few TEIs had to

appoint a qualified instructor and integrate with the curriculum going beyond PPP. A few TEIs were needed to establish modern ICT-driven infrastructure. Some TEIs had challenge for optimization of ICT in teaching-learning, and a few TEIs had challenge for optimum utilisation of the available physical facility.

Recommendations for Criterion-IV: Infrastructure and Learning Resources

Table 4.4.4.24

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.1 and 2.4.2)

Sr. No.	KA	Recommendations	No. of TEIs	Percent
1	2.4.1	Expedite construction <ul style="list-style-type: none"> • own Building- 1 • new building • Independent building and good Physical infrastructure as per NCTE norms- 1 • Separate campus- 1 	4	7.02
2	2.4.1	Laboratories to be developed as per NCTE norms for B.Ed.	2	3.51
3	2.4.1	Laboratories to be enriched and developed in proper structure.	1	1.75
4	2.4.4	ET lab, Language lab, Psychology lab Methods lab, etc., needed to be developed as per the NCTE norms.	1	1.75
5	2.4.1	Laboratories need to be strengthened/ improved <ul style="list-style-type: none"> • should be enriched and to be made functional- 1 • should be equipped with materials, equipment, and seating arrangements- 1 • to be equipped with proper furniture especially the Science and Psychology lab- 1 • to be created immediately additional space for the functional use- 1 	5	8.77
6	2.4.1	Language laboratory might be established. <ul style="list-style-type: none"> • to be established at the earliest- 1 • with appropriate online and off-line digital 	19	33.33

		resources- 1		
		• have access to knowledge in science and educational technologies- 2		
		• for understanding education and future employment scenario- 2		
7	2.4.1	Language laboratory to be updated.	1	1.75
8	2.4.1	Mathematics laboratory might be established.	3	5.26
9	2.4.1	Mathematics laboratory might be strengthened. (might be enriched and developed in proper structure- 1)	2	3.51
10	2.4.1	Science laboratory to be strengthened. (to be enriched and developed in proper structure- 1; and to be upgraded with equipment and proper furniture- 1)	3	5.26
11	2.4.1	Psychology laboratory might be established.	1	1.75
12	2.4.1	Psychology laboratory might be strengthened.	2	
13	2.4.1	Reorganise and upgrade psychology, Language and science lab facilities and make functional.	1	1.75
14	2.4.1	Separate laboratories for Science, Educational Technology and Educational Psychology to be established.	1	1.75
15	2.4.1	Modern storage cabin facility for office to be provided on priority.	1	1.75
16	2.4.1	Better infrastructure facilities to faculties and students.	1	1.75
17	2.4.1	Reorganise sports and arts resource centers with necessary upgraded equipment	1	1.75
18	2.4.1	Academic activities to be organised using variety and range of schooling facilities available in the campus.	1	1.75
19	2.4.1	Steps to be taken by the management for augmentation of the building and open space facility.	2	3.51
20	2.4.1	Urgent steps to be taken for augmentation of the building and other infrastructure as per NCTE norms.	2	3.51
21	2.4.1	Infrastructural and instructional facilities to be augmented.	1	1.75

22	2.4.1	Institutional building/ infrastructure to be made disabled friendly.	4	7.02
23	2.4.1	Well-equipped multipurpose hall/Auditorium facility to be provided.	2	3.51
24	2.4.1	Language laboratory could be optimally used.	1	1.75
25	2.4.1	Psychology laboratory could be optimally used.	1	1.75
26	2.4.1	Science and technology laboratory needed to be strengthened and optimally utilised.	1	1.75
27	2.4.2	Infrastructure to be maintained.	1	1.75
28	2.4.2	Campus needed landscaping, beautification and proper maintenance.	1	1.75
29	2.4.4	Infrastructure especially the various labs, ET lab, computer lab needed to be properly organised, maintained and upgraded	1	1.75
30	2.4.2	Keeping the ideals and values of the founders intact, the management needed to generate and mobilise resources and infrastructure like- furniture, equipment, instructional space – needed to be suitably upgraded.	1	1.75
31	2.4.1	Concerted efforts were required to conserve the heritage building and its glory.	1	1.75

Table no. 4.4.4.24 shows observations of Recommendations for Criterion-IV: Infrastructure and Learning Resources related to Key Aspect no. 2.4.1 and 2.4.2.

Four (7.02 percent) TEIs were to be expedited construction, where each (1.75 percent) TEI out of four recommended for each expedite, i.e., own Building; new building; Independent building and good Physical infrastructure as per NCTE norms; and separate campus. Two (3.51 percent) TEIs were to be developed Laboratories as per NCTE norms for B.Ed.; a (1.75 percent) TEI was to be enriched and developed in proper structure Laboratories; and a (1.75 percent) TEI was needed to be developed ET lab, Language lab, Psychology lab Methods lab, etc., as per the NCTE norms. So it can be concluded that few TEIs were to be expedite construction, where a few TEIs had recommended for expedite on own Building; new building; Independent building and good Physical infrastructure as per NCTE norms; and separate campus. A few TEIs were to be developed Laboratories as per NCTE norms for B.Ed.; to be enriched and

developed in proper structure Laboratories; and needed to be developed ET lab, Language lab, Psychology lab Methods lab, etc., as per the NCTE norms.

Five (8.77 percent) TEIs were needed to be strengthened/ improved Laboratories, where each (1.75 percent) TEI out of four had each recommendation, i.e., should be enriched and to be made functional; should be equipped with materials, equipment, and seating arrangements; to be equipped proper furniture especially the Science and Psychology lab; to be created immediately additional space for the functional use. Nineteen (33.33 percent) TEIs might be established Language laboratory, where a (1.75 percent) TEI was to be established at the earliest; a (1.75 percent) TEI was to be established with appropriate online and off-line digital resources; two (3.51 percent) TEIs were to be accessed to knowledge in science and educational technologies; and two (3.51 percent) TEIs were to be established for understanding education and future employment scenario. A (1.75 percent) TEI was to be updated Language laboratory. So it can be concluded that few TEIs were needed to be strengthened/ improved Laboratories, where a few TEIs should be enriched and to be made functional; should be equipped with materials, equipment, and seating arrangements; to be equipped proper furniture specially the Science and Psychology lab; to be created immediately additional space for the functional use. Many TEIs might be established Language laboratory, where a few TEIs were to be established at the earliest; to be established with appropriate online and off-line digital resources; and to be accessed to knowledge in science and educational technologies; and a few TEIs were to be established for understanding education and future employment scenario. A few TEIs were to be updated Language laboratory.

Three (5.26 percent) TEIs might be established Mathematics laboratory; and two (3.51 percent) TEIs might be strengthened Mathematics laboratory. Three (5.26 percent) TEIs were to be strengthened Science laboratory. A (1.75 percent) TEI might be established Psychology laboratory, and two (3.51 percent) TEIs might be strengthened Psychology laboratory. A (1.75 percent) TEI was to be reorganised and upgraded in psychology, Language and science lab facilities and to be made functional; and a (1.75 percent) TEI was to be established separate laboratories for Science, Educational Technology and Educational Psychology. So it can be concluded that a few TEIs might be established Mathematics laboratory; and might be strengthened Mathematics laboratory. A few TEIs were to be strengthened Science laboratory. A few TEIs might be established Psychology laboratory; and might be strengthened Psychology

laboratory; to be reorganised and upgraded psychology, Language and science lab facilities and to be made functional; and to be established separate laboratories for Science, Educational Technology and Educational Psychology.

Each (1.75 percent) TEI out of four was to be provided each facility, i.e., Modern storage cabin facility for office on priority; better infrastructure facilities to faculties and students; reorganise sports and arts resource centers with necessary upgraded equipment, and organise academic activities using variety and range of schooling facilities available in the campus. So it can be concluded that a few TEIs were to be provided facilities like- Modern storage cabin facility for office on priority; better infrastructure facilities to faculties and students; reorganise sports and arts resource centers with necessary upgraded equipment; and organise academic activities using a variety and range of schooling facilities available in the campus.

Management of two (3.51 percent) TEIs were to be taken steps for augmentation of the building and open space facility, and another two (3.51 percent) TEIs were to be taken urgent steps for augmentation of the building and other infrastructure as per NCTE norms. A (1.75 percent) TEI was to be augmented infrastructural and instructional facilities. Four (7.02 percent) TEIs were to be made the institutional building/ infrastructure disabled-friendly. Management of a few TEIs was to be taken steps for augmentation of the building and open space facility and taken urgent steps for augmentation of the building and other infrastructures as per NCTE norms. A few TEIs were to be augmented infrastructural and instructional facilities. Few TEIs were to be made the institutional building/ infrastructure disabled-friendly.

Two (3.51 percent) TEIs were to be provided well-equipped multipurpose hall/Auditorium facility. Each (1.75 percent) TEI out of three had received each recommendation, i.e., could be optimally used Language laboratory; could be optimally used Psychology laboratory; and needed to be strengthened and optimally utilised Science and technology laboratory. So it can be concluded that a few TEIs were to be provided well-equipped multipurpose hall/Auditorium facility. A few TEIs could be optimally used Language laboratory; could be optimally used Psychology laboratory; and needed to be strengthened and optimally utilised Science and technology laboratory.

Each (1.75 percent) TEI out of three was recommended for maintenance of infrastructure, i.e., to be maintained Infrastructure; needed to be made landscaping, beautification and proper maintenance of Campus; and properly organised, maintained

and upgraded infrastructure of especially various labs. So it can be concluded that a few TEIs had recommended for maintenance of infrastructure, i.e., to be maintained Infrastructure; needed to be made landscaping, beautification and proper maintenance of Campus; and to be properly organised, maintained and upgraded infrastructure of especially various labs.

A (1.75 percent) TEI was to keep the founders' ideals and values intact, followed by generation and mobilisation and suitable upgradation of resources and infrastructure like furniture, equipment, and instructional space. A (1.75 percent) TEI was required to make concerted efforts to conserve the heritage building and its glory. So it can be concluded that a few TEIs were to be kept the ideals and values of the founders intact followed by generation and mobilisation and suitable upgradation of resources and infrastructure like furniture, equipment, instructional space. A few TEIs were required to make concerted efforts to conserve the heritage building and its glory.

Table 4.4.4.25

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.3)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.4.3	Advisory committee and other facilities like internet, reprographic, scanner, cataloging and classification were to be provided for the library.	1	1.75
2	2.4.3	Library facilities needed to be improved/ strengthened.	4	7.02
3	2.4.3	Book bank facility could be provided/ ensured.	5	8.77
4	2.4.3	Modern storage cabin facility for library to be provided on priority.	1	1.75
5	2.4.3	Library facilities needed to be enriched, updated and optimum use to be ascertained.	1	1.75
6	2.4.3	Library to be provided more space. • more furniture- 1; reading room- 1	3	5.26
7	2.4.3	Library to be extended timings.	2	3.51
8	2.4.3	Provision needed for optimal use of the library and other learning resources by creating good seating space and proper allocation of periods in the timetable was to	2	3.51

		be ensured.		
9	2.4.3	Library might be provided open access facility to students.	1	1.75
10	2.4.3	Relocate the library with the provision of an attached reading room and open-access facility.	1	1.75
11	2.4.3	Library services needed improvement for free and frequent access and Internet connectivity.	1	1.75
12	2.4.3	Adequate number of computers with Internet in the library to be ensured.	1	1.75
13	2.4.3	Library might be added latest books and journals. (1 TEI- on Education)	2	3.51
14	2.4.3	Library might be added more quality/ standard/ relevant books and journals. (1 TEI- reference materials; and link to be stabilised with DELNET/ INFLIBNET on priority basis- 1)	5	8.77
15	2.4.3	Library might be added more quality reference books and journals. (1 TEI- Reports of the National commissions and Committees and text books; and 1 TEI- including e-journals, source materials, all policy documents and commission reports)	4	7.02
16	2.4.3	Library might be purchased more standard and reference books. (1 TEI- E-Journals to be subscribed)	2	3.51
17	2.4.3	Library might be procured more reference and text books.	1	1.75
18	2.4.3	Library needed to be added more new books. (more in English language than in Gujarati books)	1	1.75
19	2.4.3	Library might be automated/ computerised. (3 TEI- on priority basis and; 2 TEI- with the necessary training)	15	26.32
20	2.4.3	Optimal use of good books in the library through its automation and extending open access.	2	3.51
21	2.4.3	Library might speed up work on the classification of books and digitalisation of library.	1	1.75
22	2.4.3	Library might be strengthened with digitalisation by	1	1.75

providing more e-learning resources and networking with INFLIBNET.

23	2.4.3	Due care to be taken in selection and procurement of books and more education books to be procured.	1	1.75
24	2.4.3	Library might be strengthened by subscribing to peer-reviewed and e-Journals with sufficient accommodation.	1	1.75
25	2.4.3	Library might be provided e-journals and extended facilities.	2	3.51
26	2.4.3	Professional development programmes might be initiated for library staff.	2	3.51

Table no. 4.4.4.25 shows observations of Recommendations for Criterion-IV: Infrastructure and Learning Resources related to Key Aspect no. 2.4.3.

A (1.75 percent) TEI was to be provided advisory committee and other facilities like internet, reprographic, scanner, cataloging and classification for the library. Four (7.02 percent) TEIs were needed to be improved/ strengthened Library facilities. Five (8.77 percent) TEIs could be provided/ ensured book bank facility. A (1.75 percent) TEI was to be provided modern storage cabin facility for the library on priority. A (1.75 percent) TEI was needed to be enriched and updated Library facilities and ascertained optimum use. So it can be concluded that a few TEIs were to be provided advisory committee and other facilities like internet, reprographic, scanner, cataloging and classification for the library. Few TEIs were needed to be improved/ strengthened Library facilities; and could be provided/ ensured book bank facility. A few TEIs were to be provided modern storage cabin facility for library on priority, enriched and updated Library facilities and ascertained optimum use.

Three (5.26 percent) TEIs were to be provided more space for Library, where a (1.75 percent) TEI was needed more furniture; and a (1.75 percent) TEI was needed a reading room too. Two (3.51 percent) TEIs were to be extended Library timings. Two (3.51 percent) TEIs were needed provision for optimal use of the library and other learning resources by creating good seating space and ensuring proper allocation of periods in the timetable. So it can be concluded that a few TEIs were to be provided more space for Library, where a few TEIs were needed more furniture; and reading room. A few TEIs were to be extended Library timings; and needed provision for optimal use of the

library and other learning resources by creating good seating space and ensuring proper allocation of periods in the timetable.

Each (1.75 percent) TEI out of three had each recommendation about Library, i.e., might be provided open access facility to students; to be relocated the library with provision for attached reading room and open access facility; needed improvement in for free and frequent access and Internet connectivity; and to be ensured an adequate number of computers with Internet in library. So it can be concluded that a few TEIs might be provided open access facility to students; to be relocated the library with provision for attached reading room and open access facility; needed improvement in for free and frequent access and Internet connectivity; and to be ensured an adequate number of computers with Internet in the library.

Two (3.51 percent) TEIs might be added latest books and journals in the library. Five (8.77 percent) TEIs might be added more quality/ standard/ relevant books and journals to Library, where a (1.75 percent) TEI was required reference materials; and a (1.75 percent) TEI was needed link with DELNET/ INFLIBNET on a priority basis. So it can be concluded that a few TEIs might be added latest books and journals in library. Few TEIs might be added more quality/ standard/ relevant books and journals to Library, where a few TEIs were required reference materials; and needed link with DELNET/ INFLIBNET on priority basis.

Four (7.02 percent) TEIs might be added more quality reference books and journals to Library, where a (1.75 percent) TEI was recommended for adding Reports of the National commissions and Committees and text books; and another (1.75 percent) TEI was recommended for e-journals, source materials, all policy documents and commission reports. Two (3.51 percent) TEIs might be purchased more standard; and reference books; and a (1.75 percent) TEI might be procured more reference and text books; and another (1.75 percent) TEI needed to be added more new books including more books in the English language than in Gujarati. So it can be concluded that few TEIs might be added more quality reference books and journals to Library, where a few TEIs were recommended for adding Reports of the National commissions and Committees and text books; and e-journals, source materials, all policy documents and commission reports. A few TEIs might be purchased more standard and reference books; might be procured more reference and text books; and to be added more new books including more books in English language than in Gujarati.

Fifteen (26.32 percent) TEIs might be automated/ computerised Library, where three (5.26 percent) TEIs were required on a priority basis and; two (3.51 percent) TEIs were required with the necessary training to the staff. Two (3.51 percent) TEIs were to be made optimal use of good books in the library through its automation and extending open access. Each (1.75 percent) TEI out of four provided each recommendation about Library, i.e., might be speed up work on the classification of books and digitalisation of library; a (1.75 percent) TEI might be strengthened Library with digitalisation by providing more e-learning resources and networking with INFLIBNET; a (1.75 percent) TEI was to be taken due care in selection and procurement of books and to be procured more education books; and a (1.75 percent) TEI might be strengthened Library with subscribing peer-reviewed and e-Journals with sufficient accommodation. Two (3.51 percent) TEIs might be provided e-journals and extended facilities to the Library. Two (3.51 percent) TEIs might be initiated in professional development programmes for library staff. So it can be concluded that many TEIs might be automated/ computerised Library, where a few TEIs were required on a priority basis and; necessary training to the staff. A few TEIs were to be made optimal use of good books in the library through its automation and extending open access. A few TEIs might speed up work on the classification of books and digitalisation of library; might be strengthened Library with digitalisation by providing more e-learning resources and networking with INFLIBNET; to be taken due care in selection and procurement of books and to be procured more education books; and might be strengthened Library with subscribing peer-reviewed and e-Journals with sufficient accommodation. A few TEIs might be provided e-journals and extended facilities to the Library; and might be initiated Professional development programmes for library staff.

Table 4.4.4.26

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.4)

Sr. No.	KA	Recommendations	No. of	
			TEIs	Percent
1	2.4.4	Modern computer lab to be established	1	1.75
2	2.4.4	Computer lab to be strengthened and more functional as an independent unit.	1	1.75
3	2.4.4	Advanced technological support facility to be provided.	1	1.75

4	2.4.4	Educational Technology laboratory to be updated.	1	1.75
5	2.4.4	ICT laboratory required expansion and up-gradation.	1	1.75
6	2.4.4	Establishment of a good computer lab with good Internet facility to help students for making them ICT savvy.	1	1.75
7	2.4.4	Computer and Internet facility needed to be enhanced and more time for practice could be given to students.	2	3.51
8	2.4.4	ICT facilities to be strengthened.	3	5.26
9	2.4.4	Better ICT facility with Computer and Internet facility to be provided to students and staff members.	1	1.75
10	2.4.4	Internet connectivity could be provided.	1	1.75
11	2.4.4	Internet connection needed to be extended and free access to be ensured for all students.	1	1.75
12	2.4.4	Adequate access to the Internet to all students and Faculty to supplement the quality teaching and learning materials available.	1	1.75
13	2.4.4	E-learning and E- resource to be introduced	1	1.75
14	2.4.4	E-learning resources and other ICT applications to be strengthened.	1	1.75
15	2.4.4	Provision of smart classroom. (1 TEI- exposure too and; 1 TEI- provision of E-learning portal)	3	5.26
16	2.4.4	The website to be developed and information to be made available as per NCTE Regulation 2007.	1	1.75
17	2.4.4	The college website to be improved. (to be included curricular aspects, Student Information System, Alumni, learning resources and for interaction with teachers- 1)	2	3.51

Table no. 4.4.4.26 shows observations of Recommendations for Criterion-IV: Infrastructure and Learning Resources related to Key Aspect no. 2.4.4.

Each (1.75 percent) TEI out of six had each recommendation, i.e., to be established modern computer lab; to be strengthened computer lab and more functional as an independent unit; to be provided advanced technological support facility; to be updated educational Technology laboratory; to be made expansion and up-gradation ICT laboratory, and to be established of a good computer lab with good Internet facility. So

it can be concluded that a few TEIs were to be established modern computer lab; to be strengthened computer lab and more functional as an independent unit; to be provided advanced technological support facility; to be updated educational Technology laboratory; to be made expansion and up-gradation ICT laboratory; and to be established of good computer lab with good Internet facility;

Two (3.51 percent) TEIs were needed to be enhanced Computer and Internet facility and could be given more time for practice to students. Three (5.26 percent) TEIs were to be strengthened ICT facilities. Each (1.75 percent) TEI out of four had each recommendation, i.e., to be provided better ICT facility with Computer and Internet facility; a (1.75 percent) TEI could be provided Internet connectivity; a (1.75 percent) TEI was needed to be extended Internet connection and to be ensured free access for all students; and a (1.75 percent) TEI was to be ensured adequate access to Internet to all students and Faculty. A (1.75 percent) TEI was to be introduced E-learning and E-resource; and another (1.75 percent) TEI was to be strengthened E-learning resources and other ICT applications. So it can be concluded that a few TEIs were needed to be enhanced Computer and Internet facility and could be given more time for practice to students. A few TEIs were to be strengthened ICT facilities; to be provided better ICT facility with Computer and Internet facility; could be provided Internet connectivity; needed to be an extended Internet connection and to be ensured free access for all students; and to be ensured adequate access to the Internet to all students and Faculty. A few TEIs were to be introduced E-learning and E- resource; and to be strengthened E-learning resources and other ICT applications.

Three (5.26 percent) TEIs were recommended for provision of Smart classroom, where a (1.75 percent) TEI was needed exposure too; and a (1.75 percent) TEI was required provision of E-learning portal. A (1.75 percent) TEI was to be developed website and to be made available information as per NCTE Regulation 2007. Two (3.51 percent) TEIs were to be improved college website, where a (1.75 percent) TEI to be included curricular aspects, Student Information System, Alumni, learning resources and interaction with teachers. So it can be concluded that a few TEIs were recommended for the provision of a Smart classroom, where a few TEIs were needed exposure; and required provision of an E-learning portal. A few TEIs were to be developed website and to be made available information as per NCTE Regulation 2007. A few TEIs were to be improved college website, where a few TEIs were to be included curricular

aspects, Student Information System, Alumni, learning resources and interaction with teachers.

Table 4.4.4.27

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.5)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.4.5	Hostel facility could be provided (1 TEI- for staff too and; 1 TEI- priority in its construction)	9	15.79
2	2.4.5	Hostel for girl students could be provided. (1 TEI- other support facilities too and; 1 TEI- mess facility to be made available to boys staying in a hostel)	4	7.02
3	2.4.5	Hostel for boy students could be provided (1 TEI- from outside the city and 1 TEI- Till construction students to be got paying guest accommodation)	2	3.51
4	2.4.5	Hostel facility to be extended to students of the institution.	1	1.75
5	2.4.5	Hostel facility to be upgraded.	1	1.75
6	2.4.5	Sports and games facilities could be provided. <ul style="list-style-type: none"> • gymnasium, playground, games and sports- 7 • indoor and outdoor sports facilities- 7 • adequate outdoor games and other support facilities for the girl students- 6 • separate playground facility- 7 • students to be motivated for active involvement- 8 	36	63.18
7	2.4.5	Sports facilities to be improved.	1	1.75
8	2.4.5	Health center facility/ Medical facility could be provided.	3	5.26
9	2.4.5	Health service facility to be improved.	1	1.75
10	2.4.5	Emergency medical facilities could be provided.	2	3.51
11	2.4.5	Common room facility could be provided.	2	3.51
12	2.4.5	Common room might be well furnished.	1	1.75
13	2.4.5	Canteen facility could be provided.	9	15.79

14	2.4.5	Canteen facility to be strengthened.	2	3.51
15	2.4.5	Drinking water facility could be provided.	1	1.75
16	2.4.5	Drinking water facility to be improved.	1	1.75
17	2.4.5	Toilet facility to be improved.	1	1.75
18	2.4.5	Hygienic toilet facility within the accessible limit.	1	1.75
19	2.4.5	Reprography facility could be provided.	1	1.75
20	2.4.5	Transport facility could be provided. (regular basis- 1)	7	12.28
21	2.4.5	Transport facility to be strengthened.	2	3.51
22	2.4.5	Efforts to made by the management for getting bus stops near the College.	1	1.75

Table no. 4.4.4.27 shows observations of Recommendations for Criterion-IV: Infrastructure and Learning Resources related to Key Aspect no. 2.4.5.

Nine (15.79 percent) TEIs could be provided hostel facility, where a (1.75 percent) TEI was recommended for staff too; and a (1.75 percent) TEI was to be given priority in construction. Four (7.02 percent) TEIs could be provided hostel for girl students, where a (1.75 percent) TEI was recommended for other support facilities too; and a (1.75 percent) TEI was to be made mess facility to boys staying in the hostel. Two (3.51 percent) TEIs could be provided hostel for boy students. A (1.75 percent) TEI was to be extended hostel facility to students of institution; and a (1.75 percent) TEI was to be upgraded hostel facility. So it can be concluded that some TEIs could be provided hostel facility, where a few TEIs were recommended for staff too; and to be given priority in construction. Few TEIs could be provided hostel for girl students, where a few TEIs were recommended for other support facilities; and to be made mess facility to boys staying in hostel. A few TEIs could be provided hostel for boy students, extended hostel facility to students of institution; and upgraded hostel facility.

Thirty-six (63.18 percent) TEIs could be provided Sports and games facilities, where recommendations were provided for gymnasium, playground, games and sports in seven (12.28 percent) TEIs; indoor and outdoor sports facilities in seven (12.28 percent) TEIs; separate playground facility in seven (12.28 percent) TEIs; adequate outdoor games and other support facilities for the girl students in six (10.53 percent) TEIs; and students were to be motivated for active involvement from eight (14.04 percent) TEIs. A (1.75 percent) TEI was to be improved sports facilities. So it can be concluded that most TEIs could be provided Sports and games facilities, where recommendations were for gymnasium, playground, games and sports; indoor and

outdoor sports facilities; and separate playground facility; adequate outdoor games and other support facilities for the girl students in few TEIs; and students were to be motivated for active involvement from some TEIs. A few TEIs were to be improved sports facilities.

Three (5.26 percent) TEIs could be provided Health center facility/ Medical facility; a (1.75 percent) TEI was to be improved Health service facility; and two (3.51 percent) TEIs could be provided Emergency medical facility. Two (3.51 percent) TEIs could be provided a common room facility; and a (1.75 percent) TEI might be well furnished common room. Nine (15.79 percent) TEIs could be provided Canteen facility; and two (3.51 percent) TEIs were to be strengthened Canteen facility. Each (1.75 percent) TEI out of five had made each recommendation, i.e., could be provided drinking water facility; to be improved drinking water facility; to be improved toilet facility; hygienic toilet facility within the accessible limit; and could be provided reprography facility. Seven (12.28 percent) TEIs could be provided transport facility, where a (1.75 percent) TEI was recommended on a regular basis. Two (3.51 percent) TEIs were to be strengthened transport facility; and a (1.75 percent) TEI was to be made efforts by the management for getting bus stops near the College. So it can be concluded that a few TEIs could be provided Health center facility/ Medical facility; to be improved Health service facility; and could be provided Emergency medical facility. A few TEIs could be provided common room facility; and might be well furnished common room. Some TEIs could be provided Canteen facility; and a few TEIs were to be strengthened Canteen facility. A few TEIs could be provided drinking water facility, improved drinking water facility, improved toilet facility; hygienic toilet facility within the accessible limit; and provided reprography facility. Few TEIs could be provided transport facility, where a few TEIs were recommended on regular basis. A few TEIs were to be strengthened transport facility; and to be made efforts by the management for getting bus stops near the College.

4.4.5 CRITERION- V: STUDENT SUPPORT AND PROGRESSION

Key Aspect No. 2.5.1 Student Progression

Table 4.4.5.1

Observations under Key Aspect No. 2.5.1 Student Progression

Sr. No.	Observations	No. of TEIs	Percent
1	Held a place of recognition among the affiliating colleges of the University.	1	1.75
2	Caters to learners from rural/ semi-urban areas and those from needy sections of society	1	1.75
3	Performance in the qualifying examination was good.	1	1.75
4	Student strength was 80 (in 2009-10)	1	1.75
5	Talent hour was celebrated at the beginning of the year	1	1.75
6	Orientation about the course was organised at the beginning of the session.	4	7.02
7	Orientation/ Demonstration lessons provided	2	3.51
8	Regularity of students' attendance maintained	1	1.75
9	Students participated in curricular and extracurricular activities.	1	1.75
10	Students were sensitised about environmental issues	1	1.75
11	A formal grievances Redressal cell was established for students and not for the staff.	1	1.75
12	Grievance Redressal cell not in place	1	1.75
13	A complaint box had to be made available to students	1	1.75
14	Remedial coaching organised for students	2	3.51
15	Students had easy access to the teachers and Principal	1	1.75
16	Students got help from Heads of Practicing schools	1	1.75
17	Provided information about competitive examinations like NET, SLET, TET, TAT	4	7.02
18	Coaching to be provided competitive examinations like NET, SLET, TET, TAT	2	3.51
19	Students to be motivated for competitive examinations	1	1.75
20	Students had qualified NET (a TEI- Six and a TEI- Three)	2	3.51
21	Students yet to qualify for the NET examination	1	1.75

22	Record about the progression of students maintained very well	1	1.75
23	Record about the progression of students was not properly maintained	2	3.51
24	Record about the progression of students was yet to be maintained	3	5.26

The Criterion- V 'Student Support and Progression' included four Key Aspects, i.e., Student Progression, Student Support, Student Activities and Best Practices in Student Support and Progression. Observations of Peer Teams under the Key Aspect No. 2.5.1 Student Progression are given in table no. 4.4.5.1 to 4.4.5.6. Table no. 4.4.5.1 shows general observations about Student Progression. Peer Team of a (1.75 percent) TEI observed that the TEI held a place of recognition among the affiliating colleges of the University. A (1.75 percent) TEI catered to students from rural/ semi-urban areas and needy sections of society. So it can be concluded that a few TEIs held a place of recognition among the affiliating colleges of the University. A few TEIs had catered the students from rural/ semi-urban areas and those from needy sections of society.

The performance of students from a (1.75 percent) TEI was good in the qualifying examination. Peer Team of a (1.75 percent) TEI had mentioned the strength of 80 students was in a particular year. A (1.75 percent) TEI had celebrated Talent Hour at the beginning of the year to find the talent of every student-teacher. Four (7.02 percent) TEIs had provided orientation to the students about the course at the beginning of the session. Orientation/ Demonstration lessons were provided to the students for Practice teaching by two (3.51 percent) TEIs. A (1.75 percent) TEI had maintained regularity of students' attendance, students of a (1.75 percent) TEI had participated in curricular and extracurricular activities, and a (1.75 percent) TEI had sensitised its students about environmental issues. So it can be concluded that a few TEIs had good students' performance in the qualifying examination, and a few TEIs had celebrated a Talent Hour programme to find the talent of each student-teachers at the beginning of the year. Few TEIs had provided orientation to the students about the course at the beginning of the session; a few TEIs had provided Orientation/ Demonstration lessons to the students for Practice teaching, and a few TEIs had sensitised its students about environmental issues.

In removing students' grievances, a (1.75 percent) TEI had established a formal Grievances Redressal Cell only for students, not for its staff, while another (1.75 percent) TEI did not establish Grievance Redressal Cell. In a (1.75 percent) TEI, the

Peer Team had observed that the complaint box had to be made available to students. Two (3.51 percent) TEIs had organised remedial coaching for students. Easy access of students to the teachers and the Principal was observed in a (1.75 percent) TEI, while students of another (1.75 percent) TEI had got help from Heads of Practicing schools. So it can be concluded that a few TEIs had established a formal Grievances Redressal Cell, whereas a few TEIs did not establish Grievance Redressal Cell. A few TEIs had organised remedial coaching for students. Students of a few TEIs had got help from Heads of Practicing schools.

In the professional development of the students in terms of the competitive examinations, the Peer Teams had provided observations. Peer Team of four (7.02 percent) TEIs had Provided information to students about competitive examinations like NET, SLET, TET and TAT, while coaching to be provided by two (3.51 percent) TEIs to their students for competitive examinations like NET, SLET, TET, TAT. Students of a (1.75 percent) TEI were needed to be motivated for competitive examinations. Students of two (3.51 percent) TEIs had qualified the NET, where the numbers of students were six from a TEI and three from another TEI. Students of a (1.75 percent) TEI were yet to be qualified for the NET examination. For maintenance of record about students' progression, a (1.75 percent) TEI had maintained very well, two (3.51 percent) TEIs did not have properly maintained, while three (5.26 percent) TEIs were yet to be maintained the record. Few TEIs had provided information to students about the competitive examinations like NET, SLET, TET and TAT, whereas a few TEIs were to be provided coaching to students for competitive examination like NET, SLET, TET and TAT. Students of a few TEIs had qualified for the NET. So it can be concluded that a few TEIs had maintained records of students' progression very well, and a few TEIs did not have properly maintained, whereas a few TEIs were yet to be maintained the record.

Table 4.4.5.2

Monitoring of Students Progression observed under Key Aspect No. 2.5.1 Student Progression

Sr. No.	Observations	No. of TEIs	Percent
1	Tests and assignments	6	10.53
2	Unit Test, Assignments, Micro-teaching and Internal	1	1.75

criticism of Macro-teaching

3	Attendance and CCE	1	1.75
4	Prepared students' detailed profile	1	1.75
5	Follow-up services	1	1.75
6	Higher education and jobs	1	1.75
7	Monitored	1	1.75
8	Students progression was yet to be monitored properly	2	3.51
9	Students progression was yet to be monitored	1	1.75

Table no. 4.4.5.2 shows observations about Monitoring of Students Progression observed by Peer Teams under key aspect no. 2.5.1 Student Progression. Six (10.53 percent) TEIs had monitored students' progression by Tests and assignments, and a (1.75 percent) TEI had monitored by Unit Tests, Assignments, Micro-teaching and Internal criticism of Macro-teaching. So it can be concluded that few TEIs had monitored students' progression by Tests and assignments, whereas a few TEIs had been monitored by Unit Tests, Assignments, Micro-teaching and Internal criticism of Macro-teaching.

Each (1.75 percent) Peer Team of TEI out of four had provided each observation about monitoring students' progression, i.e., attendance and CCE; preparation of students' detailed profile; follow-up services; and higher education and jobs. A (1.75 percent) Peer Team of TEI had mentioned that the TEI had monitored the students' progression; two (3.51 percent) TEIs were yet to be monitored properly, while a (1.75 percent) TEI was yet to be monitored the progression. So it can be concluded that a few TEIs had monitoring of students' progression by attendance and CCE; preparation of students' detailed profile; follow-up services; and higher education and jobs. A few TEIs were yet to be monitored students' progression properly, while a few TEIs were yet to be monitored the progression.

Table 4.4.5.3

Dropout of Students observed under Key Aspect No. 2.5.1 Student Progression

Sr.	No. of	
No.	Observations	TEIs Percent
1	Dropout rate was zero or no dropout	8 14.04
2	Dropout rate was negligible	29 50.88
3	Dropout rate insignificant	1 1.75

4	Dropout rate was low	3	5.26
5	Dropout rate was nil, 1 percent and 2 percent in the past 3 years	1	1.75
6	Dropout rate was about 4 percent	1	1.75
7	Dropout rate in the last three years ranges from 3 percent to 7 percent	1	1.75
8	Dropout rates for the last three years were between 2.77 percent to 11.11 percent	1	1.75
9	Dropout rate was 5 percent to 10 percent	1	1.75
10	Dropout rate was about 5 percent to 12 percent on the average	1	1.75
11	Dropout rates for the last three years were between 10 to 20 percent, which was quite high	1	1.75
12	Dropout rate was minimised through individual counselling.	1	1.75

The Peer Teams had observed students' dropout under Key Aspect No. 2.5.1 Student Progression and given in table no. 4.4.5.3. The dropout rate was observed zero or no drop out in eight (14.04 percent) TEIs, while negligible in 29 (50.88 percent) TEIs, insignificant in a (1.75 percent) TEI and low in three (5.26 percent) TEIs. Each (1.75 percent) TEI out of six had provided each observation about the dropout rate in percentage, i.e., nil, 1 percent and 2 percent in the past three years; 4 percent; 3 percent to 7 percent in the last three years; 2.77 percent to 11.11 percent in last three; 5 percent to 10 percent; and 5 percent to 12 percent on the average. Quite a high dropout rate from 10 percent to 20 percent in the last three years was observed by a Peer Team of a (1.75 percent) TEI. A (1.75 percent) TEI had minimised the dropout rate of the institution through individual counselling. So it can be concluded that the dropout rate was zero or no drop out in few TEIs; negligible in most TEIs, insignificant in a few TEIs and low in a few TEIs. Few TEIs had 1 percent to 12 percent dropout rate, whereas a few TEIs had quite a high dropout rate from 10 percent to 20 percent in the last three years. A few TEIs had minimised the dropout rate of the institution through individual counselling.

Table 4.4.5.4

Results of Students observed under Key Aspect No. 2.5.1 Student Progression

Sr. No.	Observations	No. of TEIs	Percent
1	Pass percentage was 100 percent	15	26.32

2	Pass percentage was 95-100 percent	5	8.77
3	Pass percentage was above university average	1	1.75
4	The results were good/ satisfactory/ worth praising	7	12.28
5	Students got gold medals in university examination (Gold Medal each year-1, gold medal twice-1 and a gold medal-1)	3	5.26
6	Rankers in university exams (Top- 1, three ranks- 1, and good ranks- 4)	6	10.53
7	Students got the first position for two sessions in university examination	1	1.75
8	Students with distinction in university examination (All-1, Majority- 1, 5 percent- 1 and a few-1)	4	7.02
9	A good number of students excels in the university exam	1	1.75
10	Majority of the students passed with first class	2	3.51
11	Achievement of the students in qualitative and quantitative aspects was excellent.	1	1.75
12	Institutional academic performance was moderately good	2	3.51

Table no. 4.4.5.4 shows Student Progression in terms of Students' Results. The Peer Teams had observed that the pass percentage was 100 percent in 15 (26.32 percent) TEIs; 95-100 percent in five (8.77 percent) TEIs, and above university average in a (1.75 percent) TEI. The results were good/ satisfactory/ worth praising in seven (12.28 percent) TEIs. So it can be concluded that many TEIs had a 100 percent pass percentage; few TEIs had 95-100 percent pass percentage, and a few TEIs had an above university average pass percentage. Few TEIs had good/ satisfactory/ worth praising results.

Students of three (5.26 percent) TEIs had got gold medals in university examination, where a (1.75 percent) TEI in each year, a (1.75 percent) TEI for twice and another (1.75 percent) TEI for once. About ranks in university exams, the students of six (10.53 percent) TEIs were rankers. Students got the first position of a (1.75 percent) TEI for two sessions in the university examination. Students from four (7.02 percent) TEIs had passed the university examination with distinction. A good number of students from a (1.75 percent) TEI had excelled in the university exam. Majority of the students from two (3.51 percent) TEIs had passed with first class. Students of a (1.75 percent) TEI had achieved excellent both in qualitative and quantitative aspects. The Institutional academic performance of two (3.51 percent) TEIs was moderately good. So it can be

concluded that students of a few TEIs had got gold medals in the university examination. Students of few TEIs were rankers in university exams. Students from few TEIs had passed the university examination with distinction. A good number of students from a few TEIs had excelled in the university exam. Majority of the students from a few TEIs had passed with first class. Students of a few TEIs had achieved excellent both in qualitative and quantitative aspects. A few TEIs had moderately good Institutional academic performance.

Table 4.4.5.5

Placement of Students observed under Key Aspect No. 2.5.1 Student Progression

Sr. No.	Observations	No. of TEIs	Percent
1	Guidance and Counselling services were available	1	1.75
2	Carrier guidance and Placement cell established	1	1.75
3	Informal placement services were available	2	3.51
4	A placement cell would help students acquire suitable employment.	1	1.75
5	Placement cell was not established or needed to be established.	7	12.28
6	Job placement in schools and institutions of higher learning even in the absence placement cell.	1	1.75
7	Considerable number of students employed through placement initiatives taken up by the college.	1	1.75
8	The placement cell of the college helped students to get a job in the schools.	3	5.26
9	Four students employed by the placement cell	1	1.75
10	Placement cell needed to be strengthened.	3	5.26

The observations of Peer Teams about Placement under key aspect no. 2.5.1 Student Progression was analysed and given in table no. 4.4.5.5. Guidance and Counselling services were made available in a (1.75 percent) TEI and another (1.75 percent) TEI had established Carrier guidance and Placement cell, while students of two (3.51 percent) TEIs had availability of informal placement services. Peer Team of a (1.75 percent) TEI had observed that a placement cell would help students acquire suitable employment. Placement cells in seven (12.28 percent) TEIs were not established or were needed to be established. So it can be concluded that a few TEIs had Guidance

and Counselling services, established Carrier guidance and Placement cell, and informal placement services. Few TEIs did not establish or were needed to be established Placement cells.

Even in the absence placement cell, a (1.75 percent) TEI had done job placement of students in schools and institutions of higher learning. A (1.75 percent) TEI had taken up placement initiatives and employed a considerable number of students. The placement cell of three (5.26 percent) TEIs had helped their students get jobs in the schools. A (1.75 percent) TEI had employed four students by the placement cell. The placement cells of three (5.26 percent) TEIs were needed to be strengthened. So it can be concluded that a few TEIs had no placement cell, though made job placement of students in schools and institutions of higher learning. A few TEIs had taken up placement initiatives and employed a considerable number of students. The placement cells of three TEIs had helped their students to get a job in the schools. A few TEIs were needed to be strengthened Placement cell.

Table 4.4.5.6

Students Specific Progression observed under Key Aspect No. 2.5.1 Student Progression

Sr. No.	Observation	Sr. No.	Observation-wise Sr. No.	Strength of Students	No. of TEIs	Percent
1	Students went for Higher studies.	1)	(1)	some		8.77
		2)	(2)	20 percent		5.26
		3)	(3)	40 percent		3.51
		4)	(4)	30 percent		3.51
		5)	(5)	10 percent		3.51
		6)	(6)	very few		3.51
		7)	(7)	9-15 percent		1.75
		8)	(8)	12-15 percent		1.75
		9)	(9)	50 percent		1.75
		10)	(10)	36 percent		1.75
		11)	(11)	35 percent		1.75
		12)	(12)	34 percent		1.75
		13)	(13)	18 percent		1.75
		14)	(14)	8 percent		1.75

	15)	(15)	7 percent	1.75
	16)	(16)	4 percent	1.75
	17)	(17)	a few	1.75
	Total No. of TEIs		27	47.37
2 Students went for teaching job.	18)	(1)	Majority	5.26
	19)	(2)	50 percent	5.26
	20)	(3)	65 percent	3.51
	21)	(4)	some	3.51
	22)	(5)	90 percent	1.75
	23)	(6)	70 percent	1.75
	24)	(7)	42 -48 percent	1.75
	25)	(8)	45 percent	1.75
	26)	(9)	36 percent	1.75
	27)	(10)	25 percent	1.75
	28)	(11)	20 percent	1.75
	Total No. of TEIs		17	29.82
3 Students went for employment (teaching/other).	29)	(1)	66 percent	1 1.75
	30)	(2)	47 percent	1 1.75
	31)	(3)	many	1 1.75
	32)	(4)	Some	1 1.75
	Total No. of TEIs		4	7.02
4 Students went for other employment.	33)	(1)	25 percent	1 1.75
	34)	(2)	Some	1 1.75
	Total No. of TEIs		2	3.51
5 Students tried to get job.	35)	(1)	93 percent	1 1.75
	36)	(2)	20 percent	1 1.75
	Total No. of TEIs		2	3.51
6 No proper record of students going for higher education & jobs.	37)	(1)		1 1.75
	Total No. of TEIs		1	1.75
7 Good motivation	38)	(1)		1 1.75

amongst students for higher studies	Total No. of TEIs	1	1.75
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In relation to the Key Aspect No. 2.5.1 Student Progression in particular field are given in the table no. 4.4.5.6 The Peer Teams had observed students' progress, i.e., went for higher education, teaching, employment (teaching/other), and other employment or tried for jobs. The students from 27 (47.37 percent) TEIs went for higher studies, where the number of students was some from five (8.77 percent) TEIs, and 20 percent from three (5.26 percent) TEIs. Peer Team of every two (3.51 percent) TEI out of eight had provided each observation, i.e., 40 percent, 30 percent, 10 percent and very few students went for higher studies. Each (1.75 percent) TEI out of 11 had observed that 9-15 percent, 12-15 percent, 50 percent, 36 percent, 35 percent, 34 percent, 18 percent, 8 percent, 7 percent, 4 percent and a few Students went for Higher studies. From 17 (29.82 percent) TEIs, the students went for teaching jobs. Majority of the students from three (5.26 percent) TEIs and 50 percent students from the other three (5.26 percent) TEIs went for teaching jobs, while 65 percent from two (3.51 percent) TEIs and some from another two (3.51 percent) TEIs went for teaching job. The Peer Team of each a (1.75 percent) TEI out of seven had mentioned each observation about the number of students who went for teaching jobs, i.e., 90 percent, 70 percent, 42 -48 percent, 45 percent, 36 percent, 25 percent and 20 percent. The Peer Teams of each (1.75 percent) TEI out of four had just mentioned each observation about the students gone to employment (teaching/other), i.e., 66 percent, 47 percent, many and some students. Twenty-five percent and some students each from each (1.75 percent) TEI out of two went for other employment. Ninety-three percent from a (1.75 percent) TEI and 20 percent students from another (1.75 percent) TEI had tried to get jobs. A (1.75 percent) TEI did not maintain a proper record of students going for higher education & jobs. Good motivation existed amongst students of a (1.75 percent) TEI for higher studies. So it can be concluded that students from many TEIs went for higher studies, and students from many TEIs went for teaching jobs. Students from a few TEIs were gone for either teaching or other employment, whereas a few TEIs went for other employment. Students from a few TEIs had tried to get jobs. A few TEIs did not maintain a proper record of students going for higher education & jobs. A few TEIs had good motivation amongst students for higher studies.

Key Aspect No. 2.5.2 Student Support

Table 4.4.5.7

Observations under Key Aspect No. 2.5.2 Student Support

Sr. No.	Observations	No. of TEIs	Percent
1	Provided all required information through prospectus, websites, etc.	4	7.02
2	Provided information by putting the notice on the notice board.	1	1.75
3	Prospectus was needed to be prepared	2	3.51
4	Created website	3	5.26
5	College magazine was needed to be published every year.	1	1.75
6	College magazine was needed to be improved.	1	1.75
7	Orientation was provided at the beginning of the academic session.	6	10.53
8	Academic calendar was available	5	8.77
9	Academic Calendar was needed to be prepared formally	1	1.75
10	Involvement of students in different activities of the institution (Personal contact and attention from teachers and Principal- 1, Teaching and leadership tasks assigned to students- 1, Student teachers involved in minor research projects- 1, cultural activity- 1, 21 medals instituted for outstanding performance of students in different areas- 1 and Prizes and medals for good performance- 2)	7	12.28
11	Remedial teaching was provided.	5	8.77
12	Remedial programme was to be started.	1	1.75
13	Teaching strategies to identify slow learners were essential	1	1.75
14	A teacher-Taught scheme to monitor and guide students was in place	1	1.75
15	'Earn while you learn' programme for students	1	1.75
16	Students' welfare schemes were not provided.	3	5.26
17	Regular feedback from students was needed to be received from the teachers.	1	1.75
18	Women Development Cell was active.	2	3.51

19	Alumni Association functioned	2	3.51
20	Alumni's support was visible.	1	1.75
21	Alumni Association was needed to be strengthened.	1	1.75
22	Grievance Redressal cell was functioned (by suggestion box- 1, all the grievances were not attended-1 to be strengthened- 1)	4	7.02
23	Grievance Redressal services were provided	1	1.75
24	Informal Grievance Redressal cell existed.	3	5.26
25	Grievance Redressal cell was yet to be set up	4	7.02
26	Mentoring services were provided (by Tutorial Groups-1, by tutors-1 and by teacher educators and alumni-1) (Informal mentoring system- 4)	8	14.04
27	Mentoring services were not available	2	3.51
28	Counselling/ Guidance and Counselling services were provided (Informal- 4)	18	31.58
29	Counselling services were yet to be developed properly	1	1.75
30	Counselling/ Guidance and Counselling services were not provided	4	7.02
31	Training was arranged for TET and TAT examinations.	1	1.75
32	Needed to provide coaching for TET, Communication skills etc.	1	1.75
33	Placement cell existed.	10	17.54
34	Placement cell functioned. (organised Udyog Mela, campus selections, Mock interview, group discussion, personality development- 1)	4	7.02
35	Placement cell was needed to be more functioned.	1	1.75
36	Placement Cell was needed to be strengthened.	2	3.51
37	Placement cell was yet to be established.	5	8.77

The observations for the Key Aspect No. 2.5.2 Student Support provided by the Peer Teams in PTRs are given in table no. 4.4.5.7. In relation to providing information about the institution, four (7.02 percent) TEIs had provided all required information through prospectus, websites, etc., a (1.75 percent) TEI had provided by notice board, while prospectus was needed to be prepared by two (3.51 percent) TEIs for providing information. A (1.75 percent) TEI had needed to be published in College magazine every year, and a (1.75 percent) TEI needed to be improved its College magazine. Three (5.26 percent) TEIs had created their websites. So it can be concluded that few

TEIs had provided all required information through prospectus, websites, etc., a few TEIs had provided by notice board, whereas prospectus was needed to be prepared by a few TEIs. A few TEIs had created their websites. A few TEIs were needed to be published in College magazine every year, and a few TEIs were needed to be improved College magazine.

Six (10.53 percent) TEIs provided orientation at the beginning of the academic session. The academic calendar in five (8.77 percent) was available, while it was needed to be prepared formally by a (1.75 percent) TEI. So it can be concluded that few TEIs had provided orientation to students at the beginning of the academic session. Few TEIs had prepared an Academic calendar, whereas a few TEIs were needed to be prepared formally.

Seven (12.28 percent) TEIs had involved students in different activities of the institution, i.e., Personal contact and attention by a (1.75 percent) TEI to students from teachers and Principal; teaching and leadership tasks assigned to students by a (1.75 percent) TEI; a (1.75 percent) TEI had involved student-teachers in minor research projects; Practices and encouragement in a (1.75 percent) TEI for bringing out talent of students in cultural activity; Students of a (1.75 percent) TEI had Instituted 21 medals for outstanding performance of in different areas; and a (1.75 percent) TEI had given prizes and medals to students for their good performance. So it can be concluded that few TEIs had involved students in different activities of an institution like Personal contact and attention, teaching and leadership tasks to students, involvement of student-teachers in minor research projects, cultural activity, 21 medals for outstanding performance in different areas, and prizes and medals to students for good performance. Five (8.77 percent) TEIs had provided Remedial teaching, while it was to be started by a (1.75 percent) TEI; and Teaching strategies were essential in a (1.75 percent) TEI to identify slow learners. A (1.75 percent) TEI had implemented a Teacher-Taught scheme to monitor and guide students. A (1.75 percent) TEI had organised the 'Earn while you learn' programme for students. Three (5.26 percent) TEIs did not provide Students' welfare schemes. Regular feedback from students of a (1.75 percent) TEI was needed to be received by the teachers. Women Development Cell was active in two (3.51 percent) TEIs. Alumni Association functioned in two (3.51 percent) TEIs, and support of Alumni was visible in a (1.75 percent) TEI, while the Association was needed to be strengthened by another (1.75 percent) TEI. So it can be concluded that few TEIs had provided Remedial teaching, whereas a few TEIs needed to be started. A

few TEIs had implemented a Teacher-Taught scheme to monitor and guide students. A few TEIs had organised the 'Earn while you learn' programme for students. Few TEIs did not provide Students' welfare schemes. A few TEIs were needed to be received regular feedback from students to the teachers. Few TEIs had active Women Development Cell. Few TEIs functioned Alumni Association; and a few TEIs had visible support of Alumni, whereas a few TEIs were needed to be strengthened Alumni Association.

Four (7.02 percent) TEIs had functioned Grievance Redressal cell, where a (1.75 percent) TEI did not attend all the grievances; and a (1.75 percent) TEI needed to be strengthened Grievance Redressal cell. A (1.75 percent) TEI had provided Grievance Redressal services, and three (5.26 percent) TEIs had informal Grievance Redressal cell, whereas the Grievance Redressal cell in four (7.02 percent) TEIs was yet to be set up. So it can be concluded that few TEIs had functioned Grievance Redressal cell, where a few TEIs did not attend all the grievances; and a TEIs were needed to be strengthened Grievance Redressal cell. A few TEIs had provided Grievance Redressal services, and a few TEIs had informal Grievance Redressal cells, whereas the Grievance Redressal cells in few TEIs were yet to be set up.

Eight (14.04 percent) TEIs had provided Mentoring services, where four (7.02 percent) TEIs had an informal Mentoring system. Two (3.51 percent) TEIs did not Mentoring services. The Counselling/ Guidance and Counselling services were provided by 14 (31.58 percent) TEIs, where four (7.02 percent) TEIs had provided informally. A (1.75 percent) TEI was yet to be developed the Counselling services properly. Four (7.02 percent) TEIs did not provide the Counselling/ Guidance and Counselling. A (1.75 percent) TEI had arranged training for TET and TAT examinations, whereas another (1.75 percent) TEI needed to be provided coaching for TET, Communication skills etc. So it can be concluded that some TEIs had provided Mentoring services, where few TEIs had an informal Mentoring system. Few TEIs did not have Mentoring services. Many TEIs had provided Counselling/ Guidance and Counselling services, where few TEIs had provided informally. A few TEIs were yet to be developed the Counselling services properly, whereas few TEIs did not provide the Counselling/ Guidance and Counselling. A few TEIs had arranged training for TET and TAT examinations, whereas a few TEIs were needed to be provided coaching for TET, Communication skills etc.

In relation to the Placement Cell, ten (17.54 percent) TEIs had existed, where four (7.02 percent) TEIs had functioned, and a (1.75 percent) TEI had organised Udyog Mela, campus selections, Mock interview, group discussion, personality development. The Placement Cell in a (1.75 percent) TEI was needed to be more functioned; two (3.51 percent) TEIs were needed to be strengthened, whereas five (8.77 percent) TEIs were yet to be established. So it can be concluded that some TEIs had existed Placement cell, where few TEIs had functioned; and a few TEIs had organised Udyog Mela, campus selections, Mock interview, group discussion, personality development. Placement cells in a few TEI were needed to be more functioned; a few TEIs were needed to be strengthened, whereas few TEIs were yet to be established.

Table 4.4.5.8

Observations about Infrastructural Facilities under Key Aspect No. 2.5.2 Student Support

Sr. No.	Observations	No. of TEIs	Percent
1	Campus was safe and secured (for women- 1)	10	17.54
2	Textbooks were provided to the students (book bank- 1 and free textbooks- 1)	2	3.51
3	Access to the Internet for students was available in the computer lab and library	1	1.75
4	Transport facility was to be provided.	3	5.26
5	Provision was needed to be made for physically challenged students.	1	1.75
6	Utilisation of the health center facility of the University	2	3.51
7	Health check-up system was developed	1	1.75
8	Health problems were addressed at the hospital run by the society	1	1.75
9	Canteen and boys hostel facilities were available	2	3.51
10	Canteen and boys hostel facilities were needed to be available	1	1.75
11	Canteen, Basketball, playground facilities were available	1	1.75
12	Open-air theater with proper ambiance existed.	1	1.75

The Observations about Infrastructural Facilities under Key Aspect No. 2.5.2 Student Support were given in table no. 4.4.5.8. The Peer Team of ten (17.54 percent) TEIs had

observed a safe and secured campus of particular TEI, where one was specified for women. Two (3.51 percent) TEIs had provided textbooks to the students. The transport facility was to be provided by three (5.26 percent) TEIs, a (1.75 percent) TEI was to be made provision for physically challenged students. Student-teachers of a (1.75 percent) TEI had access to the Internet in the computer lab and library. So it can be concluded that some TEIs had observed safe and secured campus. A few TEIs had provided textbooks to the students by book bank or free textbooks, and a few TEIs had provided Internet access to student-teachers in the computer lab and library. A few TEIs were to be provided transport facility, and a few TEIs had to be made provision for physically challenged students.

In relation to health, two (3.51 percent) TEIs had utilised the health center facility of the University, and a (1.75 percent) TEI had developed its own Health check-up system, while another (1.75 percent) TEI had addressed the Health problems at the hospital run by the society. The Canteen and boys hostel facilities were available in two (3.51 percent) TEIs and needed to be available in a (1.75 percent) TEI. Canteen, Basketball, playground facilities were available in a (1.75 percent) TEI and an open-air theater with proper ambiance was existed in another (1.75 percent) TEI. So it can be concluded that a few TEIs had utilised the health center facility of the University, and a few TEIs had developed their Health check-up system. A few TEIs had Canteen and boys hostel facilities; a few TEIs had Canteen, Basketball and playground facilities; and a few TEIs had an open-air theater with proper ambiance.

Table 4.4.5.9

Financial Support to Students observed under Key Aspect No. 2.5.2 Student Support

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Government scholarships were given as per rules	16	28.07
2	Merit scholarships were available. (by state government- 1)	2	3.51
3	Merit scholarships were not available.	1	1.75
4	Fee concession for girls as per government policy.	1	1.75
5	Scheme of endowment scholarship was absent in the college	1	1.75
6	Financial assistance was provided to needy students. (poor women students-1, deserving students- 1, economically weak students- 2, and 2-3 very poor students- 1)	6	10.53

7	Financial support was not provided to needy or economically weak students	4	7.02
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The observations about Student Support in terms of finance were given in table no. 4.4.5.9. Government scholarships were given to student-teachers as per rules in 16 (28.07 percent) TEIs.

A (1.75 percent) TEI had provided merit and means scholarships to student-teachers received from the state government, and merit scholarships were available in two (3.51 percent) TEIs, while another (1.75 percent) did not have. A (1.75 percent) TEI had no scheme of endowment scholarship. So it can be concluded that many TEIs had given Government scholarships to student-teachers as per rules; a few TEIs had provided merit scholarships, whereas a few TEIs had no provision for merit scholarships. A few TEIs had no scheme of endowment scholarship.

Six (10.53 percent) TEIs had provided financial assistance to needy students; a (1.75 percent) TEI had provided fee concession for girls as per government policy, whereas four (7.02 percent) TEIs did not provide financial support to needy or economically weak students. So it can be concluded that few TEIs had provided financial assistance to needy students; a few TEIs had provision for fee concession to girls as per government policy, whereas few TEIs did not provide financial support to needy or economically weak students.

Key Aspect No. 2.5.3 Student Activities

Table 4.4.5.10

Observations under Key Aspect No. 2.5.3 Student Activities

Sr. No.	Observations	No. of TEIs Percent	
1	Only Indoor facilities were available on campus.	1	1.75
2	Playground was shared with sister institutions.	1	1.75
3	Recreational facility was available in the college.	1	1.75
4	No recreational facilities were available in the college.	3	5.26
5	Various committees were formed (1 for academic & administrative purposes; and- 1 for various activities ensuring wider student participation)	3	5.26
6	Student represented in different committees of the college	3	5.26
7	Leaderships skills developed	1	1.75

8	Postgraduate students were assigned to teach the students.	1	1.75
9	Eco club was active.	1	1.75
10	Eco club did not exist.	1	1.75
11	Subject-wise clubs constituted.	1	1.75
12	Grievance Redressal cell was constituted	1	1.75
13	The teachers provided personal and academic counselling.	1	1.75
14	College magazine was published. (1 TEI- Quarterly publication 'VIDHYASETU'; 1 TEI- two handwritten annual magazines- "Nari Shakti" and "Saurabh"; and 4 TEIs- Annual magazines).	10	17.54
15	Annual college magazine was yet to be published.	4	7.02
16	Wall Magazine was published (1- periodically).	4	7.02
17	Newsletter was published. (1 TEI- bi-monthly 'Holly Hock' was noteworthy).	2	3.51
18	Newsletter was yet to be published.	2	3.51
19	Feedback was collected from the students at the end of the course. (collected informal feedback- 1)	3	5.26
20	A formal mechanism needed to be established for receiving feedback from alumni and employers to improve the institution's growth.	1	1.75

The Peer Teams had observed Student Activities under the Criterion Student Support and Progression and given in the PTRs. The observations under the Student Activities are given in table no. 4.4.5.10.

In relation to the Student Activities, one (1.75 percent) TEI had availability of only Indoor facilities on campus, and another (1.75 percent) had shared playground with sister institutions. A (1.75 percent) TEI had availability of recreational facility in the college, while three (5.26 percent) TEIs did not. So it can be concluded that a few TEIs had only Indoor facilities, a shared playground with sister institutions, recreational facilities in the college, whereas a few TEIs had no recreational facilities.

Three (5.26 percent) TEIs had formed different committees, and the Peer Team of a TEI (1.75 percent) had mentioned committees for academic and administrative purposes, while another (1.75 percent) had mentioned various activities ensuring wider student participation. Students of three (5.26 percent) TEIs were represented in different committees of the college. A (1.75 percent) TEI had development of students' leadership skills under students' activities. Postgraduate students of a (1.75 percent) TEI

were assigned to teach the students. A (1.75 percent) TEI had an active Eco club, while another (1.75 percent) TEI did not exist. Subject-wise clubs were constituted by a (1.75 percent) TEI, and another (1.75 percent) TEI constituted Grievance Redressal cell. Teachers of a (1.75 percent) TEI had provided personal and academic counselling to students. So it can be concluded that a few TEIs had formed different committees, and students of a few TEIs were represented in different committees of the college. A few TEIs had developed leadership skills of students under students' activities. A few TEIs had constituted subject-wise clubs. A few TEIs had provided personal and academic counselling to students.

The college magazine was published by 10 (17.54 percent) TEIs, while yet to be published by four (7.02 percent) TEIs. Out of the ten college magazines, one was Quarterly; another had two handwritten magazines and four Peer Teams of TEIs mentioned as Annual magazines. Apart from these magazines, four (7.02 percent) TEIs had Wall Magazine, where one was published periodically. Newsletters were published by two (3.51 percent) TEIs, including a bi-monthly, while the Peer Teams of two (3.51 percent) TEIs had observed yet to be published by them. So it can be concluded that some TEIs had published written/ printed college magazines; few TEIs had Wall Magazine, whereas a few TEIs were yet to be published in college magazines. A few TEIs had published Newsletter, whereas a few TEIs were yet to be published Newsletter.

At the end of the course, three (5.26 percent) TEIs had collected feedback from the students. A formal mechanism for receiving feedback from alumni and employers was needed to be established by a (1.75 percent) TEI for improving the growth of the institution. So it can be concluded that a few TEIs had collected feedback on teachers from the students, whereas a few TEIs were needed to be developed a formal mechanism for receiving feedback from alumni and employers.

Table 4.4.5.11

Observations about Student Council under Key Aspect No. 2.5.3 Student Activities

Sr. No.	Observations	No. of TEIs	Percent	No. of TEIs	Percent
<u>Existence of informal/formal Student Council/ students body</u>					
1	Student Council formed (1- formed democratically)	7	12.28	23	40.35

2	Student Council did not constitute democratically.	1	1.75		
3	Formal Student Council did not form (but the student-body was active- 1)	3	5.26		
4	Student Council was functioned/ active in organising activities	12	21.05		
Total observations about Existence of informal/ formal Student Council/ Students Body		23	40.35		
5	Student Council was not formed/ yet to be formed	4	7.02	4	7.02

Table no. 4.4.5.11 shows the observations of the Peer Teams about informal/ formal Student Council/ Student Body existed in 23 (40.35 percent) TEIs. Out of those 23 TEIs, Student Councils were formed in seven (12.28 percent) TEIs, where a Peer Team had specified as formed democratically. The Council was not constituted democratically by a (1.75 percent) TEI. Three (5.26 percent) TEIs did not form Student Council, where students' body of a (1.75 percent) TEI was active. Two (3.51 percent) TEIs did not form a formal Student Council. Student Councils of 12 (21.05 percent) TEIs were functioned/ active in organising different activities. Four (7.02 percent) TEIs did not form or yet to be formed Student Council. So it can be concluded that many TEIs had informal/ formal Student Council/ Student Body, where a few TEIs did not constitute the Council democratically. A few TEIs did not form Student Council, where students' bodies of a few TEIs were active. Some TEIs had functioned/ active Student Councils in organising different activities. Few TEIs did not form or yet to be formed Student Council.

Table 4.4.5.12

Observations about Student Council under Key Aspect No. 2.5.3 Student Activities

Sr. No.	Observations	No. of TEIs	Percent	No. of TEIs	Percent
<u>Existence of Alumni Association/ active Alumni</u>					
1	Alumni Association formed.				
	(2- Recent and 2- Registered)	21	36.84		
	(7- functioned, 1- yet to be more functioned, and 3- yet to have functioned)			30	52.63

2	Alumni Association was to be strengthened.	1	1.75		
3	Active Alumni Association. (Potentiality of alumni were to be explored for the development of the college- 1; Informal- 2)	4	7.02		
4	Alumni Association was yet to be formalised.	4	7.02		
<hr/>					
Total observations about Existence of Alumni Association/ active Alumni					
		30	52.63		
<hr/>					
5	Alumni Association was yet to be formed.	2	3.51	2	3.51

The observations of Peer Teams about the formation and functioning of the Alumni Association are given in table no. 4.4.5.12. The Peer Teams had observed the existence of Alumni Association/ active Alumni in 30 (52.63 percent) TEIs. Out of those 30 TEIs, Alumni Associations were formed in 21 (36.84 percent) TEIs. Out of those 21 TEIs, two (3.51 percent) TEIs were form recently, and another two were registered. From those 21 TEIs, seven (12.28 percent) TEIs had functioned, a (1.75 percent) TEI had yet to be more function, and three (5.26 percent) TEIs had yet to have functioned, while a (1.75 percent) TEI had yet to be strengthened. Four (7.02 percent) TEIs had active involvement of Alumni in college activities, where a (1.75 percent) TEI was needed to be explored the potentiality of alumni for the development of the college. So it can be concluded that most TEIs had Alumni Association/ active Alumni. Many TEIs had formed Alumni Associations, where Alumni Associations in few TEIs have functioned; a few TEIs were yet to be more function, and a few TEIs were yet to have functioned, and few TEIs were yet to be strengthened. Four TEIs had active involvement of Alumni in college activities, where a few TEIs were needed to be explored the potentiality of alumni for the development of the college.

Alumni Association in four (7.02 percent) TEIs were yet formalised and yet formed by two (3.51 percent) TEIs. Few TEIs were yet to be formalised, and a few TEIs yet to be formed Alumni Association.

Table 4.4.5.13

Observations about Activities organised under Key Aspect No. 2.5.3 Student Activities

Sr. No.	Observations	No. of TEIs		No. of TEIs	
		Percent		Percent	
1	<u>Activities organised by college</u>				
1)	Cultural programme	6	10.53	10	17.54

2)	CCA was organised in the college for the personality development of students.	1	1.75		
3)	Celebration of important events and observation of national days.	1	1.75		
4)	Educational tours	1	1.75		
5)	Some outreach programmes in the community	1	1.75		
Total observations about Activities organised by college.		10	17.54		
2	<u>Activities organised by Student Council</u>				
1)	Cultural activities, debate and poster competitions etc., besides celebrating important days.	3	5.26		
2)	Assembly, cultural, literary, sports, health and hygiene activities	1	1.75		
3)	Some activities	1	1.75		
4)	Students council organised all student activities	1	1.75		
5)	CCA	1	1.75		
Total observations about Activities organised by Student Council.		7	12.28	7	12.28
3	<u>Activities organised by college committees</u>				
1)	CCA	2	3.51		
2)	CCA and extracurricular activities	1	1.75		
3)	Cultural programmes	1	1.75		
4)	Activities organised by Saptdhara	1	1.75		
Total observations about Activities organised by college committees.		5	8.77	5	8.77
4	Students organised sports, an annual day and other activities.	1	1.75	1	1.75
Total activities organised at college by College, Student Council, College Committees and Students.				23	40.35
5	Different activities were yet to be organised	5	8.77	5	8.77

The Peer Teams had observed Activities organised by the TEIs and given under the Key Aspect No. 2.5.3 Student Activities. Observations about those organised Activities are given in table no. 4.4.5.13.

The Peer Teams observed that 23 (40.35 percent) TEIs had organised activities, where TEI organised the activities out of ten (17.54 percent) TEIs, by Student Council from seven (12.28 percent) TEIs, by college committees from five (8.77 percent) TEIs, and Students from one (1.75 percent) TEI. Out of ten TEIs, the Cultural programmes were organised by six (10.53 percent) TEIs. The remaining four TEIs had organised each activity, i.e., CCA for the personality development, celebrations of important events and observation of national days, Educational tours and some Outreach programmes in the community. So it can be concluded that many TEIs had organised activities. Some TEIs had organised activities by TEI itself, where few TEIs had organised Cultural programmes, whereas a few TEIs had organised CCA, celebrations of important events and days, Educational tours and some outreach programmes.

Student Council of seven (12.28 percent) TEIs had organised activities, i.e., cultural activities, day celebration, and debate and poster competitions etc. by three (5.26 percent) TEIs; Assembly, cultural, literary, sports, health and hygiene activities by a (1.75 percent) TEI; all students' activities by a (1.75 percent) TEI and some activities by another (1.75 percent) TEI. Few TEIs had organised activities by Student Council, where a few TEIs had organised cultural activities, day celebration, and debate and poster competitions etc.; a few TEIs had organised Assembly, cultural, literary, sports, health and hygiene activities; and a few TEIs had organised all students' activities.

College committees of five (8.77 percent) TEIs had organised activities, where two (3.51 percent) TEIs had organised CCA, a (1.75 percent) TEI had organised CCA and extracurricular activities, another (1.75 percent) TEI had organised Cultural programmes and Saptdhara of a (1.75 percent) TEI had organised activities. Students of a (1.75 percent) TEI had organised Sports, an annual day and other activities. Different activities were yet to be organised by five (8.77 percent) TEIs. Few TEIs had organised activities by college committees, where a few TEIs had organised CCA; a few TEIs had organised CCA and extracurricular activities; a few TEIs had organised Cultural programmes; a few TEIs had organised Saptdhara activities. A few TEIs had organised Sports, an annual day and other activities by Students. A few TEIs were yet to be organised in different activities.

Table 4.4.5.14

*Observations about Participation of Students in activities under Key Aspect No. 2.5.3
Student Activities*

Sr. No.	Observations	No. of		No. of	
		TEIs	Percent	TEIs	Percent
1	<u>Participation of Students in activities organised at college</u>				
	1) CCA	2	3.51		
	2) Curricular and CCA	1	1.75		
	3) Co-curricular and extracurricular activities	2	3.51		
	4) Extracurricular activities	1	1.75		
	5) Cultural activities	2	3.51		
	6) Cultural and co-curricular activities	3	5.26		
	7) Cultural and social activities.	1	1.75		
	8) Cultural and sports activities.	2	3.51		
	9) Display of students contributions on Bulletin board	1	1.75		
	10) Educational Tours, Teachers' Day and National festivals etc.	2	3.51		
	Kutchhi New Year programme, mono-act play, costumes and elocution competition, 11) literacy programme, educational tour and others	1	1.75		
	12) Institutional programmes	1	1.75		
	13) Extension activities Collegiate Women Development Cell	1	1.75		
	14) was in place but needed to elicit Student participation.	1	1.75		
	Total observations about Participation of Students in activities organised at college.	21	36.84	21	36.84
	15) Students were encouraged to participate in activities organised at college.			6	10.53
	16) Active participation of students in CCA would be more appreciable.			1	1.75

17)	Students were yet to be trained to take part in sports and games.	1	1.75
18)	The groupings in the institutions were to be redesigned for organising CCA.	1	1.75
2	<u>Participation of Students in programmes/ activities organised at Intercollegiate</u>		
1)	Students had participated in only one inter-collegiate Cultural programme.	1	1.75
2)	Students had participated in the Intercollegiate level cultural competitions and won prizes.	2	3.51
3)	Students had participated in Intercollegiate level tournaments and cultural events.	1	1.75
4)	Students had participated in Intercollegiate competitions.	3	5.26
5)	Less participation of students in Intercollegiate events.	1	1.75
Total observations about Participation of Students in programmes/ activities organised at Intercollegiate.		8	14.04
		8	14.04
6)	Students were encouraged to participate in programmes/ activities organised at Intercollegiate.	4	7.02
7)	Students were not encouraged to participate in Intercollegiate programmes/ activities.	1	1.75
8)	Students did not participate in Intercollegiate programmes/ activities.	3	5.26
3	<u>Participation of Students in various youth festivals, sports, cultural and other activities/ competitions organised at University, District, State, Regional and National levels</u>		
1)	Students participated in sports at the University level	2	3.51
2)	Students participated in sports events at the state and regional level	1	1.75
		8	14.04

3)	Students participated in sports events at the state, regional and national level- Two to four students	1	1.75
4)	Students participated in youth festivals and sports events at the University.	1	1.75
5)	Students participated in youth festivals at the district level, university-level athletic competitions, etc.	1	1.75
6)	Adequate participation of students in cultural and sports activities outside the institution.	1	1.75
7)	Participation by students in cultural activities at the university level.	1	1.75

Total observations about Participation of Students in various youth festivals, sports, cultural and other activities/ competitions organised at University, District, State, Regional and National levels.	8	14.04
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4	1) Students were yet to be participated in sports events at the state, regional or national level.	2	3.51
5	2) Students to be motivated to participate in various level events.	1	1.75

Under the Key Aspect No. 2.5.3 Student Activities table no. 4.4.5.14 shows observations of Peer Teams about the participation of students in activities organised at different levels.

Students of 21 (36.84 percent) TEIs had participated in activities organised at college. The students had participated in CCA organised by two (3.51 percent) TEIs, Curricular and CCA organised by a (1.75 percent) TEI, CCA and extracurricular activities organised by two (3.51 percent) TEIs and extracurricular activities organised by another (1.75 percent) TEI.

Participation of students in activities organised by TEIs was observed in Cultural activities by two (3.51 percent) TEIs, Cultural and CCA by three (5.26 percent) TEIs, Cultural and social activities by a (1.75 percent) TEI, and Cultural and sports activities

by two (3.51 percent) TEIs. Students of a (1.75 percent) TEI had displayed their contributions on the bulletin board. Students had participated in Educational Tours, Teachers' Day and National festivals etc. organised by two (3.51 percent) TEIs; in New Year programme, mono-act play, costumes and elocution competition, literacy programme, educational tour and others organised by a (1.75 percent) TEI; and in institutional programmes organised by another (1.75 percent) TEI. Collegiate Women Development Cell (CWDC) was in place in a (1.75 percent) TEI but needed to be elicited student participation. Students of a (1.75 percent) TEI had participated in extension activities. So it can be concluded that many TEIs had participated in activities organised at college, where the activities were CCA, Curricular, extracurricular, cultural, social, sports, contributions on bulletin board, day celebrations, competitions, Educational Tours, literacy programme, extension activities etc. A few TEIs had CWDC but needed to be elicited student participation.

For participation of the students in activities organised at the College level, six (10.53 percent) TEIs had encouraged their students to participate in those activities. The Peer Teams of each (1.75 percent) TEI out of four had provided each observation about students' participation at the college level, i.e., active participation in CCA would be more appreciable; yet to be trained to take part in sports and games, and to be redesigned groupings for organising CCA. So it can be concluded that few TEIs had encouraged their students to participate in those activities. Active participation of students in CCA would be more appreciable in a few TEIs; a few TEIs were yet to be trained to take part in sports and games, and a few TEIs were to be redesigned groupings for organising CCA.

Students of eight (14.04 percent) TEIs had participated in the activities organised at the Inter-collegiate level. About students' participation in Intercollegiate activities from those eight TEIs, students of a (1.75 percent) TEI, two (3.51 percent) TEIs, a (1.75 percent) TEI, three (5.26 percent) TEIs, and a (1.75 percent) TEI had participated respectively in the cultural programme; cultural competitions and won prizes; tournaments and cultural events; different competitions; and fewer events. The Peer Teams observed that the students of four (7.02 percent) TEIs were encouraged to participate in Intercollegiate activities, while the students of a (1.75 percent) TEI were not encouraged. Students of three (5.26 percent) TEIs did not participate in Intercollegiate programmes/ activities. So it can be concluded that some TEIs had Students' participation in activities organised at the Inter-collegiate level like- cultural

programme, cultural competitions, tournaments, cultural events and different competitions. Few TEIs had encouraged students to participate in Inter-collegiate activities, whereas a few TEIs did not encourage students. A few TEIs had no participation of students in Inter-collegiate programmes/ activities.

Students of eight (14.04 percent) TEIs participated in youth festivals, sports, cultural and other activities/ competitions organised at University, District, State, Regional and National levels. Students of two (3.51 percent) TEIs had participated in sports at the University level. Each (1.75 percent) Peer Team of TEI out of the remaining six had provided each observation about the participation of students at different levels, i.e. Sports events at state and regional levels; sports events at state, regional and national levels; youth Festival and sports events at University; youth festival at the district level, university-level athletic competition, etc.; cultural and sports activities outside the institution; and cultural activities at the university level. Students of two (3.51 percent) TEIs were yet to participate in sports events at the state, regional or national level. Students of a (1.75 percent) TEI needed to be motivated to participate in various level events. So it can be concluded that students of some TEIs had participated in youth festivals, sports, cultural and other activities/ competitions organised at University, District, State, Regional and National levels. Students of a few TEIs were yet to be participated in sports events at the state, regional or national level, whereas a few TEIs were needed to be motivated the students to participate in various level events.

Key Aspect No. 2.5.4 Best Practices in Student Support and Progression

Table 4.4.5.15

Observations under Key Aspect No. 2.5.4 Best Practices in Student Support and Progression

Sr.			No. of	
No.	KA	Observations	TEIs	Percent
1	2.5.1	The College is a Centre for Teacher Education (CTE) of GCERT	1	1.75
2	2.5.1	Most of the information about the institute was available on its website.	1	1.75
3	2.5.1	Prospectus was uploaded on the college website.	1	1.75
4	2.5.1	Action plan and academic calendar were prepared	3	5.26
5	2.5.1	Organised orientation programme quite	1	1.75

		comprehensively		
6	2.5.1	Negligible dropout	1	1.75
7	2.5.1	Students' retention	1	1.75
8	2.5.1	Spoken English course	1	1.75
9	2.5.1	Peer learning system for weak student	1	1.75
10	2.5.1	Teachers offer individual help to students	1	1.75
11	2.5.1	Personal guidance services offered to students	1	1.75
12	2.5.1	Mentoring arrangement for student teachers	1	1.75
13	2.5.1	Programmes of Skill and Personality development were organised.	1	1.75
14	2.5.1	Able to inculcate self-confidence and a sense of independence among students from resource-scarce areas and needy groups.	1	1.75
15	2.5.1	Conduction of Mock interviews	1	1.75
16	2.5.1	Placement of students	2	3.51
17	2.5.1	Pass percentage was 93 to 100 percent	5	8.77
18	2.5.2	Provision to pay the fees in installments	1	1.75
19	2.5.2	Fee concession was given to students	1	1.75
20	2.5.2	Exemption of fee to few students	1	1.75
21	2.5.2	Provision of welfare fund to support economically weak students	1	1.75
22	2.5.2	Financial help provided to needy students.	5	8.77
23	2.5.2	Book bank facility was provided to students.	2	3.51
24	2.5.2	Computer training	1	1.75
25	2.5.2	Computer facility was provided to students.	1	1.75
26	2.5.2	Access to Internet and License for Windows XP, Microsoft Office, SOUL Software for Library	1	1.75
27	2.5.2	Health care was provided in the society's hospital.	1	1.75
28	2.5.2	Health check-up arrangement for students.	1	1.75
29	2.5.2	Students were insured under a group insurance scheme.	1	1.75
30	2.5.2	Students were insured under the Personal Accident Policy of SBI.	1	1.75
31	2.5.2	Emphasis on traditional values	1	1.75

32	2.5.2	Women empowerment was given more importance.	1	1.75
33	2.5.2	Formation of study circles in various methods	1	1.75
34	2.5.2	Formative Peer Assessment through response groups	1	1.75
35	2.5.2	‘VIDHYASETU’ publication.	1	1.75
36	2.5.2	Students were encouraged to prepare wall magazines.	1	1.75
37	2.5.2	Cash Awards to university rankers.	1	1.75
38	2.5.2	Received financial help/funds from the alumni.	2	3.51
39	2.5.3	Different committees for student activities	1	1.75
40	2.5.3	Representation of students in various committees.	1	1.75
41	2.5.3	Student Council looks after the overall growth of students.	1	1.75
42	2.5.3	Student Council in form of 'Student Panchayat'	1	1.75
43	2.5.3	Student-centric academic activities.	1	1.75
44	2.5.3	Organisation of cultural activities (1 TEI- under CCRT)	3	5.26
45	2.5.3	Active participation of the students in activities.	4	7.02
46	2.5.3	Students presented seminars.	1	1.75
47	2.5.3	Strong in sports activities.	1	1.75
48	2.5.3	Student participation in CCA.	2	3.51
49	2.5.3	Students were encouraged to participate in CCA.	1	1.75
50	2.5.3	One Indian scholar was chosen for a year, and all students got engaged in organising different activities regarding that scholar.	1	1.75
51	2.5.3	Preparation of digital lesson plans and assignments	1	1.75
52	2.5.3	Efforts were needed for using ICT in the classroom during practice teaching	1	1.75
53	2.5.3	Some competitions and programmes were needed to be organised for motivating students to use new strategies in classroom teaching during practice teachings.	1	1.75
54	2.5.3	Alumni publication	1	1.75
55		Complied with most of the recommendations of last accreditation.	1	1.75
56		Proactive steps were taken for quality enhancement.	1	1.75
57		No best practices were observed.	5	8.77

Every Peer Team had observed Best Practices and given in respective PTR. Key Aspect-wise Best Practices in the Criterion Student Support and Progression are given in table no. 4.4.5.15.

The Peer Teams had observed best practices under the Key Aspect No. 2.5.1 Student Progression. A (1.75 percent) TEI was Centre for Teacher Education (CTE) of GCERT. A (1.75 percent) TEI had uploaded most of the information about the institute on its website, and another (1.75 percent) TEI had uploaded its prospectus on the college website. Three (5.26 percent) TEIs had prepared their action plan and an academic calendar, while another (1.75 percent) TEI had a comprehensively organised orientation programme. Dropout was negligible in a (1.75 percent) TEI, and another (1.75 percent) TEI had the best practice of students' retention. So it can be concluded that the best practices in Student Progression were like- a few TEIs were Centre for Teacher Education (CTE) of GCERT. A few TEIs had uploaded most of the information about the institute on their website; uploaded their prospectus on the college website; prepared their action plan and academic calendar; and quite comprehensively organised orientation programme. A few TEIs had negligible dropouts, and a few TEIs had the best practice of students' retention.

Each (1.75 percent) Peer Team of TEI out of six had provided each observation about best practice, i.e., offered Spoken English course; Peer learning system for weak students; individual help to students offered by teachers; Personal guidance services; Mentoring arrangement; and Programmes of Skill and Personality development. A (1.75 percent) TEI inculcated self-confidence and a sense of independence among students from resource-scarce areas and needy groups. Mock interviews were conducted by a (1.75 percent) TEI, and two (3.51 percent) TEIs had organised Placement of students. Five (8.77 percent) Peer Teams of TEIs had best practices of pass percentage between 93 to 100 percent. So it can be concluded that a few TEIs had offered Spoken English courses; Peer learning system for weak students; individual help to students offered by teachers; Personal guidance services; Mentoring arrangement; and Programmes of Skill and Personality development. A few TEIs were able to inculcate self-confidence and a sense of independence among students from resource-scarce areas and needy groups. A few TEIs had conducted Mock interviews, and a few TEIs had organised Placement of students. Few TEIs had best practices of pass percentage between 93 to 100 percent.

For the key aspect Student Support, each (1.75 percent) TEI out of four had each best practice about payment of fees by students, i.e., provision to pay fees in installments; Fee concession; exemption of fee to few students; and provision of welfare fund to support economically weak students. Five (8.77 percent) TEIs had provided financial help to needy students. Two (3.51 percent) TEIs had the best practice of Book bank facility to students. A (1.75 percent) TEI had provided Computer training, and another (1.75 percent) TEI had provided Computer facilities. Best Practices of a (1.75 percent) TEI were access to Internet and License for Windows XP, Microsoft Office, SOUL Software for Library. In relation to students' health, each (1.75 percent) TEI from four had each best practice, i.e., health care in the society's hospital; health check-up arrangement; insured students under group insurance scheme; insured students under Personal Accident Policy. So it can be concluded that the best practices in Student Support were a few TEIs had provisions to pay fees in installments; fee concession; exemption of fee to few students; and provision of welfare fund to support economically weak students. Few TEIs had provided financial help to needy students, and a few TEIs had the best practice of Book bank facility to students. A few TEIs had provided Computer training, and TEIs had provided Computer facilities. Best Practices of a few TEIs were access to the Internet and License for Windows XP, Microsoft Office, SOUL Software for Library. A few TEIs had health care in the society's hospital; health check-up arrangement; insured students under group insurance scheme; insured students under Personal Accident Policy.

Traditional values were emphasised by a (1.75 percent) TEI, and another (1.75 percent) TEI had given more importance to Women empowerment. A (1.75 percent) TEI had structured study circles in various methods, and another (1.75 percent) TEI had created Formative Peer Assessment through response groups. College magazine was published by a (1.75 percent) TEI, while another (1.75 percent) TEI had encouraged students to prepare wall magazines. Cash awards were provided to university rankers by a (1.75 percent) TEI. Two (3.51 percent) TEIs had received financial help/ fund from their alumni. A few TEIs had emphasised Traditional values; and given more importance to Women empowerment. A few TEIs had structured study circles in various methods; created Formative Peer Assessment through response groups; published college magazines; a few provided cash awards to university rankers; and received financial help/ fund from their alumni.

The best practices under Student Activities were given in the PTRs. Each Peer Team (1.75 percent) TEI out of four had observed each best practice, i.e., formation of different committees for student activities; representation of students in various committees; overall growth of students looked up by Student Council; and 'Student Panchayat' as Student Council. So it can be concluded that the best practices in Student Activities were- a few TEIs had formation of different committees for student activities; representation of students in various committees; overall growth of students looked up by Student Council; and 'Student Panchayat' as Student Council.

Academic activities in a (1.75 percent) TEI was student-centric; three (5.26 percent) TEIs had cultural activities; four (7.02 percent) TEIs had active participation of the students in activities; students of a (1.75 percent) TEI had presented seminars; a (1.75 percent) TEI was strong in sports activities; participation of students in CCA in two (3.51 percent) TEIs and a (1.75 percent) TEI had encouraged to its students to participate in CCA. A (1.75 percent) TEI had the best practice of choosing an Indian Scholar for a year, and all students got engaged in organising different activities regarding that scholar. Preparation of digital lesson plans and assignments was the best practice of a (1.75 percent) TEI. As a best practice, a (1.75 percent) TEI was needed to do efforts for using ICT in the classroom during practice teaching, while another (1.75 percent) TEI was needed to organise some competitions and programmes for their learning about the use of new strategies in classroom teaching during practice teachings. Alumni publication was the best practice of a (1.75 percent) TEI. So it can be concluded that a few TEIs had student-centric academic and cultural activities, presented seminars by students, and were strong in sports activities. Few TEIs had active participation of the students in activities. A few TEIs had the best practice of choosing an Indian Scholar for a year, and all students got engaged in organising different activities regarding that scholar. A few TEIs had the best practice of preparation of digital lesson plans and assignments. A few TEIs had the best practice of Alumni publication.

A (1.75 percent) TEI had taken proactive steps for quality enhancement, and another (1.75 percent) TEI had complied with most of the recommendations of last accreditation. Best practice was not observed in five (8.77 percent) TEIs. So it can be concluded that a few TEIs had taken proactive steps for quality enhancement, and a few TEIs had complied with most of the recommendations of last accreditation.

Peer Team of five (8.77 percent) TEIs did not observe any best practice in Student Support and Progression. So it can be concluded that few TEIs did not have any best practice in Student Support and Progression.

Institutional Strengths for Criterion- V: Student Support and Progress

Table 4.4.5.16

Observations for Institutional Strengths for Criterion- V: Student Support and Progress

Sr. No.	Observations	No. of TEIs Percent	
1	Success rate was more than 97 percent	3	5.26
2	Good university exam results	2	3.51
3	Pass percentage was higher than University	2	3.51
4	Consistent performance in university examination	1	1.75
5	Mobility of Students to Higher study and placement was a good feature of the college	1	1.75
6	Adequate student support services	1	1.75
7	Credit society was established	1	1.75
8	Introduced communication skills program	1	1.75
9	Students' participation in co-curricular and extracurricular activities	1	1.75
10	Students' participation in sports and games	1	1.75

Table no. 4.4.5.16 shows observations about Criterion- V: Student Support and Progress under 3.1 Institutional Strengths.

Three (5.26 percent) TEIs had a success rate of more than 97 percent; two (3.51 percent) TEIs had good university exam results; two (3.51 percent) TEIs had a pass percentage higher than University, and a (1.75 percent) TEI had consistent performance in university examination. A (1.75 percent) TEI had a good feature of mobility of Students to Higher study and placement. So it can be concluded that a few TEIs had a success rate of more than 97 percent; good university exam results; pass percentage higher than University and consistent performance in university examination. A few TEIs had a good feature of mobility of Students to Higher study and placement.

Each (1.75 percent) TEI out of three had each observation, i.e., adequate student support services; established credit society, and introduced communication skills programme. A (1.75 percent) TEI had participated in students in co-curricular and

extracurricular activities, and another (1.75 percent) TEI had participated in sports and games. So it can be concluded that a few TEIs had adequate student support services; established a credit society, and introduced a communication skills programme. A few TEIs had participated students in co-curricular and extracurricular activities and sports and games.

Institutional Weaknesses for Criterion- V: Student Support and Progress

Table 4.4.5.17

Observations for Institutional Weaknesses for Criterion- V: Student Support and Progress

Sr. No.	Observations	No. of TEIs	Percent
1	Dropout rate was high in a year	1	1.75
2	Inadequate practice teaching experience	1	1.75
3	Dearth of organising adequate number of seminars and workshops.	1	1.75
4	Concentration on Gujarati medium without opportunities for communication in English	4	7.02
5	Communication in English among students and staff was relatively poor.	1	1.75
6	Poor communication skill in students	2	3.51
7	Lack of programmes in communication skills	1	1.75
8	Lack of exposure to the community	1	1.75
9	Mentor and tutor system not available	2	3.51
10	Weak counselling services	2	3.51
11	Placement cell was not set up.	3	5.26

Table no. 4.4.5.17 shows observations about Criterion- V: Student Support and Progress under 3.2 Institutional Weakness.

A (1.75 percent) TEI had a high dropout rate in a year; a (1.75 percent) TEI had inadequate practice teaching experience, and a (1.75 percent) TEI had a dearth of organising an adequate number of seminars and workshops. So it can be concluded that a few TEIs had a high dropout rate in a year; inadequate practice teaching experience, and a dearth of organising adequate seminars and workshops.

Four (7.02 percent) TEIs concentrated on Gujarati medium without opportunities for communication in English; a (1.75 percent) TEI had poor communication in English among students and staff; two (3.51 percent) TEIs had poor communication skills in students, and a (1.75 percent) TEI had lack of programmes in communication skills. So it can be concluded that few TEIs concentrated on Gujarati medium without opportunities for communication in English; a few TEIs had poor communication in English among students and staff; a few TEIs had poor communication skills in students, and a few TEIs had lack of programmes in communication skills.

A (1.75 percent) TEI had a lack of exposure to the community; two (3.51 percent) TEIs did not have availability of mentor and tutor system; two (3.51 percent) TEIs had weak counselling services. Three (5.26 percent) TEIs did not set up Placement cell. So it can be concluded that a few TEIs had lack of exposure to the community, unavailability of mentor and tutor system and weak counselling services. Few TEIs did not set up the Placement cell.

Institutional Opportunities for Criterion- V: Student Support and Progress

Table 4.4.5.18

Observations for Institutional Opportunities for Criterion- V: Student Support and Progress

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Scope for additional academic activities for developing teaching competency among students	1	1.75
2	Harnessing talents of youths in giving quality teacher training.	1	1.75
3	establishment of Placement Cell (provision for sports, games, health and welfare facilities- 1)	2	3.51
4	Scope for formalising placement activities.	2	3.51
5	Proficiency of communicative English language among students and teachers	4	7.02
6	Opportunity to identify and nurture talent by catching them young.	1	1.75
7	Streamline mentoring system	1	1.75
8	Chances to introduce career guideline and counselling centers	1	1.75

9	Scope for empowering the students.	2	3.51
10	Introduction of earn while you learn scheme	1	1.75
11	Scope for undertaking additional academic activities for developing teaching competence among the students.	6	10.53

Table no. 4.4.5.18 shows observations about Criterion- V: Student Support and Progress under 3.3 Institutional Opportunities.

A (1.75 percent) TEI had scope for additional academic activities for developing teaching competency among students, and another (1.75 percent) TEI had opportunity for harnessing the talents of youths in giving quality teacher training. Two (3.51 percent) TEIs had the opportunity to establish a Placement Cell, where a (1.75 percent) TEI needed the provision of sports, games, health and welfare facilities. A (1.75 percent) TEI had scope for formalising placement activities. So it can be concluded that a few TEI had scope for additional academic activities for developing teaching competency among students; and opportunity for harnessing the talents of youths in giving quality teacher training. A few TEIs had the opportunity to establish a Placement Cell, where a few TEIs needed the provision of sports, games, health and welfare facilities. A few TEIs had scope for formalising placement activities.

Four (7.02 percent) TEIs had scope for development of proficiency of communicative English language among students and teachers. A (1.75 percent) TEI had opportunity to identify and nurture talent by catching them young. A (1.75 percent) TEI had opportunity to streamline mentoring system, and another (1.75 percent) TEI had chances to introduce career guideline and counselling centers. A (3.51 percent) TEIs had scope for empowering the students, and a (1.75 percent) TEI had opportunity to introduce the Earn while you Learn scheme'. Six (10.53 percent) TEIs had scope for undertaking additional academic activities for developing teaching competence among the students. So it can be concluded that few TEIs had scope for development of proficiency of communicative English language among students and teachers. A few TEIs had the opportunity to identify and nurture talent by catching them young; streamlining the mentoring system, and introduce career guidelines and counselling centers. A few TEIs had scope for empowering the students; and introducing the 'Earn while you Learn scheme'. Few TEIs had scope for undertaking additional academic activities for developing teaching competence among the students.

Institutional Challenges for Criterion- V: Student Support and Progress

Table 4.4.5.19

Observations for Institutional Challenges for Criterion- V: Student Support and Progress

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Supervision of practice teaching	1	1.75
2	Competition from the institutions in and around the neighbourhood. (Heavy competition- 1)	2	3.51
3	Development of competitive edge to meet the global challenges.	1	1.75
4	Regular coaching for competitive examinations.	1	1.75
5	Grooming meritorious students for NET/ SET	1	1.75
6	Proficiency in spoken English among students. (to enhance employability of the students- 1)	2	3.51
7	Ensuring on-campus placement	1	1.75
8	Structuring the functioning of placement cell.	1	1.75
9	Poor placement service, especially of students-teachers of the vernacular medium.	1	1.75
10	Being a Gujarati medium college, the development and use of software in Gujarati	1	1.75
11	Introduction of soft skill development programmes, especially in communication through English and in ICT applications.	1	1.75
12	Skill development among students	1	1.75
13	Improvement of communication skills	1	1.75
14	Development of English communication skills of students. (through optimum use of the Language lab- 1, and among staff)	13	22.81
15	Involving students in quality improvement.	1	1.75
16	Organise various games and sports, cultural and other activities.	1	1.75

Table no. 4.4.5.19 shows observations about Criterion- V: Student Support and Progress under 3.4 Institutional Challenges.

A (1.75 percent) TEI had challenge for supervision of practice teaching. Two (3.51 percent) TEIs had challenge about competition from the institutions in and around the neighbourhood. A (1.75 percent) TEI had a challenge to develop competitive edge to meet the global challenges, and a (1.75 percent) TEI had a challenge to provide regular coaching for competitive examinations. A (1.75 percent) TEI had challenge for grooming meritorious students for NET/ SET. Two (3.51 percent) TEIs had challenge with the development of proficiency of students in spoken English. A (1.75 percent) TEI had challenge for ensuring on-campus placement, and a (1.75 percent) TEI had challenge for structuring the functioning of placement cell, whereas a (1.75 percent) TEI had challenge about poor placement service, especially of students-teachers of the vernacular medium. So it can be concluded that a few TEIs had challenge for supervision of practice teaching; competition from the institutions in and around the neighbourhood. A few TEIs had challenges developing a competitive edge to meet the global challenges, providing regular coaching for competitive examinations, and grooming meritorious students for NET/ SET. A few TEIs had challenge with the development of proficiency of students in spoken English. A few TEIs had challenges ensuring on-campus placement and structuring the functioning of placement cell, whereas a few TEIs had challenges about poor placement service, especially of students-teachers of the vernacular medium.

A (1.75 percent) TEI had challenges in developing and using software in Gujarati because of being a Gujarati medium college. A (1.75 percent) TEI challenged introducing soft skill development programmes, especially in communication through English and in ICT applications. Each (1.75 percent) TEI out of two had each challenge, i.e., skill development among students, and improvement of communication skills. Thirteen (22.81 percent) TEIs had challenge for the development of English communication skills of students, where a (1.75 percent) TEI was to be developed through optimum use of the Language lab, and another (1.75 percent) TEI was for development among staff too. So it can be concluded that a few TEIs had challenges in developing and using software in Gujarati because of being a Gujarati medium college. A few TEIs had challenges introducing soft skill development programmes, especially in communication through English and ICT applications. A few TEIs had challenge for skill development among students; and improvement of communication skills. Some TEIs had challenge for the development of English communication skills of students,

where a few TEIs were to be developed through optimum use of the Language lab, and to be developed among staff too.

A (1.75 percent) TEI had a challenge for organising various games and sports, cultural and other activities, and another (1.75 percent) TEI had a challenge about students' involvement in quality improvement. So it can be concluded that a few TEIs had challenge for the organisation of various games and sports, cultural and other activities; and involvement of students in quality improvement.

Recommendations for Criterion-V: Student Support and Progression

Table 4.4.5.20

Recommendations for Criterion-V: Student Support and Progression (Key Aspect no. 2.5.1, 2.5.2 and 2.5.3)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.5.1	Students to be motivated towards excellence in sports and competitive exams.	1	1.75
2	2.5.1	Competitive temperament and aptitude among students to be promoted.	1	1.75
3	2.5.1	Arrangements to be made to empower the students to increase employability and appear in competitive examinations.	1	1.75
4	2.5.1	Coaching classes for competitive examinations to be started.	2	3.51
5	2.5.2	A research journal might be planned to publish.	1	1.75
6	2.5.2	Annual college magazine and newsletter should be published to enhance creative writing skills	1	1.75
7	2.5.2	Annual college magazine might be planned to publish.	1	1.75
8	2.5.2	Publication of annual magazine, newsletter and a peer-reviewed research journal with ISSN number.	1	1.75
9	2.5.2	Student support services might be strengthened by providing college magazine, calendar and prospectus.	1	1.75
10	2.5.2	Inputs for developing an academic calendar could be generated through mid-session and session-end reviews with active participation of the faculty.	1	1.75

11	2.5.2	Financial support needed to be increased for students through fee waivers and scholarships for needy economically weaker sections.	1	1.75
12	2.5.2	Institution should provide financial support to weaker but meritorious students.	1	1.75
13	2.5.2	Institutional scholarship needed to be introduced.	1	1.75
14	2.5.2	Students from SC, ST and OBC should be helped to realise scholarships from the government agencies.	1	1.75
15	2.5.2	Welfare schemes to be introduced for students. (Group insurance scheme for students- 4; and medical and accident insurance for all students- 2)	10	17.54
16	2.5.2	Introduction of 'Earn while you Learn' scheme to be thought of.	1	1.75
17	2.5.2	Women cell to be structured.	1	1.75
18	2.5.2	NSS Units might be established.	1	1.75
19	2.5.2	Guidance and Counselling cell to be established/ structured.	5	8.77
20	2.5.2	Activities of Guidance and Counselling Cell to be further strengthened.	1	1.75
21	2.5.2	Placement cell might be established. (4 TEIs- needed to be formalised)	10	17.54
22	2.5.2	Placement cell to be activated.	2	3.51
23	2.5.2	Placement cell to be strengthened. (1 TEI- its functioning- 1; and Activities- 1)	3	5.26
24	2.5.2	Students to be provided professional guidance for their progression in the teaching field.	1	1.75
25	2.5.2	Grievance Redressal and Placement Cells to be formed.	3	5.26
26	2.5.2	Grievance Redressal mechanisms could function better.	3	5.26
27	2.5.2	Grievance Redressal cell to be strengthened.	1	1.75
28	2.5.2	Development of communication skills of the students to be emphasised.	3	5.26
29	2.5.2	Communication skills in English language to be developed. (Add-on courses at the priority- 1; Short-	7	12.28

		term courses- 1; and Spoken English classes- 3)		
30	2.5.2	Spoken English should be strengthened for future employment. (1 TEI- for placement in English medium schools)	4	7.02
31	2.5.2	Soft skill and life skill programmes needed to be organised. M.Ed. to be started.	2	3.51
32	2.5.3	Students to be divided into houses with appropriate names for organising competition programmes.	1	1.75
33	2.5.3	Physical Educational activities to be provided to student-teachers.	1	1.75
34	2.5.3	Students to be encouraged to participate in Inter-collegiate competitions.	2	3.51
35	2.5.3	Students might be encouraged to participate in sports activities at the state and national level.	1	1.75
36	2.5.3	Student council to be constituted.	2	3.51
37	2.5.3	Proper record should be maintained for curricular and co-curricular programmes organised by college.	2	3.51

Table no. 4.4.5.20 shows observations of about Recommendations for Criterion-V: Student Support and Progression relation to Key Aspect no. 2.5.1, 2.5.2 and 2.5.3.

A (1.75 percent) TEI was to be motivated students towards excellence in sports and competitive exams; a (1.75 percent) TEI was to be promoted competitive temperament and aptitude among students; another (1.75 percent) TEI was to be made arrangements to empower the students to increase employability and appear in competitive examinations; and two (3.51 percent) TEIs were to be started Coaching classes for competitive examinations. So it can be concluded that a few TEIs were to be motivated students towards excellence in sports and competitive exams; to be promoted competitive temperament and aptitude among students; to be made arrangements to empower the students to increase employability and appear in competitive examinations; and to be started Coaching classes for competitive examinations.

Each (1.75 percent) TEI out of six had made each recommendation, i.e., might be planned a research journal to publish; should be published annual college magazine and newsletter to enhance creative writing skills; might be planned to publish annual college magazine; might be published annual magazine, newsletter and a peer reviewed research journal with ISSN number; might be published college magazine, calendar and

prospectus; and could be generated inputs for developing an academic calendar through mid-session and session-end reviews with the active participation of the faculty. So it can be concluded that a few TEIs might be planned a research journal to publish; should be published annual college magazine and newsletter to enhance creative writing skills; might be planned to publish annual college magazine; might be published annual magazine, newsletter and a peer-reviewed research journal with ISSN number; might be published college magazine, calendar and prospectus; and could be generated inputs for developing an academic calendar through mid-session and session-end reviews with the active participation of the faculty.

Each (1.75 percent) TEI out of three had made each recommendation about the scholarship, i.e., to be provided needy economically weaker students by way of fee waivers and scholarships; should be provided financial support to weaker but meritorious students; needed to be introduced Institutional scholarship; and should be helped SC, ST and OBC students to realise scholarships from the government agencies. So it can be concluded that a few (1.75 percent) TEIs was recommended about the scholarship, i.e., to be provided needy economically weaker students by way of fee waivers and scholarships; should be provided financial support to weaker but meritorious students; needed to be introduced Institutional scholarship; and should be helped SC, ST and OBC students to realise scholarships from the government agencies. Ten (17.54 percent) TEIs were to be introduced Welfare schemes for students, where four (7.02 percent) TEIs were to be provided Group insurance scheme for students; and two (3.51 percent) TEIs were to be provided medical and accident insurance for all students. A (1.75 percent) TEI was to be thought of introduction of 'Earn while you Learn' scheme. So it can be concluded that some TEIs were to be introduced Welfare schemes for students, where few TEIs were to be provided Group insurance scheme for students; and a few TEIs were to be provided medical and accident insurance for all students. A few TEIs were to be thought of introduction of 'Earn while you Learn' scheme.

A (1.75 percent) TEI was to be structured Women cell; and a (1.75 percent) TEI might be established NSS Units. Five (8.77 percent) TEIs were to be established/ structured Guidance and Counselling cell; and a (1.75 percent) TEI was to strengthen Guidance and Counselling Cell activities further. Ten (17.54 percent) TEIs might be established Placement cell, where four (7.02 percent) TEIs were needed to be formalised. Two (3.51 percent) TEIs were to be activated Placement cell; three (5.26 percent) TEIs were

to be strengthened Placement cell; and a (1.75 percent) TEI was to be provided professional guidance for their progression in the teaching field. So it can be concluded that a few TEIs were to be structured Women cell; and might be established NSS Units. Few TEIs were to be established/ structured Guidance and Counselling cell; and a few TEIs were to be further strengthened in Guidance and Counselling Cell activities. Some TEIs might be established Placement cell, where few TEIs were needed to be formalised. A few TEIs were to be activated Placement cell, strengthened Placement cell; and provided professional guidance for their progression in the teaching field.

Three (5.26 percent) TEIs were to be formed Grievance Redressal and Placement Cells; three (5.26 percent) TEIs could be better function Grievance Redressal mechanisms; and a (1.75 percent) TEI was to be strengthened Grievance Redressal cell. So it can be concluded that a few TEIs were to be formed Grievance Redressal and Placement Cells; could be better function Grievance Redressal mechanisms; and to be strengthened Grievance Redressal cell.

Three (5.26 percent) TEIs were to be emphasised the development of communication skills of the students. Seven (12.28 percent) TEIs were to develop communication skills in English language in form of Add-on courses/ short-term courses/ spoken English classes. Four (7.02 percent) TEIs should be strengthened in Spoken English for future employment. Two (3.51 percent) TEIs were to be devised strategies for developing soft skills and life skills and starting M.Ed. So it can be concluded that a few TEIs were to be emphasised the development of the students' communication skills. Few TEIs were to develop communication skills in English language in form of Add-on courses/ short-term courses/ spoken English classes. Few TEIs should be strengthened in Spoken English for future employment. A few TEIs were to be devised strategies for developing soft skills and life skills.

A (1.75 percent) TEI had to be divided into houses with appropriate names to organise competition programmes. A (1.75 percent) TEI was to be provided physical education activities; two (3.51 percent) TEIs were to be encouraged students to participate in Inter-collegiate competitions; and a (1.75 percent) TEI might be encouraged students to participate in sports activities at state and national level. Two (3.51 percent) TEIs were to be constituted Student council. Two (3.51 percent) TEIs should be maintained the proper record for organised curricular and co-curricular programmes. So it can be concluded that a few TEIs were to be divided into houses with appropriate names for organising competition programmes. A few were to be provided physical education

activities, encourage students to participate in Inter-collegiate competitions; and encourage students to participate in sports activities at the state and national levels. A few TEIs were to be constituted Student council. A few TEIs should be maintained proper records for organised curricular and co-curricular programmes.

4.4.6 CRITERION- VI: ORGANISATION AND MANAGEMENT

Key Aspect No. 2.6.1 Institutional Vision and Leadership

Table 4.4.6.1

Observations about Management and Leadership under Key Aspect No. 2.6.1

Institutional Vision and Leadership

Sr. No.	Observations	No. of TEIs	Percent
1	The management was committed. (Holistic and innovative approach- 1; Provided support to college- 1; Provided support to college for activities and an Administrator cum Adviser provided the communication link- 1; and Senior and responsible persons in the management- 2)	6	10.53
2	Proactive management (Well-educated and Visionary leadership- 1; and Committed to excellence in teacher education- 1)	6	10.53
3	Competent and cooperative leadership was provided by stalwart management having specialists from education, business and politics.	1	1.75
4	Active participation of the management (Active in the overall functioning of the college- 1; and Full-time participation of some members- 1)	2	3.51
5	The Management Committee provided leadership. (By committed senior and responsible social activists and Academics of standing- 2; By experienced and dedicated senior people of the society- 2; and Principal also provided leadership in all Academic activities- 1)	7	12.28
6	The management provided leadership to the Principal, and the staff was democratic and cordial.	2	3.51
7	Leadership provided by the management trustee and college principal needed to be more dynamic.	1	1.75
8	The management was committed and played a leading role. However, democratic practices were to be followed.	1	1.75
9	Dedicated leadership provided.	1	1.75

10	Democratic leadership was followed. (Participatory- 2)	3	5.26
11	Poor leadership provided.	1	1.75
12	The leadership needed to be strengthened by providing wider exposure to teaching faculty.	1	1.75
13	Leadership was required to be more vibrant.	1	1.75
14	Frequent changes in leadership were detrimental to institutional growth.	1	1.75
15	Academic leadership was provided. (needed to be strengthened- 1)	2	3.51
16	Scope for Academic leadership	1	1.75
17	Emotionally involved Academic leadership had to rationalize the administration.	2	3.51
18	The management provided democratic governance	2	3.51
19	The management distributed responsibilities among the staff and students	2	3.51
20	College activities and performance periodically reviewed	2	3.51
21	Better coordination between the management and the college	2	3.51
22	The management valued the role played by the employees	1	1.75
23	The management took the initiative to meet the requirements of college.	2	3.51
24	The management needed to be more involved in college activities.	2	3.51
25	Their financial contribution reflected the management's social service motive and commitment for the uplifting women.	1	1.75
26	College needed for resources to be addressed promptly by the management	1	1.75

The Peer Teams had provided their observations to the TEIs under the Criterion- VI: Organisation and Management. The criterion had six key aspects. Observations by Peer Teams provided in the PTRs under the Key Aspect No. 2.6.1 Institutional Vision and Leadership are given in table no. 4.4.6.1.

The managements were observed committed in six (10.53 percent) TEIs, where management of a (1.75 percent) TEI had a holistic, innovative approach; management of a (1.75 percent) TEI had provided support to college; another (1.75 percent) TEI had provided support to college for activities along with an administrator cum Adviser

provided the communication link, and two (3.51 percent) TEIs had senior and responsible persons in their management.

Six (10.53 percent) TEIs had Proactive Managements, where a (1.75 percent) TEI had well educated and Visionary leadership; and another (1.75 percent) TEI had committed management to excellence in teacher education. A (1.75 percent) TEI had stalwart management having specialists from education business and politics, who had provided competent and cooperative leadership. Participation in the management of two (3.51 percent) TEIs, where management of a (1.75 percent) TEI was active in the overall functioning of the college; and another (1.75 percent) TEI had full-time participation of some members. So it can be concluded that few TEIs had committed managements, and few TEIs had Proactive Managements. A few TEIs had received competent and cooperative leadership by stalwart management having specialists from education business and politics. A few TEIs had the active participation of the management, where managements of a few TEIs were active in the college's overall functioning, and a few TEIs had full-time participation of some members.

Leadership was provided by the management Committees of seven (12.28 percent) TEIs, which included committed senior and responsible social activists and Academics of standing of two (3.51 percent) TEIs; experienced and dedicated senior people of the society of another two (3.51 percent) TEIs; management of a (1.75 percent) TEI had provided leadership to Principal also in all Academic activities. Management of a (1.75 percent) TEI was committed and played a leading role, which needed to be followed by democratic practices. Three (5.26 percent) TEIs had provided Democratic leadership, whereas a (1.75 percent) TEI had provided poor leadership. A (1.75 percent) TEI leadership was needed to be strengthened by providing wider exposure to teaching faculty, and a (1.75 percent) TEI was required to be more vibrant leadership. Frequent changes in the leadership of a (1.75 percent) TEI were detrimental to institutional growth. So it can be concluded that leadership was provided by the management Committees of few TEIs, which included a few TEIs having committed senior and responsible social activists and academics of standing; a few TEIs having experienced and dedicated senior people of the society, and management of a few TEI had provided leadership to Principal also in all Academic activities. So it can be concluded that managements of a few TEIs had provided leadership to Principal and staff was democratic and cordial, whereas a few TEI needed to be more dynamic leadership of management trustee and college principal. A few TEIs had provided Democratic

leadership, whereas a few TEIs had provided poor leadership. A few TEIs' leadership was needed to be strengthened by providing wider exposure to teaching faculty, and a few TEIs were required to be more vibrant leadership. Frequent changes in the leadership of a few TEIs were detrimental to institutional growth.

The Academic leadership was provided to two (3.51 percent) TEI, where a (1.75 percent) TEI was needed to be strengthened and another (1.75 percent) TEI had its scope. The emotionally involved Academic leadership of two (3.51 percent) TEIs were needed to be rationalised by the administration. So it can be concluded that a few TEIs had provided Academic leadership, whereas a few TEIs were needed to be rationalised by the administration instead of emotionally involved Academic leadership.

Managements of a (3.51 percent) TEI had provided democratic governance, and another two (3.51 percent) TEIs had distributed responsibilities among the staff and students. The college activities and performance were regularly reviewed in two (3.51 percent) TEIs. Two (3.51 percent) TEIs had better coordination between the management and the college; management of a (1.75 percent) TEI had valued the role played by the employees, management of two (3.51 percent) TEIs had taken the initiative to meet requirements of college; and managements of another two (3.51 percent) TEIs were needed to be more involved in college activities. By financial contribution, a (1.75 percent) TEI had reflected the management's social service motive and commitment for the uplifting women, while a (1.75 percent) TEI needed for resources to be addressed promptly by the management. So it can be concluded that managements of a few TEIs had provided democratic governance; distributed responsibilities among the staff and students; and regularly reviewed college activities and performance. A few TEIs had better coordination between the management and the college. Management of a few TEIs had valued the role played by the employees; and taken the initiative to meet college requirements, whereas managements of a few TEIs were needed to be more involved in college activities.

By financial contribution, a (1.75 percent) TEI had reflected the management's social service motive and commitment for the uplifting women, while a (1.75 percent) TEI was needed for resources to be addressed promptly by the management. A few TEIs had reflected the management's social service motive and commitment for the uplifting women by financial contribution, whereas a few TEIs were needed for resources to be addressed promptly by the management.

Table 4.4.6.2

Observations about Decision Making under Key Aspect No. 2.6.1 Institutional Vision and Leadership

Sr.	Observations	No. of TEIs	Percent
1	Being a constituent College, all the decisions were taken by the Senate and Syndicate of the University.	1	1.75
2	Policy decisions were taken with the governing body	1	1.75
3	The Principal took decisions in consultation with the management	2	3.51
4	The management or the I/C Principal took decisions in consultation with the Teaching faculty. No staff council existed.	1	1.75
5	Decentralised and participatory management. (periodical meetings- 1)	3	5.26
6	Decisions were taken democratically in the staff council. (1 TEI- the decision-making process was needed to be decentralised)	4	7.02
7	Teaching Faculty were involved in decision making	3	5.26
8	Minimal role of teaching faculty in decision making	1	1.75
9	Teaching Faculty were not involved in the decision making	1	1.75
10	Duties and responsibilities were democratically distributed and carried out sincerely.	1	1.75
11	Responsibilities were defined and communicated to the staff through SMARNIKA	1	1.75
12	Responsibilities were not properly defined and communicated to the teaching faculty and staff.	1	1.75
13	The involvement of students and their parents in various decisions making could help improve the ambiance of the college.	2	3.51

The Peer Teams had observed the decision-making process under the Institutional Vision and Leadership of criterion six. The observations about the decision-making are given in table no. 4.4.6.2.

Peer Team of a (1.75 percent) TEI had observed that the TEI was a constituent college and all the decisions were taken by senate and syndicate of the University, while policy decisions in another (1.75 percent) TEI were taken with the governing body. The Principal took the decisions in two (3.51 percent) TEIs in consultation with the management, and decisions in a (1.75 percent) TEI were taken by the management or the in-charge Principal in consultation with teaching faculty. Three (5.26 percent) TEIs had decentralised and participatory management, where a (1.75 percent) TEI had a collective decision-making process by conducting periodical meetings. So it can be concluded that a few TEIs were constituent colleges, and all the decisions were taken by the senate and syndicate of the University, whereas a few TEIs had taken policy decisions with the governing body. A few TEIs had taken decisions by the Principal in consultation with the management, whereas a few TEIs had taken decisions by the management or the in-charge Principal in consultation with teaching faculty. A few TEIs had decentralised and participatory management, while a few TEIs had a collective decision-making process by conducting periodical meetings.

The decisions in four (7.02 percent) TEIs were taken democratically in staff council, where the decision-making process of a (1.75 percent) TEI was needed to be decentralised. Teaching Faculty were involved in decision making in three (5.26 percent) TEIs and minimal role in a (1.75 percent) TEI, while not involved in another (1.75 percent) TEI. So it can be concluded that few TEIs had democratically taken decisions in staff council, where a few TEIs were needed to be decentralised the decision-making process. A few TEIs had involved Teaching Faculty in decision making, and a TEI had the minimal role of Teaching Faculty in decision making, whereas a few TEIs did not have involved Teaching Faculty.

The duties and responsibilities in a (1.75 percent) TEI were democratically distributed and carried out sincerely and another (1.75 percent) TEI had defined and communicated the responsibilities to staff through prospectus, while a (1.75 percent) TEI did not have properly defined and communicated. Peer Team of two (3.51 percent) TEIs had recommended the involvement of students and their parents in various decisions making to improve the ambiance of the college. So it can be concluded that a few TEIs had distributed duties and responsibilities democratically and carried out sincerely; and a few TEIs had defined and communicated the responsibilities to staff through prospectus, whereas a few TEIs did not have properly defined and

communicated. A few TEIs were needed involvement of students and parents in various decisions making to improve the ambiance of the college.

Table 4.4.6.3

Observations about Leadership of Principal and Teaching Faculty under Key Aspect No. 2.6.1 Institutional Vision and Leadership

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Principal provided leadership (effective democratic governance- 1; and dynamic and experienced- 1)	5	8.77
2	Capable acting principal was working.	1	1.75
3	The Principal and the staff had Academic freedom.	1	1.75
4	Principal enjoyed the trust of his colleagues.	1	1.75
5	The Principal provided valid information received through feedback and personal contacts to the management.	1	1.75
6	Recently appointed Principal by the Trust, which was vacant for quite some time.	1	1.75
7	Efforts of the management were needed for the appointment of a full-time principal.	1	1.75
8	Being grant-in-aid college, large numbers of teacher and non-teacher vacancies existed.	1	1.75
9	Lack of experienced teaching faculty.	1	1.75
10	Departments were running with two guest teachers only	1	1.75
11	The college was strived to provide quality teacher education.	1	1.75
12	The reforms in education were not visible.	2	3.51

The key aspect Institutional Vision and Leadership covered observations about Principal and Teaching Faculty leadership and given in table no. 4.4.6.3.

Five (8.77 percent) TEIs had the leadership of Principal, where a (1.75 percent) TEI had dynamic and experienced Principal; and a (1.75 percent) TEI had effective democratic governance by Principal. A (1.75 percent) TEI had a capable acting principal. Principal of a (1.75 percent) TEI had enjoyed the trust of his colleagues. The Principal of a (1.75 percent) TEI provided the management with valid information received through feedback and personal contacts. So it can be concluded that few TEIs had the leadership of Principal, where a few TEIs had dynamic and experienced

Principal; and a few TEIs had effective democratic governance by Principal. A few TEIs had capable acting Principals. The Principal of a few TEIs had enjoyed the trust of his colleagues. The Principal of a few TEIs provided the management with valid information received through feedback and personal contacts.

In relation to vacancies in the TEIs, the Peer Teams had observed a recent appointment of a Principal by the Trust of a (1.75 percent) TEI, while a (1.75 percent) TEI needed management's efforts for the appointment of a full-time principal. Being a (1.75 percent) Grant-in-aid College, large numbers of teacher and non-teacher vacancies existed. A (1.75 percent) TEI lacked experienced teaching faculty, while another (1.75 percent) TEI was running with two guest teachers only. In relation to leadership Peer Team of a (1.75 percent) TEI had observed that the TEI was strived to provide quality teacher education and reforms were not visible in another (1.75 percent) TEI. So it can be concluded that a few TEIs had recently appointed Principal, whereas a few TEIs were needed efforts of the management for the appointment of a full-time principal. A few TEIs had numbers of teaching and non-teaching vacancies for Grant-in-aid College; a few TEIs had a lack of experienced teaching faculty, whereas a few TEIs were running with two guest teachers only.

Table 4.4.6.4

Vision, Mission, Goals, Objectives and Purposes observed under Key Aspect No. 2.6.1 Institutional Vision and Leadership

Sr. No.	Observations	No. of TEIs	Percent
<u>Observations about Vision, Mission and Goals</u>			
1	1) The Vision, Mission and goals were clearly stated.	1	1.75
<u>Observations about Vision, Mission and objectives</u>			
2	1) Clearly articulated	2	3.51
	2) Explained to students during induction, but college calendar or prospectus were not highlighted objectives	1	1.75
	3) In tune with the objectives of higher education	1	1.75
<u>Observations about Vision and Mission</u>			
3	1) Clearly articulated/ stated (1 TEI- no clarity to stakeholders)	5	8.77
	2) Ideally stated	1	1.75

3)	In alignment with the teacher education needs in the country	5	8.77
4)	In tune with the development of student-teachers	2	3.51
5)	Stressed on the comprehensive development of personality -intellectually, morally, spiritually, physically and socially	1	1.75
6)	Well stated for upliftment and empowerment of women's education	2	3.51
7)	Reflected in activities	2	3.51
8)	Reflected in efforts to cater to quality education	1	1.75
9)	Reflected the national development and individual progress	2	3.51
10)	Fulfilled the objectives	4	7.02
11)	Not clearly stated	3	5.26
12)	Not articulated/ stated	5	8.77
13)	Needed to be more focused	1	1.75
14)	Needed to be made efforts to cater to quality education	1	1.75
15)	Not formally identified barriers to achieve	1	1.75
16)	Not reflected in objectives	1	1.75
4	<u>Observations about Vision</u>		
1)	Stated	1	1.75
2)	In tune with the objectives of higher education	1	1.75
3)	In tune with the objectives of Teacher Education to some extent	1	1.75
4)	In tune with the preparation of quality teachers for catering to diverse social needs	1	1.75
5)	Inspired by Gandhian ideals	1	1.75
6)	Professional competence and commitment' and tried to translate into its activities	1	1.75
7)	Needed to be more focused	3	5.26
5	<u>Observations about Mission and Objectives</u>		
1)	The mission and objectives had reflected the objective of the Higher Education Policy of the nation.	1	1.75

6	<u>Observations about Vision and Purposes</u>		
1)	Vision and purposes of the college were in tune with the objectives of higher education	1	1.75
7	<u>Observations about Goals</u>		
1)	Goals were in tune with the objectives of Higher Education to some extent.	1	1.75
8	<u>Observations about Objectives</u>		
1)	In tune with the Objectives of Teacher Education	1	1.75
2)	To provide education to the boys and girls of the area	1	1.75
3)	To provide education to the girls of the rural area	1	1.75

The Peer Teams had provided observations about the Vision, Mission, Goal, Objectives and Purpose of TEIs under the key aspect No. 2.6.1 Institutional Vision and Leadership. The observations are given in table no. 4.4.6.4.

A Peer Team had observed that a (1.75 percent) TEI had clearly stated Vision, Mission and goals. The Vision, Mission and Objectives were clearly articulated by two (3.51 percent) TEIs, whereas a (1.75 percent) TEI had explained to its students during induction, but calendar or prospectus were not highlighted objectives. So it can be concluded that a few TEIs had clearly stated Vision, Mission and goals; a few TEIs had clearly articulated Vision, Mission and Objectives, whereas a few TEIs had explained to its students during induction, but calendar or prospectus were not highlighted objectives.

The Vision and Mission were clearly articulated/ stated by five (8.77 percent) TEIs and ideally stated by a (1.75 percent) TEI. The Vision and Mission of five (8.77 percent), one (1.75 percent) and two (3.51 percent) TEIs were in alignment or tune respectively with the teacher education needs in the country, the objectives of higher education and the development of student-teachers. Peer Team of a (1.75 percent) TEI observed that the Vision and Mission had stressed comprehensive development of personality like intellectually, morally, spiritually, physically and socially. Two (3.51 percent) TEIs had well stated the Vision and Mission for upliftment and empowerment of women's education. So it can be concluded that the Vision and Mission of few TEIs were aligned with teacher education. A few TEIs had Vision and Mission in tune with the development of student-teachers; stressed on the comprehensive development of

personality; and well stated the Vision and Mission for upliftment and empowerment of women's education.

The Vision and Mission were reflected in activities of two (3.51 percent) TEIs, in efforts of a (1.75 percent) TEI catered to quality education and the national development and individual progress from two (3.51 percent) TEIs. The Vision and Mission had fulfilled the objectives in four (7.02 percent) TEIs. So it can be concluded that the Vision and Mission were reflected in the activities of a few TEIs; a few had made efforts to cater quality education; a few TEIs had reflected Vision and Mission to the national development and individual progress, and the Vision and Mission of few TEIs had fulfilled objectives.

The Vision and Mission were not clearly stated by three (5.26 percent) TEIs; two (3.51 percent) TEIs did not have articulated/ stated, and a (1.75 percent) TEI needed to be more focused. About the Vision and Mission, efforts were needed by a (1.75 percent) TEI for catering to quality education, a (1.75 percent) TEI did not have formally identified barriers to achieve, and a (1.75 percent) TEI did not reflect in its objectives. So it can be concluded that a few TEIs did not clearly state the Vision and Mission; a few TEIs did not have articulated/ stated, and a few TEIs were needed to be more focused. In relation to the Vision and Mission, a few TEIs were needed to cater to quality education; they did not formally identify barriers to achievement and were not reflected in its objectives.

A (1.75 percent) TEI had stated its Vision. Peer Team of each (1.75 percent) TEI out of three had provided each observation for Vision in tune with objectives of higher education, objectives of Teacher Education to some extent and preparation of quality teacher for catering diverse social needs. The Vision of a (1.75 percent) TEI was in tune with professional competence and commitment; and a (1.75 percent) TEI was inspired by Gandhian ideals and another one, which tried to translate into its activities. The Vision of three (5.26 percent) TEIs were needed to be more focused. So it can be concluded that a few TEIs had Vision in tune with objectives of higher education; vision in tune with the objectives of Teacher Education to some extent; in tune with professional competence and commitment; and inspired by Gandhian ideals, whereas a few TEIs were needed to be more focused Vision.

The Vision and purposes of a (1.75 percent) TEI and Mission and Objectives of another (1.75 percent) TEI were in tune or reflected the objectives of Higher Education Policy of the nation, while goals of a (1.75 percent) TEI were observed in tune to some extent.

Objectives of a (1.75 percent) TEI were in tune with the objectives of Teacher Education. A (1.75 percent) TEI was established with the objective to provide education to the boys and girls of the area and another (1.75 percent) TEI to provide education to the girls of the rural area. So it can be concluded that the mission and Objectives of a few TEIs have reflected the objective of the Higher Education Policy of the nation, and the Vision and purposes of a few TEIs were in tune with the objectives of Higher Education. The objectives of a few TEIs were in tune with the objectives of Teacher Education.

Key Aspect No. 2.6.2 Organisational Arrangements

Table 4.4.6.5

Observations about Functioning of Management under the Key Aspect No. 2.6.2 Organisational Arrangements

Sr. No.	Observations	No. of TEIs	Percent
1	A Governing Body managed the college.	1	1.75
2	Management was financially stable.	1	1.75
3	Management was highly committed.	1	1.75
4	Management was participative, supportive and proactive.	1	1.75
5	Management structure existed. (structure as per rule- 1)	4	7.02
6	Management structure was needed to be developed.	2	3.51
7	Management structure vis a vis the Trust needs to be clearly defined.	1	1.75
8	Organisation structure was as per the rules/ norms of the State Government.	4	7.02
9	College followed a 'top-down' approach from Governing Body to Students, and strategic planning involved all stakeholders.	2	3.51
10	Management played a constructive role in supervising the overall activities of the college.	1	1.75
11	Management took the initiative to meet the requirements of the college.	1	1.75
12	Organisational arrangement was done through the Trust.	1	1.75
13	Management had explicit concern about the functioning of the college.	1	1.75

14	Management was conscious of development and participated in development programmes.	1	1.75
15	Management had provided full autonomy to the Principal to run the institution. (academic freedom to staff- 1)	5	8.77
16	Management meets the staff periodically to review activities.	1	1.75
17	Institute maintained good relations with the management.	1	1.75
18	Managing committee was responsible for the administrative structure, financial management, and recruitment of staff and maintenance of the infrastructure.	1	1.75
19	Management process was sensitised to management concepts such as planning, teamwork, division of work and monitoring through different committees.	1	1.75
20	Management process was needed to be sensitised to management concepts such as planning, teamwork, division of work and monitoring through different committees.	1	1.75
21	More democratic administration was needed.	1	1.75
22	Managing trust was needed to take more interest in the management of college.	1	1.75

Table no. 4.4.6.5 shows observations about the Management of TEI's functioning under the Key Aspect No. 2.6.2 Organisational Arrangements. A Governing Body managed a (1.75 percent) TEI. Peer Team of each (1.75 percent) TEI out of three had provided each observation about existence and functioning of management, i.e., financially stable; highly committed; and participative, supportive and proactive. So it can be concluded that a few TEIs were managed by Governing Body. Managements of a few TEIs were financially stable, highly committed, and participative, supportive and proactive.

Management structures of four (7.02 percent) TEIs existed, where a (1.75 percent) TEI management was structured as per rule. Management structures for two (3.51 percent) TEIs were needed to be developed, and TEI needed to be clearly defined for a (1.75 percent). The organisation structures of four (7.02 percent) TEIs were as per the rules/norms. Two (3.51 percent) TEIs had a 'top-down' approach from Governing Body to Students and strategic planning with the involvement of all stakeholders. So it can be concluded that few TEIs had structures of management, whereas a few TEIs were needed to be developed Management structures, and a few TEIs were needed to be

clearly defined. Few TEIs had organisation structures as per the rules/ norms. A few TEIs had a 'top-down' approach from Governing Body to Students and strategic planning with the involvement of all stakeholders.

Peer Team of each (1.75 percent) TEI out of five had provided each observation about management, i.e., played a constructive role to supervise overall activities; took the initiative to meet the requirements of the college; made organisational arrangement; explicit concern in the functioning of the college; and conscious to development and participated in development programmes. In relation to management, five (8.77 percent) TEIs were provided full autonomy to the Principal to run the institution; periodically met the staff of a (1.75 percent) TEI to review activities and another (1.75 percent) TEI had maintained good relations. So it can be concluded that a few TEIs had played a constructive role to supervise overall activities; took initiatives to meet the requirements of the college; made organisational arrangements; explicit concern in the functioning of the college, and were conscious to development and participated in development programmes. Managements of few TEIs had provided full autonomy to the Principal to run the institution; a few TEIs had periodically held meetings of management with staff to review activities, and a few TEIs had maintained good relations with management.

The managing committee of a (1.75 percent) TEI was responsible for the administrative structure, financial management, staff recruitment, and infrastructure maintenance. The management concepts such as planning, teamwork, division of work and monitoring through different committees were sensitised by the management process of a (1.75 percent) TEI and another (1.75 percent) TEI needed to be sensitised. More democratic administration was needed in a (1.75 percent) TEI, and management of a (1.75 percent) TEI was needed to take more interest in the management of the college. So it can be concluded that the managing committees of a few TEIs were responsible for the administrative structure, financial management, staff recruitment, and infrastructure maintenance. A few TEIs were sensitised by the management process for management concepts such as planning, teamwork, division of work and monitoring through different committees, whereas a few TEIs were needed to be sensitised. A TEIs were needed more democratic administration, and a few TEIs were needed to take more interest in the management of the college.

Table 4.4.6.6

*Observations about Decentralised and Participative Management under the Key Aspect**No. 2.6.2 Organisational Arrangements*

Sr. No.	Observations	No. of TEIs Percent		No. of TEIs Percent	
1	<u>Decentralised administration</u>				
1)	Decentralised administration	7	12.28		
2)	Decentralised administration by different committees.	2	3.51		
3)	Responsibilities were distributed/ shared	8	14.04		
4)	Decentralised management with autonomy to the Principal.	1	1.75		
5)	Vertical authority from the top and decentralisation at the teaching level through committees was in operation.	3	5.26		
	Total observations about Decentralised administration	21	36.84	21	36.84
2	Decentralised administration, but to be made functioned.			1	1.75
3	Decentralisation of Management was yet to be fully implemented.			1	1.75
4	Decentralisation of Management was yet to be done.			1	1.75
5	<u>Different committees formed</u>				
1)	Formed different committees (Including functioned committees in 12 TEIs)	25	43.46		
2)	Committees like library advisory committee, examination committee, admission committee, grievance cell, IQAC etc.	1	1.75		
3)	Committees like library committee, students council, Mahila Cell	1	1.75		
4)	Committees needed to be made functional.	2	3.51		
5)	Different committees were formed but needed to be more formalised.	2	3.51		

	Total observations about Different committees formed (Including functioned committees in 12 TEIs)	31	54.39	31	54.39
6	Different committees were to be formed.			1	1.75
7	<u>Different committees functioned</u>				
	1) Different committees functioned	9	15.79		
	2) Different committees functioned like Academic, Admission, Planning, Research, Cultural, Library Advisory & Sports Advisory, etc.	1	1.75		
	3) Different committees functioned, and meetings were held as per the planned schedule.	1	1.75		
	4) Different committees were functioned and supported by teaching Faculty and students	1	1.75		
	Total observations about Different committees functioned	12	21.05	12	21.05
8	Governing body and staff council were formed.			1	1.75
9	The college had active IQAC.			1	1.75
10	Unorganised functional arrangement			1	1.75
11	Management had a participative approach (teaching faculty actively participated in the activities- 1; constitution of various committees were in place- 1)			4	7.02
12	Participative management was yet to be implemented.			4	7.02
13	Concept of Participative management was yet to be evolved.			3	5.26
14	<u>Participatory decision making</u>				
	1) Participatory decision-making was observed.	2	3.51		
	2) Different committees took decisions.	3	5.26		
	3) The Principal took academic decisions in consultation with the teaching faculty and students council	1	1.75		
	Total observations about Participatory decision	6	10.53	6	10.53

	making		
15	Decision-making was by the governing body.	1	1.75
16	Decisions about the policies and plans were centralised with the Board of Management providing participation by the Stakeholder.	1	1.75
17	Policy decisions were taken by management.	1	1.75
18	Principal and management took policy decisions.	2	3.51
19	Data-driven decision-making was missing.	1	1.75
20	Decision-making needed to be strengthened by using data and information obtained from feedback.	1	1.75
21	Internal coordination and monitoring mechanisms existed (effectively existed - 1; and shared responsibilities- 1)	2	3.51
22	Internal coordination and monitoring mechanisms were yet to be developed.	1	1.75
23	Internal coordination existed.	3	5.26
24	<u>Grievance redressal mechanism/ cell</u>		
	1) Grievance redressal mechanism existed	2	3.51
	2) Grievance redressal mechanism did not function properly.	3	5.26
	3) Grievance redressal mechanism did not function.	2	3.51
	4) Grievance redressal mechanism was not formal.	2	3.51
	Total observations about Grievance redressal mechanism/ cell existed	9	15.79
25	Grievance redressal mechanism did not exist.	4	7.02
26	Grievance redressal cell was not constituted for employees.	1	1.75

The Peer Teams had provided observations about Decentralised and Participative Management under the key aspect No. 2.6.2 Organisational Arrangement and given in table no. 4.4.6.6.

The Peer Teams of 21 (36.84 percent) TEIs had Decentralised administration, where two (3.51 percent) TEIs had administered by different committees in; eight (14.04 percent) TEIs had distributed/ shared responsibilities; a (1.75 percent) TEI had the

autonomy to the Principal and three (5.26 percent) TEIs had vertical authority from top and decentralisation at the teaching level through committees. Decentralisation of Management was to be functioned by a (1.75 percent) TEI; yet to be fully implemented by a (1.75 percent) TEI and yet to be done by another (1.75 percent) TEI. So it can be concluded that many TEIs had Decentralised administration, where different committees administered a few TEIs; some TEIs had distributed/ shared responsibilities; a few TEIs had the autonomy to the Principal, and a few TEIs had vertical authority from top and decentralisation at the teaching level through committees. A few TEIs had to be functioned administration by decentralisation of management; and a few TEIs were yet to be fully implemented decentralisation, whereas a few TEIs were yet to be done decentralisation.

For Organisational Arrangement, 31 (54.39 percent) TEIs had formed different committees, where 12 (21.05 percent) TEIs had functioned committees. A (1.75 percent) TEI had formed a library advisory committee, examination committee, admission committee, grievance cell, IQAC etc.; and another (1.75 percent) TEI had formed a library committee, students' council and Mahila Cell. From those 31 (54.39 percent) TEIs, committees in two (3.51 percent) TEIs were needed to be made functional, and another two (3.51 percent) TEIs were needed to be more formalised. Different committees were needed to be formed by a (1.75 percent) TEI. From those 31 (54.39 percent) TEIs, different committees functioned in 12 (21.05 percent) TEIs, where different committees functioned in a (1.75 percent) TEI like Academic, Admission, Planning, Research, Cultural, Library Advisory & Sports Advisory, etc.; held meetings as per planned schedule by a (1.75 percent) TEI; and supported by teaching Faculty and students in another (1.75 percent) TEI. Each (1.75 percent) TEI out of three had each observation, i.e., formed governing body and staff council; active IQAC; and unorganised functional arrangement. So it can be concluded that most TEIs had formed different committees for organisational arrangement, where some TEIs had functioned their committees. A few TEIs had formed library advisory committee, examination committee, admission committee, grievance cell, IQAC etc.; and a few TEIs had formed library committee, students' council and Mahila Cell. A few TEIs were needed to be made functional the committees, and a few TEIs were needed to be made committees more formalised, whereas a few TEIs were needed to be formed different committees. The functioned committees from some TEIs were included different committees like Academic, Admission, Planning, Research, Cultural, Library

Advisory & Sports Advisory, etc.; a few TEIs had held meetings as per planned schedule, and a few TEIs were supported different committees by teaching Faculty and students. A few TEIs formed governing body and staff council; active IQAC; and unorganised functional arrangement.

Management of four (7.02 percent) TEIs had a participative approach, where teaching faculty of a (1.75 percent) TEI actively participated in the activities; and a (1.75 percent) TEI had constituted various committees. Participative management in four (7.02 percent) TEIs was yet to be implemented, and its concept was yet to be evolved in three (5.26 percent) TEIs. So it can be concluded that few TEIs had the participative approach of management, where the teaching faculty of a few TEIs had actively participated in the activities; and constituted various committees. Few TEIs were yet to be implemented participative management, and yet the participative concept management evolved.

Few (7.02 percent) TEIs had the participative approach of management, where teaching faculty of a few (1.75 percent) TEIs had actively participated in the activities, and a few (1.75 percent) TEIs had constituted various committees. Few (7.02 percent) TEIs were yet to be implemented participative management and a few (5.26 percent) TEIs were yet to be evolved the concept of participative management.

Peer Teams of six (10.53 percent) TEIs had observed participatory decision making, where three (5.26 percent) TEIs had taken decisions by different committees, and Principal of a (1.75 percent) TEI had taken academic decisions in consultation with teaching faculty and students council. The decision-making in a (1.75 percent) TEI was by the governing body. The policy decisions were taken by management with the participation of stakeholders in a (1.75 percent) TEI; by management of a (1.75 percent) TEI; and by Principal and management of two (3.51 percent) TEIs. A (1.75 percent) TEI had missed data-driven decision making, and another (1.75 percent) TEI needed to be strengthened by using data and information obtained from feedback. So it can be concluded that few TEIs had a participatory decision-making process, where a few TEIs had taken decisions by different committees, and the Principal of a few TEIs had taken academic decisions in consultation with teaching faculty and students' council. A few TEIs had decision-making by the governing body. A few TEIs had taken policy decisions by management with stakeholders' participation, taken by Principal and management; and taken by policy decision by management. A few TEIs

had missed data-driven decision making, and a few TEIs were needed to be strengthened by using data and information obtained from feedback.

The internal coordination and monitoring mechanism existed effectively in a (1.75 percent) TEI; another (1.75 percent) TEI had shared its responsibilities, while a (1.75 percent) TEI was yet to be developed. The internal coordination was existed in three (5.26 percent) TEIs. So it can be concluded that a few TEIs had existed internal coordination and monitoring mechanism, where a few TEIs had shared responsibilities, whereas a few TEIs were yet to be developed internal coordination and monitoring mechanism. A few TEIs had internal coordination.

Nine (15.79 percent) TEIs had the existence of Grievance Redressal mechanism/ cells, where three (5.26 percent) TEIs did not functioned properly; two (3.51 percent) TEIs did not have, and another two (3.51 percent) TEIs did not have a formal mechanism. Grievance Redressal mechanism did not exist in four (7.02 percent) TEIs and a (1.75 percent) TEI did not constitute employees. So it can be concluded that few TEIs had Grievance Redressal mechanism/ cell, where a few TEIs have not functioned properly; a few TEIs did not have functioned, and a few TEIs did not have a formal mechanism. Few TEIs did not have Grievance Redressal mechanism, and a few TEIs did not have constituted Grievance Redressal Cells for employees.

Table 4.4.6.7

Other observations under the Key Aspect No. 2.6.2 Organisational Arrangements

Sr. No.	Observations	No. of TEIs	Percent
1	Principal represented the matters to the management about the functioning of the college.	3	5.26
2	Staff meetings were held regularly	1	1.75
3	Students and the staff maintained a cordial relationship.	1	1.75
4	Lack of interaction and coordination amongst stakeholders.	1	1.75
5	The institute ensured access to information about objectives, implementation, and evaluation and performance outcomes to various stakeholders through its website and college magazine.	1	1.75
6	Mechanism evolved for optimum utilisation of resources.	1	1.75
7	Perspective plan was yet to be developed	1	1.75
8	Existed staff took extra classes due to inadequate number of	1	1.75

staff.

9	Block teaching and internship programmes were planned after due consultations with school headmasters and teachers.	1	1.75
10	Quality improvement was in progress by practice and the use of feedback data.	1	1.75
11	Formal feedback mechanism was available for assessing the performance of student-teachers in the practice teaching.	1	1.75
12	An attempt was made to obtain oral feedback from alumni, NGO's etc., for the development of quality education.	1	1.75

The Peer Teams had provided other observations under the key aspect Organisational Arrangement and given in table no. 4.4.6.7.

The matters related to the functioning of the college the Principal of three (5.26 percent) TEIs had represented to respective management. A (1.75 percent) TEI had regularly held staff meetings. Students and the staff of a (1.75 percent) TEI had maintained a cordial relationship, while a (1.75 percent) TEI had a lack of interaction and coordination amongst stakeholders. The information related to implementation, evaluation, and outcome of a (1.75 percent) TEI objectives were ensured to be accessed by stakeholders through the website and college magazine. A (1.75 percent) TEI had evolved mechanism for optimum utilisation of resources, and a (1.75 percent) TEI was yet to be developed perspective plan. Existing staff of a (1.75 percent) TEI had taken extra classes due to inadequate number of staff. So it can be concluded that the Principal of a few TEIs had represented to respective management, and a few TEIs had regularly held staff meetings. Students and staff of a few TEIs had maintained a cordial relationship, whereas a few TEIs had a lack of interaction and coordination amongst stakeholders. A few TEIs had ensured the information related implementation, evaluation and outcome of objectives to be accessed by stakeholders through website and college magazine. A few TEIs had evolved mechanisms for optimum utilisation of resources, and a few TEIs were yet to be developed its perspective plan. A few TEIs had taken extra classes due to inadequate number of staff.

Peer Team of each (1.75 percent) TEI out of four had provided each observation, i.e., planned block teaching and internship programmes after due consultations with school headmasters and teachers; Quality improvement was in progress by practice and use of feedback data; available formal feedback mechanism for assessing the performance of student-teachers in the practice teaching in schools; and attempted to obtain oral

feedback from alumni, NGO's etc. So it can be concluded that a few TEIs had planned block teaching and internship programmes after due consultations with school headmasters and teachers; Quality improvement was in progress by practice and used feedback data; formal feedback mechanism for assessing the performance of student-teachers in the practice teaching in schools; and attempted to obtain oral feedback from alumni, NGO's etc.

Key Aspect No. 2.6.3 Strategy Development and Deployment

Table 4.4.6.8

Observations under the Key Aspect No. 2.6.3 Strategy Development and Deployment

Sr. No.	Observations	No. of TEIs	Percent
1	Adequate deployment existed.	1	1.75
2	In-charges were made for deployment and execution.	3	5.26
3	Specific strategies identified and deployed	1	1.75
4	Deployment needed to be strategic.	1	1.75
5	Allocation of resources after discussion in the management committee.	1	1.75
6	The required budget was allocated	2	3.51
7	The required budget was needed to be allocated.	2	3.51
8	MIS was used. (TEI- Just initiated to use- 1)	4	7.02
9	MIS was not operationalised.	2	3.51
10	Structured MIS to be developed.	1	1.75
11	MIS was formally not placed to collect, align and integrate data on academic and administrative aspects.	1	1.75
12	MIS was not in place.	9	15.79
13	MIS to be strengthened. (limited and simple- 1; to be modernised - 1; and to be made effective- 1)	4	7.02
14	Management was actively involved in the planning and execution of projects.	4	7.02
15	Management was required to be actively involved in the planning and execution of projects.	1	1.75
16	No linkages were established with local Government administrative bodies.	3	5.26

17	Regular monitoring of the functioning of the college by Trustees was required.	1	1.75
18	Democratic leadership was exercised.	1	1.75
19	Democratic and decentralised administration.	2	3.51
20	Decentralisation of decision-making needed to be strengthened.	1	1.75
21	Absence of decentralisation of decision-making.	2	3.51
22	Decision-making was entirely by the management.	2	3.51
23	Different committees were constituted for the organisation of activities.	4	7.02
24	Institutional approach in decision making through a number of committees.	4	7.02
25	Different committees took care of the activities of the college.	3	5.26
26	Duties/ responsibilities were allotted to the teaching faculty. (allotted duties/ responsibilities as per capabilities and potentialities- 2)	4	7.02
27	Multiple duties were assigned to teaching non-teaching staff.	1	1.75
28	State Government and University norms were used for the recruitment of Teachers and Staff.	1	1.75
29	Government rules and regulations were followed for the admission process.	1	1.75
30	The Vision, mission and implementation of plans were not adequately monitored and reviewed.	1	1.75

The observation under the Key Aspect No. 2.6.3 Strategy Development and Deployment are given in table no. 4.4.6.8. A (1.75 percent) TEI had existed adequate deployment and another (1.75 percent) TEI had identified and deployed specific strategies, while deployment by a (1.75 percent) TEI was needed to be strategic. Three (5.26 percent) TEIs had made in-charges for deployment and execution. So it can be concluded that a few TEIs had existed adequate deployment, and a few TEIs had identified and deployed specific strategies, whereas deployment by a few TEIs was needed to be strategic. Few TEIs had made in-charges for deployment and execution. A (1.75 percent) TEI had made the allocation of resources after discussion in the management committee, and the required budget was allocated by two (3.51 percent) TEIs and needed to be allocated by another two (3.51 percent) TEIs. So it can be

concluded that a few TEIs had allocated resources after discussion in the management committee; a few TEIs had allocated the required budget, whereas a few TEIs were needed to be allocated budget.

In relation to the MIS, four (7.02 percent) TEIs had been used, including a (1.75 percent) TEI had recently initiated. Two (3.51 percent) TEIs did not operationalise the MIS; to be developed structured MIS by a (1.75 percent) TEI; not placed formally by a (1.75 percent) TEI to collect, align and integrate data on academic and administrative aspects; and not in place in nine (15.79 percent) TEIs. The MIS in four (7.02 percent) TEIs were needed to be strengthened, where limited and simple in a (1.75 percent) TEI; to be modernised by a (1.75 percent) TEI; and to be made effective by another (1.75 percent) TEI. So it can be concluded that few TEIs had used MIS, where a few TEIs had recently been initiated. A few TEIs did not have operationalised MIS, whereas a few TEIs were yet to be developed structured MIS; and a few TEIs did not have placed MIS formally, and some TEIs did not have MIS in place. MIS in few TEIs were needed to be strengthened, where a few TEIs had limited and simple MIS; a few TEIs were yet to be modernised MIS, and a few TEIs were to be made effective.

The management of four (7.02 percent) TEIs were actively involved in the planning and execution of projects, while a (1.75 percent) TEI was required to be involved. Three (5.26 percent) TEIs did not have established linkages with local Government Administrative bodies. Trustees required regular monitoring of the functioning of a (1.75 percent) TEI. So it can be concluded that the managements of few TEIs were actively involved in planning and executing projects, whereas a few TEIs were required to be involved. A few TEIs did not have established linkages with local Government Administrative bodies. A few TEIs were required regular monitoring of the functioning by trustees.

A (1.75 percent) TEI had exercised Democratic leadership, and two (3.51 percent) TEIs had Democratic and decentralised administration. Decentralisation of decision making by a (1.75 percent) TEI was needed to be strengthened and absent in two (3.51 percent) TEIs, while the decision making was entirely by the management of two (3.51 percent) TEIs. So it can be concluded that a few TEIs had exercised democratic leadership, and a few TEIs had democratic and decentralised administration. Decentralisation of decision-making in a few TEIs was needed to be strengthened; entirely by the management in a few TEIs, whereas not available in a few TEIs.

Different Committees were established for the organisation of activities by 11 (19.30 percent) TEIs, where four (7.02 percent) TEIs had an institutional approach in decision-making, and three (5.26 percent) TEIs had taken care of the activities. Four (7.02 percent) TEIs had allotted duties/ responsibilities to teaching Faculty, where duties/ responsibilities in two (3.51 percent) TEIs were allotted as per capabilities and potentialities. A (1.75 percent) TEI had assigned multiple duties to teaching and non-teaching staff. So it can be concluded that some TEIs had established different Committees for the organisation of activities, where few TEIs had an institutional approach in decision-making, and a few TEIs had taken care of the activities. Few TEIs had allotted duties/ responsibilities to teaching Faculty, where duties/ responsibilities in a few TEIs were allotted as per capabilities and potentialities. A few TEIs had assigned multiple duties to teaching and non-teaching staff.

State Government and University norms were used by a (1.75 percent) TEI for recruitment of Teachers and Staff, and another (1.75 percent) TEI had followed Government rules and regulations for the admission process. A (1.75 percent) TEI did not adequately monitor and review the Vision, mission and implementation of plans. So it can be concluded that a few TEIs had used State Government and University norms for recruitment of Teachers and Staff; a few TEIs had followed Government rules and regulations for the admission process, where a few TEIs did not have adequately monitored and reviewed the Vision, mission and implementation of plans.

Table 4.4.6.9

*Observations about Preparation of Academic Plans under the Key Aspect No. 2.6.3
Strategy Development and Deployment*

Sr. No.	Observations	No. of TEIs Percent			
1	<u>Preparation of Academic/Annual academic plan/ Calendar</u>	No. of TEIs		Percent	
1)	Implemented	2	3.51		
2)	Fulfilled the requirements of the prescribed syllabus	1	1.75		
3)	Consultation with heads of different schools.	1	1.75		
4)	In partnership with school teachers and	1	1.75	10	17.54

	involving all college staff		
5)	With inputs from the active participation of the Teaching Faculty, students & administration.	1	1.75
6)	Through discussions in the teaching faculty meeting	1	1.75
7)	Collectively taking into consideration the plans and needs of practicing schools.	1	1.75
8)	Prepared	5	8.77
Total Observations about Academic/Annual academic plan prepared		10	17.54
2	Under the Principal's leadership, the teaching faculty had the freedom to prepare plans and implement innovative ideas.	1	1.75
3	Academic plan was to be prepared in advance with the involvement of all stakeholders.	1	1.75

Table no. 4.4.6.9 shows observations about the Preparation of the Academic Plan under the Strategy Development and Deployment by TEIs. The Academic/Annual academic plans/ calendar prepared by ten (17.54 percent) TEIs, where each (1.75 percent) TEI from five had prepared in each way, i.e., in consultation with heads of different schools; in partnership with school teachers and whole college staff; inputs from the active participation of teaching faculty, students and administration; through discussions in teaching faculty meeting; and consideration with the plans and needs of practicing schools. The requirements of the prescribed syllabus were fulfilled by a (1.75 percent) TEI, and two (3.51 percent) TEIs had been implemented from those ten (17.54 percent) TEIs. So it can be concluded that some TEIs had prepared Academic/Annual academic plans/ calendar, which a few TEIs prepared in consultation with heads of different schools; in partnership with school teachers and whole college staff; inputs from the active participation of teaching faculty, students and administration; through discussions in teaching faculty meeting; and in consideration with the plans and needs of practicing schools. A few TEIs had fulfilled the requirements of the prescribed syllabus, and a few TEIs had been implemented.

The teaching faculty had the freedom to prepare plans and implement innovative ideas a (1.75 percent) TEI Under the Principal's leadership, while a (1.75 percent) TEI

needed to be prepared with academic plans in advance with all involved stakeholders. So it can be concluded that a few TEIs had the freedom to the teaching faculty to prepare the plan and implement innovative ideas under the Principal's leadership, whereas a few TEIs were needed to be prepared academic plans in advance with the involvement of all stakeholders.

Table 4.4.6.10

*Observations about Development Plan and Strategy under the Key Aspect No. 2.6.3
Strategy Development and Deployment*

Sr. No.	Observations	No. of TEIs	Percent
1	Annual development plan was prepared.	2	3.51
2	Expansion plans were prepared but needed to address human resource development needs.	3	5.26
3	Strategy for a perspective plan was developed. (implemented with the involvement of teachers- 1; and required greater efforts to execute- 1)	3	5.26
4	Strategic action plan for future development was also to be reflected in the functioning of the institution.	1	1.75
5	Perspective plan/ Strategic action plan for future development was not developed. (1 TEI- the teachers were enthusiastic its development.)	29	50.88
6	Amalgamation Strategy needed for two B. Ed. colleges.	1	1.75
7	A plan was developed to resume its M.Ed. programme.	1	1.75
8	Strategy for the perspective plan to start M.Ed. course was evidenced.	1	1.75
9	All details regarding practice teaching were compiled and provided the required database.	1	1.75
10	Delegation of powers was needed to be streamlined.	1	1.75
11	Effective data management as a regular process needed streamlining	1	1.75
12	Structured documentation practice was needed to be strengthened.	1	1.75
13	Staff meetings were held whenever necessary.	1	1.75

14	Staff meetings were held regularly	1	1.75
15	Steps were taken for optimum utilisation of the infrastructure	1	1.75
16	Optimum use of ICT facilities, Website and e-mails for dissemination of information, feedback and compliance.	1	1.75
17	Track to be kept with new technology in the teaching-learning process.	1	1.75
18	Initiatives were taken for promotion co-operation, sharing of knowledge etc., among the Teaching Faculty.	1	1.75
19	Introduction of training for communication skills in English both for teachers and students.	1	1.75
20	Teaching Faculty were encouraged to participate in seminars and conferences for their professional growth.	1	1.75
21	No systematic initiative was taken for sharing of knowledge towards skill development of staff.	1	1.75
22	Faculty development programmes were needed to be planed.	1	1.75
23	Cordial relationship between staff and students.	1	1.75
24	Welfare measures were initiated for Teaching and Non-teaching staff.	1	1.75
25	Grievances resolved at institutional levels.	1	1.75
26	Staff grievances redressal mechanism yet to be formalised.	1	1.75
27	Placement cell was needed	1	1.75
28	Feedback was collected from the students and schools for improvement in quality-related issues	1	1.75
29	The received feedback was used for the development	1	1.75

Peer Teams had provided observations about the Development Plan and Strategy under the key aspect Strategy Development and Deployment. The observations are given in table no. 4.4.6.10.

Annual development plans were prepared by two (3.51 percent) TEIs, while expansion plans were prepared by three (5.26 percent) TEIs, but needed to be addressed human resource development needs. Three (5.26 percent) TEIs had developed a strategy for the perspective plan, where a (1.75 percent) TEI had implemented with the involvement of teachers, and another (1.75 percent) TEI was required greater efforts to execute. A strategic action plan for the future development of a (1.75 percent) TEI needed to be reflected too in the institution's functioning. Perspective plan/ Strategic action plan for

future development was not developed by 29 (50.88 percent) TEIs, where teachers of a (1.75 percent) TEI were enthusiastic for its development. So it can be concluded that a few TEIs had prepared Annual development plans. A few TEIs had prepared expansion plans but needed to be addressed human resource development needs. A few TEIs had developed a strategy for the perspective plan, where a few TEI had implemented with the involvement of teachers, and a few TEIs were required greater efforts to execute. A few TEIs were needed strategic action plan for future development to be reflected too in the institution's functioning. Most TEIs did not have developed a perspective plan/ Strategic action plan for future development, where teachers of a few TEIs were enthusiastic.

A (1.75 percent) TEI was needed strategy for amalgamation of existing two B. Ed. colleges. A plan was developed by a (1.75 percent) TEI to resume its M.Ed. programme and another (1.75 percent) TEI had evidenced the strategy for the perspective plan to start M.Ed. course. So it can be concluded that a few TEIs were needed strategy for amalgamation of existing two B. Ed. Colleges; a few TEIs had developed a plan to resume M.Ed. programme; and a few TEIs had evidenced the strategy for perspective plan to start M.Ed. course.

Each (1.75 percent) TEI out of four had each observation, i.e., all the details regarding practice teaching were compiled and provided required database; delegation of powers was needed to be streamlined; effective data management as a regular process was needed to be streamlined and structured documentation practice was needed to be strengthened. So it can be concluded that a few TEIs had compiled all the details regarding practice teaching, provided the required database, needed to be streamlined the delegation of powers, needed to be streamlined the effective data management as a regular process, and needed to be strengthened the structured documentation practice.

Staff meetings were held by a (1.75 percent) TEI whenever necessary and regularly by a (1.75 percent) TEI. A (1.75 percent) TEI had taken steps for optimum utilisation of the infrastructure of the college. Peer Team of a (1.75 percent) TEI had observed optimum use of ICT facilities, Websites and e-mails for dissemination of information, feedback and compliance. Track to be kept by a (1.75 percent) TEI with new technology in the teaching-learning process. So it can be concluded that a few TEIs had held Staff meetings whenever necessary, whereas a few TEIs had held regularly. A few TEIs had taken steps for optimum utilisation of the infrastructure. A few TEIs had optimum use of ICT facilities, Websites and e-mails for dissemination of information, feedback and

compliance. A few TEIs were needed to be kept the track with new technology in the teaching-learning process.

Initiatives were taken by a (1.75 percent) TEI for promotion, co-operation, sharing of knowledge etc., among the Teaching Faculty. A (1.75 percent) TEI had introduced training for communication skills in English both for teachers and students, and another (1.75 percent) TEI had encouraged Teaching Faculty to participate in seminars and conferences for their professional growth. A (1.75 percent) TEI did not take any systematic initiative to share knowledge towards skill development of staff, and another (1.75 percent) TEI was needed to plan the faculty development programmes. So it can be concluded that a few TEIs had taken initiatives for promotion, co-operation, sharing of knowledge etc., among the Teaching Faculty. A few TEIs had introduced training for communication skills in English for teachers and students. A few TEIs did not take any systematic initiative to share knowledge towards staff skill development, whereas a few TEIs were needed to plan the faculty development programmes.

A cordial relationship between staff and students was observed in a (1.75 percent) TEI. Welfare measures were initiated by a (1.75 percent) TEI for teaching and non-teaching staff. A (1.75 percent) TEI had resolved grievances at institutional levels, while Staff grievances redressal mechanism in a (1.75 percent) TEI was yet to be formalised. A (1.75 percent) TEI was needed Placement cell. A (1.75 percent) TEI collected feedback from the students and schools for quality improvement, and another used the received feedback for development. So it can be concluded that a few TEIs had a cordial relationship between staff and students; initiated welfare measures for teaching and non-teaching staff. A few TEIs had resolved grievances at institutional levels, whereas a few TEIs had yet to formalise grievances redressal mechanisms for staff. A few TEIs were needed Placement cells. A few TEIs had collected feedback from the students and schools for quality improvement, and a few TEIs had used the received feedback for development.

Key Aspect No. 2.6.4 Human Resource Management

Table 4.4.6.11

Observations under the Key Aspect No. 2.6.4 Human Resource Management

Sr. No.	Observations	No. of TEIs	Percent
1	Centralised Administration	1	1.75

2	Positive attitude of the management	1	1.75
3	Human Resource Management information system existed.	1	1.75
4	Allocated human and financial resources.	1	1.75
5	Institutional resources were to be properly utilised.	1	1.75
6	Workload was as per the norms and rules of the regulatory bodies or UGC/ NCTE norms.	2	3.51
7	Congenial/ Cordial relationship among Management, Principal and Staff exists	2	3.51
8	Various committees were formed for better administration.	2	3.51
9	Redressal cells such as sexual harassment and Anti-ragging were needed to be established.	1	1.75
10	College environment supports the professional and academic growth of the teaching faculty.	2	3.51
11	Conducive conditions for ascertaining effective functioning	1	1.75
12	Efforts to be made for the improvement of overall organisational effectiveness.	2	3.51
13	Institutional Approach for decision making yet to be adopted.	1	1.75
14	Students' involvement in campus beautification was required in devoted to the cause institution.	1	1.75
15	Student's talent was identified and nurtured.	1	1.75

Observations about the under the Key Aspect No. 2.6.4 Human Resource Management are given in table no. 4.4.6.11. Administration in a (1.75 percent) TEI was centralised, and management of a (1.75 percent) TEI had a positive attitude. A (1.75 percent) TEI had existed Human Resource Management information system, and a (1.75 percent) TEI had allocated human and financial resources, while the institutional resources were to be properly utilised by a (1.75 percent) TEI. The workload in two (3.51 percent) TEIs was as per the norms and rules of the regulatory bodies or UGC/ NCTE norms. Congenial/ cordial relationship was observed in two (3.51 percent) TEI among Management, Principal and Staff. Two (3.51 percent) TEIs had formed various committees for better administration, and a (1.75 percent) TEI was needed to be established Redressal cells such as sexual harassment and Anti-ragging. So it can be concluded that a few TEIs had centralised administration, and a few TEIs had a positive attitude from the management. A few TEIs had Human Resource Management information system, and a few TEIs had allocated human and financial resources,

whereas a few TEIs were to be properly utilised the institutional resources. A few TEIs had a workload as per the norms and rules of the regulatory bodies or UGC/ NCTE norms. A few TEIs had a congenial/ cordial relationship among Management, Principal and Staff. A few TEIs had formed various committees for better administration, and a few TEIs were needed to be established Redressal cells such as sexual harassment and Anti-ragging.

The Institutional environment in two (3.51 percent) TEIs was supported to the professional and academic growth of the teaching faculty, and a (1.75 percent) TEI had conducive conditions for ascertaining effective functioning. Efforts were to be made by two (3.51 percent) TEIs to improve overall organisational effectiveness. Institutional Approach for decision-making was yet to be adopted by a (1.75 percent) TEI. Peer Team of a (1.75 percent) TEI had observed the requirement of students' involvement in campus beautification, and another (1.75 percent) TEI had identified and nurtured the talented students. So it can be concluded that the institutional environment in a few TEIs had supported the professional and academic growth of the teaching faculty; conditions of a few TEIs were conducive for ascertaining effective functioning; a few TEIs had made efforts for improvement of overall organisational effectiveness, and a few TEIs were yet to be adopted Institutional Approach for decision making. A few TEIs had the requirement of students' involvement in campus beautification, and a few TEIs had identified and nurtured students' talents.

Table 4.4.6.12

Observations about Appointments and Vacancies under the Key Aspect No. 2.6.4

Human Resource Management

Sr. No.	Observations	No. of TEIs Percent	
1	<u>Observations about Appointments made</u>	No. of TEIs	Percent
1)	Appointments as per the norms (regulatory bodies- 2; university norms- 3; state government norms- 2; State government and University norms- 2; UGC, State government and University norms- 1; University and NCTE norms- 1; NCTE	16	28.07

	norms- 1; UGC and NCTE norms- 1; UGC, NCTE, State Government and University norms- 1		
2)	Required number of teaching faculty was in position. (and non-teaching staff- 2; vacancies of supporting staff were needed to be filled- 1)	4	7.02
3)	Required staff was provided according to prescribed procedures. Part-time teaching faculty was provided as required and was adequately remunerated.	1	1.75
4)	One teaching post was filled by appointing staff on an Adhoc basis.	2	3.51
<hr/> Total Observations about Appointments made		23	40.35
2	Reservation in the selection of teachers was followed as per the policy of the Government.	2	3.51
3	The procedure of advertisement and selection was done properly for recruitment of the teachers	1	1.75
4	Initiated to have the manpower as per NCTE norms.	4	7.02
5	Teachers' salary structure, service conditions as per the norms prevailing in the affiliating University.	1	1.75
6	The educational qualification and pay scale were to be followed as per NCTE guidelines.	1	1.75
7	Services of Retired Teaching Faculty were utilised.	1	1.75
8	Top priority needed to be given for Retaining deserving teaching faculty.	1	1.75
9	<u>Observations about Vacant positions</u>	16	28.07
1)	Vacancies were needed to be appointed. (to be appointed after the retirement of teachers- 1; and very limited initiative- 1)	3	5.26
2)	Initiative needed to have the manpower as per NCTE norms.	1	1.75
3)	Teaching Faculty was yet to be appointed	1	1.75

for M.Ed. as per NCTE norms.

- | | | |
|---|---|------|
| 4) Appointments of teaching faculty to be made as per the UGC/ NCTE/ State government norms & standards in the future in terms of numbers. | 1 | 1.75 |
| 5) Full-time/ regular teaching faculty needed to be appointed. | 3 | 5.26 |
| 6) Principal's position was vacant, and not all teaching positions filled up as per UGC norms. | 1 | 1.75 |
| 7) No regular Principal for two years, because the regular Principal was working as Vice-Chancellor of the University on lien. | 1 | 1.75 |
| 8) Qualified teaching faculty needed to be appointed. | 1 | 1.75 |
| 9) Though all teaching faculty were qualified, all sanctioned teaching positions were not filled up due to interference of government rules. | 1 | 1.75 |
| 10) The number of the teaching staff was alarmingly inadequate. Imbalance in the number of teaching and non-teaching staff. Teaching staff drawn from schools and paid school teachers' salaries. | 1 | 1.75 |
| 11) Three teaching and three support staff positions were vacant. Vacant teaching posts were filled by appointing staff on a lecture basis. | 1 | 1.75 |
| 12) No regular or part-time teacher for physical education, art and craft or work experience. | 1 | 1.75 |

Total Vacant positions	16	28.07
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Peer Teams had provided observations about the Appointments and Vacancies under the Key Aspect Human Resource Management. Those observations are given in table no. 4.4.6.12.

Peer Teams of 23 (40.35 percent) TEIs had observed appointments made by TEIs. Twenty-six (28.07 percent) TEIs had made appointments as per the norms, i.e., Appointments were made as per the norms of regulatory bodies in two (3.51 percent) TEIs; University norms in three (5.26 percent) TEIs; State government norms in two (3.51 percent) TEIs; State government and University norms in two (3.51 percent) TEIs; UGC, State government and University norms in another two (3.51 percent) TEIs; University and NCTE norms in a (1.75 percent) TEI; NCTE norms in a (1.75 percent) TEI; UGC, NCTE, State Government and University norms in another (1.75 percent) TEI. Four (7.18 percent) TEIs had the required number of teaching Faculty in position, where two (3.51 percent) TEIs had the required number of non-teaching staff too, whereas a (1.75 percent) TEI was needed to be filled the vacancies of supporting staff. A (1.75 percent) TEI had provided required staff according to prescribed procedures, and part-time teaching faculty were provided as required and was adequately remunerated. Two (3.51 percent) TEIs had filled a teaching post by appointing staff on an ad-hoc basis. So it can be concluded that many TEIs had made appointments, where many TEIs had made appointments as per the norms. Few TEIs had the required number of teaching Faculty in positions. A few TEIs had provided required staff according to prescribed procedures, and part-time teaching faculty were provided as required and were adequately remunerated. A few TEIs had filled a teaching post by appointing staff on an ad-hoc basis.

Two (3.51 percent) TEIs had followed the Government's reservation policy in the selection of teachers. The procedure of advertisement and selection was done properly by a (1.75 percent) TEI for recruitment of teachers. Four (7.02 percent) TEIs had initiated to had manpower as per NCTE norms. Teachers' salary structure and service conditions in a (1.75 percent) TEI were as per the norms prevailing in the affiliating University. A (1.75 percent) TEI was needed to be followed the NCTE guideline for educational qualification and pay scale. The services of retired teaching faculty in a (1.75 percent) TEI were utilised. A (1.75 percent) TEI needed to be given top priority for retaining deserving teaching faculty in the institution. So it can be concluded that a few TEIs had followed the Government's reservation policy in the selection of teachers. A few TEIs had properly followed the procedure of advertisement and selection for

recruitment of teachers. Few TEIs had initiated to had manpower as per NCTE norms; a few TEIs had salary structure, service conditions of Teachers as per the norms of affiliating University, whereas a few TEIs were needed to be followed the NCTE guideline for educational qualification and pay scale. A few TEIs had utilised services of retired teaching faculty, and a few TEIs were needed to be given top priority for retaining deserving teaching faculty in the institution.

Peer Team of 16 (28.07 percent) TEIs had provided observations about vacant positions in TEIs. Three (5.26 percent) TEIs were needed to be filled the vacancies, where a (1.75 percent) TEI needed to be appointed teaching Faculty after the retirement of teachers, and a (1.75 percent) TEI had taken very limited initiatives for filling up its vacancies. A (1.75 percent) TEI was needed initiative to have manpower as per NCTE norms; a (1.75 percent) TEI was yet to be appointed Teaching Faculty for M.Ed. as per NCTE norms, and a few (1.75 percent) TEI was to be followed norms and standards from UGC/ NCTE/ State government in appointments of teaching faculty. So it can be concluded that many TEIs had observations about vacant positions. A few TEIs were needed to fill the vacancies, where a few TEIs were needed to be appointed teaching faculty after teachers' retirement, and a few TEIs had taken very limited initiatives for filling up its vacancies. A few TEIs were needed the initiative to have the manpower as per NCTE norms; a few TEIs were yet to be appointed Teaching Faculty for M.Ed. as per NCTE norms, and a few TEIs were to be followed norms and standards from UGC/ NCTE/ State government in appointments of teaching faculty.

Three (5.26 percent) TEIs were needed to be appointed full-time/ regular teaching faculty. A (1.75 percent) TEI had a vacant Principal position, and all teaching positions were not filled up as per UGC norms. Principal of a (1.75 percent) TEI was working as Vice-Chancellor of the University on lien since two years, and the Principal's position in TEI was vacant. A (1.75 percent) TEI was needed to be appointed qualified teaching faculty, whereas a (1.75 percent) TEI had all qualified teaching faculty, but all sanctioned teaching positions were not filled due to interference of government rules. A (1.75 percent) TEI had an imbalance in the number of teaching and non-teaching staff, while the teaching staff were drawn from schools and paid school teachers' salaries. A (1.75 percent) TEI had appointed staff on a lecture basis for vacant positions, and a (1.75 percent) TEI had no regular or part-time teacher for physical education, art and craft or work experience. So it can be concluded that a few TEIs had a vacant position of Principal, and all teaching positions were not filled up as per UGC norms. The

Principals of a few TEIs were working as Vice-Chancellor of the University on lien since two years, and the Principals' positions in TEIs were vacant. A few TEIs were needed to be appointed qualified teaching faculty, whereas a few TEIs had all qualified teaching faculty, but all sanctioned teaching positions were not filled due to interference of government rules. A few TEI had an imbalance in the number of teaching and non-teaching staff, while the teaching staff were drawn from schools and paid school teachers' salaries. A few TEIs had appointed staff on a lecture basis for vacant positions, and a few TEIs had no regular or part-time teacher for physical education, art and craft or work experience.

Table 4.4.6.13

Observations about Welfare measures and Facilities under the Key Aspect No. 2.6.4 Human Resource Management

Sr. No.	Observations	No. of TEIs Percent	
1	<u>Observations about Welfare measures</u>	No. of TEIs	Percent
	Welfare measures for staff and teaching	1	1.75
1)	faculty was adopted through 'Credit Society'.		
	Institution tried to provide welfare	1	1.75
2)	measures for staff and teaching faculty by providing loan facilities.		
3)	Welfare measures for the staff and teaching faculty were needed to be strengthened.	1	1.75
4)	Welfare measures to be undertaken for students, teaching & non-teaching staff.	5	8.77
5)	Welfare measures to staff were needed to be provided. (for teaching faculty- 1)	4	7.08
2	Teachers were provided regular Salary and other benefits like house rent and medical benefits; in addition, the Principal gets a conveyance allowance.	1	1.75
3	Medical and loan facilities were provided to the teachers and employees of the college.	1	1.75

4	CPF, medical assistance, furnished common staff room provided to staff	1	1.75
5	Group insurance policy was to be introduced.	1	1.75
6	Basic workplace facility, Loan facility needed to be taken care of regarding staff	1	1.75
7	Workplace facilities for staff needed to be upgraded.	1	1.75
8	Required space and instructional facilities provided to teaching faculty.	1	1.75
9	Staff Room was provided with computer and Internet facility.	1	1.75
10	Teachers with good performance were awarded in annual function.	1	1.75
11	Staff was given leave, the registration fee for attending seminars etc.	1	1.75
12	Duty leave was provided to the teaching faculty for research activities.	1	1.75
13	Teaching Faculty offered incentives for research and continuing education	1	1.75
14	Teaching Faculty needed incentives for research development.	1	1.75

The Welfare measures and Facilities under Human Resource Management are given in table no. 4.4.6.13. Welfare measures for staff and teaching faculty were Credit Society in a (1.75 percent) TEI, while another (1.75 percent) TEI tried to provide loan facility to them. A (1.75 percent) TEI was needed to be strengthened the welfare measures for the staff and teaching faculty, and five (8.77 percent) TEIs were needed to be undertaken Welfare measures for students, teaching & non-teaching staff. Welfare measures to staff in four (7.08 percent) TEIs were needed to be provided. So it can be concluded that Welfare measures for staff and teaching faculty in a few TEIs were Credit Society and loan facility; and a few TEIs were needed to be strengthened the welfare measures for the staff and teaching faculty, whereas Welfare measures needed to be undertaken by few TEIs for students, teaching & non-teaching staff; and few TEIs for staff.

About other facilities, Peer Team of a (1.75 percent) TEI had observed that the institution provided regular Salary and other benefits like house rent and medical benefit to Teachers; the Principal also gets a conveyance allowance. A (1.75 percent)

TEI had provided medical and loan facilities to the teachers and employees, and another (1.75 percent) TEI had furnished a common staff room and provided CPF and medical assistance to staff. So it can be concluded that a few TEIs had provided regular Salary and other benefits like house rent and medical benefits to Teachers, and conveyance allowance to Principal; a few TEIs had provided medical, and loan facilities to the teachers and employees, and a few TEIs had provided CPF and medical assistance to staff and furnished common staff room.

The Group insurance to be introduced by a (1.75 percent) TEI; another (1.75 percent) TEI needed to be taken care the basic workplace facility and loan facility to staff; and the workplace facilities for staff needed to be upgraded in a (1.75 percent) TEI. A (1.75 percent) TEI had provided required space and instructional facilities to teaching faculty, and another (1.75 percent) TEI had provided computer and Internet facility in the staff room. Peer Team of each (1.75 percent) TEI out of five had provided each observation about teaching Faculty, i.e., awarded teachers with good performance; given leave and registration fees for attending seminars etc.; provided duty leave to for research activities; offered incentives to for research and continuing education; and needed incentives for research development.

So it can be concluded that welfare measures were needed to be provided by a few TEIs like Group insurance; basic workplace facility and loan facility to staff; workplace facilities for staff; required space and instructional facilities, and computer and Internet facility in the staff room. To teaching Faculty, a few TEIs had awarded teachers with good performance; given leave and registration fees for attending seminars etc.; provided duty leave for research activities; offered incentives for research and continuing education; and needed incentives for research development.

Table 4.4.6.14

Observations about Participation of Teaching Faculty and Non-teaching staff in Programmes under the Key Aspect No. 2.6.4 Human Resource Management

Sr. No.	Observations	No. of TEIs		Percent
1	<u>Organised Programmes and Participated by Teaching Faculty and Non-teaching staff</u>	No. of TEIs	Percent	
		31	54.39	
1)	Organised a few lectures of experts for professional development of the Faculty.	4	7.02	

	2) Some workshops on the effective use of ICTs were conducted for the teaching faculty and staff.	5	8.77	
	3) Organised a CBCS seminar to train the teachers.	1	1.75	
	4) Faculty development programmes were promoted by organising and attending conferences, seminars, workshops and refresher courses.	2	3.51	
	5) Organisation and participation in professional development programmes was satisfactory.	3	5.26	
	6) Staff attended FIP and research development programme as well as delivered invited lectures.	6	10.53	
	7) Teachers' participation was adequate in seminars, refresher courses and orientation programmes.	7	12.28	
	8) Professional development programmes for the teaching faculty needed to be strengthened. (1 TEI- Needed structured professional development programmes)	3	5.26	
	Total no. of TEIs organised Programmes/ participated by Teaching Faculty and Non-teaching staff	31	54.39	
2	<u>Not organised programmes</u>			16 28.07
	1) Budgetary provision for the organisation of seminars and conferences was yet to be made.	1	1.75	
	2) Faculty development programmes/ professional development programmes were not organised	10	17.54	
	3) Professional management training to be	1	1.75	

	given to teaching and administrative staff.			
4)	Orientation/ training for non-teaching staff was needed to be provided.	3	5.26	
5)	Teaching Faculty were needed to be facilitated for undertaking professional assignments.	1	1.75	
<hr/>				
	Total no. of TEIs did not organise programmes	16	28.07	
3	Teaching Faculty were encouraged for professional development programmes	5	8.77	
4	Faculty development programmes were mandatory.	1	1.75	

Peer Teams had provided observations about the organisation of different programmes and teaching faculty and non-teaching staff participation under the Key Aspect Human Resource Management. The observations are given in table no. 4.4.6.14.

Peer Teams had observed that 31 (54.39 percent) TEIs had organised different programmes and/ or teaching faculty and non-teaching staff had participated/ encouraged. A few lectures of experts for professional development of the Faculty were organised by four (7.02 percent) TEIs. Five (8.77 percent) TEIs had conducted some workshops for the teaching faculty and staff on the effective use of ICT. A (1.75 percent) TEI had organised a CBCS seminar to train the teachers. Two (3.51 percent) TEIs had promoted FDP by organising and attending conferences, seminars, workshops and refresher courses. So it can be concluded that most TEIs had organised different programmes and/ or teaching faculty and non-teaching staff had participated/ encouraged. Few TEIs had organised a few lectures of experts for professional development of the Faculty; few TEIs had conducted some workshops for the teaching faculty and staff on effective use of ICT; a few TEIs had organised a CBCS seminar to train the teachers; and a few TEIs had promoted FDP by organising and attending conference, seminars, workshops and refresher courses.

The organisation and participation in professional development programmes in three (5.26 percent) TEIs were satisfactory. Teaching Faculty from six (10.53 percent) TEIs had attended FIP and research development programmes and delivered invited lectures. The participation of Teachers in seminars, refresher courses and orientation programmes was adequate in seven (12.28 percent) TEIs. The FDP in three (5.26 percent) TEIs were needed to be strengthened. So it can be concluded that a few TEIs

had satisfactory organisation and participation in professional development programmes. Teaching Faculty from few TEIs had attended FIP and research development programmes as well as delivered invited lectures. Few TEIs had adequate participation of Teachers in seminars, refresher courses and orientation programmes. A few TEIs were needed to be strengthened FDP.

Peer Teams had observed that 16 (28.07 percent) TEIs did not have organised different programmes. A (1.75 percent) TEI was yet to be made budgetary provision for the organisation of seminars and conferences. Ten (17.54 percent) TEIs did not have organised FDPs/ professional development programmes. Professional management training was to be given to teaching and administrative staff of a (1.75 percent) TEI. Three (5.26 percent) TEIs were needed to be provided Orientation/ training for non-teaching staff. So it can be concluded that many TEIs did not have organised different programmes, where a few TEIs were yet to be made budgetary provision for organisation of seminars and conferences; some TEIs did not have organised FDPs/ professional development programmes; a few TEIs had to be given Professional management training to teaching and administrative staff, and a few TEIs were needed to be provided Orientation/ training to non-teaching staff. Many (28.07 percent) TEIs did not have organised different programmes, where a few (1.75 percent) TEIs were yet to be made budgetary provision for organisation of seminars and conferences; some (17.54 percent) TEIs did not have organised FDPs/ professional development programmes; a few (1.75 percent) TEIs had to be given Professional management training to teaching and administrative staff, and a few (5.26 percent) TEIs were needed to be provided Orientation/ training for non-teaching staff.

Teaching Faculty of a (1.75 percent) TEI were needed to be facilitated for undertaking professional assignments; FDPs in a (1.75 percent) TEI were mandatory, and Teaching Faculty of five (8.77 percent) TEIs encouraged for professional development programmes. So it can be concluded that a few TEIs were needed to be facilitated for undertaking professional assignments to Teaching Faculty; FDPs in a few TEIs were mandatory, and few TEIs had encouraged Teaching Faculty for professional development programmes.

Table 4.4.6.15

Observations about Evaluation of Faculty Performance under the Key Aspect No. 2.6.4 Human Resource Management

Sr.	No. of		
No.	Observations	TEIs	Percent
<u>Observations about Evaluation of Faculty Performance</u>		No. of	33 57.89
		TEIs	Percent
	Faculty performance was evaluated from self-	7	12.28
1	Appraisal. (1 TEI initiated, and 1 TEI needed modification)		
	Faculty performance was evaluated from self-	9	15.79
2	Appraisal and student feedback. (1 TEI- No follow up)		
	Faculty performance was evaluated from self-	1	1.75
3	Appraisal, student feedback, peers and Principal.		
	Faculty performance was evaluated from self-	1	1.75
4	Appraisal, student feedback and school feedback.		
	Faculty performance was evaluated from self-	1	1.75
5	Appraisal, student feedback, seminars and school heads.		
	Faculty performance was evaluated from	5	8.77
6	student feedback. (1 TEI- yet to be used for system improvement, and 1 TEI- Initiated)		
	Self- Appraisal, peer evaluation, and student	3	5.26
7	evaluation mechanisms were to be formalised for better staff development.		
	Appraisal mechanism for teaching and the	1	1.75
8	supporting staff was satisfactory.		
	Appraisal mechanism for teaching and	3	5.26
9	supporting staff was not effective.		
10	Appraisal mechanism for teaching and	2	3.51

supporting staff has been initiated recently.

Total no. of TEIs Evaluated Faculty Performance		33	57.89
11	Faculty performance by self-Appraisal was not practiced.	3	5.26
12	Faculty performance evaluation from student feedback was not practiced.	1	1.75

Peer Teams observed the Evaluation of Faculty Performance under the Key Aspect Human Resource Management. The observations are given in table no. 4.4.6.15. Thirty-three (57.89 percent) TEIs had evaluated Faculty Performance in different ways. Seven (33.33 percent) TEIs had evaluated faculty performance from Self-Appraisal, where a (1.75 percent) TEI had initiated, whereas a (1.75 percent) TEI was needed modification. Faculty performance was evaluated in a (1.75 percent) TEI from self-Appraisal, student feedback, peers and Principal; a (1.75 percent) TEI had evaluated from self-Appraisal, student feedback and school feedback; and a (1.75 percent) TEI had evaluated from self-Appraisal, student feedback, seminars and school heads. Five (8.77 percent) TEIs had evaluated Faculty performance from student feedback, where a (1.75 percent) TEI was yet to be used student feedback for system improvement, and a (1.75 percent) TEI had initiated the use of student feedback. So it can be concluded that most TEIs had evaluated Faculty Performance in different ways. Many TEIs had evaluated faculty performance from Self-Appraisal, where a few TEIs had initiated, whereas a few TEIs were needed modification. Faculty performance was evaluated in a few TEIs from self-Appraisal, student feedback, peers and Principal; a few TEIs had evaluated from self-Appraisal, student feedback and school feedback; and a few TEIs had evaluated from self-Appraisal, student feedback, seminars and school heads. Few TEIs had evaluated Faculty performance from student feedback, where a few TEIs were yet to be used student feedback for system improvement, and a few TEIs had initiated the use of student feedback.

Three (5.26 percent) TEIs were needed to be formalised the Self- Appraisal, peer evaluation and student evaluation mechanism for better staff development. Appraisal mechanism for teaching and supporting staff in two (3.51 percent) TEIs were initiated recently; and a (1.75 percent) TEI had satisfactory, whereas three (5.26.pecent) TEIs had ineffective mechanism. Self-Appraisal in three (5.26 percent) TEIs and student feedback in a (1.75 percent) TEI were not practiced to evaluate faculty performance. So it can be concluded that a few TEIs were needed to be formalised the Self- Appraisal,

peer evaluation and student evaluation mechanism for better staff development. Appraisal mechanisms for teaching and supporting staff in a few TEIs were initiated recently; a few TEIs had satisfactory, whereas a few TEIs had ineffective mechanisms. Self-Appraisal in a few TEIs and student feedback in a few TEIs were not practiced to evaluate faculty performance.

Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation

Table 4.4.6.16

Observations under the Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation

Sr. No.	Observations	No. of TEIs	Percent	No. of TEIs	Percent
1	<u>Accounts Audited</u>				
	1) Accounts were audited regularly.	25	43.86		
	2) Internal audit was conducted.	5	8.77		
	3) External audit was conducted.	1	1.75		
	4) Internal and external audits were conducted.	12	21.05		
	5) Internal and Government audits were conducted.	3	5.26		
	6) The audit was done regularly by the University.	1	1.75		
	7) Accounts were needed to be audited regularly.	1	1.75		
	8) Auditing of accounts was needed to be streamlined	1	1.75		
	Audited the Accounts	49	85.96	49	85.96
	Not mentioned about Audit of Accounts.			8	14.04
2	<u>Computerisation of Financial management</u>				
	1) Finance management was computerised. (Used Tally- 1)	4	7.02		
	2) Finance management was partly computerised.	3	5.26		
	3) Finance management was maintained properly.	1	1.75		

4) Finance management was not computerised.		
(Computes were used for routine office work- 2)	13	22.81
5) MIS was not in place	1	1.75
3 Neither modern managerial concept nor had any collaboration with apex regional or national agencies in the field	1	1.75
4 Continuous monitoring and sharing were being practiced.	1	1.75
5 Salary was paid through the bank.	1	1.75
6 Unit cost had been worked out.	1	1.75
7 Unit cost had to be worked out.	1	1.75
8 Stock registers were maintained	2	3.51
9 Stock registers were not maintained	1	1.75
10 Balanced budget.	1	1.75
11 Surplus budget.	2	3.51
12 Proper budget prepared.	1	1.75
13 Budget allocation in the Government grant for various units and activities is reasonable and optimally utilised.	1	1.75
14 Measures were yet to be initiated for the optimal utilisation of financial resources.	1	1.75
15 Budget allocation was needed to be restructured and to be utilised.	2	3.51
16 Budgetary provision was made for organising different activities.	2	3.51
17 Budgetary provisions were not made for developmental activities, staff and students' welfare and research activities.	1	1.75
18 Budgetary provision for different activities was yet to be initiated.	2	3.51
19 Principal post was vacant.	1	1.75
20 Two posts of lecturer and a post for accountant were vacant.	1	1.75

Table no. 4.4.6.16 shows observations under the Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation. Accounts were audited in 49 (85.96 percent) TEIs. Peer Teams of 25 (43.86 percent) TEIs had observed regular audit; Internal audit; External audit; Internal and external audit; and Internal and Government audits were conducted respectively in five (8.77 percent), one (1.75 percent), 12 (21.05 percent)

and three (5.26 percent) TEIs. The audit was done regularly by the University in a (1.75 percent) TEI. The audit of Accounts needed to be carried out regularly in a (1.75 percent) TEI and needed to be streamlined in another (1.75 percent) TEI. Peer Teams of Eight (14.04 percent) TEIs did not provide observations about Audit of Accounts in those institutions. So it can be concluded that majority TEIs had audited Accounts, where many TEIs had conducted regular audit; few TEIs had conducted internal audits; a few TEIs had conducted external audits; some TEIs had conducted internal and external audits, and a few TEIs had conducted Internal, and Government audits. A few TEIs had conducted regular audit by the University, whereas a few TEIs were needed to be carried out a regular audit, and a few TEIs were needed to be streamlined the auditing of accounts. Peer Teams of some TEIs did not provide observations about the audit of accounts in those institutions.

Finance management was computerised in four (7.02 percent) TEIs, partly computerised in three (5.26 percent) TEIs and maintained properly in a (1.75 percent) TEI. Thirteen (22.81 percent) TEIs did not have computerised Finance management, where Computes in two (3.51 percent) TEIs were used for routine office work. MIS was not in place in a (1.75 percent) TEI. So it can be concluded that finance managements in few TEIs were computerised ; a few TEIs had partly computerised ; and a few TEIs had maintained properly, whereas some TEIs did not have computerised the Finance management; and a few TEIs had no MIS.

A (1.75 percent) TEI did not have a modern managerial concept or any collaboration with apex regional or national agencies in the field for financial management and resource mobilisation. Peer Team of each (1.75 percent) TEI out of four had provided each observation, i.e., the practice of continuous monitoring and sharing; paid Salary through the Bank; Unit cost worked out, and Unit cost to be worked out. Stock registers were maintained in two (3.51 percent) TEIs and not maintained in one (1.75 percent) TEI. So it can be concluded that a few TEIs did not have a modern managerial concept or any collaboration with apex regional or national agencies for financial management and resource mobilisation. A few TEIs had continuous monitoring and sharing; payment of Salary through the bank; worked out Unit cost, and worked out Unit cost. A few TEIs had maintained stock registers, whereas a few TEIs did not have maintained stock registers.

The budget was balanced in a (1.75 percent) TEI, a surplus in two (3.51 percent) TEIs and prepared properly in a (1.75 percent) TEI. A (1.75 percent) TEI had reasonably and

optimally utilised the budget allocation in the Government grant for various units and activities. Measures were yet to be initiated by a (1.75 percent) TEI for optimal utilisation of financial resources. The budget allocation in two (3.51 percent) TEIs was needed to be restructured and to be utilised. The budgetary provision in two (3.51 percent) TEIs was made for organising different activities, while a (1.75 percent) TEI did not make for developmental activities, staff and students welfare and research activities and yet to be initiated in another two (3.51 percent) TEIs. The post of the Principal in a (1.75 percent) TEI was vacant, and two posts of lecturer and a post for accountant were vacant in another (1.75 percent) TEI. So it can be concluded that the budget was balanced, surplus, and prepared properly in a few. A few TEIs had reasonably and optimally utilised the budget allocation in the Government grant for various units and activities, whereas a few TEIs were yet to be initiated measures for optimal utilisation of financial resources. A few TEIs were needed to be restructured and utilised the budget allocation. A few TEIs had made budgetary provisions for organising different activities, whereas a few TEIs did not have made budgetary provisions for developmental activities, staff and students welfare and research activities, and a few TEIs were yet to be initiated. A few TEIs had a vacant post of Principal, and a few TEIs had vacant posts of two lecturers and an accountant.

Table 4.4.6.17

Observations about Financial Resources under the Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation

Sr. No.	Observations	No. of TEIs	Percent
1	Fully supported by the State Government	1	1.75
2	Received grants from the state government	4	7.02
3	Government grants and students fees received	2	3.51
4	Salary grant was received from the Government. (1 TEI- from management funds too; and 1 TEI- scholarships too)	4	7.02
5	Financial support was received from the state government and UGC. (1 TEI- Those were the major sources)	3	5.26
6	Financial support was received from the state government, UGC and management	2	3.51
7	Self-financed institution and not recognised by UGC under 2 (f)	2	3.51

and 12 (B)

8	Financial resource from student fees.	6	10.53
9	Financial resource was student fees only.	2	3.51
10	Student fees were the main source of finances.	3	5.26
11	Financial resource was from student fees and Management fund.	1	1.75
12	Financial resource from student fees was inadequate, and the Management body supported the shortfall in actual expenditure.	1	1.75
13	Fees were charged for the course as decided by the affiliating University.	2	3.51
14	The fees were fixed, which was not utilised even one percent for the development of the campus etc.	1	1.75
15	Financial status was satisfactory.	1	1.75
16	Financial support was provided by the management whenever required. (1 TEI's management had ample funds.)	8	14.04
17	Financial assistance provided by management for creating and maintaining infrastructure.	1	1.75
18	From the PTA account, the teaching faculty were given financial support for attending seminars and conferences.	1	1.75
19	Financial decision-making was centralised with the management.	6	10.53
20	Operational budget was adequate to cover day-to-day expenses.	5	8.77
21	Operational budget was inadequate to cover day-to-day expenses.	2	3.51
22	Deficit budget was taken care of by management.	4	7.02
23	Proper resource mobilisation.	1	1.75
24	Resources mobilisation through donations	6	10.53
25	Resource mobilised through self-financing courses and donations.	1	1.75
26	Management took the initiative to mobilise resources	5	8.77
27	The management took the initiative to mobilise scholarships for poor students.	1	1.75
28	Management was able to mobilise resources, but the	1	1.75

institution's financial status was not sound.

29	Effort for resource mobilisation was visible, but the management didn't accept donation.	1	1.75
30	Efforts for resource mobilisation needed augmentation to receive more funding from agencies like UGC, ICSSR etc.	6	10.53
31	Efforts were not made for the mobilisation of financial resources.	1	1.75
32	More effort needed to be put in for mobilising resources through consultancy.	1	1.75
33	Suffered from resource crunch for developmental and research activities.	1	1.75

The observations about Financial Resources under the Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation are given in table no. 4.4.6.17. Peer Teams had provided observations about the financial resources of the TEIs. In relation to financial resources, a (1.75 percent) TEI was observed fully supported by the State Government; four (7.02 percent) TEIs had received grants from the state government; two (3.51 percent) TEIs had received Government grants and students fees. Four (7.02 percent) TEIs had received salary grants from the Government; in addition, a (1.75 percent) TEI had received from management funds; and another (1.75 percent) TEI had received scholarships. So it can be concluded that the State Government fully supported financial resources for a few TEIs; a few TEIs had received grants from the state government, and a few TEIs had received Government grants and students fees. Few TEIs had received salary grants from the Government; a few TEIs had received from management funds, and a few TEIs had received scholarships. A few TEIs had received financial support from the state government and UGC, and a few TEIs had received financial support from the state government, UGC and management. A few TEIs were self-financed institutions and not recognised by UGC under 2 (f) and 12 (B).

Financial resources were student fees in 13 (22.81 percent) TEIs, where it was only resourced in two (3.51 percent) TEIs; main source in three (5.26 percent) TEIs; in addition with management fund in a (1.75 percent) TEI; and a (1.75 percent) TEI was supported by Management body for inadequate financial resource and shortfall in actual expenditure. Two (3.51 percent) TEIs had charged fees for the course as decided by the affiliating University. Peer Team of a (1.75 percent) TEI had observed that the fees were fixed, which was not utilised even one percent for the campus development,

etc. So it can be concluded that students' fee in some TEIs was financial resources, which was only resourced for a few TEIs, the main source for a few TEIs, and management fund for a few TEIs. Students' fees were inadequate in a few TEIs and supported by the management body for a shortfall in actual expenditure. A few TEIs had charged fees for the course as decided by the affiliating University. A few TEIs had fixed the fees, which were not utilised even one percent for the campus development, etc.

A (1.75 percent) TEI had satisfactory financial status. Management of eight (14.04 percent) TEIs had provided financial support whenever required, where management of a (1.75 percent) TEI had ample funds. Managements of a (1.75 percent) TEI had provided financial assistance to create and maintain infrastructure. Financial support to teaching Faculty for attending seminars and conferences was given from the PTA account in a (1.75 percent) TEI. Financial decision-making in six (10.53 percent) TEIs were centralised with the management. So it can be concluded that a few TEIs had satisfactory financial status. Some TEIs had received financial support whenever required, where management of a few TEIs had ample funds. Managements of a few TEIs had provided financial assistance for the creation and maintenance of infrastructure. A few TEIs had given financial support to teaching faculty for attending seminars and conferences from the PTA account. Few TEIs had financial decision-making was centralised with the management.

The operational budget to cover day-to-day expenses was adequate in five (8.77 percent) TEIs, while inadequate in two (3.51 percent) TEIs. Managements of four (7.02 percent) TEIs had taken care of the deficit budget. So it can be concluded that few TEIs had an adequate operational budget to cover day-to-day expenses, whereas a few TEIs had inadequate. Managements of few TEIs had taken care of the deficit budget.

Resource mobilisation was observed properly in a (1.75 percent) TEI. Resources mobilisation was through a donation in six (10.53 percent) TEIs, self-financing courses and donation in a (1.75 percent) TEI. Managements of five (8.77 percent) TEIs had taken the initiative to mobilise resources, and a (1.75 percent) TEI had taken an initiative to mobilise scholarships for poor students. Management of a (1.75 percent) TEI was able to mobilise resources, but the institution's financial status was not sound. The effort of a (1.75 percent) TEI for resource mobilisation was visible, but the management did not accept the donation. Six (10.53 percent) TEIs were needed to be done efforts for resource mobilisation in form of funds from agencies like UGC, ICSSR

etc. So it can be concluded that resource mobilisation in a few TEIs was proper; few TEIs had donations, and a few TEIs had self-financing courses and donations. Managements of a few TEIs had taken the initiative to mobilise resources, and a few TEIs had taken the initiative to mobilise scholarships for poor students. Managements of a few TEIs were able to mobilise resources, but the institution's financial status was not sound. The effort of a few TEIs for resource mobilisation was visible, but the management did not accept the donation. Few TEIs were needed to be done efforts for resource mobilisation in form of funds from agencies like UGC, ICSSR etc.

A (1.75 percent) TEI was needed to do more effort for resources mobilisation through consultancy, while another (1.75 percent) TEI did not make efforts for financial resources mobilisation. A (1.75 percent) TEI was suffered from a resource crunch for developmental and research activities. A few TEIs needed more efforts for resources mobilisation through consultancy, whereas a few TEIs did not have made efforts for financial resources mobilisation. A few TEIs had suffered from a resource crunch for developmental and research activities.

Key Aspect No. 2.6.6 Best Practices in Governance and Leadership

Table 4.4.6.18

Observations under the Key Aspect No. 2.6.6 Best Practices in Governance and Leadership

Sr. No.	KA	Observations	No. of TEIs	Percent
1	2.6.1	Committed management	1	1.75
2	2.6.1	Committed and Cooperative management	1	1.75
3	2.6.1	Sound management	1	1.75
4	2.6.1	Sincere and diligent management	1	1.75
5	2.6.1	Enlightened and supportive management	1	1.75
6	2.6.1	Well represented management committee	1	1.75
7	2.6.1	Supportive management (committed to quality teacher education- 1)	3	5.26
8	2.6.1	Proactive management committed to quality teacher education	6	10.53
9	2.6.1	Dedicated leadership	1	1.75
10	2.6.1	Democratic governance/ functioning	3	5.26

11	2.6.1	Management decisions in steady pursuit of the values of knowledge, service and shram	1	1.75
12	2.6.2	Decentralised and democratic administration.	1	1.75
13	2.6.2	Decentralised administration with open access and continuous monitoring.	1	1.75
14	2.6.2	Administrative flexibility with appropriate communication and coordination.	1	1.75
15	2.6.2	Participatory management.	1	1.75
16	2.6.2	Decentralised and participatory management.	2	3.51
17	2.6.2	Management is serious about bringing improvement in the functioning.	1	1.75
18	2.6.2	College needed to have various committees for democratic and responsible functioning.	1	1.75
19	2.6.2	Autonomy to the Principal and the teaching faculty for running the institution by the management.	5	8.77
20	2.6.2	Management had given academic freedom to the teaching Faculty.	1	1.75
21	2.6.2	Good team spirit	1	1.75
22	2.6.2	The team spirit could be good among trustees, students and staff.	1	1.75
23	2.6.2	IQAC meetings were held regularly.	1	1.75
24	2.6.2	Good interaction between Principal and staff	1	1.75
25	2.6.2	Maintained good lawns and campus maintained well	1	1.75
26	2.6.2	Managed resources in a planed manner	1	1.75
27	2.6.2	Shared facilities with other sister institutions	1	1.75
28	2.6.2	Optimum utilisation of resources	1	1.75
29	2.6.3	All the functionaries and beneficiaries of the college worked with a mission.	1	1.75
30	2.6.4	Recruitment of teaching faculty for vacant posts	1	1.75
31	2.6.4	Regularity in filling-up of the posts	1	1.75
32	2.6.4	Welfare provided to staff through credit society	1	1.75
33	2.6.4	Financial support in form of loans was provided to Class IV employees.	1	1.75

34	2.6.4	Cordial relationship existed between management and staff	1	1.75
35	2.6.4	Teaching staff and non-teaching staff of the college are devoted to the functioning of the institution.	2	3.51
36	2.6.4	Seek help from alumni and other resource persons for teaching	1	1.75
37	2.6.4	Appraisal of teachers	1	1.75
38	2.6.5	Availability of Funds	1	1.75
39	2.6.5	Computerisation of accounting system	1	1.75
40	2.6.5	Financial transactions through bank	1	1.75
41	2.6.5	Transparency in financial management	1	1.75
42	2.6.5	Management compensated the deficit from its resources	1	1.75
43	2.6.5	Mobilisation of Resources	1	1.75
44	2.6.5	Mobilisation of financial resources	1	1.75
45	2.6.5	Accounts were audited regularly	4	7.02
46	2.6.5	Voluntary undergone for Academic and Administrative Audit (AAA) by the Knowledge Consortium of Gujarat (KCG) and received grade 'A	1	1.75
47		No Best practices found	5	8.77

Key Aspect-wise Best Practices in the Criterion- VI: Organisation and Management are given in table no. 4.4.6.18. The Peer Teams had observed best practices under the Key Aspect No. 2.6.1 Institutional Vision and Leadership. Peer Team of each a (1.75 percent) TEI out of six had provided each observation about management, i.e., committed; committed and cooperative; sound; sincere and diligent; enlightened and supportive; and well represented. The managements of three (5.26 percent) TEIs were supportive, whereas a (1.75 percent) TEI was observed committed. Six (10.53 percent) TEIs had proactive management committed to quality teacher education. A (1.75 percent) TEI had provided Dedicated leadership, and management of three (5.26 percent) TEIs had democratic governance/ functioning. Management of a (1.75 percent) TEI had the steady pursuit of the values of knowledge, service and shram in management decisions. So it can be concluded that the best practices under Institutional Vision and Leadership were that management of a few TEIs was committed, committed and cooperative, sound, sincere and diligent, enlightened and supportive, and well

represented. A few TEIs had supportive management, where a few TEIs were committed too. Few TEIs had proactive management committed to quality teacher education; a few TEIs had provided dedicated leadership; a few TEIs had democratic governance/ functioning. Management of a few TEIs had the steady pursuit of the values of knowledge, service and shram in management decisions.

Peer Teams provided the best practices concerning the key aspects of Organisational Arrangements. Administration of a (1.75 percent) TEI was decentralised and democratic; a (1.75 percent) TEI was decentralised with open access and continuous monitoring, and another (1.75 percent) TEI had flexibility with appropriate communication and coordination. Management of a (1.75 percent) TEI was participatory, and two (3.51 percent) TEIs had decentralised and participatory. Management of a (1.75 percent) TEI was serious in improving the functioning, while another (1.75 percent) TEI needed various committees to be formed for democratic and responsible functioning. So it can be concluded that the best practices in Organisational Arrangements were a few TEIs had decentralised and democratic administration; decentralised with open access and continuous monitoring, and flexibility with appropriate communication and coordination. Managements of a few TEIs were participatory, and a few TEIs had decentralised and participatory. A few TEIs' managements were serious in improving the functioning, whereas a few TEIs needed various committees to be formed for democratic and responsible functioning.

Principals and teaching faculty of five (8.77 percent) TEIs had autonomy by their management for running the institution, and management of a (1.75 percent) TEI had given academic freedom to teaching faculty. Peer Team of a (1.75 percent) TEI had observed good team spirit, while team spirit in another (1.75 percent) TEI could be good among trustees, students and staff. IQAC meetings were held regularly by a (1.75 percent) TEI and Principal and staff of a (1.75 percent) TEI who had good interaction. Peer Team of each (1.75 percent) TEI out of four had provided each observation, i.e., well-maintained campus and good lawns; managed resources in a planned manner; shared facilities with other sister institutions; and optimum utilisation of resources. Few TEIs had the autonomy to Principals and teaching faculty by their management for running the institution, and a few TEIs had given academic freedom to teaching faculty from management. A few TEIs had good team spirit, whereas a few TEIs could had good team spirit among trustees, students and staff. A few TEIs had held regular IQAC meetings, and a few TEIs had good interaction between the Principal and staff. A few

TEIs had well-maintained campus and good lawns; managed resources in a planned manner; shared facilities with other sister institutions; and optimum utilisation of resources.

In the key aspect Strategy Development and Deployment Peer team of a (1.75 percent) TEI had observed that all the functionaries and beneficiaries of the institutions had worked with a mission. So it can be concluded that the best practice in Strategy Development and Deployment was that all the functionaries and beneficiaries of a few TEIs had worked with a mission.

Under the key aspect of Human Resource Management, a (1.75 percent) TEI had recruited teaching faculty for vacant posts, and a (1.75 percent) TEI had regularity in filling the posts. Welfare was provided to staff through credit society by a (1.75 percent) TEI, and another (1.75 percent) TEI had provided financial support to Class IV employees in form of loans. So it can be concluded that the best practices in Human Resource Management were that a few TEIs had recruited teaching faculty for vacant posts, and a few TEIs had regularity in filling the posts. A few TEIs had provided credit society to staff, and a few TEIs had provided financial support to Class IV employees in form of loans.

A (1.75 percent) TEI had existed a cordial relationship between management and staff. Teaching staff and non-teaching staff of two (3.51 percent) TEIs were devoted to the institution's functioning. A (1.75 percent) TEI was sought help from alumni and other resource persons for teaching. Appraisals of teachers were filled by a (1.75 percent) TEI. So it can be concluded that a few TEIs had existed a cordial relationship between management and staff, and a few TEIs had Teaching staff and non-teaching staff devoted to the institution's functioning. A few TEIs were sought help from alumni and other resource persons for teaching. A few TEIs had filled Appraisals of teachers.

The best practices under the key aspect of Financial Management and Resource Mobilisation were provided. Peer Team of each (1.75 percent) TEI out of five had provided each observation, i.e., availability of funds; computerisation of accounting system; financial transactions through a bank; transparency in financial management; and compensation of deficit from own resources of management. A (1.75 percent) TEI mobilised resources, and another (1.75 percent) TEI mobilised financial resources. Four (7.02 percent) TEIs had regularly audited accounts. A (1.75 percent) TEIs were voluntarily undergone for AAA by the KCG and received an 'A' grade. So it can be concluded that the best practices in Financial Management and Resource Mobilisation

were a few TEIs had availability of funds; computerisation of accounting system; financial transactions through a bank; transparency in financial management; and compensation of deficit from own resources of management. A few TEIs had mobilised resources, and a few TEIs had mobilised financial resources. Few TEIs had regularly audited accounts, and a few TEIs were voluntarily undergone for Academic and Administrative Audit by the KCG and received 'A' grade.

Best practices under the key aspect Financial Management and Resource Mobilisation were not found in five (8.77 percent) TEIs. So it can be concluded that few (8.77 percent) TEIs did not have best practices or yet to be developed the key aspect of Financial Management and Resource Mobilisation.

Institutional Strengths for Criterion- VI: Governance and Leadership

Table 4.4.6.19

Observations for Institutional Strengths for Criterion- VI: Governance and Leadership

Sr. No.	Observations	No. of TEIs	Percent
1	Committed management (for development of dedicated teachers. Management was sincere and emotionally involved in developing educational facilities- 3)	6	10.53
2	Decentralised and participatory approach in management	2	3.51
3	Autonomy extended by the management and its support	2	3.51
4	Management supported for enhancement of infrastructural facilities	2	3.51
5	Proactive management (3 TEIs- supportive too)	5	8.77
6	Committed, experienced and supportive management	1	1.75
7	Highly pro-active and supportive management	1	1.75
8	Excellent management that was proactive for developmental programmes.	1	1.75
9	Supportive management (Strong supportive management- 1)	7	12.28
10	Affluent and supportive management	1	1.75
11	Financially sound management	3	5.26
12	Healthy/ positive relationship between staff and students	5	8.77
13	College enjoyed confidence of staff and students as well as other stakeholders	1	1.75

14	Positive and Progressive attitude of the management	4	7.02
15	Participation of students in various committees	1	1.75
16	Recruitment of faculty for the vacant positions	1	1.75
17	Principal provided good leadership by guiding the college to steer through the conventional functioning.	3	5.26
18	Autonomy to the Principal	2	3.51
19	Academic accomplishments of the Principal	1	1.75
20	Principal as the chairman of the BOS & Vice Chancellor of the university	1	1.75
21	Well qualified and dynamic Principal.	1	1.75
22	Committed Principal & faculty.	1	1.75
23	Grant-in-aid institution	7	12.28
24	Adequate financial resources	4	7.02
25	Sound financial position of institution	3	5.26
26	Good public support	2	3.51
27	Funding from state government, UGC and management	1	1.75
28	The only teacher training college runs by the Government in the state	1	1.75
29	Financial discipline observed	1	1.75

Table no. 4.4.6.19 shows observations about Criterion- VI: Governance and Leadership under Institutional Strengths.

Six (10.53 percent) TEIs had committed management, where three (5.26 percent) TEIs had committed management to develop dedicated teachers and sincere with emotionally involved in developing educational facilities. So it can be concluded that few TEIs had committed management, where a few TEIs had committed management to develop dedicated teachers and were sincere with emotionally involved in developing educational facilities.

Two (3.51 percent) TEIs had a decentralised and participatory approach in management; two (3.51 percent) TEIs had extended autonomy by the management and its support, and two (3.51 percent) TEIs were supported by management for enhancement of infrastructural facilities. Five (8.77 percent) TEIs had proactive management. Each (1.75 percent) TEI out of three had each observation, i.e., committed, experienced and supportive management; highly proactive and supportive management, and excellent management pro-active for developmental programmes. So

it can be concluded that a few TEIs had a decentralised and participatory approach in management, extended autonomy by the management and its support, and were supported by management to enhance infrastructural facilities. Few TEIs had proactive management. A few TEIs had committed experienced and supportive management, highly proactive and supportive management, and excellent management pro-active for developmental programmes.

Seven (12.28 percent) TEIs had supportive management, where management of a (1.75 percent) TEI was strongly supportive. A (1.75 percent) TEI had affluent and supportive management, and three (5.26 percent) TEIs had financially sound management. Five (8.77 percent) TEIs had healthy/ positive relationships between staff and students, and a (1.75 percent) TEI had enjoyed the confidence of staff and students and other stakeholders. So it can be concluded that few TEIs had supportive management, where a few TEIs were strongly supportive. A few TEIs had affluent and supportive management, and a few TEIs had financially sound management. Few TEIs had healthy/ positive relationships between staff and students, and a few TEIs had enjoyed the confidence of staff and students and other stakeholders.

Four (7.02 percent) TEIs had a positive and progressive attitude from the management. Students of a (1.75 percent) TEI participated in various committees. A (1.75 percent) TEI had recruited faculty for the vacant positions. So it can be concluded that few TEIs had a positive and progressive attitude from management. Students of a few TEIs participated in various committees. A few TEIs had recruited faculty for the vacant positions.

Principal of three (5.26 percent) TEIs had provided good leadership by guiding the college to steer through the conventional functioning. Two (3.51 percent) TEIs had autonomy given to the Principal. Principal of a (1.75 percent) TEI was chairman of the BOS and vice-chancellor of the university. Each (1.75 percent) TEI out of three had each observation, i.e., academic accomplishments of the Principal; well qualified and dynamic Principal, and committed Principal & faculty. So it can be concluded that the Principal of a few TEIs had provided good leadership by guiding the college to steer through the conventional functioning. A few TEIs had given autonomy to the Principal. The Principal of a few TEIs was chairman of the BOS and vice-chancellor of the university. A few TEIs had academic accomplishments of the Principal; well qualified and dynamic Principal and committed Principal & faculty.

Seven (12.28 percent) TEIs were grant-in-aid institutions; four (7.02 percent) TEIs had adequate financial resources; three (5.26 percent) TEIs had sound financial positions, and two (3.51 percent) TEIs had good public support. A (1.75 percent) TEI had received funding from the state government, UGC and management, and a (1.75 percent) TEI was the only teacher training college run by the state government. Financial discipline was observed in a (1.75 percent) TEI. So it can be concluded that few TEIs were grant-in-aid institutions; few TEIs had adequate financial resources; a few TEIs had sound financial positions, and a few TEIs had good public support. A few TEIs had received funding from the state government, UGC and management, and a few TEIs were the only teacher training college run by the Government in the state. Financial discipline was observed in a few TEIs.

Institutional Weaknesses for Criterion- VI: Governance and Leadership

Table 4.4.6.20

Observations for Institutional Weaknesses for Criterion- VI: Governance and Leadership

Sr. No.	Observations	No. of TEIs	Percent
1	Needed for a more dynamic and comprehensive vision not only in curricular aspects but all aspects of functioning	1	1.75
2	Mission was not transformed in programmes	1	1.75
3	Limited exposure for academic leadership	2	3.51
4	Leadership was not provided to the teachers of practice teaching schools.	1	1.75
5	Lack of future perspective plan	4	7.02
6	Teaching Faculty did not have qualifications as per NCTE and UGC norms (Lack of qualified Principal- 1)	4	7.02
7	Delay in filling up of vacant positions (2 TEIs- Delay due to procedural difficulties imposed by the government)	4	7.02
8	Vacant posts of Teaching Faculty (A highly inadequate number of teaching faculty- 1)	4	7.02
9	Lack of a permanent Principal	1	1.75
10	Instability of staff	4	7.02
11	Most of the faculty superannuated	1	1.75

12	Shortage of faculty members of various specialisations	2	3.51
13	Being a self-financing institute needed to assure teaching faculty security of service.	1	1.75
14	Irrational deployment of non-teaching staff for ear-marked technical duties.	1	1.75
15	Limited training to make optimum use of available ICT and Language Lab facilities	1	1.75
16	Limited efforts for faculty/staff development	1	1.75
17	Lack of faculty development programmes and research input	1	1.75
18	Inadequate welfare schemes for staff (for students- 1)	4	7.02
19	Not recognised under 2(f) and 12(B)	1	1.75
20	Lack in generating more financial resources from UGC 2(f) and 12(B)	1	1.75
21	No evidence of UGC recognition under section 2(f) and 12(B) of UGC Act after 2006-07	1	1.75
22	Delay in grant utilisation due to procedural difficulties	1	1.75
23	Procedural inadequacy in budgeting (1 TEI- Inadequate internal auditing)	2	3.51
24	Deficit Budget	1	1.75
25	Dependence on government for funds	1	1.75
26	Limited funds due to being a self-financed institution	1	1.75
27	Structural limitations of as self-financed affiliated college	2	3.51
28	No computerised Management system	2	3.51

Table no. 4.4.6.20 shows observations about Criterion- VI: Governance and Leadership under 3.2 Institutional Weakness.

A (1.75 percent) TEI was needed a more dynamic and comprehensive vision in all aspects of functioning, and a (1.75 percent) TEI did not transform mission in programmes. Two (3.51 percent) TEIs had limited exposure to academic leadership, and a (1.75 percent) TEI did not provide leadership to the teachers of practice teaching schools. Four (7.02 percent) TEIs had a lack of a future perspective plan. So it can be concluded that a few TEIs were needed a more dynamic and comprehensive vision in all aspects of functioning and not transformed mission in programmes. A few TEIs had limited academic leadership exposure and did not provide leadership to the teachers of practice teaching schools. Few TEIs had a lack of future perspective plan.

Four (7.02 percent) TEIs did not qualify Teaching Faculty as per NCTE and UGC norms, where a (1.75 percent) TEI lacked qualified Principals. Four (7.02 percent) TEIs had delays filling up vacant positions, where two (3.51 percent) TEIs had a delay due to procedural difficulties imposed by the government. Four (7.02 percent) TEIs had vacant posts of Teaching Faculty, where a (1.75 percent) TEI had a highly inadequate number of teaching faculty. A (1.75 percent) TEI had no permanent Principal. Four (7.02 percent) TEIs had staff instability, and a (1.75 percent) TEI had superannuated most of the faculty. Two (3.51 percent) TEIs had a shortage of faculty members of various specialisations. A (1.75 percent) TEI was a self-financing institute, which required to be assured security of teaching faculty service. A (1.75 percent) TEI had an irrational deployment of non-teaching staff for ear-marked technical duties. So it can be concluded that few TEIs did not qualify Teaching Faculty as per NCTE and UGC norms, where a few TEIs had lack of qualified Principal. Few TEIs had delays filling up vacant positions, where a few TEIs had a delay due to procedural difficulties imposed by the government. Four TEIs had vacant posts of Teaching Faculty, where a few TEIs had a highly inadequate number of teaching faculty. A few TEIs had no permanent Principal. Few TEIs had instability of staff, and a few TEIs had superannuated most of the faculty. A few TEIs had a shortage of faculty members of various specialisations. A few TEIs were self-financing institutes, which required to be assured security of teaching faculty service. A few TEIs had an irrational deployment of non-teaching staff for ear-marked technical duties.

Each (1.75 percent) TEI out of three had each weakness, i.e., limited training for making optimum use of available ICT and Language Lab facilities; limited faculty/staff development efforts, and lack of faculty development programmes and research input. Four (7.02 percent) TEIs had inadequate welfare schemes for staff. So it can be concluded that a few TEIs had weaknesses: limited training for making optimum use of available ICT and Language Lab facilities; limited efforts for faculty/staff development, and lack of faculty development programmes and research input. A few TEIs had inadequate welfare schemes for staff.

Each (1.75 percent) TEI out of three had weaknesses, i.e., not recognised under 2(f) and 12(B); lack in generating more financial resources from UGC 2(f) and 12(B), and no evidence of UGC recognition under section 2(f) and 12(B) of UGC. A (1.75 percent) TEI had delay in grant utilisation due to procedural difficulties, and two (3.51 percent) TEIs had inadequacy in budgeting. Each (1.75 percent) TEI out of three had each

weakness, i.e., deficit Budget; dependence on government for funds, and limited funds due to being a self-financed institution. Two (3.51 percent) TEIs had structural limitations as self-financed affiliated colleges. Two (3.51 percent) TEIs did not have a computerised Management system. So it can be concluded that a few TEIs had weakness of not recognised under 2(f) and 12(B); lack in generating more financial resources from UGC 2(f) and 12(B), and no evidence of UGC recognition under section 2(f) and 12(B) of UGC. A few TEIs had a delay in grant utilisation due to procedural difficulties, and a few TEIs had procedural inadequacy in budgeting. A few TEIs had a deficit Budget; dependence on the government for funds, and limited funds due to being a self-financed institution. A few TEIs had structural limitations as self-financed affiliated colleges. A few TEIs did not have a computerised Management system.

Institutional Opportunities for Criterion- VI: Governance and Leadership

Table 4.4.6.21

Observations for Institutional Opportunities for Criterion- VI: Governance and Leadership

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Very high demand for teacher training in Gujarat.	1	1.75
2	Very old institute devoted to the cause of education and established ethics in the education sector.	1	1.75
3	Management with a passion for academic excellence and human values.	1	1.75
4	Receptive management.	1	1.75
5	Use of positive and supportive management for qualitative management.	1	1.75
6	Perspective plan for future development	9	15.79
7	Encouragement to staff for becoming members of academic bodies to exchange ideas on various issues.	1	1.75
8	Organisation of programmes in educational management for the Principals/ heads of the schools.	2	3.51
9	Provision for future expansion	1	1.75
10	Optimum utilisation of physical and human resources.	1	1.75
11	Playing a vital role in uplifting the quality of teacher	1	1.75

education in the budding university.

12	To create conducive environment for innovative teaching-learning practices.	1	1.75
13	Scope to undertake Faculty Development Programmes	5	8.77
14	Strengthen Faculty Development Programmes	1	1.75
15	Provision of good welfare schemes and full salary for retaining qualified teachers.	1	1.75
16	Organising conferences and workshops at the national and international levels.	1	1.75
17	Participation in national and international level conferences.	2	3.51
18	Separate annual budget for the college required	1	1.75
19	Opportunity to acquire more material and financial support from UGC, ICSSR and other organisations	1	1.75
20	Enriched exposure to global resources vis-a-vis changing needs of the society.	1	1.75

Table no. 4.4.6.21 shows observations about Criterion- VI: Governance and Leadership under 3.3 Institutional Opportunities.

A (1.75 percent) TEI had opportunity for functioning because of the very high demand for teacher training in Gujarat. A (1.75 percent) TEI was very old institute devoted to the cause of education and established ethics in the education sector. A (1.75 percent) TEI had management with a passion for academic excellence and human values; a (1.75 percent) TEI had receptive management, and a (1.75 percent) TEI had opportunity for the use of positive and supportive management for qualitative management. Nine (15.79 percent) TEIs to be prepared perspective plan for future development. So it can be concluded that a few TEI had opportunity for functioning because of the very high demand for teacher training in Gujarat. A few TEIs were very old institute devoted to the cause of education and established ethics in the education sector. A few TEIs had management with a passion for academic excellence and human values; receptive management, and opportunity for positive and supportive management for qualitative management. Some TEIs to be prepared perspective plan for future development.

A (1.75 percent) TEI had scope to encourage staff to become academic body's members to exchange ideas on various issues. Two (3.51 percent) TEIs had opportunity to organise programmes in educational management for the Principals/ heads of the

schools. A (1.75 percent) TEI had the opportunity to make provision for future expansion, and a (1.75 percent) TEI had to optimize physical and human resources. A (1.75 percent) TEI had scope for playing a vital role in uplifting the quality of teacher education in the budding university. A (1.75 percent) TEI had opportunity to create conducive environment for innovative teaching-learning practices. So it can be concluded that a few TEIs had scope to encourage staff to become academic body's members to exchange ideas on various issues. A few TEIs had opportunity to organise programmes in educational management for the Principals/ heads of the schools. A few TEIs had the opportunity to make provision for future expansion and optimize physical and human resources. A few TEIs had scope for playing a vital role in uplifting the quality of teacher education in the budding university. A few TEIs had opportunity to create conducive environment for innovative teaching-learning practices.

Five (8.77 percent) TEIs had scope to undertake Faculty Development Programmes, and a (1.75 percent) TEI had opportunity to strengthen Faculty Development Programmes. A (1.75 percent) TEI had to be done provision of good welfare schemes and full salary to retain qualified teachers. A (1.75 percent) TEI had opportunity to organise conferences and workshops at the national and international levels, and two (3.51 percent) TEIs had to be done participation of Teaching Faculty in national and international level conferences. So it can be concluded that few TEIs had scope to undertake Faculty Development Programmes, and a few TEIs had opportunity to undertake Faculty Development Programmes. A few TEIs had to be done provision of good welfare schemes and full salary to retain qualified teachers. A few TEIs had opportunity to organise conferences and workshops at the national and international levels, and a few TEIs had to be done participation of Teaching Faculty in national and international level conferences.

A (1.75 percent) TEI required a separate annual budget for the college, and a (1.75 percent) TEI had the opportunity to acquire more material and financial support from UGC, ICSSR and other organisations. A (1.75 percent) TEI had opportunity to enrich exposure to global resources vs.-a-vs. changing needs of the society. So it can be concluded that a few TEIs required a separate annual budget for the college and an opportunity to acquire more material and financial support from UGC, ICSSR and other organisations. A few TEIs had opportunity to enrich exposure to global resources vs.-a-vs. changing needs of the society.

Institutional Challenges for Criterion- VI: Governance and Leadership

Table 4.4.6.22

Observations for Institutional Challenges for Criterion- VI: Governance and Leadership

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Completed just four years.	1	1.75
2	Scope for increasing the strength of the college.	2	3.51
3	Amalgamation of the two units of B.Ed. program	1	1.75
4	Evolve in-house processes for self-generative dynamism and enhancement in academic quality in the program	1	1.75
5	Evolve renewed processes for the sustenance of conducive institutional ethos.	1	1.75
6	Focusing on core values identified by NAAC.	1	1.75
7	Sustenance of quality and excellence.	1	1.75
8	Pursuit of quality with limited material and manpower resources / inadequate teaching staff.	1	1.75
9	Maintaining the standard and reputation of the college as per National Regulatory Norms.	1	1.75
10	To streamline the Choice Based Credit System.	1	1.75
11	Competition with other teacher training institutions.	2	3.51
12	Mobilisation of resources (for future expansion and diversification- 5, and space augmentation and modernisation- 1)	1	1.75
13	Development of perspective plan.	2	3.51
14	Professional development of faculty.	3	5.26
15	Motivating faculty for the upgradation of professional skills and taking up research.	1	1.75
16	Motivating faculty members to qualify for higher cadre like Associate Professor as per UGC / NCTE norms.	1	1.75
17	Provision of welfare schemes for staff	1	1.75
18	Retain the existed qualified faculty.	4	3.51
19	Recruiting and retaining competent and qualified faculty	7	12.28

20	Appoint and retain the existed qualified faculty.	1	1.75
21	Ensuring the stability of staff and their profile enhancement	1	1.75
22	Overcoming delays in the filling up of vacancies	1	1.75
23	To get an adequate number of teachers from the state Government.	1	1.75
24	Fill up of existing vacancies of teaching staff and full-fledged Principal.	1	1.75
25	Fill up vacant positions of the faculty and the librarian.	1	1.75
26	Academic and professional development of Teaching Faculty.	1	1.75
27	Updating faculty knowledge	1	1.75
28	Building a competent and dedicated faculty team	1	1.75
29	Enabling teachers to acquire further competencies, qualifications and publish articles	1	1.75
30	Developing ICT competence among faculty and students	1	1.75
31	All staff learning the use of computers	2	3.51
32	Optimal utilisation of faculty potential	2	3.51
33	Getting recognition under Section 2(f) and 12 B of the UGC Act	1	1.75
34	Support from the Government for effective and smooth functioning of the college.	1	1.75
35	Self-financing college	1	1.75
36	Financial constrains	2	3.51
37	Creating corpus fund for financial stability	2	3.51
38	Overcoming increasing deficit budgeting	1	1.75
39	To generate more financial resources	1	1.75
40	Utilisation of surplus amount	1	1.75

Table no. 4.4.6.22 shows observations about Criterion- VI: Governance and Leadership under 3.4 Institutional Challenges.

A (1.75 percent) TEI had challenge in form of completing just four years. Two (3.51 percent) TEIs had challenge for increasing the strength of the college. A (1.75 percent) TEI had challenge for amalgamation of the two units of B.Ed. programme. So it can be concluded that a few (1.75 percent) TEIs had challenges in completing just four years; for increasing the college's strength, and amalgamation of the two units of B.Ed. programme.

A (1.75 percent) TEI had challenge to evolve in-house processes for self-generative dynamism and enhancement in academic quality in the programme. A (1.75 percent) TEI challenged to evolve renewed processes for the sustenance of conducive institutional ethos. Each (1.75 percent) TEI out of three had challenges focusing on core values identified by NAAC; sustenance of quality and excellence, and pursuit of quality with limited material and manpower resources / inadequate teaching staff. So it can be concluded that a few TEIs had challenge to evolve in-house processes for self-generative dynamism and enhancement in academic quality in the programme. A few TEIs had challenge to evolve renewed processes for the sustenance of conducive institutional ethos. A few TEIs had challenges focusing on core values identified by NAAC; sustenance of quality and excellence, and pursuit of quality with limited material and manpower resources / inadequate teaching staff.

A (1.75 percent) TEI had challenge for maintaining the standard and reputation of the college as per National Regulatory Norms, and another (1.75 percent) TEI had challenge to streamline the Choice Based Credit System. Two (3.51 percent) TEIs had challenge in form of competition with other teacher training institutions. Seven (12.28 percent) TEIs had challenge for mobilisation of resources, where five (8.77 percent) TEIs had challenge for future expansion and diversification, whereas a (1.75 percent) TEI had for space augmentation and modernisation. Two (3.51 percent) TEIs had challenge with the development of a perspective plan. So it can be concluded that a few TEIs had a challenge for maintaining the standard and reputation of the college as per National Regulatory Norms, streamlining the Choice Based Credit System, and challenge in form of competition with other teacher training institutions. Few TEIs had challenges for mobilisation of resources, whereas few TEIs had challenges for future expansion and diversification, whereas a few TEIs had space augmentation and modernisation. A few TEIs had challenge with the development of a perspective plan.

Three (5.26 percent) TEIs had challenge for the professional development of faculty; a (1.75 percent) TEI had for motivating faculty for upgradation of professional skills and taking up research, and a (1.75 percent) TEI had for motivating the faculty members to qualify for higher cadre like Associate Professor as per UGC / NCTE norms. A (1.75 percent) TEI had challenge for the provision of welfare schemes for staff. So it can be concluded that a few TEIs had challenge for the professional development of faculty, motivating faculty for upgradation of professional skills and taking up research, and motivating faculty members to qualify for higher cadre like Associate Professor as per

UGC / NCTE norms. A few TEIs had challenge with the provision of welfare schemes for staff.

Four (7.02 percent) TEIs challenged to retain the existing qualified faculty, and seven (12.28 percent) TEIs challenged to recruit and retain competent and qualified faculty. Each (1.75 percent) TEI out of six had challenge to appoint and retain the existed qualified faculty; to ensure the stability of staff and their profile enhancement; to overcome delays in the filling up of vacancies; to get an adequate number of teachers from the state Government; to fill up existing vacancies of teaching staff and full-fledged Principal, and to fill up vacant positions of the faculty and the librarian. So it can be concluded that few TEIs had challenges retaining the existing qualified faculty and recruiting and retaining competent and qualified faculty. A few TEIs had challenges to appoint and retain the existed qualified faculty; to ensure the stability of staff and their profile enhancement; to overcome delays in the filling up of vacancies; to get an adequate number of teachers from the state Government; to fill up existing vacancies of teaching staff and full-fledged Principal, and to fill up vacant positions of the faculty and the librarian.

Each (1.75 percent) TEI out of five had challenge for academic and professional development of Teaching Faculty; updating faculty knowledge; building a competent and dedicated faculty team; enabling teachers to acquire further competencies, qualification and publish articles, and developing ICT competence among faculty and students. Two (3.51 percent) TEIs had challenge for learning the use of computers by all staff, and Two (3.51 percent) TEIs had challenge for optimal utilisation of faculty potential. So it can be concluded that a few TEIs had challenge for academic and professional development of Teaching Faculty; updating faculty knowledge; building a competent and dedicated faculty team; enabling teachers to acquire further competencies, qualification and publish articles, and developing ICT competence among faculty and students. A few TEIs had challenge for learning the use of computers by all staff, and optimal utilisation of faculty potential.

Each (1.75 percent) TEI out of three had a challenge for being self-financed college; getting recognition under Section 2(f) and 12 B of the UGC Act, and getting support from the Government for effective and smooth functioning of the college. Two (3.51 percent) TEIs had challenges about financial constraints, and another (3.51 percent) TEIs had challenges creating a corpus fund for financial stability. Each (1.75 percent) TEI out of three TEIs had a challenge to overcome increasing deficit budgeting; to

generate more financial resources, and utilise surplus amount. So it can be concluded that a few TEIs had challenges for being a self-financed college; getting recognition under Section 2(f) and 12 B of the UGC Act, and getting support from the Government for effective and smooth functioning of the college. A few TEIs had challenge with financial constrain and creating corpus funds for financial stability. A few TEIs had the challenge of overcoming increasing deficit budgeting; generating more financial resources, and utilising surplus amounts.

Recommendations for Criterion VI: Governance and Leadership

Table 4.4.6.23

Recommendations for Criterion VI: Governance and Leadership (Key Aspect no. 2.6.1, 2.6.2 and 2.6.3)

Sr.	No. of			
No.	KA	Recommendations	TEIs	Percent
1	2.6.1	Strictly following the NCTE regulations to be ensured about admission intake, Faculty positions and Faculty composition.	1	1.75
2	2.6.2	The college should be acquired membership of National Information organisations.	1	1.75
3	2.6.2	College administration required decentralisation.	2	3.51
4	2.6.2	Staff Redressal cell to be established.	1	1.75
5	2.6.3	Evaluation and Management of Institution to be carried out.	1	1.75
6	2.6.3	Efforts to be made to obtain UGC recognition under section 2(f) and 12(B)	3	
7	2.6.3	Immediately approach to be made for issuance of the UGC recognition letter under section 2(f) and 12(B) and NCTE for regularisation of recognition of the programmes.	1	1.75
8	2.6.3	Steps to be taken to get permanent affiliation from the university and recognition from UGC.	1	1.75
9	2.6.3	The management needed to adopt strategies and plans to reinforce the ideas of the founders of the institution.	2	3.51
10	2.6.3	Perspective Plan to be prepared. (4 TEIs- for the	11	19.30

		sustained growth of the institution; and 1 TEI- for future development in the next 10 years)		
11	2.6.3	College could be organised conferences, workshops and meetings to share its experience of working with Gandhian ideals in teacher education.	1	1.75
12	2.6.3	Regular seminars and meetings with the institution's principals/ staff/ trustees might be organised formally to improve college functioning.	1	1.75
13	2.6.3	MIS to be developed and implemented	3	5.26
14	2.6.3	MIS might be operationalised.	1	1.75
15	2.6.3	Introduction of e-governance in all administrative aspects should be a priority.	1	1.75
16	2.6.3	Welfare schemes might be introduced for staff and faculty. (more welfare schemes- 2)	8	14.04
17	2.6.3	Group accident insurance scheme might be introduced for staff. (medical insurance- 2)	4	7.02
18	2.6.3	Provident funds for teaching and non-teaching staff needed to be introduced.	1	1.75
19	2.6.3	PF, GIS and medical allowances for adhoc staff might be initiated.	1	1.75
20	2.6.3	Faculty to be encouraged to actively take part in professional development programmes through a good incentive system.	1	1.75
21	2.6.3	Faculty to be provided incentives to access opportunities available elsewhere.	1	1.75
22	2.6.3	Financial support and motivation to the Faculty for their continuous professional development.	1	1.75

Table no. 4.4.6.23 shows observations of Recommendations for Criterion VI: Governance and Leadership related to Key Aspect no. 2.6.1, 2.6.2 and 2.6.3.

A (1.75 percent) TEI was to be ensured strictly following the NCTE regulations about admission intake, Faculty positions and Faculty composition. A (1.75 percent) TEI should be acquired membership of National Information organisations. Two (3.51 percent) TEIs were to be required decentralisation in administration. A (1.75 percent) TEI was to be established Staff Redressal cell. So it can be concluded that a few TEIs

were to be ensured strictly following the NCTE regulations with regard to admission intake, Faculty positions and Faculty composition. A few TEIs should be acquired membership of National Information organisations; required decentralisation in administration; and established Staff Redressal cell.

A (1.75 percent) TEI was to be carried out Evaluation and Management of the Institution. Three (5.26 percent) TEIs were to be made efforts to obtain UGC recognition under section 2(f) and 12(B). A (1.75 percent) TEI was to be made an immediate approach for issuance of the UGC recognition letter under section 2(f) and 12(B) and NCTE for regularisation of recognition of the programmes. A (1.75 percent) TEI was to be taken steps to get permanent affiliation from the university and recognition from UGC. So it can be concluded that a few TEIs were to be carried out Evaluation and Managements of the Institution. A few TEIs were to be made to obtain UGC recognition under sections 2(f) and 12(B). A few TEIs were to be made an immediate approach for issuance of the UGC recognition letter under section 2(f) and 12(B) and NCTE for regularisation of recognition of the programmes. A few TEI were to be taken steps to get permanent affiliation from the university and recognition from UGC.

Managements of two (3.51 percent) TEIs were needed to adopt strategies and plans to reinforce the ideas of the founders of the institution. Eleven (19.30 percent) TEIs were to be prepared Perspective Plan, where the plans were to be prepared by four (7.02 percent) TEIs for the sustained growth of the institution; and a (1.75 percent) TEI for future development in the next 10 years. So it can be concluded that managements of a few TEIs were needed to adopt strategies and plans to reinforce the ideas of the founders of the institution. Some TEIs were to be prepared Perspective Plan, where the plans were to be prepared by few TEIs for the sustained growth of the institution; and a few TEIs for future development in the next 10 years.

A (1.75 percent) TEI could be organised conferences, workshops and meetings to share its experience of working with Gandhian ideals in teacher education. A (1.75 percent) TEI might be organised regular seminars and meetings with the principals/ staff/ trustees formally to improve college functioning. Three (5.26 percent) TEIs were to be developed and implemented MIS; and A (1.75 percent) TEI might be operationalised MIS. A (1.75 percent) TEI should be introduced e-governance in all the administrative aspects on priority basis. So it can be concluded that a few TEIs could be organised conferences, workshops and meetings to share its experience of working with Gandhian

ideals in teacher education. A few TEIs might organise regular seminars and meetings with the principals/ staff/ trustees to improve college functioning. A few TEIs were to be developed and implemented MIS; and might be operationalised MIS; and should be introduced e-governance in all the administrative aspects on priority basis.

Eight (14.04 percent) TEIs might be introduced Welfare schemes for staff and faculty, where two (3.51 percent) TEIs were recommended for more welfare schemes. Four (7.02 percent) TEIs might be introduced Group accident insurance scheme for staff. A (1.75 percent) TEI was needed to introduce Provident fund for teaching and non-teaching staff; another (1.75 percent) TEI might be initiated PF, GIS and medical allowances for ad-hoc staff. So it can be concluded that some TEIs might be introduced Welfare schemes for staff and faculty, where a few TEIs were recommended for more welfare schemes. Few TEIs might be introduced Group accident insurance scheme for staff. A few TEI was needed to be introduced Provident fund for teaching and non-teaching staff; and might be initiated PF, GIS and medical allowances for ad-hoc staff. Each (1.75 percent) TEI out of three was to be provided incentives to faculty for each aspect, i.e., to participate in professional development programmes actively; access opportunities available elsewhere; and continuous professional development. So it can be concluded that a few TEIs were to be provided incentives to faculty for actively taking part in professional development programmes; accessing opportunities available elsewhere; and continuous professional development.

Table 4.4.6.24

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.4-Appraisal and Appointments)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.6.4	Initiatives for regular performance appraisal of staff.	1	1.75
2	2.6.4	Self-appraisal of Faculty performance could be based on classroom progress and practices.	1	1.75
3	2.6.4	Regular and full-time principal to be appointed (immediately- 1)	2	3.51
4	2.6.4	Qualified and experienced Principal and Faculty members to be appointed regularly.	1	1.75
5	2.6.4	Faculty must be made permanent.	1	1.75

6	2.6.4	Vacant teaching and non-teaching posts to be filled urgently by management. (1 TEI- The management society could take urgent steps)	4	7.02
7	2.6.4	Vacant positions of faculty to be filled by management as per the NCTE norms.	2	3.51
8	2.6.4	Faculty to be appointed having proper qualifications for the Optional courses.	1	1.75
9	2.6.4	Efforts to be made for filling the vacant posts of faculty and Accountant.	1	1.75
10	2.6.4	Vacant teaching and librarian posts to be filled as a top priority.	1	1.75
11	2.6.4	Appointment of a librarian was to be taken up with top priority. (qualified librarian- 1)	2	3.51
12	2.6.4	Physical Education Director might be appointed to look after games and sports.	1	1.75
13	2.6.4	Immediate approach to competent authorities in state government to fill up the vacant posts on priority bases as per NCTE norms.	1	1.75
14	2.6.4	The State Government should provide requisite staff and salary to improve upon the functioning	1	1.75
15	2.6.4	The State Government should do away with Adhyapak Sahayak and instead allow the college to make regular appointments on vacant posts.	1	1.75
16	2.6.4	Formal approval of teaching faculty by the affiliating university to be ensured.	1	1.75
17	2.6.4	A stable, competent Faculty team to be built up to impart continuity to the college efforts in realising institutional vision and objectives. Appropriate incentives to be provided to attract competent staff and retain them.	1	1.75
18	2.6.4	Measures to be taken to retain faculty.	1	1.75

Table no. 4.4.6.24 shows observations of Recommendations for *Criterion-VI: Governance and Leadership* related to *Key Aspect no. 2.6.4- Appraisal and Appointments*.

A (1.75 percent) TEI was to be taken initiatives for regular staff performance appraisal; and another (1.75 percent) TEI could be filled self-appraisal of Faculty performance based on classroom progress and practice. So it can be concluded that a few TEIs were to be taken initiatives for regular performance appraisal of staff; and could be filled self-appraisal of Faculty performance based on classroom progress and practice.

Two (3.51 percent) TEIs were appointed regular and full-time principal, while a (1.75 percent) TEI was appointed immediately. A (1.75 percent) TEI was to be appointed qualified and experienced Principal and Faculty members regularly. A (1.75 percent) TEI must be made the Faculty permanent. Four (7.02 percent) TEIs were to be filled vacant posts urgently by management; and two (3.51 percent) TEIs were to be filled vacant faculty positions by management as per the NCTE norms. Each (1.75 percent) TEI out of four provided each recommendation for appointment, i.e., Faculty having proper qualifications for the Optional courses; Faculty and Accountant; Faculty and Librarian; and Physical Education Director for games and sports. Two (3.51 percent) TEIs were to be taken up the appointment of a librarian with top priority. So it can be concluded that a few TEIs were appointed regular and full-time principal, where a few TEIs were immediately appointed. A few TEIs were to be appointed qualified and experienced Principal and Faculty members regularly; and must be made the Faculty permanent. Few TEIs were to be filled vacant posts urgently by management; and a few TEIs were to be filled vacant faculty positions by management as per the NCTE norms. A few TEIs had Faculty having proper qualifications for the Optional courses; Faculty and Accountant; Faculty and Librarian; and Physical Education Director for games and sports. A few TEIs were to be taken up appointment of a librarian with top priority.

A (1.75 percent) TEI was to be approached immediately to competent authorities in the state government for filling up the vacant posts on priority bases as per NCTE norms. A (1.75 percent) TEI should be provided requisite staff and salary by the State Government to improve upon the functioning of the college. A (1.75 percent) TEI was recommended that the state government be away with Adhyapak Sahayak, and the college should be allowed to make regular appointments on the vacant post. A (1.75 percent) TEI was to be ensured by the affiliating university's formal approval of teaching faculty. A (1.75 percent) TEI was to build a stable, competent Faculty team to impart continuity to the college efforts in realising institutional vision and objectives, where appropriate incentives to be provided to attract competent staff and retain them. A (1.75 percent) TEI was to be taken measures to retain faculty. So it can be concluded

that a few TEIs were to be approached immediately to competent authorities in state Government for filling up the vacant posts on priority bases as per NCTE norms. A few TEIs should be provided requisite staff and salary by the state government to improve upon the functioning of the college. A few TEIs were recommended that the State Government be away with Adhyapak Sahayak and instead allowed the college to make regular appointments on the vacant post. A few TEIs were to be ensured formal approval of teaching faculty by the affiliating university. A few TEIs were to build a stable, competent Faculty team to impart continuity to the college efforts in realising institutional vision and objectives, where appropriate incentives to be provided to attract competent staff and retain them. A few TEIs were to be taken measures to retain faculty.

Table 4.4.6.25

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.4- Professional Development Programme)

Sr.		No. of		
No.	KA	Recommendations	TEIs	Percent
1	2.6.4	Faculty Development Programme to be organised <ul style="list-style-type: none"> • on a priority basis- 3; • periodical short-term training programmes- 1 • progressive in-house workshops- 2 • on current topics- 2 • need and gap areas in knowledge and experience- 1 • as per the NCFTE- 1 • Methods of Teaching, writing research proposals, examination reforms and Inclusive Education- 1 • Research Methodology, statistics and use of SPSS package- 1 • for Lesson Planning, Constructivism, Models of Teaching, Research Methodology, Education of Exceptional Children & Inclusive Education- 1 • various teaching skills and updation of knowledge -1 • Innovative methods of teaching and evaluation- 8 	27	47.37
2	2.6.4	Organise state and national level seminars/ workshop	11	19.30

		<ul style="list-style-type: none"> • Innovative Methods of Teaching, Models of Teaching, evaluation, research methodology & Statistics, ICT etc.- 8 • for teacher quality enhancement- 2 • research methodology, models of teaching, innovating teaching methods and inclusive education- 1 		
3	2.6.4	Orientation programmes to be organised for faculty in the area of publication of articles.	1	1.75
4	2.6.4	More initiatives to be undertaken for Faculty development.	1	1.75
5	2.6.4	Measures to be adopted for the personal and professional career developments of faculty.	1	1.75
6	2.6.4	Faculty to be encouraged to participate in seminar and conferences.	1	1.75
7	2.6.4	Faculty to be encouraged to improve their Professional Development.	1	1.75
8	2.6.4	The teachers' concern for professional development could be better.	1	1.75
9	2.6.4	Faculty to be benefitted by the Faculty Improvement Programme (FIP) of the UGC.	1	1.75
10	2.6.4	Staff development programmes might be undertaken.	3	5.26
11	2.6.4	Training should be provided to the office staff for office management and accounting.	1	1.75

Table no. 4.4.6.25 shows observations of Recommendations for Criterion-VI: Governance and Leadership related to Key Aspect no. 2.6.4- Professional Development Programme.

Twenty-seven (47.37 percent) TEIs were to be organised Faculty Development Programmes, where the organisation of FDP was recommended on a priority basis in three (5.26 percent) TEIs; periodical short-term training programmes in a (1.75 percent) TEI; and progressive in-house workshops in two (3.51 percent) TEIs; and on current topics in two (3.51 percent) TEIs. Each (1.75 percent) TEI out of six from those Twenty-seven (47.37 percent) TEIs had provided each recommendation for

organisation of FDP, i.e., need and gap areas in knowledge and experience; as per the NCFTE; Methods of Teaching, writing research proposals, examination reforms and Inclusive Education; Research Methodology, statistics and use of SPSS package; for Lesson Planning, Constructivism, Models of Teaching, Research Methodology, Education of Exceptional Children & Inclusive Education; and various teaching skill and updation of knowledge. FDPs were to be included Innovative methods of teaching and evaluation in eight (14.04) TEIs. So it can be concluded that most TEIs were to be organised Faculty Development Programmes, where a few TEIs were recommended about organisation of FDP like organisation on a priority basis; periodical short-term training programmes; progressive in-house workshops; and on current topics. A few TEIs had recommendations for organisation of FDP like need and gap areas in knowledge and experience; as per the NCFTE; Methods of Teaching, writing research proposals, examination reforms and Inclusive Education; Research Methodology, statistics and use of SPSS package; for Lesson Planning, Constructivism, Models of Teaching, Research Methodology, Education of Exceptional Children & Inclusive Education; and various teaching skill and updation of knowledge. FDPs were to be included Innovative methods of teaching and evaluation in some TEIs.

Eleven (19.30 percent) TEIs were recommended for organisation of state and national level seminars/workshops, which included recommendations for topics, i.e., Innovative Methods of Teaching, Models of Teaching, evaluation, research methodology & Statistics, ICT etc. in eight (14.04 percent) TEIs; teacher quality enhancement in two (3.51 percent) TEIs; and research methodology, models of teaching, innovating teaching methods and inclusive education in a (1.75 percent) TEI. So it can be concluded that some TEIs were recommended for organisation of state and national level seminars/ workshops, which included recommendations for topics like-Innovative Methods of Teaching, Models of Teaching, evaluation, research methodology & Statistics, ICT etc. in some TEIs; teacher quality enhancement in a few TEIs; and research methodology, models of teaching, innovating teaching methods and inclusive education in a few TEIs.

Each (1.75 percent) TEI out of three had each recommendation, i.e., to be organised Orientation programmes for faculty in the area of publication of articles; undertake more initiatives for Faculty development; and adopt measures for the personal and professional career developments of faculty. A (1.75 percent) TEI might be undertaken in Faculty and staff development programmes. So it can be concluded that a few TEIs

were to be organised Orientation programmes for faculty in the area of publication of articles; undertaken more initiatives for Faculty development; and adopted measures for faculty's personal and professional career developments. A few TEIs might be undertaken in Faculty and staff development programmes.

Each (1.75 percent) TEI out of four had each recommendation, i.e., to be encouraged Faculty to participate in seminar and conferences; to be encouraged Faculty to improve their Professional Development; could be better concern of faculty for professional development; and to be benefitted Faculty by the FIP of the UGC. Three (5.26 percent) TEIs might be undertaken Staff development programmes; and a (1.75 percent) TEI should be provided Training to the office staff for office management and accounting. So it can be concluded that a few TEIs were to be encouraged Faculty to participate in seminar and conferences; to be encouraged Faculty to improve their Professional Development; could be better concern of faculty for professional development; and to be benefitted Faculty by the FIP of the UGC. A few TEIs might be undertaken Staff development programmes; and should be provided Training to the office staff for office management and accounting.

Table 4.4.6.26

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.5)

Sr.			No. of	
No.	KA	Recommendations	TEIs	Percent
1	2.6.5	College could apply for financial grant from the UGC for organising seminars/conferences.	1	1.75
2	2.6.5	Efforts should be made to avail maximum benefits from various UGC/ NCTE Schemes to improve infrastructure, promote research, and enhance efficiency.	1	1.75
3	2.6.5	Financial assistance from UGC for Specialise areas like inclusive education and transaction of newly developed teacher education curriculum framework & norms by the NCTE.	1	1.75
4	2.6.5	Generation and mobilisation of financial resources to be attended to as a priority.	1	1.75
5	2.6.5	Faculty might be encouraged to seek financial support	1	1.75

		from the national bodies.		
6	2.6.5	Budgetary provisions might be made for conducting seminars, Workshops and promotion of Research.	1	1.75
7	2.6.5	Budgetary provision might be made available for organisation and participation in the workshops, seminars and conferences.	1	1.75
8	2.6.5	Management supplements the budget from its own resources and the required funds to be transferred to the college at the beginning of each financial year.	1	1.75
9	2.6.5	Resource mobilisation to be improved by active collaboration/ linkage with State and National agencies. (2 TEI- including International agencies)	4	7.02
10	2.6.5	Office to be fully automated/ computerised. (1 TEI- to be undertaken on a priority basis)	3	5.26
11	2.6.5	Automation/ computerisation of office to be completed.	1	1.75

Table no. 4.4.6.26 shows observations of Recommendations for Criterion-VI:

Governance and Leadership related to Key Aspect no. 2.6.5.

A (1.75 percent) TEI could be applied for a financial grant from the UGC to organise seminars/ conferences. A (1.75 percent) TEI should be made efforts to avail maximum benefits from various UGC/ NCTE Schemes to improve infrastructure, promote research, and enhance efficiency. A (1.75 percent) TEI was to be applied to get financial assistance from UGC for specialised areas like inclusive education and transaction of newly developed teacher education curriculum framework & norms by the NCTE. A (1.75 percent) TEI was to be attended generation and mobilisation of financial resources as a priority. A (1.75 percent) TEI might be encouraged Faculty to seek financial support from the national bodies. So it can be concluded that a few TEIs could be applied for a financial grant from the UGC to organise seminars/ conferences. A few TEIs should be made efforts to avail maximum benefits from various UGC/ NCTE Schemes to improve infrastructure, promote research, and enhance efficiency. A few TEIs were to be applied for getting financial assistance from UGC for Specialise areas like inclusive education and transaction of newly developed teacher education curriculum framework & norms by the NCTE. A few TEIs were to be attended

generation and mobilisation of financial resources as a priority. A few TEIs might be encouraged Faculty to seek financial support from the national bodies.

A (1.75 percent) TEI might be made budgetary provisions for conducting seminars, Workshops and promotion of Research. A (1.75 percent) TEI might be made budgetary provision available for organisation and participation in the workshops, seminars and conferences. A (1.75 percent) TEI has transferred required funds from the management supplemented budget at the beginning of each financial year. Four (7.02 percent) TEIs were to be improved Resource mobilisation by active collaboration/ linkage with State, National or International agencies. Three (5.26 percent) TEIs were to be fully automated/ computerised in their office; and a (1.75 percent) TEI was to be completed automation/ computerisation of the office. So it can be concluded that a few TEIs might be made budgetary provisions for conducting seminars, Workshops and promotion of Research; and might be made budgetary provision available for organisation and participation in the workshops, seminars and conferences. A few TEIs have transferred required funds from the management supplemented budget at the beginning of each financial year. Few TEIs were to be improved Resource mobilisation by active collaboration/ linkage with State, National or International agencies. A few TEIs were to be fully automated/ computerised their office; and to be completed automation/ computerisation of the office.

4.4.7 CRITERION- VII: INNOVATIVE PRACTICES

Key Aspect No. 2.7.1 Internal Quality Assurance System

Table 4.4.7.1

Observations about the constitution of the IQAC under Key Aspect No. 2.7.1 Internal Quality Assurance System

Sr. No.	Observations	No. of TEIs	Percent	No. of TEIs	Percent
1	<u>Constitution/ establishment of the IQAC</u>				
	1) The IQAC was constituted/ established. (1 TEI- not as per NAAC guidelines, and 1 TEI- headed by the Principal as chairman and having a representative from management, teachers and community)	6	10.53		
	2) The IQAC was yet to be taken formal shape.	2	3.51		
	3) The IQAC was activated/ functioned. (1 TEI- carried out quality assurance activities: administration, academic plan and curricular practices, library, faculty enrichment; 1 TEI- Planed the programme, facilitates and monitors, and 1 TEI- Meetings held regularly and many changes brought about based on suggestions by the IQAC.)	8	14.04		
	4) The IQAC was yet to be more functional/ activated.	3	5.26		
	5) The IQAC was yet to be functional/ activated. (1 TEI- could help in quality development of the college.)	10	17.54		
	6) Composition of the IQAC was good but yet to be more functional/ activated.	1	1.75		

7) The IQAC was constituted/ established but needed further improvement.	1	1.75		
8) The IQAC was set up recently. (5 TEIs- yet to be functional/ activated, and 1 TEI- concept of the IQAC was yet to be developed)	7	12.28		
9) The IQAC was needed to be strengthened.	2	3.51		
Total Observations about constitution/ establishment of the IQAC	39	68.42	39	68.42
2 The IQAC was not constituted/ established.			15	26.32
3 Not specified about whether constituted/ established the IQAC or not			3	5.26

The Criterion- VII: Innovative Practices included three criteria: Internal Quality Assurance System, Inclusive Practices and Stakeholder Relationships. Table no. 4.4.7.1 shows observations of Peer Teams about the Constitution/ establishment of the IQAC under the Key Aspect No. 2.7.1 Internal Quality Assurance System.

The IQAC was constituted/ established by 39 (68.42 percent) TEIs, where the IQAC in a (1.75 percent) TEI was headed by the Principal as chairman and having a representative from management, teachers and community, and another (1.75 percent) TEI did not constitute as per the NAAC guidelines. The IQAC in two (3.51 percent) TEIs were yet to be taken formal shape. So it can be concluded that majority TEIs had constituted/ established the IQAC. A few TEIs had headed the IQAC by the Principal as chairman and had a representative from management, teachers and community; a few TEIs did not constitute as per the NAAC guidelines, whereas a few TEIs were yet to be taken formal shape to the IQAC.

The IQAC in eight (14.04 percent) TEIs were activated/ functioned, where a (1.75 percent) TEI had carried out quality assurance activities in administration, academic plan and curricular practices, library, faculty enrichment; programmes in a (1.75 percent) TEI were planned, facilitated and monitored, and another (1.75 percent) TEI had held regular meetings and brought many changes based on suggestions by the IQAC. So it can be concluded that some TEIs had activated/functioned the IQAC, where a few TEIs had carried out quality assurance activities in administration, academic plan and curricular practices, library, faculty enrichment; a few TEIs had

planned programmes, facilitated and monitored, and a few TEIs had held regular meetings and brought many changes based on suggestions by the IQAC.

The IQAC was yet to be more functional/ activated in three (5.26 percent) TEIs, while in ten (17.54 percent) TEIs, the IQAC were yet to be functional/ activated. The composition of the IQAC in a (1.75 percent) TEI was good but yet to be more functional/ activated. A (1.75 percent) TEI had constituted/ established the IQAC but needed further improvement. Seven (12.28 percent) TEIs had recently set up their IQAC, where the IQAC of five (8.77 percent) TEIs were yet to be functional/ activated, and a (1.75 percent) TEI was yet to be developed the concept of the IQAC. IQACs of two (3.51 percent) TEIs were needed to be strengthened. So it can be concluded that the IQACs in a few TEIs were yet to be more functional/ activated, whereas the IQACs in some TEIs were yet to be even functional/ activated. Compositions of the IQAC in a few TEIs were good, but yet to be more functional/ activated. A few TEIs had constituted/ established the IQAC but needed further improvement. Few TEIs had recently set up their IQAC, where the IQAC of few TEIs were yet to be functional/ activated, and the IQAC in a few TEIs were yet to be developed the concept of the IQAC. A few TEIs were needed to be strengthened the IQAC.

The IQAC was not constituted/ established by 15 (26.32 percent) TEIs, while three (5.26 percent) TEIs did not specify about constitution or establishment of the IQAC. So it can be concluded that many TEIs did not have constituted/ established the IQAC, whereas the Peer Team of a few TEIs did not specify the constitution or establishment of the IQAC.

Table 4.4.7.2

Observations about organisation of Innovative Practices of the IQAC under Key Aspect No. 2.7.1 Internal Quality Assurance System

Sr. No.	Observations	No. of TEIs	Percent
1	Positive attitude towards change.	1	1.75
2	Followed the rules and regulations of UGC and the affiliating university	1	1.75
3	The academic calendar was prepared and provided to students.	1	1.75
4	Good practices were shared with a school.	1	1.75
5	An academic Audit was conducted periodically.	1	1.75

6	CA and internal auditing by Trust did formal auditing.	1	1.75
7	About 10 percent of the students pursued higher studies, and 90 percent of them were absorbed in employment.	1	1.75
8	Team spirit prevailed among the Faculty.	1	1.75
9	Coordination existed among different components of the system.	1	1.75
10	Coordination was needed among different components of the system.	1	1.75
11	Grievances were ensured.	3	5.26
12	System perspective was yet to be developed.	2	3.51
13	Proper rapport to be established between Faculty and the IQAC.	1	1.75
14	An ambiance of innovation and improving quality to be promoted.	1	1.75
15	Computer training programmes were needed to be organised for teaching and non-teaching staff	4	7.02
16	Add-on courses and part-time skill-based courses for the overall development of students were yet to be planned and implemented.	1	1.75
17	No a new programme on quality enhancement.	1	1.75
18	Not taking up professional development activities.	1	1.75
19	Proper documentation of all activities to be initiated.	1	1.75
20	No exclusive office for the IQAC in the institution.	1	1.75
21	Internalization and institutionalization of innovative practices were yet to be strengthened.	1	1.75
22	Quality improvement benchmarks might be established.	1	1.75
23	Major initiatives were yet to be undertaken to promote quality.	1	1.75
24	Best practices were yet to be evolved.	1	1.75

Table no. 4.4.7.2 shows observations in the PTRs about Innovative Practices of the IQAC under Key Aspect No. 2.7.1 Internal Quality Assurance System. Peer Team of each (1.75 percent) TEI out of nine had provided each observation for organisation of Innovative Practices of the IQAC, i.e., Positive attitude to change; followed the rules and regulations of UGC and the affiliating university; Academic calendar prepared and provided to students; shared good practices with a school; periodically conducted Academic Audit; Formal auditing by CA and internal auditing by Trust; 10 percent students pursued higher studies and 90 percent of absorbed in employment; prevailed

Team spirit among the Faculty. A (1.75 percent) TEI had existed coordination among different components of the system, whereas a (1.75 percent) TEI was needed coordination among different components of the system. Three (5.26 percent) TEIs had ensured the grievances. So it can be concluded that a few TEIs had a positive attitude to change; followed rules and regulations of UGC and the affiliating university; the academic calendar was prepared and provided to students; shared good practices with a school; periodically conducted Academic Audit; formal auditing by CA and internal auditing by Trust; 10 percent students pursued higher studies and 90 percent of absorbed in employment; prevailed Team spirit among the Faculty. A few TEIs had existed coordination among different components of the system, whereas a few TEIs were needed coordination among different components of the system. A few TEIs had ensured the grievances.

Each (1.75 percent) Peer Team of TEI out of six had observed various needs in organisation of Innovative Practices of the IQAC, i.e., Proper rapport between Faculty and the IQAC; Initiation for proper documentation of all activities; promotion of an ambiance of innovation and quality improvement; planning and implementation of Add-on courses and part-time skill-based courses; new programme on quality enhancement, and professional development activities. Computer training programmes were needed to be organised by four (7.02 percent) TEIs for teaching and non-teaching staff. Two (3.51 percent) TEIs were yet to be developed system perspective. So it can be concluded that a few TEIs were needed proper rapport between Faculty and the IQAC; an initiation for proper documentation of all activities; promotion of an ambiance of innovation and quality improvement; planning and implementation of Add-on courses and part-time skill-based courses; new programme on quality enhancement, and professional development activities. Few TEIs were needed to be organised Computer training programmes for teaching and non-teaching staff. A few TEIs were yet to be developed system perspective.

A (1.75 percent) TEI had no exclusive office for the IQAC; a (1.75 percent) TEI was yet to be strengthened the internalization and institutionalization of innovative practices; a (1.75 percent) TEI was yet to be undertaken major initiatives to promote quality; a (1.75 percent) TEIs might be established quality improvement benchmarks and a (1.75 percent) TEI was yet to be evolved Best practices. So it can be concluded that a few TEIs had no exclusive office for the IQAC; a few TEIs were yet to be strengthened the internalization and institutionalization of innovative practices; a few

were yet to be undertaken major initiatives to promote quality; a few TEIs might be established quality improvement benchmarks, whereas a TEIs were yet to be evolved Best practices.

Table 4.4.7.3

Observations about Quality Assurance under Key Aspect No. 2.7.1 Internal Quality Assurance System

Sr. No.	Observations	No. of TEIs Percent	
1	Quality maintenance was assured by Trust and administration.	1	1.75
2	Quality of the academic programmes was ensured through University results.	1	1.75
3	Quality assurance was done by university Local Inquiry Committee and NCTE annual report	1	1.75
4	Quality of financial management process needed to be ensured.	1	1.75
5	Quality assurance mechanism was not developed.	2	3.51
6	Staff involvement for quality enhancement was visible.	4	7.02
7	Staff involvement for quality enhancement was not visible.	1	1.75
8	Students' participation in quality assurance was visible.	1	1.75
9	Students' participation in quality assurance was not visible.	3	5.26
10	Students' participation in quality assurance was appreciated.	1	1.75
11	Students' participation in quality assurance was to be appreciated.	1	1.75

The respective Peer Team observed quality Assurance practices under Key Aspect No. 2.7.1 Internal Quality Assurance System. Observations about Quality Assurance practices are given in table no. 4.4.7.3. Peer Team of each (1.75 percent) TEI out of three had provided each observation for Quality Assurance, i.e., Quality maintenance assured by Trust and administration; Quality of the academic programmes ensured through University results, and Quality assurance by university Local Inquiry Committee (LIC) and NCTE annual report. Quality of financial management process was needed to be ensured by a (1.75 percent) TEI and two (3.51 percent) TEIs did not develop Quality assurance mechanism. So it can be concluded that a few TEIs had assured quality maintenance by Trust and administration, ensured the quality of the academic programmes through University results, and assured quality by university

LIC and NCTE annual reports. A few TEIs were needed to ensure the quality of the financial management process, and a few TEIs did not develop a quality Staff involvement for quality enhancement was visible in four (7.02 percent) TEIs and not visible in a (1.75 percent) TEI. The students' participation in quality assurance was visible in a (1.75 percent) TEI and appreciated in a (1.75 percent) TEI, while not visible in three (5.26 percent) TEIs and to be appreciated in a (1.75 percent) TEI. So it can be concluded that staff involvement for quality enhancement was visible in few TEIs, whereas not visible in a few TEIs. Students' participation in quality assurance was visible in a few TEIs, whereas students' participation was not visible in a few TEIs. A few TEIs had appreciated students' participation, whereas a few TEIs were needed to be appreciated the students' participation.

Table 4.4.7.4

Observations about Review, Evaluation and Feedback of Innovative Practices under Key Aspect No. 2.7.1 Internal Quality Assurance System

Sr. No.	Observations	No. of TEIs	Percent
1	Governing Body and Staff Council meetings were held regularly.	1	1.75
2	Regular staff review meetings were held to discuss quality concerns.	4	7.02
3	Responsibility for effective execution was taken by various committees.	1	1.75
4	Review of academic and all other activities conducted and discussed with the management for necessary action.	1	1.75
5	Review of the condition of the infrastructural facilities needed every year.	1	1.75
6	Conducted regular evaluations of students' performance.	1	1.75
7	Head of the Institution collected information from the Managing trustee and evaluated the achievement of college.	1	1.75
8	Mechanism to be developed to assess the achievement of goals and objectives.	3	5.26
9	Collected Feedback (1- Followed three-tier evaluation process to get feedback on	6	10.53

	students' performance; 1- Feedback from teacher educators, internal and external auditors, and non-teaching staff members; 1- quality maintenance contributed was by a regular feedback system, and 1- used observation and feedback mechanisms) (2- Formal and informal appraisal mechanism to assess the performance of the faculty members)		
10	Feedback data from various stakeholders was yet to be utilised for the quality enhancement of ongoing activities.	1	1.75
11	Feedback was continuously sought from the students and schools teachers to improve upon the system.	2	3.51

Table no. 4.4.7.4 shows observations of Per Teams about Review, Evaluation and Feedback of Innovative Practices. The IQAC of a (1.75 percent) TEI had regularly held meetings Governing Body and Staff Council. Regular staff review meetings were held by the IQAC of four (7.02 percent) TEIs to discuss quality concerns. Various committees took responsibility for the effective execution of innovative practices in a (1.75 percent) TEI. A (1.75 percent) TEI had conducted a review of academic and all other activities and discussed with the management for necessary action, while another (1.75 percent) TEI needed a yearly review of the condition of the infrastructural facilities. So it can be concluded that a few TEIs had regularly held meetings of the IQAC Governing Body and Staff Council; few TEIs had held regular staff review meetings by the IQAC to discuss quality concerns; a few TEIs had taken the responsibility of effective execution of innovative practices by various committees A few TEIs had conducted a review of academic and all other activities and discussed with the management for necessary action, whereas a few TEIs were needed yearly review of the condition of the infrastructural facilities.

Regular evaluation of students' performance was conducted by a (1.75 percent) TEI. The achievement of a (1.75 percent) TEI was evaluated by the head of the institution, while three (5.26 percent) TEIs were needed to be developed the mechanism to assess the achievement of goals and objectives. So it can be concluded that a few TEIs had conducted a regular evaluation of students' performance, and a few TEIs were evaluated the achievement by the institution's head, whereas a few TEIs were needed to be developed the mechanism to assess the achievement of goals and objectives.

Peer Team of each (1.75 percent) TEI out four had provided each observation, i.e., followed three-tier evaluation process to get feedback on students' performance;

feedback from teacher educators, internal and external auditors, and non-teaching staff members; contributed quality maintenance by a regular feedback system, and used observation and feedback mechanisms. Two (3.51 percent) TEIs had formal and informal appraisal mechanisms to assess the faculty member's performance. So it can be concluded that a few TEIs followed a three-tier evaluation process to get feedback on students' performance; received feedback from teacher educators, internal and external auditors, and non-teaching staff members; contributed quality maintenance by a regular feedback system, and using observation and feedback mechanisms. A few TEIs had formal and informal appraisal mechanisms to assess the performance of the faculty members.

Feedback from various stakeholders was yet to be utilised by a (1.75 percent) TEI for quality enhancement of ongoing activities, and two (3.51 percent) TEIs were continuously sought feedback from the students and schools teachers to improve upon the system. A few TEIs were yet to be utilised various stakeholders' feedback for quality enhancement of ongoing activities, and a few TEIs were continuously sought feedback from the students and schools teachers to improve upon the system.

Key Aspect No. 2.7.2 Inclusive Practices

Table 4.4.7.5

Observations Inclusive Practices under Key Aspect No. 2.7.2 Inclusive Practices

Sr. No.	Observations	No. of TEIs	Percent
1	Curricular provisions were made use of to impart knowledge and sensitise teachers and students.	1	1.75
2	Institution was sensitive to the changing educational and social demands.	1	1.75
3	Sensitised students about the issues of inclusion and gender parity.	1	1.75
4	Institution was needed to be sensitive to the changing educational and social demands.	1	1.75
5	Inclusive practices needed to be more crystallised approach.	1	1.75
6	Initiatives to appreciate inclusion were to be undertaken.	1	1.75
7	Inclusive Practices were to be initiated	3	5.26
8	Curriculum did not provide adequate inputs for inclusive	1	1.75

education.

9	As the student group was essentially from the specific needy groups, the entire programme emphasised the learner needs from these groups.	1	1.75
10	Institution had a secular outlook in its academic & administrative performance.	1	1.75
11	Welfare measures for marginalised students needed to be initiated.	1	1.75
12	Facilities on the campus were to be made inclusive.	1	1.75
13	Infrastructure compatibility for inclusive practices had been kept.	1	1.75
14	Institution looked for a new outlook to ensure quality improvement.	1	1.75

Table no. 4.4.7.5 shows observations of Peer Teams about key aspect no. 2.7.1 Internal Quality Assurance System. A (1.75 percent) TEI had made curricular provisions for imparting knowledge and sensitised teachers and students; a (1.75 percent) TEI had sensitised students about the issues of inclusion and gender parity, whereas a (1.75 percent) TEI was needed to be sensitive to the changing educational and social demands. So it can be concluded that a few TEIs had made curricular provisions for imparting knowledge and sensitised teachers and students; a few TEIs had sensitised students about the issues of inclusion and gender parity, whereas a few TEIs were needed to be sensitive to the changing educational and social demands.

Inclusive practices in a (1.75 percent) TEI were needed to be more crystallised approach; a (1.75 percent) TEI to be undertaken to appreciate level; a (1.75 percent) TEI did not provide adequate inputs for inclusive education, and three (5.26 percent) TEIs were to be initiated. Inclusive practices in a few TEIs were needed to be more crystallised approach, undertaken to appreciate level; did not provide adequate input for inclusive education, and initiated.

A (1.75 percent) TEI had an adequate emphasis on the learner needs in the entire programme; a (1.75 percent) TEI had a secular outlook in its academic & administrative performance; a (1.75 percent) TEI was needed to be initiated welfare measures for marginalised students; a (1.75 percent) TEI was needed to be made facilities inclusive on the campus. Infrastructure compatibility for inclusive practices had been kept by a (1.75 percent) TEI. A (1.75 percent) TEI had looked for a new outlook to ensure quality improvement. So it can be concluded that a few TEIs had an

adequate emphasis on the learner needs in the entire programme; secular outlook in academic & administrative performance; needed to be initiated welfare measures for marginalised students; needed to be made facilities inclusive on the campus. A few TEIs had been kept infrastructure compatibility for inclusive practice, and looked for a new outlook to ensure quality improvement.

Table 4.4.7.6

Observations about specific Inclusive Practices of TEIs under Key Aspect No. 2.7.2

Inclusive Practices

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Representation from various communities in the appointment of the staff.	1	1.75
2	The management followed reservation norms for the appointment of staff. (1 TEI- About 50 percent of Faculty from SC, ST and OBC)	2	3.51
3	Government reservation policy was followed. (1 TEI- served the students from rural areas also)	23	40.35
4	Majority of students were from rural areas.	1	1.75
5	Catered to the needs of rural students	1	1.75
6	Initiative was taken to promote the empowerment of students from rural/ tribal areas.	1	1.75
7	Empowerment of students from rural areas was to be promoted.	1	1.75
8	Government scholarships were available to support the students of economically weaker sections.	1	1.75
9	Efforts were made to cater to the needs of all sections of society.	2	3.51
10	Faculty, staff and students from different strata of the society found access to the institution.	1	1.75
11	Representation was given to students from different sections/ strata of the society.	2	3.51
12	Representation was given to staff and students from different disadvantaged sections/ strata sections of the society.	7	12.28

13	Efforts were made to take care of the socially deprived and differently-abled individuals.	1	1.75
14	Gender issues, adolescence and matters related to differently-abled students were taught.	1	1.75

The observations about specific Inclusive Practices of TEIs under Key Aspect No. 2.7.2 Inclusive Practices are given in table no. 4.4.7.6.

A (1.75 percent) TEI had representation from various communities in the appointment of the staff, and management of two (3.51 percent) TEIs had followed reservation norms for appointment of staff. Twenty-three (40.35 percent) TEIs had followed the Government reservation policy for admission, where a (1.75 percent) TEI had also served students from rural areas. A (1.75 percent) TEI admitted majority of students from the rural area. A (1.75 percent) TEI had catered to the needs of rural students; a (1.75 percent) TEI had taken initiatives to promote the empowerment of students from rural/ tribal areas, whereas a (1.75 percent) TEI was to be promoted the empowerment of students from rural areas. A (1.75 percent) TEI had the availability of government scholarships to support the students of economically weaker sections. Two (3.51 percent) TEIs had made efforts to cater to the needs of all sections of society. So it can be concluded that a few TEIs had representation from various communities in the appointment of the staff, and managements of a few TEIs had followed reservation norms for appointment of staff. Many TEIs had followed the Government reservation policy for admission, where a few TEIs had also served students from rural areas. A few TEIs had admitted majority of students from rural areas, catered to the needs of rural students, taken initiatives to promote the empowerment of students from rural/ tribal areas, whereas a few TEIs were needed to be promoted the empowerment of students from rural areas. A few TEIs had availability of government scholarships to support the students of economically weaker sections, and made efforts to cater to the needs of all sections of the society.

A (1.75 percent) TEI had access to Faculty, staff and students from different strata of society. Two (3.51 percent) TEIs had given representation to students from different sections/ strata of the society, and seven (12.28 percent) TEIs had given representation to staff and students from different disadvantaged sections/ strata sections of the society. A (1.75 percent) TEI had made efforts to take care of the socially deprived and differently-abled individuals, and a (1.75 percent) TEI had taught Gender issues, adolescence and matters related to differently-abled students. So it can be concluded

that a few TEIs had access to Faculty, staff and students from different strata of society. A few TEIs had given representation to students from different sections/ strata of the society, and few TEIs had given representation to staff and students from different disadvantaged sections/ strata sections of the society. A few TEIs had made efforts to take care of the socially deprived and differently-abled individuals, and taught Gender issues, adolescence and matters related to differently-abled students.

Table 4.4.7.7

Observations about Activities organised for Inclusive Practices

Sr. No.	Observations	No. of	
		TEIs	Percent
1	A suggestion box was available.	1	1.75
2	A week-long orientation to students about B.Ed. programme activities	1	1.75
3	Activities to foster positive social interaction.	1	1.75
4	Gender-sensitive activities/ programmes were organised	2	3.51
5	Lectures on perspectives in special education	1	1.75
6	Visits to special schools, Upasana institution, involvement with local institutions	1	1.75
7	Practice sessions for student teachers having difficulties in identifying schools	1	1.75
8	Special arrangement in practice teaching for physically challenged and women students.	1	1.75
9	Co-curricular and extra-curricular activities by involving differently-abled students and without gender bias.	2	3.51
10	Seminars and visits to special schools were organised to sensitise the staff and students to the issues of inclusion.	1	1.75
11	Several programmes on women equality, consumer rights, national integration and international understanding to develop inclusive attitude among the student teachers.	1	1.75
12	SWOT analysis was done every year.	1	1.75
13	Remedial programmes were organised.	2	3.51
14	Remedial programmes needed to be strengthened.	1	1.75
15	Remedial programmes were yet to be formally organised.	2	3.51

Total observations about organised <i>Activities</i> for Inclusive Practices		19	33.33
<u>Inclusive Practices needed to be organised</u>			
16	Remedial programmes needed to be organised.	4	7.02
17	Extensive outreach activities were yet to be developed in the neighbouring villages.	1	1.75
18	No special initiative to sensitise teachers on the issue of inclusion other than a paper on 'Psychology of Learner'.	1	1.75
Total observations about Inclusive Practices needed to be organised		6	10.53

Table no. 4.4.7.7 shows observations of about organisation of Activities for Inclusive Practices under the key aspect no. 2.7.2 Inclusive Practices, where 19 (33.33 percent) TEIs had organised activities for Inclusive Practices.

A (1.75 percent) TEI had a suggestion box; a (1.75 percent) TEI had organised a week-long orientation to students about B.Ed. programme activities; a (1.75 percent) TEI had organised activities fostering positive social interaction, and two (3.51 percent) TEIs had organised gender-sensitive activities/ programmes. A (1.75 percent) TEI had delivered lectures on perspectives in special education; a (1.75 percent) TEI had organised visits to special schools, Upasana institution and involvement with local institutions. So it can be concluded that many TEIs had organised activities for Inclusive Practices. A few TEIs had a suggestion box; organised a week-long orientation to students about B.Ed. programme activities; organised activities were fostering positive social interaction and organised gender-sensitive activities/ programmes. A few TEIs delivered lectures on special education perspectives and organised visits to special schools, Upasana institution, and involvement with local institutions.

A (1.75 percent) TEI had practice sessions for student teachers having difficulties identifying schools, and a (1.75 percent) TEI had made special arrangements in practice teaching for physically challenged and women students. Two (3.51 percent) TEIs had organised co-curricular and extra-curricular activities involving differently-abled students and without gender bias. A (1.75 percent) TEI had organised seminars and visits to special schools to sensitise the staff and students to inclusion issues. A (1.75 percent) TEI had organised several programmes on women equality, consumer rights,

national integration and international understanding to develop an inclusive attitude among the student teachers. So it can be concluded that a few TEIs had practice sessions for student teachers having difficulties in identifying schools and made special arrangements in practice teaching for physically challenged and women students. A few TEIs had organised co-curricular and extra-curricular activities involving differently-abled students and without gender bias. A few TEIs had organised seminars and visits to special schools to sensitise the staff and students to inclusion issues. A few TEIs had organised several programmes on women's equality, consumer rights, national integration and international understanding to develop an inclusive attitude among the student teachers.

A (1.75 percent) TEI had conducted SWOT analysis every year. Two (3.51 percent) TEIs had organised Remedial programmes, and a (1.75 percent) TEIs was needed to be strengthened Remedial programmes, whereas two (3.51 percent) TEIs were yet to be formally organised Remedial programmes. Six (10.53 percent) TEIs were needed to be organised Inclusive Practices, where four (7.02 percent) TEIs were needed to be organised Remedial programmes; a (1.75 percent) TEI was yet to be developed extensive outreach activities in the neighbouring villages, and a (1.75 percent) TEI did not take any special initiative to sensitise teachers on the issue of inclusion other than a paper on 'Psychology of Learner'. So it can be concluded that a few TEIs had conducted SWOT analysis every year. A few TEIs had organised Remedial programmes, and needed to be strengthened Remedial programmes, whereas a few TEIs were yet to be formally organised Remedial programmes. Few TEIs were needed to be organised Inclusive Practices, where few TEIs were needed to be organised Remedial programmes; a few TEIs were yet to be developed extensive outreach activities in the neighbouring villages, and a few TEIs did not take any special initiative to sensitise teachers on the issue of inclusion other than a paper on 'Psychology of Learner'.

Table 4.4.7.8

Observations about Disadvantaged, Differently-abled and Female students

Sr.	No. of	
No.	Observations	TEIs Percent
<u>Observations about Disadvantaged students</u>		
1	Efforts were made to take care of the socially deprived	1 1.75

individuals.

2	Efforts were made for the incremental academic growth of the students from the disadvantaged section of society.	1	1.75
3	Catered to the needs of the disadvantaged group of students.	1	1.75
4	Facilities were provided for the inclusion and academic performance of socially disadvantaged groups.	2	3.51
5	Kept records of social status of the students.	1	1.75
6	Records were to be kept about the academic growth of students from disadvantaged sections of society.	3	5.26
7	Mechanism to record the incremental academic growth of the students from the disadvantaged sections was to be developed.	1	1.75
8	No specific thrust on acquiring proficiency for working with children from diverse backgrounds.	1	1.75

Observations about Differently-abled students

9	Facilities were provided to the differently-abled.	2	3.51
10	Provided ramp and wheelchair facilities to differently-abled students.	1	1.75
11	Provided ramp facility to physically challenged students.	1	1.75
12	Physically challenged students were welcomed, but no such student took admission.	1	1.75
13	Needs of the differently-abled students to be addressed on priority.	2	3.51
14	No facilities for differently-abled students. (1 TEI- Management was ready to get suggestions)	7	12.28
15	Infrastructure required having a disabled-friendly structure.	2	3.51
16	Lack of barrier-free provisions for the disabled.	3	5.26
17	Special strategies were yet to be adopted to deal with differently-abled students	1	1.75
18	Sensitivity to the differently-abled students.	1	1.75
19	Sensitivity to the differently-abled students needed to be strengthened.	2	3.51
20	No sensitivity to the differently-abled students.	2	3.51
21	Supported to differently-abled students.	1	1.75

22	Not supported to a differently-abled student.	1	1.75
<u>Observations about Gender</u>			
23	Institution was sensitive to gender/ gender issues. (1TEI- along with differently-abled students)	5	8.77
24	No gender discrimination.	2	3.51
25	Women cell was set up.	3	5.26
26	Women cell needed to be set up.	2	3.51
27	Gender focus might be imparted to institutional functioning due to having a majority of female students.	1	1.75
28	Socially and economically backward girls were given equal opportunity.	1	1.75
29	Women were encouraged to participate in various activities.	1	1.75

Table no. 4.4.7.8 shows observations about Disadvantaged, Differently-abled and Female students under the key aspect no. 2.7.2 Inclusive Practices. In relation to Disadvantaged students, a (1.75 percent) TEI had made efforts to take care of the socially deprived individuals; a (1.75 percent) TEI had made efforts for the incremental academic growth of the students from the disadvantaged section of society; a (1.75 percent) TEI had catered to the needs of the disadvantaged group of students, and two (3.51 percent) TEIs had provided facilities for inclusion and academic performance of socially disadvantaged groups. So it can be concluded that in relation to Disadvantaged students, a few TEIs had made efforts to take care of the socially deprived individuals; made efforts for the incremental academic growth of the students from the disadvantaged section of society; catered to the needs of the disadvantaged group of students, and provided facilities for inclusion and academic performance of socially disadvantaged groups.

A (1.75 percent) TEI had kept records of the social status of the students; three (5.26 percent) TEIs were needed to be kept records about academic growth of students from disadvantaged sections of society, and a (1.75 percent) TEI was to be developed mechanism to record the incremental academic growth of the students from the disadvantaged sections. A (1.75 percent) TEI had no specific thrust on acquiring proficiency for working with children from diverse backgrounds. So it can be concluded that a few TEIs had kept records of the social status of the students; needed to be kept records about the academic growth of students from disadvantaged sections of society and to be developed mechanisms to record the incremental academic growth

of the students from the disadvantaged sections. A few TEIs had no specific thrust on acquiring proficiency for working with children from diverse backgrounds.

In relation to Differently-abled students, two (3.51 percent) TEIs had provided facilities; a (1.75 percent) TEI had provided ramp and wheelchair facilities, and a (1.75 percent) TEI had provided ramp facility. A (1.75 percent) TEI had welcomed physically challenged students, but no such student took admission. So it can be concluded that in relation to Differently-abled students, a few TEIs had provided facilities, provided ramp and wheelchair facilities, and provided ramp facilities. A few TEIs had welcomed physically challenged students, but no such student took admission.

Seven (12.28 percent) TEIs had no facilities for differently-abled students; two (3.51 percent) TEIs were to be addressed needs of the differently-abled students on priority; two (3.51 percent) TEIs were required infrastructure having a disabled-friendly structure; three (5.26 percent) TEIs had lack of barrier-free provisions for the disabled, and a (1.75 percent) TEI was yet to be adopted special strategies to deal with differently-abled students. So it can be concluded that few TEIs had no facilities for differently-abled students. A few TEIs were to be addressed needs of the differently-abled students on priority; required infrastructure having a disabled-friendly structure; lack of barrier-free provisions for the disabled, and yet to be adopted special strategies to deal with differently-abled students

A (1.75 percent) TEI had sensitivity to the differently-abled students, and two (3.51 percent) TEIs were needed to be strengthened sensitivity, whereas two (3.51 percent) TEIs had no sensitivity. A (1.75 percent) TEI supported differently-abled students, whereas a (1.75 percent) TEI did not support differently-abled students. So it can be concluded that a few TEIs had sensitivity to the differently-abled students and needed to be strengthened sensitivity, whereas a few TEIs had no sensitivity. A few TEIs had supported differently-abled students, whereas a few TEIs supported to differently-abled students.

In relation to gender, five (8.77 percent) TEIs were sensitive to gender/ gender issues, and two (3.51 percent) TEIs had no gender discrimination. Three (5.26 percent) TEIs had set up Women cell, whereas two (3.51 percent) TEIs were needed to be set up Women cell. A (1.75 percent) TEI might be imparted Gender focus to institutional functioning due to having a majority of female students; a (1.75 percent) TEI had given equal opportunity to socially and economically backward girls and a (1.75 percent) TEI

had encouraged women to participate in various activities. So it can be concluded that in relation to gender, few TEIs were sensitive to gender/ gender issues, and a few TEIs had no gender discrimination. A few TEIs had set up Women cell, whereas a few TEIs were needed to be set up Women cell. A few TEIs might be imparted gender focus to institutional functioning due to having a majority of female students; a few TEIs had given equal opportunity to socially and economically backward girls, and a few TEIs had encouraged women to participate in various activities.

Key Aspect No. 2.7.3 Stakeholder Relationships

Table 4.4.7.9

Observations about formation of Alumni Association under Key Aspect No. 2.7.3

Stakeholder Relationships

Sr. No.	Observations	No. of TEIs Percent			
1	<u>Alumni Association formed/ constituted</u>	No. of TEIs		Percent	
1)	Formed/ Constituted (Formed very recently- 1)	2	3.51	14	24.56
2)	Active Alumni Association	2	3.51		
3)	Co-operative	1	1.75		
4)	Concern to be increased about the growth of college	1	1.75		
5)	Yet to be effective	1	1.75		
6)	Formal structure needed to be developed and active (Had funds- 1)	6	10.53		
7)	Needed to be more participative	1	1.75		
Total Observations about Alumni Association formed/ constituted		14	24.56		
2	Alumni association was yet to be constituted.			2	3.51
3	Not mentioned any observation about formation/ constitution of Alumni Association			41	71.93

Table no. 4.4.7.9 shows observations about the formation of the Alumni Association under key aspect no. 2.7.3 Stakeholder Relationships. Fourteen (24.56 percent) TEIs had formed/ constituted Alumni Association. Two (3.51 percent) TEIs had an active

Alumni Association. A (1.75 percent) TEI had co-operative Alumni Association, whereas of a (1.75 percent) TEI was to be increased concern from Alumni Association about the growth of college; a (1.75 percent) TEI was yet to be effective, and a (1.75 percent) TEI was needed to be more participative. Six (10.53 percent) TEIs needed to be developed formal structure and to be made active, where a (1.75 percent) TEI also had funds. So it can be concluded that some TEIs had formed/ constituted Alumni Association. A few TEIs had an active Alumni Association. A few TEIs had co-operative Alumni Association; to be increased concern from Alumni Association about the growth of college; yet to be effective, and needed to be more participative. Few TEIs were needed to be developed formal structure and made active, where a few TEIs had funds.

Two (3.51 percent) TEIs were yet to be constituted Alumni association. Peer Team, of 41 (71.93 percent) TEIs did not mention any observation about formation/ constitution of Alumni Association. So it can be concluded that a few TEIs were yet to be constituted Alumni association. Peer Teams of majority TEIs did not mention any observation about the formation/ constitution of the Alumni Association.

Table 4.4.7.10

Observations about participation of Stakeholders in TEIs

Sr. No.	Observations	No. of TEIs	Percent
1	Cordial/ good/ satisfactory/ helpful relationship with stakeholders. (Harmonious/ Cordial relationship amongst all stakeholders- 6)	20	35.09
2	Good relationships with parents, alumni and society. (could be harnessed for resource mobilisation- 3)	7	12.28
3	Good rapport maintained with parents, alumni and practice teaching schools.	2	3.51
4	Cordial Student and Teacher relationship.	1	1.75
5	Good relationship with the practice teaching schools.	1	1.75
6	Cordial relationship with parents.	1	1.75
7	Strong community relationship and goodwill of the practicing schools.	1	1.75
8	Efforts were made to establish cordial relationships with	1	1.75

stakeholders.

9	The stakeholder relationship was yet to be more strengthened. (Suitable strategies- 1)	3	5.26
10	Required linkages with academic institutions.	1	1.75
11	Attention was not paid to creating relationships amongst various stakeholders.	1	1.75
12	Regular meetings were held for bringing administrative reforms.	1	1.75
13	Continuous informal meetings were held with the heads of schools to improve the quality of the human resource.	2	3.51
14	A meeting of the Alumni association was organised	1	1.75
15	Stakeholders were contacted quite often.	1	1.75
16	Active cooperation from the stakeholders.	1	1.75
17	All stakeholders were involved in the activities.	1	1.75
18	Serving rural people	1	1.75
19	Alumni were active, and their readiness to support could be harnessed for resource mobilisation.	2	3.51
20	Stakeholders were yet to be made part of the institutional management.	1	1.75
21	Elicit more cooperation from stakeholder relationship.	1	1.75
22	Involvement of stakeholders was not initiated by activating the recently formed Alumni Association.	1	1.75
23	Institution had a secular outlook in its academic and administrative performance.	1	1.75
24	Conducive atmosphere existed for learning/ academic activities.	6	10.53
25	Attempted for creation of conducive atmosphere for learning/ academic activities.	1	1.75
26	Student welfare schemes were needed to be started.	2	3.51
27	Active participation of state government was desired in the filling up of vacant faculty positions.	1	1.75
28	Better outreach programmes or extension activities to be increased for social and community responsibilities.	4	7.02

29	Not adopted extension activities for the benefit of stakeholders in surrounding localities	1	1.75
30	Outreach programmes or extension activities to be enhanced for social and community responsibilities.	1	1.75

Table no. 4.4.7.10 shows observations of Peer Teams about the participation of Stakeholders in TEIs under the Key Aspect No. 2.7.1 Internal Quality Assurance System. Twenty (35.09 percent) TEIs had cordial/ good/ satisfactory/ helpful relationships with stakeholders, where six (10.53 percent) TEIs had a Harmonious/ Cordial relationship. Seven (12.28 percent) TEIs had good relationships with parents, alumni and the society, where three (5.26 percent) TEIs could be harnessed for resource mobilisation from stakeholders. Two (3.51 percent) TEIs had maintained good rapport with parents, alumni and practice teaching schools. A (1.75 percent) TEI had a good relationship with the practice teaching schools; a (1.75 percent) TEI had a cordial relationship with parents; a (1.75 percent) TEI had strong community relationship and goodwill of the practicing schools and a (1.75 percent) TEI had made efforts to establish a cordial relationship with stakeholders. So it can be concluded that many TEIs had cordial/ good/ satisfactory/ helpful relationships with stakeholders, where few TEIs had a Harmonious/ Cordial relationship amongst all stakeholders. Few TEIs had good relationships with parents, alumni and the society, where a few TEIs could be harnessed for resource mobilisation from stakeholders. A few TEIs had maintained good rapport with parents, alumni and practice teaching schools. A few TEIs had a good relationship with the practice teaching schools, cordial relationships with parents, strong community relationships and goodwill of the practicing schools, and made efforts to establish cordial relationships with stakeholders.

Three (5.26 percent) TEIs were yet to be more strengthen the stakeholder relationship; a (1.75 percent) TEI was required linkages with academic institutions, and a (1.75 percent) TEI did not pay attention to creating relationships amongst various stakeholders. So it can be concluded that a few TEIs were yet to strengthen the stakeholder relationship; required linkages with academic institutions, and not paid attention to create relationships amongst various stakeholders.

Two (3.51 percent) TEIs had held continuous informal meetings with the heads of schools to improve upon the quality human resource; a (1.75 percent) TEI had held regular meetings for bringing administrative reforms; a (1.75 percent) TEI had organised a meeting of Alumni association, and a (1.75 percent) TEI had quite often

contacted stakeholders. So it can be concluded that a few TEIs had held continuous informal meetings with the heads of schools to improve the quality of human resources; regular meetings for bringing administrative reforms organised a meeting of Alumni association and contacted stakeholders quite often.

A (1.75 percent) TEI had active cooperation from stakeholders; a (1.75 percent) TEI had involved all stakeholders in the activities, and a (1.75 percent) TEI had served rural people. Two (3.51 percent) TEIs had active alumni whose readiness to support could be harnessed for resource mobilisation. Stakeholders of a (1.75 percent) TEI were yet to be made part of the institutional management; a (1.75 percent) TEI was elicited more cooperation from stakeholder relationship; a (1.75 percent) TEI did not initiate involvement of stakeholders by activating the recently formed Alumni Association. So it can be concluded that a few TEIs had active cooperation from stakeholders, involved all stakeholders in the activities, and served rural people. A few TEIs had active alumni whose readiness to support could be harnessed for resource mobilisation. Stakeholders of a few TEIs were yet to be made part of the institutional management elicited more cooperation from stakeholder relationship; not initiated the involvement of stakeholders by activating the recently formed Alumni Association.

A (1.75 percent) TEI had a secular outlook in academic and administrative performance. Six (10.53 percent) TEIs had a conducive atmosphere for learning/ academic activities. A (1.75 percent) TEI had attempted to create of conducive atmosphere for learning/ academic activities. Two (3.51 percent) TEIs were needed to be started student welfare schemes, and a (1.75 percent) TEI had desired active participation of state government in filling up of vacant faculty position. Outreach programmes or extension activities from four (7.02 percent) TEIs were to be increased better for social and community responsibilities; a (1.75 percent) TEI did not adopt for the benefit of stakeholders in surrounding localities and to be enhanced for social and community responsibilities. So it can be concluded that a few TEIs had secular outlooks in academic and administrative performance. Few TEIs had a conducive atmosphere for learning/ academic activities. A few TEIs had attempted to create a conducive atmosphere for learning/ academic activities; student welfare schemes needed to be started, and the desired state government's active participation in filling up vacant faculty positions. Outreach programmes or extension activities from few TEIs were to be increased in a better way for social and community responsibilities; a few

TEIs did not adopt for the benefit of stakeholders in surrounding localities and enhanced for social and community responsibilities.

Table 4.4.7.11

Dissemination of Information about the activities/ organisational performance

Sr. No.	Observations	No. of	
		TEIs	Percent
1	Meetings with parents, alumni, members of the management and practicing school authorities.	1	1.75
2	Formal meetings and use of ICTs help	1	1.75
3	Access through college brochure, magazine and newspapers	1	1.75
4	Reports published in newspapers and university periodical 'Uddichaya'	1	1.75
5	Reports shared with stakeholders during annual function	1	1.75
6	Website, handbook, press notes and advertisements	1	1.75
7	Website, newspapers, College Prospectus and personnel contacts, Notice Boards, etc.	1	1.75
8	Website, brochures and PTA meetings.	1	1.75
9	Various authentic sources.	1	1.75
10	Shared the information.	1	1.75
11	Informed from time to time.	1	1.75
Total Observations about Dissemination of Information about the activities/ organisational performance		11	19.30
Mechanism for disseminating information to stakeholders to be developed		1	1.75

Observations about the dissemination of information about the activities/ organisational performance of TEIs are given in table no. 4.4.7.11.

Eleven (19.30 percent) TEIs had disseminated information about the activities/ organisational performance of TEIs, where a (1.75 percent) TEI had held meetings with parents, alumni, members of the management and practicing school authorities, and a (1.75 percent) TEI had held formal meetings and used ICTs help. So it can be concluded that some TEIs had disseminated information about the activities/ organisational performance of TEIs, where a few TEIs had held meetings with parents,

alumni, members of the management and practicing school authorities, and a few TEIs had held formal meetings and used ICTs help.

A (1.75 percent) TEI had access to information through college brochure, magazine and newspapers; a (1.75 percent) TEI had published reports in newspapers and university periodical, and a (1.75 percent) TEI had shared reports with stakeholders during annual function. The information was disseminated by a (1.75 percent) TEI through the website, handbook, press notes and advertisements; a (1.75 percent) TEI had disseminated through website, newspapers, college prospectus and personnel contacts, notice boards, etc.; a (1.75 percent) TEI had disseminated through website, brochures and PTA meetings, and a (1.75 percent) TEI had disseminated through various authentic sources. A (1.75 percent) TEI had shared the information, and a (1.75 percent) TEI had informed about the activities/ organisational performance from time to time. A (1.75 percent) TEI was to be developed mechanism for disseminating information to stakeholders. So it can be concluded that a few TEIs had access to information through college brochure, magazine and newspapers; published reports in newspapers and university periodical and shared reports with stakeholders during annual functions. A few TEIs disseminated the information through the website, handbook, press notes and advertisements, newspapers, college prospectus and personnel contacts, notice boards, etc.; through the website, brochures and PTA meetings, through various authentic sources. A few TEIs had shared the information and informed about the activities/ organisational performance from time to time. A few TEIs were to be developed as a mechanism for disseminating information to stakeholders.

Table 4.4.7.12

Stakeholders' perspective to TEI

Sr. No.	Observations	No. of TEIs Percent	
1	Good reputation in the local community. (high social image- 1)	11	19.30
2	Students' satisfaction was visible.	5	8.77
3	Stakeholders' satisfaction was visible. (concerning discipline and security- 1)	2	3.51
4	Stakeholders were by and large satisfied with the quality of education delivered by the institution.	1	1.75

5	Parents and students were by and large satisfied with the performance of institute.	1	1.75
6	Feedback collected from stakeholders	2	3.51
7	Regular feedback collected from stakeholders- students, parents, school Heads, alumni	1	1.75
8	Inputs were taken from practicing schools.	1	1.75
9	Feedback mechanisms from the practice teaching schools existed.	1	1.75
10	Informal system of feedback mechanism from stakeholders.	3	5.26
11	Feedback mechanism on quality of programme from the professional community, alumni and other stakeholders needs to be formalised.	1	1.75
12	Successful and effective initiatives were appreciated and rewarded.	2	3.51
13	Follow up action taken on feedback collected from students, alumni, parents, professional community	1	1.75
14	Efforts were made to internalize the innovations.	1	1.75
15	Efforts to be made to bring in community orientation to activities.	1	1.75

The key aspect no. 2.7.3 Institutional Vision and Leadership covered observations about Stakeholders' perspectives to TEI and given in table no. 4.4.7.12.

Eleven (19.30 percent) TEIs had a good reputation in the local community. Students' satisfaction was visible in five (8.77 percent) TEIs, and stakeholders' satisfaction was visible in two (3.51 percent) TEIs. Stakeholders were by and large satisfied with the quality of education delivered by a (1.75 percent) TEI institution, and Parents and students were by and large satisfied with the performance of a (1.75 percent) TEI. Some TEIs had a good reputation in the local community. Students' satisfaction was visible in few TEIs, and stakeholders' satisfaction was visible in a few TEIs. Stakeholders were by, and large satisfied with the quality of education delivered by a few TEI, and Parents and students were by and large satisfied with the performance of a few TEI.

Two (3.51 percent) TEIs had collected feedback from stakeholders; a (1.75 percent) TEI had regularly collected feedback from stakeholders- students, parents, school Heads and alumni, and a (1.75 percent) TEI had taken inputs from practicing schools.

A (1.75 percent) TEI had a feedback mechanism from the practice teaching schools. Three (5.26 percent) TEIs had an informal system of feedback mechanisms from stakeholders. A (1.75 percent) TEI was needed to be formalised feedback mechanism on the quality of programme from the professional community, alumni and other stakeholders. So it can be concluded that a few TEIs had collected feedback from stakeholders, regularly collected feedback from stakeholders- students, parents, school Heads and alumni- and took input from practicing schools. A few TEIs had feedback mechanisms from the practice teaching schools. A few TEIs had an informal system of feedback mechanisms from stakeholders. A few TEIs were needed to be formalised feedback mechanism on quality of programme from the professional community, alumni and other stakeholders.

Two (3.51 percent) TEIs had appreciated and rewarded successful and effective initiatives. A (1.75 percent) TEI took follow-up action on feedback collected from students, alumni, parents, and the professional community. A (1.75 percent) TEI had made efforts to internalize the innovations, whereas a (1.75 percent) TEI was to be made efforts to bring in community orientation to activities. So it can be concluded that a few TEIs had appreciated and rewarded successful and effective initiatives. A few TEIs took follow-up action on feedback collected from students, alumni, parents, and the professional community. A few TEIs had made efforts to internalize the innovations, whereas a few TEIs were to be made efforts to bring in community orientation to activities.

Institutional Strengths for Criterion- VII: Innovative Practices

Table 4.4.7.13

Observations for Institutional Strengths for Criterion- VII: Innovative Practices

Sr. No.	Observations	No. of TEIs	Percent
1	Good reputation/ image in the community (Tremendous goodwill in the community- 1)	11	17.54
2	One of the oldest TEI	1	1.75
3	INTEL had awarded the status of 'Center of Excellence'	1	1.75
4	Offering B. Ed. Advanced course and M. Ed. courses in English medium	1	1.75
5	Thrust on quality teacher education	1	1.75

6	Emphasis on the Indian value system	1	1.75
7	A heritage institution inspired by Gandhian philosophy	1	1.75
8	Mission to empower prospective teachers through teacher education	1	1.75
9	Value education and patriotism	1	1.75
10	Well thought vision and mission	1	1.75
11	Good discipline	5	8.77
12	Team Spirit (fully involved and committed Teaching Faculty with co- ordination- 1)	2	3.51
13	Practice of 'Sarva Dharma Prayer' for communal harmony and peace	1	1.75
14	Satisfaction of stakeholders	2	3.51
15	Very strong alumni association with more than 5000 life members.	1	1.75
16	Good relationship with stakeholders	1	1.75
17	Good Stakeholders support.	1	1.75

Table no. 4.4.7.13 shows observations about Criterion- VII: Innovative Practices under 3.1 Institutional Strengths.

Eleven (17.54 percent) TEIs had a good reputation/ image in the community, where a (1.75 percent) TEI had tremendous goodwill in the community. A (1.75 percent) TEI was one of the oldest institutions; a (1.75 percent) TEI was awarded the status of 'Center of Excellence' by INTEL, and a (1.75 percent) TEI had offered B. Ed. Advanced course and M. Ed. courses in English medium. So it can be concluded that some TEIs had a good reputation/ image in the community, where a few TEIs had tremendous goodwill in the community. A few TEIs were one of the oldest institutions; a few TEIs were awarded the status of 'Center of Excellence' by INTEL, and a few TEIs had offered B. Ed. Advanced course and M. Ed. courses in English medium.

Each (1.75 percent) TEI out of six had each observation, i.e., thrust on quality teacher education; emphasised on Indian value system; a heritage institution inspired by Gandhian philosophy; mission to empower prospective teachers through teacher education; value education and patriotism, and well-thought vision and mission. So it can be concluded that a few TEIs thrust on quality teacher education; emphasised the Indian value system; a heritage institution inspired by Gandhian philosophy; mission to

empower prospective teachers through teacher education; value education and patriotism, and a well-thought-out vision and mission.

Five (8.77 percent) TEIs had good discipline. Two (3.51 percent) TEIs had team spirit, where a (1.75 percent) TEI had fully involved and committed Teaching Faculty with coordination. Each (1.75 percent) TEI out of six had each observation, i.e., practiced ‘Sarva Dharma Prayer’ for communal harmony and peace. So it can be concluded that few TEIs had good discipline. A few TEIs had team spirit, where a few TEIs had fully involved and committed Teaching Faculty with coordination. A few TEIs had practiced ‘Sarva Dharma Prayer’ for communal harmony and peace;

Two (3.51 percent) TEIs had the satisfaction of stakeholders. A (1.75 percent) TEI had a very strong alumni association with more than 5000 life members; a (1.75 percent) TEI had a good relationship with stakeholders, and a (1.75 percent) TEI had good Stakeholders support. So it can be concluded that a few TEIs had the satisfaction of stakeholders. A few TEIs had a very strong alumni association with more than 5000 life members, good relationships with stakeholders, and good Stakeholders support.

Institutional Weaknesses for Criterion- VII: Innovative Practices

Table 4.4.7.14

Observations for Institutional Weaknesses for Criterion- VII: Innovative Practices

Sr. No.	Observations	No. of TEIs	Percent
1	IQAC was not formed	2	3.51
2	IQAC was no functioning	1	1.75
3	Insufficient quality enhancement initiatives	3	5.26
4	Non-adoption of innovative practices	1	1.75
5	No formal Alumni Association	1	1.75
6	Alumni association was not active.	1	1.75
7	Non-exploration of potential involvement of alumni	1	1.75
8	Absence of formal mechanism for communication with alumni and parents	1	1.75
9	Feedback system from all stakeholders not visible	1	1.75
10	Lack of standard/ systematic feedback mechanisms	3	5.26

Table no. 4.4.7.14 shows observations about Criterion- VII: Innovative Practices under 3.2 Institutional Weakness.

Two (3.51 percent) TEIs did not form IQAC, and a (1.75 percent) TEI did not function IQAC. Three (5.26 percent) TEIs had insufficient quality enhancement initiatives, and a (1.75 percent) TEI did not adopt innovative practices. So it can be concluded that a few TEIs did not form IQAC and not functioned IQAC. A few TEIs had insufficient quality enhancement initiatives and did not adopt innovative practices.

Each (1.75 percent) TEI out of five had each weakness, i.e., no formal Alumni Association; inactive Alumni Association; inconsideration of potential involvement of alumni; no formal mechanism for communication with alumni and parents, and no visibility of feedback system from all stakeholders. Three (5.26 percent) TEIs had lack of standard/ systematic feedback mechanisms. So it can be concluded that a few TEIs had no formal Alumni Association, inactive Alumni Association, inconsideration of potential involvement of alumni, no formal mechanism for communication with alumni and parents, and no visibility of feedback system from all stakeholders. A few TEIs had a lack of standard/ systematic feedback mechanisms.

Institutional Opportunities for Criterion- VII: Innovative Practices

Table 4.4.7.15

Observations for Institutional Opportunities for Criterion- VII: Innovative Practices

Sr. No.	Observations	No. of TEIs	Percent
1	Establishment of IQAC	1	1.75
2	Quality sustenance and enhancement with available facilities and resources.	1	1.75
3	Can emerge as a lead college of education in the region. (can develop as a comprehensive college of education- 1)	2	3.51
4	To create one of the schools run by its management as a Model School.	1	1.75
5	Making effective use of the goodwill the College enjoys in the community.	1	1.75
6	Utilisation of goodwill of the management for the development of new programmes and activities.	1	1.75
7	Scope for fulfilling the aspirations and social responsibilities of marginalised sections.	1	1.75
8	Need to interact more with the schools in the vicinity so that	1	1.75

the teaching community could be exposed to different educational issues.

9	Supportive stakeholders.	1	1.75
10	Optimum utilisation of the potential of the alumni association.	2	3.51
11	Effective utilisation of PTA and alumni associations for overall development of the college.	1	1.75
12	Involvement/ utilisation of stakeholders' capabilities and community resources. (for opening new courses and endowments)	10	17.54

Table no. 4.4.7.15 shows observations about Criterion- VII: Innovative Practices under 3.3 Institutional Opportunities.

A (1.75 percent) TEI had scope for establishing IQAC, and another (1.75 percent) TEI had to sustain and enhance quality with available facilities and resources. Two (3.51 percent) TEIs could be emerged as a leading college of education in the region, where a (1.75 percent) TEI had opportunity to develop as a comprehensive college of education. A (1.75 percent) TEI had opportunity to create one of the schools run by its management as a Model School. A (1.75 percent) TEI had the opportunity to make effective use of the goodwill the College enjoys in the community, and a (1.75 percent) TEI had scope for utilisation of goodwill of the management for the development of new programmes and activities. A (1.75 percent) TEI had scope for fulfilling the aspirations and social responsibilities of marginalised sections. So it can be concluded that a few TEIs had scope for establishing IQAC and sustaining and enhancing quality with available facilities and resources. A few TEIs could be emerged as a leading college of education in the region, where a few TEIs had opportunity to develop as a comprehensive college of education. A few TEIs had opportunity to create one of the schools run by its management as a Model School. A few TEIs had the opportunity to make effective use of the goodwill the College enjoys in the community and utilisation of goodwill of the management to develop new programmes and activities. A few TEIs had scope for fulfilling marginalised sections' aspirations and social responsibilities

A (1.75 percent) TEI was needed to interact more with the schools in the vicinity so that the teaching community could be exposed to different educational issues. A (1.75 percent) TEI had supportive stakeholders. Two (3.51 percent) TEIs had the opportunity to optimize the alumni association's potential, and a (1.75 percent) TEI had the opportunity to effectively utilise PTA and alumni associations for the overall

development of the college. Ten (17.54 percent) TEIs had scope for involvement/ utilisation of stakeholders' capabilities and community resources. So it can be concluded that a few TEIs were needed to interact more with the schools in the vicinity so that the teaching community could be exposed to different educational issues. A few TEIs had supportive stakeholders. A few TEIs had the opportunity to optimize the alumni association's potential, and a (1.75 percent) TEI had the opportunity to effectively utilise PTA and alumni associations for the overall development of the college. Some TEIs had scope for involvement/ utilisation of stakeholders' capabilities and community resources.

Institutional Challenges for Criterion- VII: Innovative Practices

Table 4.4.7.16

Observations for Institutional Challenges for Criterion- VII: Innovative Practices

Sr. No.	Observations	No. of TEIs	Percent
1	Need for establishing IQAC	2	3.51
2	IQAC to be updated	1	1.75
3	Introduction of quality assurance practices	1	1.75
4	Setting benchmark for the quality	5	8.77
5	Pursuit of Excellence within the constraints of government- specified norms	1	1.75
6	Adoption of the inclusive approach	1	1.75
7	Structuring the functioning of the alumni association and IQAC.	1	1.75
8	Potential of the Alumni association could be utilised.	12	
9	More involvement of Stakeholders in college activities.	1	1.75
10	Obtaining and utilisation of feedback for improving different aspects of education	5	8.77
11	Strong feedback mechanism to be initiated	1	1.75

Table no. 4.4.7.16 shows observations about Criterion- VII: Innovative Practices under 3.4 Institutional Challenges.

Each (1.75 percent) TEI out of three had each challenge, i.e., to establish IQAC; update IQAC, and introduce quality assurance practices. Five (8.77 percent) TEIs had challenge in setting the benchmark for quality. A (1.75 percent) TEI had a challenge to

pursue excellence within the constraints of government-specified norms. A (1.75 percent) TEI had challenge for the adoption of the inclusive approach. So it can be concluded that a few TEIs had challenges establishing IQAC, updating IQAC, and introducing quality assurance practices. Few TEIs had challenge in setting the benchmark for quality. A few TEIs challenged the pursuit of excellence within the constraints of government-specified norms. A few TEIs had challenge for the adoption of the inclusive approach.

A (1.75 percent) TEI had challenge for structuring the functioning of alumni association and IQAC. Twelve (21.05 percent) TEIs could be utilised the potential of Alumni association. A (1.75 percent) TEI had challenge for more involvement of Stakeholders in college activities. Five (8.77 percent) TEIs had challenge for obtaining and utilising feedback for improving different aspects of education, and a (1.75 percent) TEI had challenge for initiation of strong feedback mechanism. So it can be concluded that a few TEIs had challenge for structuring the functioning of alumni association and IQAC. Some TEIs could be utilised potential of Alumni association. A few TEIs had challenge for more involvement of Stakeholders in college activities. Few TEIs had challenges obtaining and utilising feedback for improving different aspects of education, and a few TEIs had challenges initiating a strong feedback mechanism.

Recommendations for Criterion-VII: Innovative Practices

Table 4.4.7.17

Recommendations for Criterion-VII: Innovative Practices (Key Aspect no. 2.7.1, 2.7.2 and 2.7.3)

Sr.	No. of			
No.	KA	Recommendations	TEIs	Percent
1	2.7.1	IQAC to be established/ formed. (2 TEIs- to be made functional immediately/ priority and ; 1 TEI- most desired)	6	10.53
2	2.7.1	IQAC to be strengthened (1 TEI- in functioning of the college in according to NAAC guidelines)	4	7.02
3	2.7.1	Activities of IQAC to be further strengthened.	1	1.75
4	2.7.1	IQAC to be made more functional.	2	3.51
5	2.7.1	Total Quality Assessment of the college might be conducted annually keeping in view the vision and	1	1.75

		mission of the institution.		
6	2.7.1	Total Quality Assessment of the college might be more effective for quality education.	1	1.75
7	2.7.1	Effective academic measures to be adopted for overall quality enhancement and sustenance.	1	1.75
8	2.7.1	Recommendations of the first NAAC Peer Team needed to be implemented in more specific terms. (1 TEI- urgent implement)	2	3.51
9	2.7.2	Efforts to be made to implement inclusive practices to help under privileged.	1	1.75
10	2.7.2	Inclusive practices to be strengthened.	1	1.75
11	2.7.3	Management Committee needed involvement of eminent persons from Alumni, govt. and local community.	3	5.26
12	2.7.3	Stakeholder to be strengthened and involved for quality improvement.	1	1.75
13	2.7.3	Potential of stakeholders to be utilised.	1	1.75
14	2.7.3	Feedback could be obtained from all stakeholders and to be utilised for quality improvement. (different Performa - 1)	9	15.79
15	2.7.3	Proper mechanism might be developed for receiving and processing feedback from stakeholders for quality enhancement.	3	5.26
16	2.7.3	Proper feedback from Alumni and parents to be obtained and implemented for effective instruction.	1	1.75
17	2.7.3	Online process for getting feedback from stakeholders to be developed.	1	1.75
18	2.7.3	The practicing schools might be allowed to retain some of the teaching aids for future use by their teachers.	4	7.02
19	2.7.3	Alumni Association to be formed. (4 TEIs- to be formalised ; 2 TEIs- to be utilised as a resource)	5	8.77
20	2.7.3	Alumni association to be made more active and	1	1.75

		functional.		
21	2.7.3	Alumni association/ Parent association to be made more functional.	1	1.75
22	2.7.3	Alumni association needed to be strengthened. (1 TEI- in terms of its role and contribution and ; 1 TEI- by sharing responsibilities at the organisational and academic levels; and 1 TEI- Coordination)	5	8.77
23	2.7.3	of the Alumni needed to be strengthened.	1	1.75
24	2.7.3	Potential of Alumni Association might be utilised for quality improvement. (1 TEI- to be strengthened and; 3 TEIs- by organising more interactive sessions, where one TEI might be organised short duration workshops for the Alumni in areas, like, use of ICT, Teaching of Concepts, writing questions for Open-Book examination, etc.)	11	19.30

Table no. 4.4.7.17 shows observations of Recommendations for Criterion-VII: Innovative Practices related to Key Aspect no. 2.7.1, 2.7.2 and 2.7.3.

Six (10.53 percent) TEIs were to be established/ formed IQAC, where two (3.51 percent) TEIs were to be made functional immediately/ priority; and a (1.75 percent) TEI was the most desired. Four (7.02 percent) TEIs were to be strengthened IQAC; a (1.75 percent) TEI was to be further strengthened activities of IQAC; and two (3.51 percent) TEIs were to be made IQAC more functional. So it can be concluded that few TEIs were to be established/ formed IQAC, where a few TEIs were to be made functional immediately/ priority; and the most desired. Few TEIs were to be strengthened IQAC; a few TEIs were to be further strengthened activities of IQAC; and a few TEIs were to be made IQAC more functional.

Each (1.75 percent) TEI out of three had each recommendation, i.e., might be conducted annually Total Quality Assessment of the college keeping in view the vision and mission of the institution; might be more effective Total Quality Assessment of the college for quality education; and to be adopted effective academic measures for overall quality enhancement and sustenance. Two (3.51 percent) TEIs were needed to be implemented recommendations of the first NAAC Peer Team in more specific terms, where a (1.75 percent) TEI was to be implemented urgently. A (1.75 percent) TEI was to be made to implement inclusive practices to help the underprivileged; and a

(1.75 percent) TEI was to be strengthened inclusive practices. So it can be concluded that a few TEIs might be conducted annually Total Quality Assessment of the college keeping in view the vision and mission of the institution; might be more effective Total Quality Assessment of the college for quality education; and to be adopted effective academic measures for overall quality enhancement and sustenance. A few TEIs were needed to be implemented recommendations of the first NAAC Peer Team in more specific terms, where a few TEIs were to be implemented urgently. A few TEIs were to be made efforts to implement inclusive practices to help the underprivileged; and strengthen inclusive practices.

Management Committees of three (5.26 percent) TEIs were needed the involvement of eminent persons from Alumni, the government and the local community. A (1.75 percent) TEI was to be Stakeholder strengthened and involved for quality improvement; and another (1.75 percent) TEI was to be utilised the potential of stakeholders. So it can be concluded that Management Committees of a few TEIs were needed the involvement of eminent persons from Alumni, the government and the local community. A few TEIs were to be Stakeholder strengthened and involved for quality improvement; and to be utilised stakeholders' potential.

Nine (15.79 percent) TEIs could be obtained feedback from all stakeholders and utilised for quality improvement. Three (5.26 percent) TEIs might be developed a proper mechanism for receiving and processing feedback from stakeholders for quality enhancement. A (1.75 percent) TEI was to be obtained and implemented proper feedback from Alumni and parents for effective instruction; and another (1.75 percent) TEI was to be developed an online process for getting feedback from stakeholders. Four (7.02 percent) TEIs might be allowed the practicing schools to retain some of the teaching aids for future use by their teachers. So it can be concluded that some TEIs could be obtained feedback from all stakeholders and be utilised for quality improvement. A few TEIs might be developed a proper mechanism for receiving and processing feedback from stakeholders for quality enhancement. A few TEIs were to be obtained and implemented proper feedback from Alumni and parents for effective instruction; and an online process for getting feedback from stakeholders. Few TEIs might be allowed the practicing schools to retain some of the teaching aids for future use by their teachers.

Five (8.77 percent) TEIs were to be formed Alumni Association, where four (7.02 percent) TEIs were to be formalised including; and two (3.51 percent) TEIs were to be

utilised as a resource. A (1.75 percent) TEI was to be made Alumni association more active and functional; and another (1.75 percent) TEI was to be made the Alumni association/ Parent association more functional. Five (8.77 percent) TEIs were needed to be strengthened Alumni association. Eleven (19.30 percent) TEIs might be utilised the potential of the Alumni Association for quality improvement by organising more interactive sessions; workshops; Teaching of Concepts, writing questions for Open-Book examination, etc. So it can be concluded that few TEIs were to be formed Alumni Association, where few TEIs were to be formalised ; and a few TEIs were to be utilised as a resource. A few TEIs were to be made the Alumni association more active and functional; and to be made Alumni association/ Parent association more functional. Few TEIs were needed to be strengthened Alumni association. Some TEIs might be utilised the potential of the Alumni Association for quality improvement by organising more interactive sessions; workshops; Teaching of Concepts, writing questions for the Open-Book examination, etc.

4.5 ANALYSIS AND INTERPRETATION OF OPINIONS OF THE ASSESSORS AND STAKEHOLDERS OF NAAC ACCREDITED TEIs ABOUT ASSESSMENT AND ACCREDITATION OF TEIs

Objective- 31: To study the opinions of the following Assessors of NAAC accredited TEIs about assessment and accreditation of TEIs

- Chairperson of the Peer Team
- Member Coordinator of the Peer Team
- Member of the Peer Team

Objective- 32: To study the opinions of the following Stakeholders of NAAC accredited TEIs about assessment and accreditation of TEIs

- Principal
- IQAC Coordinator
- Teaching Faculty
- Supporting staff

Data Analysis and Interpretation of opinions of the Assessors and Stakeholders included data from Questionnaires, Opinionnaires and Scale. The responses from Questionnaires, Opinionnaires and Scale, were typed respondent-wise in separate sheets for the Assessors, the Principal-IQAC Coordinator, Teaching Faculty and Supporting staff in excel format. All responses in the Questionnaires, Opinionnaires and Scales received from different types of respondents were analysed with statistical calculations and content analysis using Microsoft Excel and a trial version of SPSS. The analysis was carried out by Ascending-descending, Frequency distribution and Percent calculation.

The questions were expected to be responded to single or multiple responses as close-ended or/and open-descriptive answers by respondents. The responses for common questions of other respondents were adjoined with responses from other types of respondents and analysed wherever required.

Data Analysis and Interpretation of responses from Questionnaires, Opinionnaires and Scale have been described in detail for objective no. 31 and 32.

4.5.1 Analysis and Interpretation of Responses of Questionnaires

4.5.2 Analysis and Interpretation of Responses of Opinionnaire

4.5.3 Analysis and Interpretation of Responses of ‘Scale of Key Aspect-wise differential Weightage under each Criterion’

- **Analysis and Interpretation of Criterion-wise Appropriateness of Key aspects**
- ☒ **Analysis and Interpretation of Criterion-wise suggestions for removal of the existed key aspects**
- ☑ **Analysis and Interpretation of Criterion-wise suggestions to add points as Key aspect**
- ⊗ **Analysis and Interpretation of Criterion-wise Feedback and Suggestions**
- ❖ **Analysis and Interpretation of Criterion-wise Suggestions of Weightage**

4.5.1 ANALYSIS AND INTERPRETATION OF RESPONSES OF QUESTIONNAIRES

4.5.1.1 Assessors' Training and visit of HEIs for Assessment

Table 4.5.1.1

Discipline-wise specialisation of Assessors from sample

Sr. No.	Specialisation of Assessors (Discipline)	No. of Assessors	Total
1	Education	25 (86.21)	25 (86.21)
2	Chemistry	2 (6.90)	
3	Physics	1 (3.45)	4 (13.79)
4	Statistics	1 (3.45)	
	Total	29 (100.00)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In relation to the specialisation of Assessors from the sample, table no. 4.5.1.1 shows that 25 (86.21 percent) of the Assessors were from the Education subject, while two (6.90 percent) were from Chemistry, one (3.45 percent) was from Physics, and one (3.45 percent) was from Statistics. So it can be concluded that majority of the Assessors were found from Education subject, while some were from other subjects.

Table 4.5.1.2

Academic and Administrative experience of Assessors in years

Sr. No.	Years of Experience	No. of Assessors
1	46-50	1 (3.45)
2	41-45	4 (13.79)

3	36-40	6 (20.69)
4	31-35	10 (34.48)
5	26-30	6 (20.69)
6	21-25	1 (3.45)
7	15-20	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In relation to Academic and Administrative experience of Assessors in years, table no. 4.5.1.2 shows that ten (34.48 percent) Assessors' experience was 36-40 years, six (20.69 percent) had experience of 36-40 years, and another six (20.69 percent) had experience of 26-30 years. Four (13.79 percent) Assessors had experience of 41-45 years. Each (3.45 percent) Assessor out of three had experience of 46-50, 21-25 and 15-20 years. So it can be concluded that many of the Assessors had Academic and Administrative experience of 36-40 years; a few had experience of 46-50 years, and some had experience of 41-45 years. A few had the least experience of 15-20 years.

Table 4.5.1.3

Assessors Appointed by NAAC

Sr. No.	Detail of Assessors Appointed by NAAC	No. of Assessors
1	Identified by NAAC	24 (82.76)
2	Submitted Resume to NAAC	4 (13.79)
3	Recommended by Vice-Chancellor of University	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In relation to the appointment of the Assessors, table no. 4.5.1.3 shows that 24 (82.76 percent) of the Assessors appointed by the NAAC, four (13.79 percent) had submitted their Resume to NAAC and appointed, while an (3.45 percent) Assessor was recommended to the NAAC by Vice-Chancellor of University. So it can be concluded that the appointments of majority of the Assessors were found made directly by NAAC; and some were found by submission of their Resume to NAAC, while a few were found by recommendation of Vice-Chancellor of University.

Table 4.5.1.4

Assessors' Interaction Meet organised by NAAC attended by Assessors

Sr. No.	Assessors' attended the Interaction Meet organised by NAAC	No. of Assessors
1	Yes	29 (100.00)
2	No	0 (0.00)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.4 shows that all (100 percent) Assessors had attended the Interaction Meet organised by NAAC. So it can be concluded that all the Assessors had attended the Assessors' Interaction Meet organised by NAAC.

Table 4.5.1.5

Days spent by Assessors in the Assessors' Interaction Meet

Sr. No.	No. of Days for attending Assessors' Interaction Meet	No. of Assessors
1	Two days	16 (55.17)
2	Three days	10 (34.48)
3	Five days	3 (10.34)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In relation to the number of days for attending the Assessors' Interaction Meet by the Assessors, table no. 4.5.1.5 shows that 16 (55.17 percent) Assessors had attended for two days, ten (34.48 percent) had attended for three days, while three (10.34 percent) had attended for five days. So it can be concluded that the Assessors' Interaction Meet was found attended for two days by most of the Assessors, three days by many of the Assessors and five days by few of the Assessors.

Table 4.5.1.6

Adequacy about the number of days for Assessors' Interaction Meet

Sr. No.	Adequacy about the number of days for Assessors' Interaction Meet	No. of Assessors
1	Yes	25 (86.21)
2	No	4 (13.79)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.6 shows that the number of days for Assessors' Interaction Meet was responded adequately by 25 (86.21 percent) Assessors, while four (13.79 percent) responded inadequately. Further, those four (13.79 percent) Assessors suggested three, five, four and three days for Assessors' Interaction Meet. So it can be concluded that majority of the Assessors responded that the number of days for Assessors' Interaction Meet were adequate, while some responded inadequate numbers of days for Assessors' Interaction Meet and suggested three, four and five days.

Table 4.5.1.7

No. of HEI visited by Assessors for Assessment and Accreditation

Sr. No.	No. of HEI visited by Assessors	No. of Assessors
1	154-173	1 (3.45)
2	134-153	1 (3.45)
3	114-133	1 (3.45)
4	94-113	2 (6.90)
5	74-93	1 (3.45)
6	54-73	4 (13.79)
7	34-53	8 (27.59)
8	14-33	10 (34.48)
9	No Response	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.7 shows that ten (34.48 percent) Assessors had visited 14-33 HEIs, eight (27.59 percent) Assessors had visited 34-53 HEIs, four (13.79 percent) Assessors had visited 54-73 HEIs, and two (6.90 percent) had visited 94-113 HEIs. Each (3.45 percent) Assessor out of four had visited 154-173, 134-153, 114-133 and 74-93 HEIs. An (3.45 percent) Assessor did not respond about the visit to HEIs for AA. So it can be concluded that many of the Assessors had visited the least number of HEIs, i.e., 14-33, and many of the Assessors had visited 34-53 HEIs, while few of the Assessors had visited 154-173 HEIs.

Table 4.5.1.8

No. of TEIs visited by Assessors for AA

Sr. No.	No. of TEIs visited by Assessors	No. of Assessors
1	91-100	2 (6.90)
2	81-90	0 (0.00)
3	71-80	0 (0.00)
4	61-70	1 (3.45)
5	51-60	1 (3.45)
6	41-50	6 (20.69)
7	31-40	5 (17.24)
8	21-30	4 (13.79)
9	11-20	6 (20.69)
10	1-10	3 (10.34)
11	No Response	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In response to visiting TEIs for AA, table no. 4.5.1.8 shows that three (10.34 percent) Assessors had visited 1-10 TEIs, six (20.69 percent) had visited 11-20 TEIs, four (13.79 percent) had visited 21-30 TEIs, five (17.24 percent) had visited 31-40 TEIs, six (20.69 percent) had visited 41-50 TEIs, an (3.45 percent) Assessor had visited 51-60 TEIs, another (3.45 percent) Assessor had visited 61-70 TEIs and two (6.90 percent) Assessors had visited 91-100 TEIs. So it can be concluded that few of the Assessors visited 91-100 TEIs. Some Assessors had visited 41-50 TEIs, and some had visited 11-20 TEIs.

4.5.1.2 Prior to Assessment and Accreditation of the TEI

Table 4.5.1.9

In time intimation to Assessors about the dates of the Peer Team visit for AA of TEI

Sr. No.	In time intimation to Assessors about the dates of the Peer Team visit for AA of TEI	No. of Assessors
1	Yes	29 (100.00)
2	No	0 (0.00)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.9 shows that the dates of the Peer Team visit for AA of TEI were informed in time to all (100 percent) Assessors. So it can be concluded that all Assessors were informed in time about the dates of the Peer Team visit for AA of TEI.

Table 4.5.1.10

Activities carried out by Assessors before visiting the TEI for AA

Sr. No.	Activity	No. of Assessors
1	Studied SSR	28 (96.55)
2	Prepared Pre-notes for visit	26 (89.66)
3	Prepared pre-observations for PTR	23 (79.31)
4	Communicated the Programme among the Peer Team	22 (75.86)
5	Visited website of TEI	22 (75.86)
6	Classified and organised a list of documents for verification of the SSR	22 (75.86)
7	Verified Programme for a visit to the TEI	18 (62.07)
8	Communicated with TEI for the requirement of the Peer Team for AA	17 (58.62)
9	Travel plan, place of stay and contact number of coordinator etc.	1 (3.45)
10	Communicated to NAAC	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

In relation to the AA of TEIs, the Assessors had carried out different activities before a visit to TEIs, table no. 4.5.1.10 shows that 28 (96.55 percent) Assessors had studied SSR, 26 (89.66 percent) had prepared pre-notes for the visit, and 23 (79.31 percent) had prepared pre-observations for PTR. Every 22 (75.86 percent) Assessors out of 29 had carried out each activity, i.e., communicated the programme among the Peer Team, visited the website of TEI, and classified and organised the list of documents for verification of the SSR. Eighteen (62.07 percent) Assessors verified the programme for a visit to the TEI, and 17 (58.62 percent) had communicated to TEIs about the requirement of the Peer Team for AA. Each (3.45 percent) Assessor out of two had done each work, i.e., Travel plan, place of stay and contact number of coordinator etc., and Communicated to NAAC. So it can be concluded that most of the Assessors had studied SSR, prepared pre-notes for the visit, prepared pre-observations for PTR, communicated the programme among the Peer Team, visited the TEI's website, and

classified and organised the list of documents for verification of the SSR. Most of the Assessors had verified the programme for the visit to the TEI and communicated to TEIs about the requirement of the Peer Team for AA. A few of the Assessors had prepared a Travel plan, place of stay and contact number of coordinator etc. and Communicated to NAAC.

→ **Focal points of discussion amongst Peer Team**

Besides different activities before the Peer Team visit, the Peer Teams had discussed in the respective team about AA of TEI. The focal points of discussion are given below:

- Date and time of visit
- Location of the college
- Assignment of responsibilities
- Schedule for the visit programme and strategies for physical verification
- PTR of first AA (concerning Cycle 2)
- All seven criteria
- All Dimensions of Manual for AA
- Identification of positive- negative issues through SSR and tentative evaluation
- Curriculum design and extension; teaching, learning and evaluation; institutions vision, mission and strategies; profile of faculties
- Facilities in the Psychology lab
- Documents regarding- lesson plan, microteaching, practice teaching
- Qualifications of Teacher Educators
- Research and publication
- Research and consultation activities
- Research, Consultancy, Extension
- Teaching and Research
- Management's participation regarding MIS, regarding IQAC, Admission, methodology and reservation policy
- Prepared notes from SSR
- Rectified weaknesses as evident from SSR
- Strengths, unique features, weak aspects and best practices
- Performance of TEI about the quality parameter of NAAC based on SSR
- Observations based on SSR and probable grade to be allotted
- Possible suggestions for improvement

Table 4.5.1.11

Feeling of Assessors about the AA process of TEI prior to the Peer Team visit

Sr. No.	Feeling	No. of Assessors
1	Enthusiastic	23 (79.31)
2	Neutral	8 (27.59)
3	Stressful	3 (10.34)
4	Good	1 (3.45)
5	Normal	1 (3.45)
6	Keen Interest	1 (3.45)
7	Creative task	1 (3.45)
8	Mind map	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

The feeling of Assessors about the AA process of TEI prior to the Peer Team visit had been shown in table no. 4.5.1.11. The table shows that 23 (79.31 percent) of the Assessors felt Enthusiastic, eight (27.59 percent) felt Neutral, and three (10.34 percent) had felt Stressful about the AA process of TEI prior to the Peer Team visit. Each (3.45 percent) Assessor out of five had felt each feeling, i.e., Good, Normal, Keen Interest, Creative task and Mind map. So it can be concluded that majority of the Assessors felt Enthusiastic, many felt Neutral, and few felt Stressful about the AA process of TEI prior to the Peer Team visit. A few of the Assessors felt Good, Normal, Keen Interest, Creative task and Mind map.

Table 4.5.1.12

Guidance took by TEI in preparation of SSR

Sr. No.	Guidance took by TEI in preparation of SSR	No. of Responses
1	Yes	22 (84.62)
2	No	4 (15.38)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In preparation of SSR, table no. 4.5.1.12 shows that 22 (84.62 percent) Principals and IQAC Coordinators responded that their TEIs had taken guidance, whereas four (15.38 percent) Principals and IQAC Coordinators responded that they did not take such guidance. So it can be concluded that majority of the Principals and IQAC Coordinators responded that their TEIs had taken guidance in preparing SSR of the TEI.

Table 4.5.1.13

Phase for preparation of documents by the TEI for verification of SSR

Sr. No.	Phase for preparation of documents by the TEI for verification of SSR	No of Responses
1	Documents already prepared before submission of SSR	54 (80.60)
2	Documents arranged after submission of SSR	15 (22.39)
3	Documents already Existed	2 (2.99)
4	New documents prepared after submission of SSR	2 (2.99)
5	Prepared for Academic & Administrative Assurance (AAA)	1 (1.49)
6	Simultaneously prepared	1 (1.49)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.13 shows responses of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the phase for the preparation of documents by the TEI for verification of SSR. The table shows that 54 (80.60 percent) responded that the documents were already prepared before submission of SSR, 15 (22.39 percent) responded that the documents were arranged after submission of SSR; two (2.99 percent) responded that the documents already existed, and another two (2.99 percent) responded that the TEIs had prepared documents after submission of SSR. Each (1.49 percent) out of two responded to each response, i.e., prepared for AAA and prepared simultaneously. So it can be concluded that majority of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that the documents were already prepared before submission of SSR, and some responded that the documents were arranged after submission of SSR. A few responded that the documents already existed: prepared after submission of SSR; prepared for AAA, and prepared simultaneously.

Table 4.5.1.14

Intimation to TEI from NAAC about the preparation of the Peer Team visit for AA

Sr. No.	Detail	Yes	No	No. of Principals and IQAC Coordinators
1	In time intimation to TEI about the dates of the Peer Team visit for AA	25 (96.15)	1 (3.85)	26 (100.00)
2	Adequacy of the information and	24	2 (7.69)	26 (100.00)

	communication to TEI from NAAC about AA	(92.31)		
3	Guidance took by TEI from any source for preparation of the Peer Team Visit	18 (69.23)	8 (30.77)	26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

As shown in table no. 4.5.1.14, it was observed that 25 (96.15 percent) Principals and IQAC Coordinators were agreed about in time intimation to TEI about the dates of the Peer Team visit for AA; and 24 (92.31 percent) responded that the information and communication to TEI from NAAC about AA was adequate. Eighteen (69.23 percent) Principals and IQAC Coordinators responded that their TEIs had taken guidance from any source to prepare the Peer Team Visit. So it can be concluded that majority of the Principals and IQAC Coordinators agreed about in time intimation to TEI from NAAC about the dates of the Peer Team visit for AA, where majority responded that the information and communication to TEI from NAAC about AA was adequate. Majority of the Principals and IQAC Coordinators responded that their TEIs had taken guidance from any source to prepare the Peer Team Visit.

→ **Responsibilities allotted to the Teaching Faculty from IQAC for AA process of TEI:**

IQAC of respective TEI had allotted responsibilities to own Teaching Faculty and Supporting staff for AA process of TEI. Different types of responsibilities allotted to the Teaching Faculty from respective IQAC are given below:

- All work in collaboration
- Preparation of report- Chapters of SSR
- Coordination of the SSR
- Documentation work
- File maintenance
- Planning of Peer Teams visit
- Infrastructural arrangement
- Parent-Teacher Association (PTA) activities, Psychology lab
- Psychology laboratory, Science laboratory, Maths lab, Method room
- Women Empowerment Cell
- Alumni Association
- Teaching-learning process
- Research work of Teaching Faculty
- Prayer
- Banner preparation

- Preparation of PowerPoint Presentation (PPT) for the presentation of SSR
- Method presentation
- Newsletter
- Decor, Displays, Cultural programme, Co-curricular activities
- Preparation of meeting of the Peer Team with students, Alumni and parents
- Transportation, accommodation and hospitality of Peer Team

→ **Responsibilities allotted to the Supporting staff from IQAC for the AA process of TEI:**

- Administrative work
- Office work
- Preparation of office files
- Account, Grant and File work
- Decoration of college and other arrangements
- Responsibility of library
- Accommodation and Transportation

Table 4.5.1.15

Information and Guidance to Teaching Faculty and Supporting staff in performance of responsibilities about AA

Sr. No.	Detail	Yes	No	No. of Teaching Faculty and Supporting staff
1	Adequacy of the information to Teaching Faculty and Supporting staff in the performance of responsibilities about AA	39 (95.12)	2 (4.88)	41 (100.00)
2	Guidance taken by Teaching Faculty and Supporting staff in the completion of responsibilities about AA	34 (82.93)	7 (17.07)	41 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.15 shows that out of 41 Teaching Faculty and Supporting staff, 39 (95.12 percent) responded that the information in the performance of their responsibilities about AA was adequate, while two (4.88 percent) responded inadequately. In relation to guidance taken by the Teaching Faculty and Supporting staff for their responsibility, table no. 4.5.1.16 shows that 34 (82.93 percent) Teaching Faculty and Supporting staff had taken guidance to complete their responsibility, while seven (17.07 percent) did not take guidance. So it can be concluded that majority of the Teaching Faculty and Supporting staff responded that the information in the performance of their responsibilities about AA was adequate, while a few responded with inadequate information. Majority of the Teaching Faculty and Supporting staff responded that they had taken guidance to complete their responsibility for AA.

→ **Sources of guidance to Teaching Faculty and Supporting staff**

Further, when Teaching Faculty were asked about sources of guidance in completing their responsibility for AA, they responded that the primary sources of guidance to Teaching Faculty were the Principal and IQAC Coordinator. Other sources were Managing Trustee, Experts, former Principal, other colleges, Teaching Faculty of other NAAC accredited TEI, other senior and experienced Teaching Faculty, Teaching Faculty members, the entire team of own TEI and earlier experience. The supporting staff responded that the primary sources of guidance to them in completing their responsibility for AA were Principal and IQAC Coordinator, and the other sources were staff, other colleges and Experts.

Table 4.5.1.16

Preparation of TEI for AA

Sr. No.	Preparation of TEI for AA	No. of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff
1	Classified and organised documents for verification of the SSR	57 (85.07)
2	Prepared action plan for the Peer Team Visit	54 (80.60)
3	Arranged Accommodation for the Peer Team	53 (79.10)
4	Prepared Documents for verification of the SSR	51 (76.12)
5	Communicated the programme to the Stakeholders	48 (71.64)

6	Arranged amount of expenses for the Peer Team Visit	46 (68.66)
7	Peer Team visit programme verified with the Peer Team	45 (67.16)
8	Arranged requirements of the Peer Team for AA	45 (67.16)
9	Arranged food for stakeholders	45 (67.16)
10	Updated website of TEI	43 (64.18)
11	Increased timing of Institution	30 (44.78)
12	Renovated the Building of Institution	27 (40.30)
13	Painted the Institution	22 (32.84)
14	Purchased new Infrastructure	14 (20.90)
15	Mock round	6 (8.96)
16	Recruited new staff	5 (7.46)
17	Prepared PPT for presentation	2 (2.99)
18	Visited other institutions	1 (1.49)
19	Transport facility	1 (1.49)

(Note: Figure in the parenthesis indicates percent.)

The responses from Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the preparation of TEI for AA are given in table no. 4.5.1.16. Out of those 67 respondents, 57 (85.07 percent) responded that their TEIs had classified and organised documents for verification of the SSR; 54 (80.60 percent) responded that their TEIs had prepared action plan for the Peer Team visit; 53 (79.10 percent) responded that their TEIs had arranged accommodation for the Peer Team; 51 (76.12 percent) responded that their TEIs had prepared documents for verification of the SSR by respective Peer Team; 48 (71.64 percent) responded that their TEIs had communicated the Peer Team visit Programme to the Stakeholders, and 46 (68.66 percent) responded that their TEIs had arranged amount of expenses for the Peer Team visit. Every 45 (67.16 percent) out of 67 respondents had responded to each response, i.e., the Peer Team visit Programme was verified with the Peer Team; arranged requirements of the Peer Team for AA; and arranged food for Stakeholders. Forty-three (64.18 percent), 30 (44.78 percent), 27 (40.30 percent), 22 (32.84 percent), 14 (20.90 percent), six (8.96 percent), five (7.46 percent), and two (2.99 percent) respondents had respectively responded that their TEIs had updated website of TEI, increased timing of

Institution, renovated the building of institution, painted the institution, purchased new infrastructure, Mock round, recruited new staff, and prepared PPT for presentation. Each (1.49 percent) respondent out of two had responded about the visit to other institutions and organisation of Transport facility for Peer Team. So it can be concluded that majority of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that their TEIs had classified and organised documents for verification of the SSR; prepared an action plan for the Peer Team visit; arranged accommodation for the Peer Team; prepared documents for verification of the SSR by respective Peer Team; communicated the Peer Team visit Programme to the Stakeholders; the amount of expenses arranged for the Peer Team visit; verified the Peer Team visit Programme with the Peer Team; arranged requirements of the Peer Team for AA; and arranged food for Stakeholders. Most of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that their TEIs had updated the website of TEI. Many of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that they increased the timing of the Institution; renovated the building of the institution; and painted the institution. Some responded that their TEI had purchased new infrastructure. Few of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that their TEI had organised Mock round and recruited new staff. A few responded that their TEI had prepared PPT for presentation; planned for the visit to other institutions; and organised the Transport facility for Peer Team.

4.5.1.3 During Assessment and Accreditation of TEIs

Table 4.5.1.17

Modification of the Peer Team visit programme

Sr. No.	Modification of the Peer Team visit programme	No. of Principals and IQAC Coordinators
1	No	19 (73.08)
2	Yes	7 (26.92)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

In relation to modification of the Peer Team visit programme table no. 4.5.1.17 shows that seven (26.92 percent) Principals and IQAC Coordinators responded that their TEI had modified the Peer Team visit programme, while 19 (73.08 percent) had denied. So

it can be concluded that the many Principals and IQAC Coordinators responded that their TEI had modified the Peer Team visit programme.

→ **Reason for modification of the Peer Team visit programme**

Further, the Principals and IQAC Coordinators responded that the reason for modification in the Peer Team visit programme were a member was changed, local situation, needed time, requirement, and instructions of the Chairperson.

Table 4.5.1.18

Programme schedule followed by the Peer Team

Sr. No.	Programme schedule followed by the Peer Team	No. of Teaching Faculty
1	Yes	30 (96.77)
2	No	1 (3.23)
Total		31 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.18 shows that 30 (96.77 percent) Teaching Faculty responded that the programme schedule was followed by the Peer Team, whereas a (3.23 percent) Teaching Faculty responded that the programme schedule was not followed. So it can be concluded that majority of the Teaching Faculty responded that the programme schedule was followed by the Peer Team, whereas a few responded that the programme schedule was not followed.

→ **Reason for Programme schedule not followed by the Peer Team**

Further, the programme schedule was not followed because the Peer Team was wanted to spend more time with documents and did not visit hostel, University and playground.

Table 4.5.1.19

Arrangement of a separate NAAC the Peer Team room in TEI

Arrangement of a separate		
Sr. No.	NAAC the Peer Team room in TEI	No. of Assessors
1	Yes	28 (96.55)
2	No	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.19 shows that 28 (96.55 percent) Assessors responded that the TEIs had arranged a separate NAAC Peer Team room in TEI, whereas an (3.45 percent) Assessor denied it. So it can be concluded that majority of the Assessors responded that the TEI had arranged a separate NAAC the Peer Team room in TEI, while a few refused to have such a separate room for Peer Team.

Table 4.5.1.20

Place of documents kept by TEI for verification of the SSR by Assessors

Sr. No.	Place	No. of Assessors
1	A separate room for Peer Team	21 (72.41)
2	IQAC room	12 (41.38)
3	Principal's office	5 (17.24)
4	Library	4 (13.79)
5	Various separate rooms	4 (13.79)
6	Supporting staff's office	1 (3.45)
7	Staffroom	1 (3.45)
8	Storeroom	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

In relation to the place of documents kept by TEI for verification of the SSR, table no. 4.5.1.20 shows that 21 (72.41 percent) Assessors responded to a separate room for Peer Team, 12 (41.38 percent) responded to an IQAC room, and five (17.24 percent) responded Principal's office. Every four (13.79 percent) Assessors out of eight had given each response, i.e., Library and various separate rooms. Each (3.45 percent) Assessor out of three had responded to each place, i.e., Supporting staff's office, Staffroom and Storeroom. So it can be concluded that in the place of documents kept by TEI for verification of the SSR, majority of the Assessors responded to a separate room for Peer Team, and many of the Assessors responded to an IQAC room. Some of the Assessors responded Principal's office, Library and various separate rooms. A few of the Assessors responded to each place, i.e., Supporting staff's office, Staffroom and Storeroom.

Table 4.5.1.21

Comfort of the place to Assessors in the verification of the documents

Comfort of the place to Assessors		
Sr. No.	in the verification of the documents	No. of Assessors
1	Yes	28 (96.55)
2	No	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Further, table no. 4.5.1.21 shows that 28 (96.55 percent) Assessors responded that the place for verification of the documents was comfortable, whereas one (3.45 percent) responded uncomfortably. So it can be concluded that majority of the Assessors responded that the place for verification of the documents was comfortable, while a few responded uncomfortably.

Table 4.5.1.22

Place of documents kept by TEI for verification of the SSR by Assessors

Sr. No.	Place	No. of Principals and IQAC Coordinators
1	A separate room for Peer Team	14 (53.85)
2	IQAC room	11 (42.31)
3	Principal's office	7(26.92)
4	Library	4 (15.38)
5	Supporting staff's office	3 (11.54)
6	Various separate rooms	3 (11.54)
7	Staffroom	2 (7.69)
8	Peer Team's instruction	2 (7.69)
9	Prayer Hall	2 (7.69)
10	At the place of Peer Team's Accommodation	1 (3.85)
11	Seminar room	1 (3.85)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.22 shows responses of Principals and IQAC Coordinators about the place of documents kept by TEI for verification of the SSR. Table no. 4.5.1.22 shows

that 14 (53.85 percent) Principals and IQAC Coordinators responded to a separate room for Peer Team, 11 (42.31 percent) responded to an IQAC room, seven (26.92 percent) responded Principal's office, and four (15.38 percent) responded Library. Every three (11.54 percent) out of six responded to each place, i.e., supporting staff's office and various separate rooms; every two (7.69 percent) out of six responded to each place, i.e., Staffroom and as per Peer Team's instruction and prayer hall; and each (3.85 percent) out of two responded each place, i.e., at Peer Team's accommodation and seminar room. So it can be concluded about the place of documents kept by TEI for verification of the SSR, most of the Principals and IQAC Coordinators responded to a separate room for Peer Team.; many responded to an IQAC room and Principal's office; some responded to Library; and few responded supporting staff's office, various separate rooms, Staffroom, as per Peer Team's instruction and prayer hall. A few of the Principals and IQAC Coordinators out of two responded at Peer Team's accommodation and seminar room.

Table 4.5.1.23

Comfort of TEI about the place for keeping the documents for verification

Sr. No.	Comfort of TEI about the place for keeping the documents for verification	No. of Principals and IQAC Coordinators
1	Yes	25 (96.15)
2	No	1 (3.85)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Further, table no. 4.5.1.23 shows that 25 (96.15 percent) Principals and IQAC Coordinators responded that keeping the documents for verification was comfortable for TEI, whereas a (3.85 percent) Principal had responded uncomfortably for TEI. So it can be concluded that majority of the Principals and IQAC Coordinators responded that the place for verification of the documents was comfortable, while a few responded uncomfortably.

Table 4.5.1.24

Assessors' responses about Documents organised according to the SSR

Sr. No.	Documents organised according to the SSR	No. of Assessors
1	Yes	21 (72.41)
2	No	8 (27.59)

Total	29 (100.00)
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(Note: Figure in the parenthesis indicates percent.)

As shown in table no. 4.5.1.24, 21 (72.41 percent) Assessors responded that the documents were organised according to the SSR, whereas eight (27.59 percent) responded that the documents were not organised according to the SSR. So it can be concluded that majority of the Assessors responded that the documents were organised according to the SSR, whereas many responded that the documents were not organised according to the SSR.

Table 4.5.1.25

Principals and IQAC Coordinators' responses about Documents organised by TEI according to the SSR

Sr. No.	Documents organised according to the SSR	No. of Principals and IQAC Coordinators
1	Yes	26 (100.00)
2	No	0 (0.00)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.25 shows that all (100.00 percent) Principals and IQAC Coordinators responded that the TEI had organised documents according to the SSR for verification by Peer Team. So it can be concluded that all Principals and IQAC Coordinators responded that the TEIs had organised documents according to the SSR for verification by Peer Team.

Table 4.5.1.26

Arrangements of Labs and Logistics

Sr. No.	Detail	Yes	No	No. of Assessors
1	Proper arrangement in the Science Lab and Psychology Lab	21 (72.41)	8 (27.59)	29 (100.00)
2	Proper maintenance of logistics	24 (82.76)	5 (17.24)	29 (100.00)
3	Difficulty faced in verification of logistics	2 (6.90)	27 (93.10)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.26 shows that 21 (72.41 percent) Assessors responded that the arrangement in the Science Lab and Psychology Lab was proper, whereas eight (27.59

percent) responded improper arrangement. Twenty-four (82.76 percent) Assessors responded with proper maintenance of logistics, whereas five (17.24 percent) responded improper maintenance of logistics. So it can be concluded that majority of the Assessors responded that the arrangement in the Science Lab and Psychology Lab was proper, and many responded with improper arrangements. Majority of the Assessors responded that the logistics maintenance was proper, whereas some responded improper maintenance.

Twenty-seven (93.10 percent) Assessors responded with no difficulty in verifying logistics, whereas two (6.90 percent) faced difficulty in verifying logistics. So it can be concluded that majority of the Assessors responded that they did not face difficulty in verifying logistics, whereas few of the Assessors responded that they faced difficulty in verifying logistics.

Difficulty faced in verifying logistics

Further, an Assessor responded difficulty of unorganised logistics, while another did not specify the difficulty in verifying logistics.

Table 4.5.1.27

Assessors' responses about Presence in meeting with Peer Team

Sr. No.	Detail	Yes	No	No. of Assessors
1	Presence of representative members of Parents of Student-teachers in the meeting with Peer Team	26 (89.66)	3 (10.34)	29 (100.00)
2	Presence of representative members of Alumni in the meeting with Peer Team	26 (89.66)	3 (10.34)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

As shown in table no. 4.5.1.27, 26 (89.66 percent) Assessors responded that representative members of Parents of Student-teachers were present in the meeting with Peer Team, whereas three (10.34 percent) responded that representative members of Parents of Student-teachers were not present in the meeting with Peer Team. Twenty-six (89.66 percent) Assessors responded that representative members of Alumni were present in the meeting with Peer Team, whereas three (10.34 percent) responded that representative members of Alumni were not present in the meeting with Peer Team. So it can be concluded that majority of the Assessors responded that representative

members of Parents of Student-teachers and Alumni were present in the meeting with Peer Team, whereas few responded that representative members of Parents of Student-teachers and Alumni were not present in the meeting with Peer Team.

Table 4.5.1.28

Principals and IQAC Coordinators' responses about Presence in meeting with Peer Team

Sr. No.	Detail	No. of Principals and IQAC Coordinators		
		Yes	No	
1	Presence of all Student-teachers in the meeting with Peer Team	25 (96.15)	1 (3.85)	26 (100.00)
2	Presence of representative members of Parents of Student-teachers in the meeting with Peer Team	25 (96.15)	1 (3.85)	26 (100.00)
3	Presence of representative members of Alumni in the meeting with Peer Team	25 (96.15)	1 (3.85)	26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.28 shows that 25 (96.15 percent) Principals and IQAC Coordinators responded that all Student-teachers were present in the meeting with Peer Team, whereas one (3.85 percent) responded that all Student-teachers were not present in the meeting with Peer Team. Twenty-five (96.15 percent) Principals and IQAC Coordinators responded that representative members of Parents of Student-teachers were present in the meeting with Peer Team, whereas one (3.85 percent) responded that representative members of Parents of Student-teachers were not present in the meeting with Peer Team. Twenty-five (96.15 percent) Principals and IQAC Coordinators responded that representative members of Alumni were present in the meeting with Peer Team, whereas one (3.85 percent) responded that representative members of Alumni were not present in the meeting with Peer Team.

So it can be concluded that majority of the Principals and IQAC Coordinators responded that all Student-teachers, representative members of Parents of Student-teachers; and representative members of Alumni were present in the meeting with Peer Team, whereas a few responded that all Student-teachers, representative members of

Parents of Student-teachers; and representative members of Alumni were not present in the meeting with Peer Team.

Table 4.5.1.29

Responses of Assessors' about the adequacy of time for interaction with stakeholders

Sr. No.	Detail	Yes	No	No. of Assessors
1	Adequacy about the time for interaction of the Peer Team with Management	29 (100.00)	0 (0.00)	29 (100.00)
2	Adequacy about the time for interaction of the Peer Team with Principal	29 (100.00)	0 (0.00)	29 (100.00)
3	Adequacy about the time for interaction of the Peer Team with Teaching Faculty	29 (100.00)	0 (0.00)	29 (100.00)
4	Adequacy about the time for interaction of the Peer Team with Supporting staff	29 (100.00)	0 (0.00)	29 (100.00)
5	Adequacy about the time for interaction of the Peer Team with Student-teachers	29 (100.00)	0 (0.00)	29 (100.00)
6	Adequacy about the time for interaction of the Peer Team with Parents of Student-teachers	29 (100.00)	0 (0.00)	29 (100.00)
7	Adequacy about the time for interaction of the Peer Team with IQAC Coordinator	26 (89.66)	3 (10.34)	29 (100.00)
8	Adequacy about the time for interaction of the Peer Team with Alumni	27 (93.10)	2 (6.90)	29 (100.00)
9	Usefulness of the Interactions with all stakeholders	26 (89.66)	3 (10.34)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.29 shows that 29 (100 percent) Assessors responded that the time for interaction of the Peer Team with the Management, the Principal, Teaching Faculty, Supporting staff, Student-teachers and Parents of Student-teachers were adequate, whereas none (0.00 percent) responded inadequately. Twenty-six (89.66 percent) Assessors responded that the time for interaction of the Peer Team with IQAC Coordinator was adequate, whereas three (10.34 percent) responded inadequately. Twenty-seven (93.10 percent) Assessors responded that the time for interaction of the

Peer Team with Alumni was adequate, whereas two (6.90 percent) responded inadequately. So it can be concluded that all Assessors responded that the time for interaction of the Peer Team with Management, Principal, Management, Teaching Faculty, Supporting staff, Student-teachers, Parents of Student-teachers was adequate. Majority of the Assessors responded that the time for interaction of the Peer Team with IQAC Coordinator and Alumni was adequate, whereas few responded inadequately. Twenty-six (89.66 percent) Assessors responded that the interaction with all stakeholders was beneficial, whereas three (10.34 percent) responded that the interaction with all stakeholders was not helpful. So it can be concluded that majority of the Assessors responded that the interaction with all stakeholders was helpful, whereas few responded that the interaction with all stakeholders was not helpful.

Table 4.5.1.30

Responses of Principals and IQAC Coordinators about the adequacy of time for interaction with stakeholders

Sr. No.	Detail	No. of Principals and IQAC Coordinators		
		Yes	No	
1	Adequacy about the time for interaction of the Peer Team with Student-teachers	26 (100.00)	0 (0.00)	26 (100.00)
2	Adequacy about the time for interaction of the Peer Team with Management	25 (96.15)	1 (3.85)	26 (100.00)
3	Adequacy about the time for interaction of the Peer Team with Principal	25 (96.15)	1 (3.85)	26 (100.00)
4	Adequacy about the time for interaction of the Peer Team with IQAC Coordinator	25 (96.15)	1 (3.85)	26 (100.00)
5	Adequacy about the time for interaction of the Peer Team with Alumni	25 (96.15)	1 (3.85)	26 (100.00)
6	Adequacy about the time for interaction of the Peer Team with Teaching Faculty	24 (92.31)	2 (7.69)	26 (100.00)
7	Adequacy about the time for interaction of the Peer Team with Parents of Student-teachers	22 (84.62)	4 (15.38)	26 (100.00)

8	Adequacy about the time for interaction of the Peer Team with Supporting staff	21 (80.77)	5 (19.23)	26 (100.00)
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(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.30 shows that 26 (100 percent) Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Student-teachers was adequate. Twenty-five (96.15 percent) responded that the time for interaction of the Peer Team with Management, Principal, IQAC Coordinator and Alumni was adequate, whereas one (3.85 percent) responded inadequately. Twenty-four 24 (92.31 percent) Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Teaching Faculty was adequate, whereas two (7.69 percent) responded inadequately. Twenty-two (84.62 percent) Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Parents of Student-teachers was adequate, whereas four (15.38 percent) responded inadequately. Twenty-one (80.77 percent) Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Supporting staff was adequate, whereas five (19.23 percent) responded inadequately. So it can be concluded that all the Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Student-teachers was adequate. Majority of the Principals and IQAC Coordinators responded that the time for interaction of the Peer Team with Management, Principal, IQAC Coordinator, Alumni, Teaching Faculty, Parents of Student-teachers and Supporting staff was adequate.

Table 4.5.1.31

Adequacy about the time for interaction of the Peer Team with Teaching Faculty

Sr. No.	Adequacy about the time for interaction of the Peer Team with Teaching Faculty	No. of Teaching Faculty
1	Yes	29 (93.55)
2	No	2 (6.45)
Total		31 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.31 shows that 29 (93.55 percent) Teaching Faculty responded that the time for interaction of the Peer Team with the Teaching Faculty was adequate, whereas two (6.45 percent) responded that the time for interaction of the Peer Team with Teaching Faculty was inadequate. So it can be concluded that majority of the Teaching

Faculty responded that the time for interaction of the Peer Team with the Teaching Faculty was adequate, whereas few responded inadequately.

→ **Points discussed in meeting with Teaching Faculty**

Further, all the Teaching Faculty provided the main points discussed in the meeting with the Peer Team. The points are given below:

- Only introduction
- Show the work done and documentation
- Use of SSR
- Improvement of infrastructure
- Seed money
- Time table
- Teaching
- Teaching ability
- Lecture
- Methods of classroom teaching, Books and references
- Teaching methods, innovative practices, teaching aids, research
- Use of ICT
- Innovative teaching-learning methods adopted
- Innovative classroom work
- Research, Teaching and training of trainees
- Teacher training, library reading and research
- Student development activities
- Activity-based learning
- Seminar and workshop
- Satisfaction of Teaching Faculty
- The work culture of TEI
- Qualification, publications, group insurance and professional development opportunities
- Salary, other benefits, monitoring by management, the behaviour of a leader of a TEI, etc.
- Practice Teaching school, Alumni and Women Empowerment Cell
- Training of students, Practical work and Best practices
- The salary was given as per norms
- Faculty improvement task
- On duty leave for attending seminars
- duties allotted and programmes of TEI
- Personal progress in last five years
- Alumni and student progression

→ **Points suggested to the Peer Team from Teaching Faculty about meeting**

Further, nine (29.03 percent) Teaching Faculty suggested the following points about the Peer Team meeting with Teaching Faculty.

- Language for communication

- The presence of the Principal in staff meetings was not proper
- Syllabus and practical work
- Concentration on Pedagogical implementation towards students' achievement
- Alumni Meeting
- Teamwork of Peer Team
- Required to do their work in cooperation and dedication
- The team must ask about planning, execution, evaluation and follow-up.
- Needed to be humane and polite

Table 4.5.1.32

Peer Team's suggestions to Teaching Faculty in fulfillment of allotted responsibilities

Sr. No.	Peer Team's suggestions to Teaching Faculty in fulfillment of allotted responsibilities	No. of Teaching Faculty
1	Yes	5 (16.13)
2	No	22 (83.87)
Total		31 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.32 shows that five (16.13 percent) Teaching Faculty responded that they received suggestions from the Peer Team to fulfill allotted responsibilities, whereas 22 (83.87 percent) responded that they did not receive any suggestion from the Peer Team in fulfillment of allotted responsibilities. So it can be concluded that some Teaching Faculty responded that they received suggestions from the Peer Team to fulfill allotted responsibilities, whereas majority did not receive any suggestions.

→ **Suggestions to Teaching Faculty from the Peer Team in fulfillment of allotted responsibilities**

Further, the Teaching Faculty had received the following suggestions from the Peer Team in fulfillment of allotted responsibilities:

- To be more specific in communication with the Team members
- Infrastructure management and utilisation
- Preparation of documents
- Laboratory activities
- Girls activities

Table 4.5.1.33

Adequacy about the time for interaction of the Peer Team with Supporting staff

Sr. No.	Adequacy about the time for interaction of the Peer Team with Supporting staff	No. of Supporting staff
1	Yes	9 (90.00)
2	No	1 (10.00)
Total		10 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.33 shows that nine (90.00 percent) Supporting staff responded that the time for interaction of the Peer Team with Supporting staff was adequate, whereas a (10.00 percent) Supporting staff responded that the time for interaction of the Peer Team with Supporting staff was inadequate. So it can be concluded that majority of the Supporting staff responded that the time for interaction of the Peer Team with Supporting staff was adequate, whereas few responded inadequately.

→ **Points discussed in meeting with Supporting staff**

Further, seven (70.00 percent) Supporting staff responded to the following main points discussed in the meeting with the Peer Team.

- Responsibility and support of staff
- Administrative work
- Administrative process, Expenses and library-related information
- Scholarship and grant
- Infrastructure, Audit and related work
- Daily work with students and Teaching Faculty
- About meetings with Principal and staff

→ **Points suggested to the Peer Team from Supporting staff about meeting**

A (10.00 percent) Supporting staff suggested to the Peer Team to discuss more the development of TEI.

Table 4.5.1.34

Peer Team's suggestions to Supporting staff in the fulfillment of allotted responsibilities

Sr. No.	Peer Team's suggestions to Supporting staff in the fulfillment of allotted responsibilities	No. of Supporting staff
1	Yes	5 (50.00)

2	No	5 (50.00)
Total		10 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.34 shows that five (50.00 percent) Supporting staff responded that the Peer Team had provided suggestions to Supporting staff in the fulfillment of allotted responsibilities, whereas five (50.00 percent) Supporting staff responded that the Peer Team's did not provide suggestions to Supporting staff in the fulfillment of allotted responsibilities. So it can be concluded that half of the Supporting staff responded that the Peer Team had provided suggestions to the Supporting staff in fulfilling allotted responsibilities. In contrast, half of the Supporting staff responded that the Peer Team did not provide suggestions to the Supporting staff to fulfill allotted responsibilities.

→ **Suggestions to Supporting staff from the Peer Team in fulfillment of allotted responsibilities**

Further, the Supporting staff responded to the following suggestions received from Peer Team.

- Timely updation of service books
- Annual purchase of books
- Maintenance of Records
- Maintenance of Account was good but also updated through technology

Table 4.5.1.35

Visit Practising schools

Sr. No.	Visit Practising schools	No. of Assessors
1	Yes	27 (93.10)
2	No	1 (3.45)
3	No response	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.35 shows that 27 (93.10 percent) Assessors responded that they had visited Practising schools, whereas an (3.45 percent) Assessor responded that they did not visit Practising schools. An (3.45 percent) Assessor did not respond about the visit to Practising schools. So it can be concluded that majority of the Assessors responded that they had visited Practising schools, whereas a few responded that they did not visit Practising schools. A few of the Assessors did not respond about the visit to Practising schools.

Table 4.5.1.36

No. of Practising schools visited

Sr. No.	No. of Practising schools visited	No. of Assessors
1	Two schools	23 (79.31)
2	One school	3 (10.34)
3	Three Schools	1 (3.45)
4	Nil	1 (3.45)
5	No response	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.36 shows that 23 (79.31 percent) Assessors responded that they had visited two schools, three (10.34 percent) responded that they had visited two schools; and one (3.45 percent) responded visit of three schools, whereas an (3.45 percent) Assessor school responded no visit to the school. An (3.45 percent) Assessor did not respond about the number of Practising schools visited. So it can be concluded that majority of the Assessors responded that they had visited one Practising school; a few responded visit of two schools; and a few responded visit of three schools, whereas an Assessor responded no visit to the school. A few of the Assessors did not respond about the number of Practising schools visited.

→ **Reason for no visit to Practising schools**

Further, an Assessor responded that the reason for no visit to Practising schools was off-season for schools.

Table 4.5.1.37

Adequacy of time available for interaction with Principals of Practising Schools

Sr. No.	Adequacy of time available for interaction with Principals of Practising Schools	No. of Assessors
1	Yes	26 (89.66)
2	No	1 (3.45)
3	Nil	1 (3.45)
4	No response	1 (3.45)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.37 shows that 26 (89.66 percent) Assessors responded that the time available for interaction with Principals of Practising Schools was adequate, whereas an (3.45 percent) Assessor responded that the time available for interaction with Principals of Practising Schools was inadequate. An (3.45 percent) Assessor did not respond because the Peer Team did not visit Practising schools, and another (3.45 percent) did not respond. So it can be concluded that majority of the Assessors responded that the time available for interaction with Principals of Practising Schools was adequate, whereas a few responded inadequately.

Table 4.5.1.38

Difficulty encountered by Assessor during the visit of TEI

Sr. No.	Difficulty encountered by Assessor during the visit of TEI	No. of Assessors
1	No Difficulty	18 (62.07)
2	Faced Difficulty	11 (37.93)
Total		29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.38 shows that 18 (62.07 percent) Assessors responded that they did not encounter difficulty during the visit of TEI, whereas 11 (37.93 percent) responded that they had encountered difficulty during the visit of TEI. So it can be concluded that majority of the Assessors responded that they did not encounter difficulty during the visit of TEI, whereas many responded that they had encountered difficulty during the visit of TEI.

Table 4.5.1.39

Detail of Difficulty encountered by Assessor during the visit of TEI

Sr. No.	Detail	No. of Assessors
1	Profile of TEI was not maintained properly	6 (54.55)
2	Meetings/ Interaction sessions were not held in time	4 (36.36)
3	Programme Schedule was not followed properly	1 (9.09)
Total		11 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Further, in relation to details of difficulty encountered by 11 (100.00) Assessors during the visit of TEI table no. 4.5.1.39 shows that six (54.55 percent) Assessors responded that the TEIs did not maintain the profile of TEI properly; four (36.36 percent)

responded that the meetings/ Interaction sessions did not hold in time, and an (9.09 percent) Assessor responded that the programme schedule did not follow correctly. So it can be concluded that most of the Assessors responded that the TEIs did not maintain the profile of TEI; many responded that the meetings/ Interaction sessions were not held in time, whereas few responded that the programme schedule did not follow properly.

Table 4.5.1.40

Cooperation amongst the Peer Team members

Sr. No.	Cooperation amongst the Peer Team members	No. of Assessors	No. of Principals, IQAC Coordinators and Teaching Faculty
1	Yes	29 (100.00)	51 (89.47)
2	No	0 (0.00)	6 (10.53)
	Total	29 (100.00)	57 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.40 shows that all 29 (100.00 percent) Assessors responded that they cooperated with the Peer Team members. Out of 57 Principals, IQAC Coordinators and Teaching Faculty, 51 (89.47 percent) responded that the Peer Team members had cooperation amongst them, whereas six (10.53 percent) responded that the Peer Team members did not cooperate amongst them. So it can be concluded that all the Assessors, and majority of the Principals, IQAC Coordinators and Teaching Faculty responded that the Peer Team members had cooperation amongst them. In contrast, few of the Principals, IQAC Coordinators and Teaching Faculty responded that the Peer Team members had no cooperation.

Table 4.5.1.41

Any Assessor dominated amongst the Peer Team

Sr. No.	Any Assessor dominated amongst the Peer Team	No. of Assessors	No. of Principals, IQAC Coordinators and Teaching Faculty
1	Yes	2 (6.90)	19 (33.33)
2	No	27 (93.10)	38 (66.67)
	Total	29 (100.00)	57 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.41 shows that Two (6.90 percent) Assessors responded that any Assessor from the Peer Team had dominated amongst the Peer Team and 27 (93.10

percent) had denied. Out of 57 Principals, IQAC Coordinators and Teaching Faculty, nineteen (33.33 percent) responded that any Assessor dominated the Peer Team, whereas 38 (66.67 percent) had denied. So it can be concluded that few of the Assessors and many of the Principals, IQAC Coordinators and Teaching Faculty responded that any Assessor from the Peer Team dominated amongst the Peer Team. In contrast, majority of the Assessors, Principals-IQAC Coordinators and Teaching Faculty had denied.

Table 4.5.1.42

Difficulty faced by Assessors in AA of the TEI

Sr. No.	Difficulty faced by Assessors in AA of the TEI	No. of Assessors	No. of Principals, IQAC Coordinators and Teaching Faculty
1	Yes	1 (3.45)	2 (3.51)
2	No	28 (96.55)	38 (66.67)
3	Don't know	0 (0.00)	17 (29.82)
Total		29 (100.00)	57 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.42 shows that one (3.45 percent) Assessor responded that the Assessor faced difficulty in AA of the TEI, whereas 28 (96.55 percent) responded with no difficulty. Out of 57 Principals, IQAC Coordinators, and Teaching Faculty, two (3.51 percent) responded that the Assessors faced difficulty in AA of the TEI, and 38 (66.67 percent) responded that none Assessor faced any difficulty in AA of the TEI, whereas seventeen (29.82 percent) responded that they did not come to know about any difficulty to Assessors. So it can be concluded that a few of the Assessors, Principals-IQAC Coordinators, and Teaching Faculty responded that the Assessors faced difficulty in AA of the TEI. In contrast, majority of the Assessors, Principals, IQAC Coordinators, and Teaching Faculty responded that none Assessor faced any difficulty in AA of the TEI. Many of the Principals, IQAC Coordinators and Teaching Faculty responded that they did not come to know about any difficulty faced by the Assessors.

Table 4.5.1.43

Stress felt by Assessors due to any reason during AA of the TEI

Sr. No.	Stress felt by Assessors due to any reason during AA of the TEI	No. of Assessors	No. of Principals, IQAC Coordinators and Teaching Faculty
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1	Yes	3 (10.34)	4 (7.02)
2	No	26 (89.66)	45 (78.95)
3	Don't know	0 (0.00)	8 (14.04)
Total		29 (100.00)	57 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.43 shows that three (10.34 percent) Assessors responded that they felt stress due to specific reasons during AA of the TEI, whereas 26 (89.66 percent) responded no stress. Out of 57 Principals, IQAC Coordinators and Teaching Faculty, four (7.02 percent) responded that the Assessors felt stress due to specific reasons during AA of the TEI, whereas 45 (78.95 percent) responded no stress felt by Assessors. Eight (14.04 percent) responded that they did not come to know about any stress to Assessors. So it can be concluded that few of the Assessors, Principals-IQAC Coordinators and Teaching Faculty responded that they felt stress due to specific reasons during AA of the TEI. In contrast, majority of the Assessors and Principals-IQAC Coordinators and Teaching Faculty responded no stress felt by Assessors. Some of the Principals, IQAC Coordinators and Teaching Faculty responded that they did not know about any stress to Assessors.

Table 4.5.1.44

Objectivity of the Peer Team in AA of the TEI

Sr. No.	Objectivity of the Peer Team in AA of the TEI	No. of Assessors	No. of Principals, IQAC Coordinators and Teaching Faculty
1	Yes	28 (96.55)	50 (87.72)
2	No	1 (3.45)	7 (12.28)
Total		29 (100.00)	57 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.44 shows that twenty-eight (96.55 percent) Assessors responded that the Peer Team had objectivity in AA of the TEI, whereas one (3.45 percent) responded no objectivity. Out of 57 Principals, IQAC Coordinators and Teaching Faculty, fifty (87.72 percent) Principals, IQAC Coordinators and Teaching Faculty responded that the Peer Team had objectivity in AA of the TEI, whereas seven (12.28 percent) responded no objectivity. So it can be concluded that majority of the Assessors, Principals-IQAC Coordinators and Teaching Faculty responded that the Peer Team had

objectivity in AA of the TEI. In contrast, a few of the Assessors, and few of the Principals, IQAC Coordinators and Teaching Faculty responded with no objectivity.

→ **Difficulty, Stress, Effect of Stress and Subjectivity of Assessors**

Further, concerning the aspects of table no. 4.5.1.40 to 4.4.1.43, the responses of Assessors, Principals-IQAC Coordinators and Teaching Faculty, described in detail in table no. 4.5.1.45.

Table 4.5.1.45

Responses about Difficulty, Stress, Effect of Stress and Subjectivity of Assessors

Detail	Responses of Assessors	Responses of Principals, IQAC Coordinators and Teaching Faculty
Difficulty faced by Assessors in AA of the TEI	<ul style="list-style-type: none"> • Involvement of only Principal and half staff in visit because of mainly concentration of power 	<ul style="list-style-type: none"> • One of the Peer Team Members did not utter even a word and was totally uninvolved, and the result was not acknowledged • Sometimes the difficulty in communication
Reasons for stress felt by Assessors	<ul style="list-style-type: none"> • Heavy schedule, the assessment was stressful • Two days' time duration was not enough. 	<ul style="list-style-type: none"> • Gynaec problem • Physically unfit • Felt irritated due to Gynaec problem • Physical problem
Effect of stress on the A & A	<ul style="list-style-type: none"> • Hurry in completion of the whole work within a short period 	<ul style="list-style-type: none"> • Prejudice throughout the process

The subjectivity of the Peer Team in AA of the TEI	<ul style="list-style-type: none"> • The chairperson had joined after the commencement of the visit and was in a hurry to leave before the visit concluded 	<ul style="list-style-type: none"> • Teaching sessions are the heart of TEI, which were not observed either at TEI or Schools. • The Assessors had a particular mindset to TEI. They were not familiar with the functioning of TEI. • Negative attitude to college. • Teacher educators' classroom teaching and student-teachers' teaching at school were core components of any TEI, which the Peer Team members must observe. • Peer Team members were pre-decided. Not open, but biased about the AA process of TEI.
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Table 4.5.1.46

Reflections of Assessors about the composition of respective Peer Team

Sr. No.	Composition of the Peer Team	No. of Assessors
1	Good	7 (24.14)
2	Very good. (Team spirit prevailed- 1 and Very cordial and cooperative- 1)	6 (20.69)
3	Excellent (very cooperative- 1)	5 (17.24)
4	Satisfactory	3 (10.34)
5	Appropriate	1 (3.45)
6	Very friendly and cooperative	1 (3.45)
7	Well-coordinated	1 (3.45)
8	As per NAAC criteria	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.46 shows the reflections of Assessors about the composition of the Peer Team. Seven (24.14 percent) Assessors responded that the composition of the Peer Team was good. Very good composition of the Peer Team responded by six (20.69 percent) Assessors including prevailed Team spirit responded by an (3.45 percent)

Assessor and very cordial and cooperative by another (3.45 percent) Assessor. The composition of the Peer Team was responded Excellent by five (17.24 percent) Assessors including very cooperative as responded by an (3.45 percent) Assessor. Three (10.34 percent) Assessors responded satisfactory composition of the Peer Team. Each (3.45 percent) Assessor out of four responded to each way of composition of the Peer Team, i.e., as per NAAC criteria, appropriate, well-coordinated, very friendly and cooperative. So it can be concluded that some of the Assessors responded that the composition of the Peer Team was Good, Very good, and Excellent. Few of the Assessors responded to the satisfactory composition of the Peer Team. A few of the Assessors responded that the composition of the Peer Team was as per NAAC criteria, appropriate, well-coordinated, and very friendly cooperative.

4.5.1.4 After Assessment and Accreditation

Table 4.5.1.47

Time given for document verification and preparation of PTR

Sr. No.	Detail	Yes	No	No. of Assessors
1	Adequacy of time for document verification and preparation of the PTR	26 (89.66)	3 (10.34)	29 (100.00)
2	Worked till late night	25 (86.21)	4 (13.79)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.47 shows that 26 (89.66 percent) Assessors responded that the time for verification of documents and preparation of the PTR was adequate, whereas three (10.34 percent) responded that the time for verification of documents and preparation of the PTR was inadequate. Further, 25 (86.21 percent) Assessors responded that they work till late at night, whereas four (13.79 percent) responded that they did not worked till late at night. So it can be concluded that majority of the Assessors responded that the time for verification of documents and preparation of the PTR was adequate, whereas few of the Assessors responded inadequately. Majority of the Assessors responded that they worked till late at night, whereas some responded that they did not work till late at night.

→ Reasons for working till late at night:

- Discussion on criteria taken more time
- Because of schedule and justice to report writing

- Insufficient time allotted in the schedule for analysis of the pre-visit and post-visit observations.
- Too many things to go through. Too much time was taken for the cultural programme.
- Meetings and visits took almost the whole day, so the Peer Team sat until late at night to prepare PTR.
- Meeting held at night at the place of stay.
- PTR writing at the place of stay.
- Preparation of report after return from college at 8:30. So, lack of enough time.
- Because of the concise duration of time, had worked day and night and was very quickly done.
- Working out the grade and filling of different documents for submitting the Report to NAAC is quite comprehensive and time-consuming.
- Needed more time for preparation and discussion among the members for finalising the report.
- Report compilation and documentation needed time
- AA process required much time and late-night sitting for work.
- The process was time-consuming.
- For document verification and report writing
- Preparation of PTR needed time and thinking.
- Needed more time.
- Worked up to 1:00 am.

→ **Suggestions of Assessors about allotment of time for document verification and preparation of PTR during the visit:**

- Needed adequate allotment of time.
- A suitable amount of time should be allotted for writing the report.
- Document verification was difficult than the preparation of the report.
- Allot more time for verification of documents.
- Needed extensive discussion among the Peer Team members before PTR and filling grade sheet, and giving suggestions.
- Required at least five hours- two hours for verification of documents and three hours for preparation and finalisation of the report.

- Document verification required four hours, and Report preparation required six hours.
- Six (20.69 percent) Assessors responded that a more day might be added for the Peer Team visit to TEI or the analysis and report writing process, whereas an (3.45 percent) Assessor responded for the need of half day.
- Could not be specified, depending on the college.

Table 4.5.1.48

Effective utilisation of time by the Peer Team for AA

Sr. No.	Effectively utilised the time by the Peer Team for AA	No. of Principals and IQAC Coordinators
1	Yes	23 (88.46)
2	No	3 (11.54)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.48 shows that 23 (88.46 percent) Principals and IQAC Coordinators responded that their Peer Team effectively utilised the time for AA, whereas three (11.54 percent) responded that their Peer Team did not effectively utilise the time for AA. So it can be concluded that majority of the Principals and IQAC Coordinators responded that their Peer Team effectively utilised the time for AA, whereas few responded that their Peer Team did not effectively utilise the time for AA.

→ **The communication amongst the Peer Team for providing final judgment of observations in the PTR**

- | | |
|---|--|
| • Good | • Based on pre-determined objectives. |
| • Very good | • Everybody was very framed in their attitude regarding the visit |
| • Uniform | • Everyone was satisfied |
| • Unanimous | • Smooth |
| • Very cordial, unbiased, judgments, healthy discussions and arriving at unanimous decisions regarding each item. | • A cohesive group of the Peer Team and no problem for the final score |
| • Always in the agreement of the facts | • Very propt and available all the time |
| • Total aggregate each other | • Consensus |
| | • Very Objective and with consensus |

- Very highly correlation
- Very interesting and encouraging
- Congenial
- To the point, Objective and Impartial
- All the members participated in the final judgment without any inhibition.
- Healthy communication, creative and suggestive, and objective
- Chairperson was dominated and biased

Table 4.5.1.49

Recommendation of CGPA and Grade to TEIs

Sr. No.	Detail	Yes	No	No. of Assessors
1	Consensus of the Peer Team members about allotment of CGPA and Grade to TEI	28 (96.55)	1 (3.45)	29 (100.00)
2	Objectivity of the Peer Team in the decision of CGPA and Grade to the TEI	28 (96.55)	1 (3.45)	29 (100.00)
3	Peer Team democratically arrived at the CGPA and Grade	28 (96.55)	1 (3.45)	29 (100.00)
4	Satisfaction with the role of other the Peer Team Members for AA of the TEI	28 (96.55)	1 (3.45)	29 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.49 shows that 28 (96.55 percent) Assessors responded that the Peer Team members were consensus about allotment of CGPA and Grade to TEI, whereas an (3.45 percent) Assessor responded that the Peer Team members were not consensus. Twenty-eight (96.55 percent) Assessors responded that the Peer Team members were objective in the decision of CGPA and Grade to the TEI, whereas an (3.45 percent) Assessor responded that the Peer Team members were not objective. Twenty-eight (96.55 percent) Assessors responded that the Peer Team members were democratically arrived at the CGPA and Grade to the TEI, whereas an (3.45 percent) Assessor responded that the Peer Team members did not arrive democratically. Twenty-eight (96.55 percent) Assessors responded that the role of other Peer Team Members for AA of the TEI was satisfactory, whereas an (3.45 percent) Assessor responded that the role of other Peer Team Members for AA of the TEI was not satisfactory. So it can be

concluded that majority of the Assessors responded that in relation to the recommendation of CGPA and Grade to TEI, the Peer Team members were consensus about the allotment, objective in the decision, arrived democratically and satisfied with the role of other the Peer Team Members for AA of the TEI. A few of the Assessors responded that the Peer Team members were not consensus about the allotment, were subjective in the decision, arrived autocratically and were dissatisfied with the role of other Peer Team Members for AA of the TEI.

→ **Specification in relation to the responses about Recommendation of CGPA and Grade to TEIs:**

- The reason for not being consensus about allotment of CGPA and Grade to TEI was that the college did not deserve the grade accredited earlier, whereas the Chairperson insisted that it could not be lower than the grade awarded earlier.
- The aspect of being the Peer Team subjective in the decision of CGPA and Grade to the TEI was that the Chairperson was biased.
- The reason for not arriving democratically at the CGPA and Grade to the TEI was that the Members were overridden by the chairperson.

Table 4.5.1.50

Feedback about adequacy of two days duration for entire AA process

Sr.				Total
No.	Respondents	Yes	No	
1	Assessors- 29	16 (55.17)	13 (44.83)	29 (100.00)
2	Principals IQAC Coordinators, Teaching Faculty and Supporting staff - 67	60 (89.55)	7 (10.45)	67 (100.00)
3	All respondents- 96	73 (76.04)	23 (23.96)	96 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.50 shows that 16 (55.17 percent) Assessors out of 29 responded that the two days duration for the entire AA process was adequate, whereas 13 (44.83 percent) responded inadequately. Sixty (89.55 percent) Principals, IQAC Coordinators, Teaching Faculty and Supporting staff out of 67 responded that the two days duration for the entire AA process was adequate, whereas seven (10.45 percent) had responded inadequately. Seventy-three (76.04 percent) of all 96 respondents responded that the two-day duration for the entire AA process was adequate, whereas 23 (23.96 percent) responded inadequately. So it can be concluded that most of the Assessors; majority of

the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and majority of respondents from all responded that the two days duration for the entire AA process was adequate, whereas many of the Assessors; few of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and some respondents from all responded inadequately.

Feedback and Suggestions about Inadequacy of two days duration for entire AA process

Feedback and Suggestions from many (44.83 percent) Assessors:

- Very hectic was created during the visit to TEI for AA.
- Work is more and time is less to complete the work.
- Three days required for a visit, where the Peer Team might properly visit the practice teaching schools; do proper verification of documents, records and preparation of the report; would avoid the night preparation of PTR; and without any hurry could do the verification and could observe and enjoy the cultural activities.

Feedback and Suggestions from few (10.45 percent) Principals, IQAC Coordinators, Teaching Faculty and Supporting staff:

- So much work to be done for AA of TEIs.
- Not possible to check all documents for two days.
- More time was needed to check the documents.
- NAAC should give enough time of three to four days for the entire AA process.
- Three days were required to personally observe the institution's work, check all documents, and visit schools and stakeholders.
- Stage-wise programme would prove more helpful in assessment. Separately placed individual rather than a team and then compilation would help. Equal power to all the Peer Team members a must.

→ Feedback and suggestions from Principals and IQAC Coordinators about the communication with the Peer Team about the final judgment of observations for the PTR:

- | | |
|-----------------------------------|--------------------------------|
| • Proper | • Quick communication and good |
| • Satisfied | response |
| • Good and Satisfactory | |
| • Good and positive communication | |

- Overall good communication of the Peer Team with Principal and IQAC Coordinator about AA
- Useful communication
- Satisfied with the Peer Team result and behaviour.
- Peer Team took interest very deeply and asked politely for getting information. The team noted all things.
- Precise and to the point. Correct improvements suggested.
- Peer Team was very clear about the requirements and made a very pertinent observation.
- Peer Team utilised the time effectively. The team was transparent during the discussion.
- Focused and clarified the future plan and SWOC of TEI before final judgment. Queries clarified.
- Transparent and judgment on actual evaluation
- Discussed everything before finalising the draft.
- The Peer Team members were cooperative, but in some instances, clarification was required.
- Feedback was general but not specific.
- Peer Team was Ok, but coordination was required among them.
- They had a typical mindset and no unity amongst them.
- The members of the Peer Team were not cooperating, and they came to find faults, not for AA.
- Hardly anything was mentioned and too harsh ways collectively in terms of attitude.

Table 4.5.1.51

Objectivity of the Peer Team in the final judgment of observations in the PTR

Sr. No.	Objectivity of the Peer Team in the final judgment of observations in the PTR	No. of Principals and IQAC Coordinators
1	Yes	22 (84.62)
2	No	4 (15.38)
Total		26 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.51 shows that 22 (84.62 percent) Principals and IQAC Coordinators responded that the Peer Team of their TEI had objectivity in the final judgment of observations in the PTR, whereas four (15.38 percent) responded that the Peer Team of their TEI had subjectivity in the final judgment of observations in the PTR. So it can be

concluded that majority of the Principals and IQAC Coordinators responded that the Peer Team of their TEI had objectivity in the final judgment of observations in the PTR, whereas some responded subjectivity in the final judgment of observations in the PTR.

➤ **Role of the Peer Teams**

→ **Specification from Principals and IQAC Coordinators about subjective of the Peer Team in the final judgment of observations in the PTR**

- Could not guess
- The Assessors Commented on some programmes without observation.
- The Peer Team did not visit schools, and the Chairperson had denied traveling with other members for observation and interaction with the school.

→ **Feedback of and suggestions of Principals and IQAC Coordinators about Assessors' performance in AA process**

- Satisfactory
- Humble, very sincere, well behaved and good teamwork
- Honesty, transparent and satisfactory behaviour
- Gentle and good behaviour
- All the Assessors were fair and good in assessment.
- Felt very pleased with all Assessors during the AA process.
- Appropriately trained and experienced experts
- Experienced and learned persons
- Worked very sincerely
- Point to point and keen observation
- Peer Team assessed every point
- The team was fair in assessment. The Peer Team scrutinised every aspect and selected documents randomly from each category, and assessed. Team gave constructive feedback.
- The Peer Team Members followed the sessions in time. The team had done detailed verification and interactions. The TEI appreciated their performance.
- The Peer Team was quite objective in approach. Critical approach about strength and weakness of the TEI. Quite cooperative and motivating the Teaching Faculty and students to participate in interaction meet.

- Chairperson was very good. The Peer Team members did not take any gift.
- Two members belonged from a remote rural area, and they compared the TEI to very small classrooms and the building of their institutions. They artificially appreciated the infrastructure of the TEI.
- One member was very humble and kind, while the other two were aggressive and made the Teaching Faculty confused and not neutral or enthusiastic. Not hope for a better result because of their negative and rude behaviour.
- They should be aware of the socio-economic background of the area and students. They must be trained for the assessment.
- The Assessors needed training in analysis and social setting behaviour.
- They had the mindset that the institution did not have prepared the SAR according to NAAC criteria.
- Assessors had the mindset and did not see all the essential documents. The Peer Team members have a huge ego.
- Despite the e-mode, a heap of papers was wasted by Assessors owing to the multiple files that were hardly browsed thoroughly. They had a lack of sufficient communication skills among the Peer Team members to get the point precisely. Then they get aggressive.

→ **Feedback of and suggestions of Teaching Faculty about Assessors' performance in AA process**

- Ok
- Good
- Cool, Composed, Objective, Systematic and Punctual
- Satisfactory and good behaviour
- Proper evaluation and Purposive work
- Knowledgeable, Cooperative, Humble, Unbiased, Active and Punctual
- Cooperative and objective
- Cooperative, Pleasant and good in nature
- Cooperative nature and humanity approach. They had cross-checked documents and observed programme.
- Interaction with staff was very good and satisfied with work of staff.

- Very good behaviour of the Peer Team with Teaching Faculty and worked satisfactorily.
- The Peer Team made the Teaching Faculty aware that the institution provided service to society by working for trainees, schools and people for awareness and enlightened the minds and providing.
- The Team members were simple living and high thinking followers. They discussed and presented the institutional report in brief in the Exit meeting.
- Performance was Ok, but not to be dominated.
- Appreciated the academic and Co-curricular activities of TEI, but after organising a meeting with Teaching Faculty, the Peer Team had to evaluate academic activities and provide necessary suggestions.
- Peer team members must adjust themselves in a geographical environment.
- Assessors should be positive. The limitations of the institution were to be accepted. They should be more quality-oriented, not be fault-finding.
- All documents needed to be observed very minutely. Assessment needed to be based on the functioning of the institution. Sufficient time to be given to current students and alumni for interaction. Prejudice towards the better functioning of the self-financed institution.
- The Peer Team had to be more objective. They must ask to Teaching Faculty for clarification of their doubts.
- The team should be from the Education discipline only.

→ **Feedback of and suggestions of Supporting staff about Assessors' performance in AA process**

- Good
- Good and cooperative
- Cooperative and humble
- Good visit and proper guidance received for Team and got direction to proceed in future.
- Seen files in detail.
- The friendly meeting, but tried to find out any loopholes in the account.
- Not objective and neutral.

Table 4.5.1.52

Feedback of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the overall behaviour of the Assessors in the AA process

Sr. No.	Behaviour of the Assessors in AA process	No. of <i>Principals, IQAC Coordinators, Teaching Faculty and Supporting staff</i>
1	Positive	42 (62.69)
2	Neutral	32 (47.76)
3	Pleasant	27 (40.30)
4	Superior	14 (20.90)
5	Assertive	11 (16.42)
6	Subjective	9 (13.43)
7	Rude	8 (11.94)
8	Aggressive	6 (8.96)
9	Nervous	2 (2.99)
10	Not satisfactory	2 (2.99)
11	Impartial	1 (1.49)
12	Caring and down to Earth	1 (1.49)

(Note: Figure in the parenthesis indicates percent.)

All 67 respondents from accredited TEIs, i.e., the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, had provided feedback about the overall behaviour of the Assessors in the AA process, as shown in table no. 4.5.1.52. The table shows that the overall behaviour of the Assessors was responded positive by 42 (62.69 percent) respondents, 32 (47.76 percent) responded Neutral behaviour, 27 (40.30 percent) responded Pleasant behaviour, 14 (20.90 percent) responded Superior behaviour, 11(16.42 percent) responded Assertive behaviour, Nine (13.43 percent) responded Subjective behaviour, Eight (11.94 percent) responded Rude behaviour, and Six (8.96 percent) responded Aggressive behaviour. Every two (2.99 percent) respondents out of four responded to each behaviour, i.e., Nervous and not satisfactory, whereas each (1.49 percent) respondent out of two responded to each behaviour, i.e., Impartial, and Caring and down to Earth. So it can be concluded that the overall behaviour of the Assessors in the AA process was responded Positive by most respondents from TEIs, i.e., Principals, IQAC Coordinators, Teaching Faculty and Supporting staff. Many respondents responded Neutral and Pleasant behaviour. Some

respondents responded Superior and Assertive behaviour. Few respondents responded Subjective, Rude and Aggressive behaviour. A few respondents responded Nervous, not satisfactory, Impartial and Caring and down to earth behaviour.

Table 4.5.1.53

Assessors feeling about the AA process of TEI after the Peer Team visit

Assessors feeling about the AA process of		
Sr. No.	TEI after the Peer Team visit	No. of Assessors
1	Enthusiastic	13 (44.83)
2	Neutral	10 (34.48)
3	Tired	4 (13.79)
4	Stressful	3 (10.34)
5	Confused	2 (6.90)
6	Worth doing and focused	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

The feelings of the Assessors about the AA process of TEI after the Peer Team visit are shown in table no. 4.5.1.53. The table shows that 13 (44.83 percent) Assessors felt Enthusiastic, ten (34.48 percent) felt Neutral, four (13.79 percent) felt Tired, three (10.34 percent) felt Stressful, two (6.90 percent) felt Confused, and one (3.45 percent) felt worth doing and focused about the AA process of TEI after the Peer Team visit. So it can be concluded that about the AA process of TEI after the Peer Team visit, many of the Assessors felt Enthusiastic and Neutral; some felt Tired, few felt Confuse, and one felt worth doing and focused on the AA process of TEI after the Peer Team visit.

Table 4.5.1.54

Feeling of Assessors about the AA process of TEI prior and after to the Peer Team visit

Sr. No.	Feeling	No. of Assessors (Feeling prior AA)	No. of Assessors (Feeling after AA)
1	Enthusiastic	23 (79.31)	13 (44.83)
2	Neutral	8 (27.59)	10 (34.48)
3	Tired		4 (13.79)
4	Stressful	3 (10.34)	3 (10.34)
5	Confused		2 (6.90)
6	Good	1 (3.45)	
7	Normal	1 (3.45)	

8	Keen Interest	1 (3.45)
9	Creative task	1 (3.45)
10	Mind map	1 (3.45)
11	Worth doing and focused	1 (3.45)

(Note: Figure in the parenthesis indicates percent.)

The comparison of the Assessors' feelings about the AA process of TEI prior (table no. 4.5.1.11) and after (table no. 4.5.1.53) the Peer Team visit had been shown in table no. 4.5.1.54. The table shows that about the AA process of TEI, 23 (79.31 percent) Assessors felt Enthusiastic prior to visiting, whereas 13 (44.83 percent) felt Enthusiastic after the visit. Eight (27.59 percent) Assessors felt Neutral prior to visiting, whereas ten (34.48 percent) felt Neutral after the visit. Three (10.34 percent) Assessors felt Stressful prior to or after the visit. None (0.00 percent) Assessors felt Tired, whereas four (13.79 percent) felt Tired after the visit. None (0.00 percent) Assessors felt Confused or worth doing and focused prior to visiting, whereas two (6.90 percent) felt Confused and one (3.45 percent) felt worth doing and focused. Each (3.45 percent) Assessor out of five had felt each feeling, i.e., Good, Normal, Keen Interest, Creative task and Mind map prior to visiting, whereas none (0.00 percent) felt such feeling after the visit. So it can be concluded that about the AA process of TEI, majority of the Assessors felt Enthusiastic prior to visiting, whereas many felt Enthusiastic after the visit; many felt Neutral, and few felt Stressful prior to and after the visit; none felt Tired and confused prior to visiting, whereas some felt Tired and few felt confused after the visit.

Table 4.5.1.55

Feeling of all respondents about the AA process of TEI after the Peer Team visit

		No. of Principals, IQAC		
Sr. No.	Feeling	No. of Assessors	Coordinators, Teaching Faculty and Supporting staff	No. of all Respondents
1	Enthusiastic	13 (44.83)	37 (55.22)	50 (52.08)
2	Neutral	10 (34.48)	17 (25.37)	27 (28.13)
3	Tired	4 (13.79)	12 (17.91)	16 (16.67)
4	Stressful	3 (10.34)	11 (16.42)	14 (14.58)
5	Nervous		8 (11.94)	8 (8.33)
6	Confused	2 (6.90)	4 (5.97)	6 (6.25)

7	Submissive	5 (7.46)	5 (5.21)
8	Relaxed	3 (4.48)	3 (3.13)
9	Frightened	3 (4.48)	3 (3.13)
10	Very Happy	2 (2.99)	2 (2.08)
11	Avoidance	2 (2.99)	2 (2.08)
12	Comfort	1 (1.49)	1 (1.04)
13	Worth doing and focused	1 (3.45)	1 (1.04)
14	Thoughtful	1 (1.49)	1 (1.04)
15	Hopeful	1 (1.49)	1 (1.04)
16	Anxious	1 (1.49)	1 (1.04)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.1.55 shows all respondents' responses to feeling about the AA process of TEI after the Peer Team visit. Out of 29 Assessors, 13 (44.83 percent) felt Enthusiastic, ten (34.48 percent) felt Neutral, four (13.79 percent) felt Tired, three (10.34 percent) felt Stressful, two (6.90 percent) felt Confused, and one (3.45 percent) felt worth doing and focused.

The respondents excluding Assessors, i.e., Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, responded that 37 (55.22 percent) felt Enthusiastic, 17 (25.37 percent) felt Neutral, 12 (17.91 percent) felt Tired, 11 (16.42 percent) felt Stressful, Eight (11.94 percent) felt Nervous, Five (7.46 percent) felt Submissive, Four (5.97 percent) felt Confused, Every three (4.48 percent) out of six felt Relaxed and Frightened, Every two (2.99 percent) respondents out of four felt Very Happy, and Avoidance. Each (1.49 percent) respondent out of four felt Hopeful, Comfort, Thoughtful and Anxious about the AA process of TEI after the Peer Team visit.

All 96 respondents, i.e., Assessors, Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, responded that 50 (52.08 percent) felt Enthusiastic, 27 (28.13 percent) felt Neutral; 16 (16.67 percent) felt Tired; 14 (14.58 percent) felt Stressful; Eight (8.33 percent) felt Nervous; Six (6.25 percent) felt Confused ; Five (5.21 percent) felt Submissive; Every three (3.13 percent) out of six felt each feeling, i.e., Relaxed and Frightened; Every two (2.08 percent) out of four felt each feeling, i.e., Very Happy and Avoidance; and Each (1.04 percent) respondent out of five felt each feeling, i.e., Comfort, Thoughtful, Hopeful, Anxious, and Worth doing and focused about the AA process of TEI after the Peer Team visit.

So it can be concluded that about the AA process of TEI after the Peer Team visit, many of the Assessors felt Enthusiastic and Neutral; some felt Tired; few felt Stressful and Confused, and one felt worth doing and focused on the AA process of TEI after the Peer Team visit.

Out of all 67 respondents from TEIs, i.e., Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, most respondents felt Enthusiastic; some felt Neutral, Tired and Stressful; and few respondents felt Nervous, Submissive and Confused. A few respondents felt Relaxed, Frightened, Very Happy, Avoidance, Hopeful, Comfort, Thoughtful and Anxious about the AA process of TEI after the Peer Team visit.

Out of all 96 respondents, i.e., Assessors, Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, most respondents felt Enthusiastic, many felt Neutral; some felt Tired and Stressful, and few felt Nervous and Confused. A few respondents felt Submissive, Relaxed, Frightened, Very Happy, Avoidance, Comfort, Thoughtful, Hopeful, Anxious, and Worth doing and focused on the AA process of TEI after the Peer Team visit.

➤ **Reflections about the AA process by NAAC**

→ **Reflections of Assessors about the AA process by NAAC:**

- The AA process by NAAC was Satisfactory, Objective, Adequate, Specific, Democratic, Transparent, Impartial, Unbiased, Progressive, Quite comprehensive, Excellent, Well organised, very systematic and well explained.
- The process covered almost all the areas required for the objective of AA.
- Every criterion was given due weightage.
- It is a precise and standardised process and getting improvements due to revisions made periodically.
- Constitution of the Peer Team by NAAC, where an excellent selection of the Peer Team members
- NAAC always considered the consensus of team members regarding the visit. Assessors were well deputed about everything.
- Information was provided at the apt time well before the visit.
- Doing things well planned carried out democratically.
- The entire process was well structured. The NAAC provided all documents and instructions well in time.

- The Assessors had Good communication, no stress and the preparation and cooperation were positive.
- Engage time to good SSR.
- There was scope for interaction. During the visit, generally, there was harmony. All members come with their notes either in hard copy or soft copy, which were shared at the final report and grade.
- AA was always for the benefit of the TEI. Institution knows it's positive and negative points.
- AA had helped in enhancing the infrastructure and quality of education.
- Scientific and systematic scope for appreciation of unique and proactive features of the TEI. Suggestions would be very helpful for the college.

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the AA process by NAAC:**

- | | |
|----------------------------------|--|
| • Ok | • The assessment process was objective |
| • Fine | • Satisfactory and transparent process accordingly |
| • Average | • Very good experience |
| • Good plan to check the college | • Relaxed, stress-free, eager, slightly anxious |
| • Good, helpful and cooperative | |
| • Perfect, required and positive | |
| • Overall good and positive | |

→ **Reflections of Assessors about the improvement of the AA process**

- The AA process needed to be five or seven points grading.
- Actual observations vary from claimed in SSR to real conditions.
- Language problem for communication with students, parents and schools.
- Observation of the teaching staff would be better.
- Qualitative and quantitative analysis done by NAAC was effective in grading any TEI but needed to be more objective by including value-based practices.
- The booking tickets and other conveyance changed recently, which made them confused.
- Lack of integrity in some groups.

- Well planned, but if one does not follow the schedule and things are done in a hurry, there would be a likelihood of wrong grading.
- It is necessary for bringing about quality in TEI. The suggestions given by the team must be followed immediately, not after five years.
- It should be continued in each State for self-financing and aided institutions.

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the improvement of the AA process**

- Expensive process
- Ritual
- Needed to improve the procedure.
- AA process had to be more online use of web 2.0 tools for assessment.
- Telephonic interaction must be done.
- AA process had to be goal-oriented and systematic.
- NAAC should be focused on effective planning, execution and follow-up for quality outcomes.
- Some outcomes were not fit for TEI. The consultancy was not possible in TEI, which is possible in Science and Pharmacy.
- Colleges did not develop the curriculum.
- Not apt for TEI ran in remote areas. The standards of assessment needed to be rethought and graded at the local level too.

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the role of the Peer Team in the AA process**

- Sincere, Professional and impartial team
- Work carried out in a humble environment
- AA was good, and the Peer Team had observed very frankly and honestly.
- Very good Assessment by Peer Team
- Appreciation by the team in Exit Meet boosted the morale of all

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the improvement of the role of the Peer Team in the AA process**

- The team must be humane in behaviour.
- The process was good but required the objectivity of the Peer Team.
- AA was good, but it should be neutral.
- Team members needed to have objectivity.
- Wastage of papers by the Peer Team members.
- Peer Team missed actual observation of the activities.
- Some members had high expectations in comparison to urban institutes.
- Language problem of the Peer Team members.
- AA was good for the quality of TEI, but the attitude of the Peer Team should be friendly. They were not the 'boss' of TEIs that they found only faults. They should appreciate the work done by TEI too.
- To be appreciated the positive aspects by the Peer Team after evaluation of TEI.
- Documents were assessed, where Peer Team did not assess the actual work

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the benefit of TEIs from the AA process**

- Nice and necessary for TEI
- The process had improved the quality of the institution.
- The detailed assessment had brought quality improvement in TEI
- Good experience. Felt happy and acknowledged about own professional status.
- AA by NAAC was an essential process for TEI to develop and strengthen.
- AA by NAAC helped to know the strength and weaknesses of the college, which led to quality upliftment of the college.
- A good process for TEIs to meet their desired goals.
- It was a good exercise for TEI. Everyone tried to put own best. An eye-opener for TEI and the institution could make a road map for success and development.
- Excellent process for every college to make healthy competition among TEIs. The TEIs could develop their abilities and make good progress report in future.
- Had a feeling of learning many things and a sense of growing up getting mature.
- Assessment of the overall functioning of the TEI from criteria of AA process had comprised of the governance structure and all its academic units, i.e., schools, departments and centers. Immediate follow-up of the assessment of performance.

→ **Reflections of Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about the improvement of TEIs the AA process**

- AA was necessary for every five years, contributing to the institution working in a healthy academic atmosphere. Its uniformity led to quality improvement in every aspect of the institution.
- Visit was Ok. All documents and records were checked. Such assessment was required to be done after every five years for the progress of college and students.
- Every institution should undergo the process of AA to maintain its basic standards.
- The teaching-learning area is very prominent for excellence and needs to be given utmost priority.
- Learned to keep things arranged. Though the TEI carried out many activities during academic years, the documentation should be proper and classified.
- Needed for provision of grants to institute in fulfillment of suggestion.
- Right to be given to TEIs to choose the date and schedule of the Peer Team. Emphasis to be given on the selection of the Peer Team members from TEIs and Professor Category.
- AA was a process of reflection for TEI to provide an opportunity for quality enhancement and achievement of milestones in its academic and administrative enterprise.
- Even the process had fixed criteria across India and limited the scope and autonomy of TEI to practice differently.

➤ **SWOC analysis of AA process of the TEI**

→ **Strengths of AA process for TEI**

- | | |
|--|--|
| • The manual was written well | • Objective, Democratic, Exhaustive, |
| • Good instrument for quality assessment | Impartial, qualitative assessment |
| • Well researched and all-inclusive process | • Quite objective and comprehensive AA process |
| • Very objective and fair without any personal basis | • Well prepared, objective and well processed |
| • Transparent, objective and wholistic | • Systematic process |
| • Objective in most aspects | • Unbiased and no stress |

- Selection of members of the Peer Team on an India basis
- Assessors were well versed with the different activities and functions of different colleges.
- Helped TEIs to assess itself
- Necessary for self-evaluation of TEI
- TEI developed through the AA
- Explored the process of TEI
- Innovative and wake up call to the institution
- TEI helped in getting quality awareness
- Provided to introspect about the quality of education
- TEIs acknowledged their own level of performance
- Opportunity for democratic functioning
- Encouraged solidarity amongst staff of TEI
- Dedication amongst the Teaching Faculty members
- Used expertise of senior colleagues
- Overall attitude of college got modified for better
- Comprehensive and elaborated exercise by all stakeholders

→ Weaknesses of AA process for TEI

- Nonavailability of certain documents to support claims
- Nonavailability of adequate time
- Lack of time for report writing
- Too busy schedule
- Difficult in sending report just after Exit Meeting
- Improper execution
- Language problem for Peer Team
- Lack of English communication amongst the Teaching Faculty members and amongst the student-teachers
- In few cases, the constitution of the Peer Team included 'Egoistic' persons.
- Sometimes the TEI unnecessarily tensed and stressful
- Formation of student-teachers was not adequately stressed
- Inadequate participation of Alumni and Parents
- Visit of TEI at remote places, where transport facilities were inadequate
- Not taken seriously by TEI
- Benchmarking were the same for a variety of TEIs
- TEI refused to take help and improve

→ **Opportunities of AA process for TEI**

- AA process could be improved based on feedback from TEI
- Networking, reorganisation of Teaching-Learning room, the Peer Team interaction
- Got the opportunity to meet people from all over India and could identify various academic areas
- Meeting with different educationists and observation of a variety of institutions.
- Good interaction was possible for both Assessors and TEI.
- The TEIs might know where they stand in the process of research and publication.
- Facilitated the efforts of the institution for further improvement.
- Good opportunity provided for enhancement of infrastructure, teaching-learning process, record keeping
- Received information about innovation and curricular transactions
- Quality enhancement in all dimensions
- Provided opportunity to follow good practices of other colleges
- Enough opportunities for improvement of TEI
- Given suggestions to Teaching Faculty and management for improvement
- Provided an excellent opportunity to most senior colleagues and learned to develop professionally

→ **Challenges of AA process for TEI**

- Visit preparation was a problem for short planning
- Having to cope with travel under challenging terrains
- Find a student/ teacher who could act as a translator
- Find out the difference between the reality and the claims
- No time for the Peer Team to relax
- Written evaluation report and sleepless nights
- Impartial AA
- To deal with management
- To build good relationships and rapport with TEI
- To enable the TEI to retain the enthusiasm generated due to AA
- Motivated all TEI to teach common benchmarks in their performance

- To maintain quality after the NAAC visit and to improve further by implementing the suggestions given.
- Too many TEI to undertake Assessment and only one AA unit
- Assessment of thousands of colleges by one autonomous body

SWOC analysis by Principals, IQAC Coordinators, Teaching Faculty and Supporting staff about AA process of the TEI

→ Strengths of AA process for TEI

- | | |
|--|---|
| • Good | • Unity and dedication towards the work |
| • So...so... | • Unity in TEI for working |
| • Objective | • Entire staff worked in the AA process |
| • Observations and process | • Arouse Innovative ideas |
| • Updated | • Helped for organising things and boosted stamina |
| • Covered all aspects | • From the assessment process, the college had to do new work, which would indirectly benefit students. |
| • Categorised all dimensions in seven criteria was good as it covered all aspects. | • Acknowledged about strengths of institution and human resources by AA |
| • The best-designed plan for objective assessment | • Informative about improvement in own work. |
| • Proper evaluation and acknowledgment about work of college | • Good to know about the shortcoming of college. |
| • Experienced Assessors | • AA process helped the TEI to know its positive and negative points with the review process. |
| • Diversified Assessors | • The process made aware to a new generation of the society |
| • Very good communication amongst the Peer Team members | • TEIs and TEs became active and dynamic. |
| • Made the teamwork and acknowledged level at national standard | • Quality education became the vision for most TEIs. |
| • Good for institution | |
| • External Assessment is essential for the growth of TEI | |
| • Staff awareness | |

- The TEI could understand the aspects of its improvement.
- To be familiar about real work and strengths of the institution
- The system of TEI was improved because of AA by NAAC.

→ Weaknesses of AA process for TEI

- No weakness
- Manual and grading criteria
- Expensive
- Boring work
- Sometimes it is biased.
- Rude and supervisory role of Assessors
- Subjective Peer Team
- Subjective, closed and biased attitude of the team
- Very hard and time taking procedure
- More expectations from Peer Team
- Could be discriminated
- Human weakness darupen the spirit
- Language problem
- Communication gap
- Too much paperwork.
- Preparation of the Teaching Faculty and students for the AA process
- No non-teaching staff
- College was in a remote area
- Evaluation without considering SWOC analysis
- Stiff in choice of food (Team members)
- One member had deducted TA from home town.

→ Opportunities of AA process for TEI

- Positive attitude to AA process
- Good for Quality enhancement
- Learned from discussion with team members
- Learned new things from the AA process
- Involvement of members having talent and abilities for AA process
- Locate talent without considering the position or seniority
- Suggestion for new and innovative practices
- Development of innovative methods and improved teaching style
- To find out a benchmark to be achieved in future
- Acquaintance to TEI about new skills, methods, tools and ICT become possible.
- Research exploration

- Provided guidelines for improvement of college
- Grant should be given for good accreditation.
- Not found any opportunity for AA process

→ **Challenges of AA process for TEI**

- Language barrier with Peer Team
- Working as the Peer Team members who never prepared SSR or worked for the same at their own institution/ university.
- AA process in a specific discipline
- Specification and objectivity in report writing and assessment
- Very high expectations from Peer Team
- Big challenge for preparing documents for standalone TEI with limited staff
- Many times documentation was confusing.
- Lack of interest in the colleagues
- To be aware of strengths and weaknesses of TEI by AA
- Communicated all the activities in a short span
- Expert and experienced members in context to the preparation of SSR
- Short time for preparation and submission of the SSR
- Financial matter
- Rural area
- AA process for every five years

Feedback about Grading pattern, SAR, PTR and AA process

Feedback of Assessors

→ **Feedback about the Grading pattern in the AA process of the TEI**

- Good
- Ok
- Appropriate
- Adequate
- Excelling
- Up to mark
- Based on facts
- Practicable
- Democratic and Objective
- Satisfactory. NAAC well defined the process of working of grade.
- Too broad
- Nine points scale was Ok
- Seven points gradation was good
- Fairly objective.
- The criteria were primarily suitable to all colleges, some of which were not suitable for TEI

→ **Feedback about the Self-Appraisal Reports in the AA process of the TEI**

- Ok
- Good
- Systematic
- Good, relevant and comprehensive
- Democratic and Objective
- Satisfactory
- Revealing and useful for the institution
- Contained every aspect
- SSR covered all the aspects and working of the TEIs
- Very extensive, elaborative and covered all aspects
- SSR was very good provided. It was prepared by the staff, not outsourced.
- SSR was satisfactory. Writing of SSR itself was a great experience for the institution. While reporting SSR, one should ensure that it was not outsourced. SSR was the most important document for AA of Institution.
- Not satisfactory
- Adequate exposure should be given to TEI
- Too ornamental
- SSR should be informatics
- Needed to be changed particularly based on periodic discussion with Assessors
- Some questions were difficult to be answered by TEI
- Usually confused about what was to be written in various criteria
- All copied from other, not real
- Very often, it was ghostwritten. The Peer Team needed to verify what was stated and what was really existed.

→ **Feedback about the PTR in the AA process of the TEI**

- Ok
- Good
- Satisfactory
- Excellent
- Good, comprehensive and qualitative
- Democratic and objective based on observed facts
- Understandable
- To the point
- Fairly alright
- Proper format
- Fairly good and well structured
- Good number of indications to evaluate the overall quality of education
- Preparation of PTR based on SSR and actual field visits
- Each Assessor came with their views and consolidated after the visit
- Prepared PTR through consensus among the Peer Team members
- Done with due care and teamwork

- Quick report based on SSR and visit
- Each statement was written in bullet form. Three major highlights were given.
- Gave weightage to every small aspect related to institutional working
- Gave feedback to the institution
- Very good provision of sharing PTR to Principal and IQAC coordinator
- Partially satisfied
- Confidentiality was not maintained sometimes.

→ **Feedback about the whole AA process of the TEI**

- Ok
- Good
- Very good
- Democratic and Objective
- Enhances quality of the institution
- NAAC maintained quality
- A very practical experience for quality enhancement
- Could be improved
- Looking at the number of TEIs, the NCTE must develop its mechanism for AA of TEIs included in NCTE regulation 2014. Before doing so, the NCTE should do a fresh-looking on criteria and key aspects for AA of TEIs being in view of their special features.
- Needed to establish more AA organisations to cover all the colleges of universities in the country.
- Institution could be further oriented with AA. On the whole, it was a challenging experience.
- Formation of student-teachers and their attitudinal changes needed to be sufficiently emphasised
- More involvement of the Principal, Teaching Faculty and Office staff was needed for the potential growth of the institution.
- The terminology used by NAAC was not understood properly by TEI, i.e., Consultancy and Extension.
- AA process needed to be improved.
- AA was a dynamic process that needed to be looked into regularly for changes or modifications.

- Few points might be removed for TEI for PTR.
- There must be changes in the criteria.
- Suggestions in the PTR were limited to ten points only but needed more to enhance the quality of TEI.
- Specific suggestions to be provided to TEIs instead of stereotype.
- The Assessors should not be too critical neither too lenient, but how to develop true objectivity.
- Allotment of more time would help in the preparation of PTR.

Feedback of Principals, IQAC Coordinators and Teaching Faculty

→ Feedback about the Grading pattern in the AA process of the TEI

- | | |
|---|--|
| • Average | • Statistical analysis was correct and |
| • Average, because Individual | proper. To be reduced subjectivity of |
| perception might differ | the Assessor and use of proper |
| • Ok | analysis technique. |
| • Good | • Not proper |
| • Appropriate | • Modification needed |
| • Proper | • Should be neutral |
| • Well planned | • More specific and micro-level |
| • Very proper | grading should be done. |
| • Nice pattern | • The grading needed to be seven |
| • Procedural, Calculated, Good and | • Preferred a more detailed grading |
| performance-based | system |
| • Grading as per criteria which were in | |
| the justified pattern | |

→ Feedback about the SSR in the AA process of the TEI

- | | |
|------------------|--------------------------------------|
| • OK | • Very descriptive |
| • Good | • Point wise |
| • As per norms | • Sufficient |
| • Right Performa | • Detailed report |
| • Right way | • According to evidence |
| • Proper | • Comprehensive and non-apprehensive |

- Proper documentation detail was given.
- Subjectivity to objectivity in SSR reporting
- Meticulously done
- Prepared by the whole staff
- Prepared after discussion amongst the staff
- Acknowledgment of own stand
- A good way to hold a mirror to self
- Comprehensive SSR highlighted weaknesses and strengths of the college
- Allowed summarising the college activities. Developed skills in drafting and documentation.
- Satisfied
- Could be modified
- So many repetitive questions
- Repetition of some points in criteria
- Too many questions to be answered in a short time.
- More weightage given
- More focus should be on practical aspects.
- Needed proper documents

→ **Feedback about the PTR in the AA process of the TEI**

- Ok
- Good
- As per norms
- Satisfied
- Properly done
- Organised
- PTR was all-inclusive.
- Written in good and intellectual way
- An objective analysis of each criterion
- Criterion-wise details of observation in an objective manner
- Specific, comprehensive and to the point
- Quite objective, comprehensive and led the TEI to plan academic and administrative practices towards quality enhancement.
- Helped to TEIs for quality improvement
- Not satisfied
- PTR should be improved.
- Should be objective
- To the point, but subjective
- The evaluation was not up to the mark. Some strengths were given fewer marks.
- Too brief and quickly prepared PTR. At time erroneous.
- Should be taken care of by the authority

→ **Feedback about the whole AA process of the TEI**

Feedback of Principals, IQAC Coordinators and Teaching Faculty about the whole AA process of the TEI

- Ok
- Good
- Proper
- Proper and satisfactory
- Excellent
- Good process for quality assurance and improvement

- Needed to be reintroduced
- There should be a separate grading system for TEI
- Modification required
- Needed to eliminate repetition of data
- Required to modify the AA format
- AA was good but needed to modify the manual and types of questions.
- Grading should be in sections like rural, urban and tribal areas etc.
- Assessment criteria should be as per regional differences.
- To be made more formative rather than summative for five years.
- Work of NAAC should be a continuous process instead of the periodic process.
- Needed more help from students, parents, alumni and governing body.
- Provided information to students and teachers for the improvement of teaching and learning in a formative way
- The KCG 'AAA' is to be taken seriously.
- A third-party evaluation was required.
- At the local level, affiliating Universities should be in a more motivating role.
- The overall process should be objective.
- Peer Team members should be from education.
- Needed to overcome human weakness
- Worked towards reducing unnecessary hype
- AA was good, but the individual perception of the Peer Team members came in the way.

4.5.2 ANALYSIS AND INTERPRETATION OF RESPONSES OF OPINIONNAIRE

The Assessors, Principals, IQAC Coordinators and Teaching Faculty have responded to the items of separate Opinionnaires. Respective respondents have opined from five alternatives of satisfaction with relation to the item of Opinionnaire. Analyses and interpretation of responses were carried out with Frequency distribution, Percent calculation and Chi-square using a trial version of SPSS and Microsoft Excel. The Percents were calculated from the frequency of a different number of respondents. The respondents have provided the difference of opinion, so Chi-square was applied. The Chi-square of 0.01 was observed on the frequency of different respondents at 4 degrees of freedom. Item-wise Analysis and Interpretation of responses to separate Opinionnaires responded by respective respondents, i.e., Assessors, Principals, IQAC Coordinators and Teaching Faculty about satisfaction with relation to the item has been given in the tables. The responses of common items from the separate Opinionnaires were clubbed together in analyses and interpretation wherever needed.

Table 4.5.2.1

Opinion about Manual, Quality measurement by manual, Criteria and Process for AA prescribed by NAAC

Sr. No.	Detail	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Manual for AA prescribed by NAAC	26 (30.23)	56 (65.12)	3 (3.49)	1 (1.16)		136.21
2	Quality measurement of TEI by Manual for AA	21 (24.42)	59 (68.60)	5 (5.81)	1 (1.16)		143.53
3	Criteria given by NAAC in the manual for AA of TEI	19 (22.09)	57 (66.28)	6 (6.98)	4 (4.65)		126.91
4	Process for AA prescribed by	31 (36.05)	46 (53.49)	5 (5.81)	4 (4.65)		95.28

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.1 shows that out of 86 respondents, 56 (65.12 percent) respondents opined satisfied with the manual for AA prescribed by NAAC. Further, the chi-square was 136.21, which was significant at the 0.01 level. Fifty-nine (68.60 percent) respondents opined satisfied with the Quality measurement of TEI by the manual for AA. Further, the chi-square was 143.53, which was significant at the 0.01 level. Fifty-seven (66.28 percent) respondents opined satisfied with the criteria given by NAAC in the manual for AA of TEI. Further, the chi-square was 126.91, which was significant at the 0.01 level. Forty-six (53.49 percent) respondents opined satisfied with the Process for AA prescribed by NAAC. Further, the chi-square was 95.28, which was significant at the 0.01 level. So it can be concluded that all the 86 respondents have differing opinions about satisfaction with the manual for AA prescribed by NAAC, where Majority of respondents opined satisfied. The respondents have differences of opinions about satisfaction with quality measurement of TEI by the manual for AA and criteria given by NAAC in manual, where majority of respondents opined satisfied. The respondents have different opinions about satisfaction with the criteria given by NAAC in the manual for AA of TEI, where Majority of respondents opined satisfied. The respondents have differing opinions about satisfaction with the Process for AA prescribed by NAAC, where most respondents opined satisfied.

Table 4.5.2.2

Facilities provided to Peer Team from the TEI

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Assessors- 29	8 (27.59)	19 (65.52)	2 (6.90)			44.97
2	Principals and IQAC Coordinators- 26	10 (38.46)	16 (61.54)				42.46

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.2 shows that out of 29 Assessors, 19 (65.52 percent) Assessors opined satisfied with the facilities provided to Peer Team from the respective assessed TEI. Further, the chi-square was 44.97, which was significant at the 0.01 level. Out of 26

Principals and IQAC Coordinators, 16 (61.54 percent) Principals and IQAC Coordinators opined satisfied with the facilities provided to Peer Team from respective assessed TEI. Further, the chi-square was 42.46, which was significant at the 0.01 level. So it can be concluded that all 29 Assessors and all 26 Principals and IQAC Coordinators have differences of opinions about the facilities provided to Peer Team from respective assessed TEI, where majority Assessors, and most Principals and IQAC Coordinators opined satisfied.

Table 4.5.2.3

Convenience of Peer Team in Document verification of the SAR for AA

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Assessors- 29	6 (20.69)	19 (65.52)	2 (6.90)	2 (6.90)		40.83
2	Principals and IQAC Coordinators- 26	11 (42.31)	13 (50.00)	2 (7.69)			30.54
3	Teaching Faculty- 31	5 (16.13)	22 (70.97)	1 (3.23)	3 (9.68)		52.71

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.3 shows that out of 29 Assessors, 19 (65.52 percent) Assessors opined satisfied with the convenience of the Peer Team in document verification of the SAR for AA. Further, the chi-square was 40.83, which was significant at the 0.01 level. Out of 26 Principals and IQAC Coordinators, 13 (50.00 percent) Principals and IQAC Coordinators opined satisfied with the convenience of Peer Team in document verification of the SAR for AA. Further, the chi-square was 30.54, which was significant at the 0.01 level. Out of 31 Teaching Faculty, 22 (70.97 percent) Teaching Faculty opined satisfied with the convenience of Peer Team in document verification of the SAR for AA. Further, the chi-square was 52.71, which was significant at the 0.01 level. So it can be concluded that all 29 Assessors, all 26 Principals and IQAC Coordinators, and Teaching Faculty have differences of opinions about the convenience of the Peer Team in document verification of the SAR for AA. Majority of the Assessors, half Principals and IQAC Coordinators, and majority of the Teaching

Faculty opined satisfied with the convenience of the Peer Team in document verification of the SAR for AA.

Table 4.5.2.4

Assessors' opinion about specific arrangement from TEIs

Sr. No.	Detail	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Arrangement of Physical resources for verification to the SAR	5 (17.24)	20 (68.97)	4 (13.79)			47.03
2	Arrangement of field visits for verification to the SAR	6 (20.69)	20 (68.97)	2 (6.90)	1 (3.45)		47.03

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.4 shows that out of 29 Assessors, five (17.24 percent) Assessors opined highly satisfied and 20 (68.97 percent) opined satisfied about the arrangement of Physical resources for verification to the SAR. Further, the chi-square was 47.03, which was significant at the 0.01 level. Six (20.69 percent) Assessors opined highly satisfied, and 20 (68.97 percent) opined satisfied about the arrangement of Physical resources for verification to the SAR. Further, the chi-square was 47.03, which was significant at the 0.01 level. So it can be concluded that all 29 Assessors have different opinions about the arrangement of Physical resources and field visits for verification to the SAR. Majority of the Assessors opined satisfied with the arrangement of Physical resources and field visits for verification to the SAR.

Table 4.5.2.5

Opinion of Assessors about time taken by Peer Team for meeting with stakeholders

Sr. No.	Detail	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Time for meeting with Principal	9 (31.03)	19 (65.52)	1 (3.45)			47.38
2	Time for meeting	6	17	3	3		30.14

	with IQAC	(20.69)	(58.62)	(10.34)	(10.34)	
	Coordinator					
3	Time for meeting with Teaching Faculty	6	21	2		53.93
		(20.69)	(72.41)	(6.90)		
4	Time for meeting with Supporting Staff	5	19	2	3	39.79
		(17.24)	(65.52)	(6.90)	(10.34)	
5	Time for meeting with Student-Teachers	6	22	1		60.83
		(20.69)	(75.86)	(3.45)		
6	Time for meeting with Parents of Student-teachers	3	23	2	1	64.62
		(10.34)	(79.31)	(6.90)	(3.45)	
7	Time for meeting with Alumni	3	22	3	1	57.72
		(10.34)	(75.86)	(10.34)	(3.45)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.5 shows that out of 29 Assessors, 19 (65.52 percent) Assessors opined satisfied with the time taken by Peer Team for meeting with the Principal. Further, the chi-square was 47.38, which was significant at the 0.01 level. Seventeen (58.62 percent) Assessors opined satisfied with the time taken by Peer Team for meeting with the IQAC Coordinator. Further, the chi-square was 30.14, which was significant at the 0.01 level. Twenty-one (72.41 percent) Assessors opined satisfied with the time taken by Peer Team for meeting with Teaching Faculty. Further, the chi-square was 53.93, which was significant at the 0.01 level. Nineteen (65.52 percent) Assessors opined satisfied with the time taken by Peer Team for meeting with Supporting Staff. Further, the chi-square was 39.79, which was significant at the 0.01 level. Twenty-two 22 (75.86 percent) Assessors opined satisfied with the time taken by Peer Team to meet with Student-Teachers. Further, the chi-square was 60.83, which was significant at the 0.01 level. Twenty-three (79.31 percent) Assessors opined satisfied with the time taken by the Peer Team for meeting with Parents of Student-teachers. Further, the chi-square was 64.62, which was significant at the 0.01 level. Twenty-two (75.86 percent) Assessors opined satisfied with the time taken by Peer Team for meeting with Alumni. Further, the chi-square was 57.72, which was significant at the 0.01 level. So it can be

concluded that all 29 Assessors have different opinions about the time taken by the Peer Team for meeting with different stakeholders of TEIs. Majority of the Assessors opined satisfied with the time taken by Peer Team for meeting with the Principal, Teaching Faculty, Supporting Staff, Student-Teachers, Parents of Student-teachers and Alumni. In contrast, most Assessors opined satisfied with the time taken by Peer Team for meeting with the IQAC Coordinator.

Table 4.5.2.6

Opinion of Principals and IQAC Coordinators about the time taken by Peer Team for meeting

Sr. No.	Assessors- 29	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Time for meeting with Principal	8 (30.77)	16 (61.54)	1 (3.85)	1 (3.85)		35.92
2	Time for meeting with IQAC Coordinator	10 (38.46)	14 (53.85)	1 (3.85)	1 (3.85)		31.31
3	Time for meeting with Teaching Faculty	9 (34.62)	14 (53.85)	2 (7.69)	1 (3.85)		28.23
4	Time for meeting with Supporting Staff	8 (30.77)	12 (46.15)	5 (19.23)	1 (3.85)		19.00
5	Time for meeting with Student-Teachers	11 (42.31)	12 (46.15)	2 (7.69)	1 (3.85)		25.92
6	Time for meeting with Parents of Student-teachers	13 (50.00)	8 (30.77)	2 (7.69)	3 (11.54)		21.31
7	Time for meeting with Alumni	11 (42.31)	12 (46.15)	1 (3.85)	2 (7.69)		25.92

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.6 shows that out of 26 Principals and IQAC Coordinators, 16 (61.54 percent) Principals and IQAC Coordinators opined satisfied about the time taken by

Peer Team for meeting with Principal. Further, the chi-square was 35.92, which was significant at the 0.01 level. Fourteen (53.85 percent) Principals and IQAC Coordinators opined satisfied about the time taken by Peer Team for meeting with the IQAC Coordinator. Further, the chi-square was 31.31, which was significant at the 0.01 level. Fourteen (53.85 percent) Principals and IQAC Coordinators opined satisfied about the time taken by Peer Team for meeting with Teaching Faculty. Further, the chi-square was 28.23, which was significant at the 0.01 level. Twelve (46.15 percent) Principals and IQAC Coordinators opined satisfied with the time taken by Peer Team for meeting with Supporting Staff. Further, the chi-square was 19.00, which was significant at the 0.01 level. Twelve (46.15 percent) Principals and IQAC Coordinators opined satisfied with the time taken by Peer Team for meeting with Student-Teachers. Further, the chi-square was 25.92, which was significant at the 0.01 level. Thirteen (50.00 percent) Principals and IQAC Coordinators opined highly satisfied about the time taken by the Peer Team for meeting with Parents of Student-teachers. Further, the chi-square was 21.31, which was significant at the 0.01 level. Twelve (46.15 percent) Principals and IQAC Coordinators opined satisfied with the time taken by Peer Team for meeting with the Principal. Further, the chi-square was 25.92, which was significant at the 0.01 level.

So it can be concluded that all 26 Principals and IQAC Coordinators have different opinions about the Peer Team's time for meeting with different stakeholders of TEIs. Most Principals and IQAC Coordinators opined satisfied about the time taken by Peer Team for meeting with Principal, IQAC Coordinator and Teaching Faculty. In contrast, many opined satisfied about the time taken by Peer Team for meeting with Supporting Staff, Student-Teachers, Parents of Student-teachers and Alumni. Half Principals and IQAC Coordinators opined highly satisfied about the time taken by Peer Team for meeting with Parents of Student-teachers.

Table 4.5.2.7

Time taken by the Peer Team for meeting with Teaching Faculty

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Teaching Faculty- 31	10 (32.26)	14 (45.16)	3 (9.68)	4 (12.90)		20.77

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.7 shows that out of 31 Teaching Faculty, 14 (45.16 percent) Teaching Faculty opined satisfied with the time taken by Peer Team for meeting with Teaching Faculty. Further, the chi-square was 20.77, which was significant at the 0.01 level. So it can be concluded that all Teaching Faculty have different opinions about the time taken by Peer Team for meeting with Teaching Faculty. Many Teaching Faculty opined satisfied about the time taken by Peer Team for meeting with Teaching Faculty.

Table 4.5.2.8

Final judgment of observations provided by Peer Team in Report

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Assessors- 29	15 (51.72)	12 (41.38)	1 (3.45)	1 (3.45)		34.97
2	Principals and IQAC Coordinators- 26	8 (30.77)	14 (53.85)	1 (3.85)	3 (11.54)		25.92

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.8 shows that out of 29 Assessors, 15 (51.72 percent) Assessors opined highly satisfied with the final judgment of observations provided by the Peer Team in the Report. Further, the chi-square was 34.97, which was significant at the 0.01 level. Out of 26 Principals and IQAC Coordinators, fourteen (53.85 percent) Principals and IQAC Coordinators opined satisfied with the final judgment of observations provided by Peer Team in Report. Further, the chi-square was 25.92, which was significant at the 0.01 level. So it can be concluded that all 29 Assessors, all 26 Principals and IQAC Coordinators have different opinions about the final judgment of observations by the Peer Team in the Report. Most Assessors opined highly satisfied, and most Principals and IQAC Coordinators opined satisfied with the final judgment of observations provided by the Peer Team in the Report.

Table 4.5.2.9

Satisfaction of Principals and IQAC Coordinators about the AA process carried out by Peer Team

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Assessors- 29	11	13	5			25.31

(37.93) (44.83) (17.24)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.9 shows that out of 29 Assessors, thirteen (44.83 percent) opined satisfied about the satisfaction of Principals and IQAC Coordinators for the AA process carried out by the Peer Team. Further, the chi-square was 25.31, which was significant at the 0.01 level. So it can be concluded that all 29 Assessors have different opinions about the satisfaction of Principals and IQAC Coordinators for the AA process carried out by the Peer Team. Many Assessors opined satisfied about the satisfaction of Principals and IQAC Coordinators for the AA process carried out by the Peer Team.

Table 4.5.2.10

Satisfaction of Assessors about the AA process carried out by Peer Team

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Principals and IQAC Coordinators- 26	9 (34.62)	11 (42.31)	5 (19.23)	1 (3.85)		17.85

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.10 shows that out of 26 Principals and IQAC Coordinators, 11 (42.31 percent) Principals and IQAC Coordinators opined satisfied about the satisfaction of Assessors for the AA process carried out by the Peer Team. Further, the chi-square was 17.85, which was significant at the 0.01 level. So it can be concluded that all 26 Principals and IQAC Coordinators have differing opinions about the satisfaction of Assessors for the AA process carried out by the Peer Team. Many Principals and IQAC Coordinators opined satisfied about the satisfaction of Assessors for the AA process carried out by the Peer Team.

Table 4.5.2.11

Satisfaction about the process of AA carried out by Peer Team

Sr. No.	Respondents	Highly satisfied	Satisfied	Undecided	Dissatisfied	Highly Dissatisfied	Chi-square
1	Assessors- 29	21 (72.41)	7 (24.14)		1 (3.45)		55.66
2	Principals and IQAC	9 (34.62)	12 (46.15)	1 (3.85)	4 (15.38)		20.54

Coordinators- 26					
3 Teaching	9	16	3	3	26.26
Faculty- 31	(29.03)	(51.61)	(9.68)	(9.68)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.2.11 shows that out of 29 Assessors, 21 (72.41 percent) Assessors opined highly satisfied with the AA process carried out by Peer Team. Further, the chi-square was 55.66, which was significant at the 0.01 level. Out of 26 Principals and IQAC Coordinators, twelve (46.15 percent) Principals and IQAC Coordinators opined satisfied with the AA process carried out by Peer Team. Further, the chi-square was 20.54, which was significant at the 0.01 level. Out of 31 Teaching Faculty, 16 (51.61 percent) Teaching Faculty opined satisfied with the AA process carried out by Peer Team. Further, the chi-square was 26.26, which was significant at the 0.01 level. So it can be concluded that all Assessors, all Principals and IQAC Coordinators, and all Teaching Faculty have differences of opinions about the AA process carried out by the Peer Team. Majority of the Assessors opined highly satisfied, and most Teaching Faculty opined satisfied about the AA process carried out by Peer Team.

4.5.3 ANALYSIS AND INTERPRETATION OF RESPONSES OF ‘SCALE OF KEY ASPECT-WISE DIFFERENTIAL WEIGHTAGE UNDER EACH CRITERION’

The items of ‘Scale of the key aspect under each Criterion’ were responded to by Assessors, Principals, IQAC Coordinators and Teaching Faculty. The items had five alternatives as well as close and open-ended quantitative and/or descriptive responses.

➤ Analysis and Interpretation of Criterion-wise Appropriateness of Key Aspects

The criterion-wise analysis and interpretation of the responses of alternatives about the appropriateness of the key aspects and open responses about the weightage of key aspects were carried out with Ascending-descending, Frequency distribution, Percentage calculation and Chi-square. The Percentages were calculated with frequencies out of 86 respondents, and the Chi-square of 0.01 was observed on the frequency of respondents at 4 degrees of freedom. Criterion-wise Analysis and interpretation of responses of 86 respondents, i.e., Assessors, Principals, IQAC Coordinators and Teaching Faculty, about the appropriateness of the key aspects has been given in the tables.

☒ Analysis and Interpretation of Criterion-wise suggestions for removal of the existed Key Aspects

The Assessors, Principals, IQAC Coordinators and Teaching Faculty had provided suggestions about continuance or removal of the existed key aspect, which were analysed using Frequency distribution and Percentage calculation of responses provided out of all 86 respondents.

☑ Analysis and Interpretation of Criterion-wise suggestions to add Points as Key Aspect

Using content analysis, the suggestions of points followed the criterion-wise analyses and interpretation of continuance, removal or addition as key aspects. The responses were analysed from respondents out of 86, i.e., Assessors, Principals, IQAC Coordinators and Teaching Faculty.

◆ Analysis and Interpretation of Criterion-wise Feedback and Suggestions

Further, the respondents out of 86 had provided criterion-wise and overall feedback and suggestions. The criterion-wise and overall feedback and suggestions were analysed using content analysis.

❖ Analysis and interpretation of the Key aspects and Criterion-wise Suggestions of Weightage

The ‘Scale of the key aspect under each Criterion’ contained the responses in form of suggestions for weightage of each key aspect under seven manual criteria for AA of TEI. The key aspect-wise open-ended item, i.e., ‘suggest number of weightage’ was responded from 45 Assessors, Principals, IQAC Coordinators and Teaching Faculty. The key aspect-wise analysis and interpretation of the open responses from 45 respondents about the different weightage of the key aspects were carried out with Ascending-descending, Frequency distribution and Percentage calculation. Further, the weightage-wise frequency of respondents under each key aspect was calculated in four types of weightage, i.e., existed, above the existed, below the existed weightage, and zero.

Key aspect-wise and Criterion-wise analysis and interpretation of responses from 45 respondents, i.e., Assessors, Principals, IQAC Coordinators and Teaching Faculty about suggestions for weightage of each key aspect has been given in tables.

Analysis and interpretation is given under each criterion for the pints- criterion-wise Appropriateness of key aspects; criterion-wise suggestions for removal of the existed key aspects; criterion-wise suggestions to add Points as key aspect; criterion-wise feedback and suggestions; and key aspect and criterion-wise suggestions

4.5.3.1 Criterion-I: Curricular Aspects

➤ Appropriateness of Key aspects under Criterion-I: Curricular Aspects

Table 4.5.3.1

Appropriateness of Key aspects under Criterion-I: Curricular Aspects

Key Aspect	Absolutely Appropriate	Partly Appropriate	Undecided	Partly Inappropriate	Absolutely Inappropriate	Chi- Square
1.1 Curricular design and development	45 (52.33)	29 (33.72)	1 (1.16)	7 (8.14)	4 (4.65)	84.47
1.2 Academic flexibility	53 (61.63)	27 (31.40)	2 (2.33)	2 (2.33)	2 (2.33)	120.40

1.3	55	19	10	1	1	116.79
Feedback on curriculum	(63.95)	(22.09)	(11.63)	(1.16)	(1.16)	
1.4	50	22	7	5	2	92.02
Curriculum update	(58.14)	(25.58)	(8.14)	(5.81)	(2.33)	
1.5	52	25	2	3	4	109.23
Best Practices in curricular aspects	(60.47)	(29.07)	(2.33)	(3.49)	(4.65)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.1 shows responses from 86 respondents (Assessors, Principals, IQAC Coordinators and Teaching Faculty) about the appropriateness of key aspects under Criterion-I: Curricular Aspects. Forty-five (52.33 percent) responded that the key aspect-1.1) Curricular design and development was absolutely appropriate. Further, the chi-square was 84.47, which was significant at the 0.01 level. The key aspect-1.2) Academic flexibility responded absolutely appropriate by 53 (61.63 percent) respondents. Further, the chi-square was 120.40, which was significant at the 0.01 level. The key aspect-1.3) Feedback on curriculum responded absolutely appropriate by 55 (63.95 percent) respondents. Further, the chi-square was 116.79, which was significant at the 0.01 level. The key aspect-1.4) Curriculum update responded absolutely appropriate by 50 (58.14 percent) respondents. Further, the chi-square was 92.02, which was significant at the 0.01 level. The key aspect-1.5) Best Practices in Curricular Aspects responded absolutely appropriate by 52 (60.47 percent) respondents. Further, the chi-square was 109.23, which was significant at the 0.01 level. So it can be concluded that the respondents had differences of opinions about the appropriateness of all the key aspects under the Criterion-I: Curricular Aspects. Most opined all the key aspects under the Criterion-I: Curricular Aspects were absolutely appropriate.

☒ Suggestions for removal of Key aspect from Criterion-I: Curricular Aspects

Table 4.5.3.2

Suggestions for removal of Key aspect from Criterion-I: Curricular Aspects

Sr. No.	Key Aspects	Respondents
1	1.1 Curricular design and development	5 (5.81)

2	1.2 Academic flexibility	0 (0.00)
3	1.3 Feedback on curriculum	2 (2.33)
4	1.4 Curriculum update	2 (2.33)
5	1.5 Best Practices in curricular aspects	2 (2.33)
Total		11 (12.79)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.2 shows that out of 86 respondents, 11 (12.79 percent) respondents suggested to remove key aspects from the Criterion-I: Curricular Aspects. Five (5.81 percent) responded key aspect-1.1) Curricular design and development; two (2.33 percent) responded key aspect-1.3) Feedback on curriculum; two (2.33 percent) responded key aspect-1.4) Curriculum update; and two (2.33 percent) responded key aspect-1.5) Best Practices to be removed from the Criterion-I: Curricular aspects, whereas none (0.00 percent) responded to remove key aspect-1.2) Academic flexibility. So it can be concluded that few respondents suggested the key aspect-1.1) Curricular design and development, whereas a few respondents suggested key aspects 1.3) Feedback on curriculum, 1.4) Curriculum update, and 1.5) Best Practices to be removed from the Criterion-I: Curricular Aspects. None responded to remove the key aspect-1.2) Academic flexibility.

☑ Points suggested to add as Key aspects to Criterion-I: Curricular Aspects

- Observation of Teacher Educators' teaching
- Performance and innovations from Teacher Educators
- Innovation within the curriculum framework
- Time to time feedback on curriculum

◆ Feedback and suggestions about the Criterion-I: Curricular Aspects

- Most people did not distinguish between curriculum and syllabi
- The curriculum for TEP was designed by the affiliating University (Board of Studies) only, where the Colleges did not have any role in curriculum design
- Curriculum update rested with the University, and most of the colleges had no direct role in the updating process.
- University prescribed Curriculum was to be followed, where implementation strategies could be included. This was partly subsumed in academic flexibility. Curriculum update and feedback were not in the preview of TEIs.

- Private colleges did not get an opportunity to participate in curriculum development.
- TEI needed a little bit more as compared to general colleges

❖ **Key aspect and Criterion-wise Suggestions of Weightage under Criterion-I: Curricular Aspects**

Table 4.5.3.3

Suggestion of Weightage for key aspect-1.1) Curricular design and development

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	5	5 (11.11)	
2	6	2 (4.44)	
3	7	2 (4.44)	
4	8	3 (6.67)	
5	9	3 (6.67)	15 (33.33)
6	10	28 (62.22)	28 (62.22)
7	15	2 (4.44)	2 (4.44)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.3 shows that the key aspect-1.1) Curricular design and development had weightage 10, where 28 (62.22 percent) respondents suggested the same weightage 10. Fifteen (33.33 percent) respondents suggested weightage 5 to 9, and two (4.44 percent) respondents suggested weightage 15. So it can be concluded that most of the respondents suggested the same weightage 10 for key aspect-1.1) Curricular design and development. Many of the respondents suggested weightage 5 to 9, whereas a few suggested weightage 15.

Table 4.5.3.4

Suggestion of Weightage for key aspect-1.2) Academic flexibility

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	5	1 (2.22)	
2	8	1 (2.22)	
3	9	1 (2.22)	
4	10	5 (11.11)	

5	11	1 (2.22)	
6	13	5 (11.11)	14 (31.11)
7	15	31 (68.89)	31 (68.89)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.4 shows that the key aspect-1.2) Academic flexibility had weightage 15, where 31 (68.89 percent) respondents suggested the same weightage 15, whereas 14 (31.11 percent) respondents suggested weightage 5 to 13. So it can be concluded that Majority of the respondents suggested the same weightage 15 for key aspect-1.2) Academic flexibility, whereas many suggested weightage 5 to 13.

Table 4.5.3.5

Suggestion of Weightage for key aspect-1.3) Feedback on curriculum

Sr. No.	Weightage suggested instead of	Total Respondents suggested different weightage
	10	Respondents
1	5	2 (4.44)
2	6	2 (4.44)
3	7	1 (2.22)
4	8	1 (2.22)
5	9	2 (4.44)
6	10	36 (80.00)
7	15	1 (2.22)
Total		45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.5 shows that the key aspect-1.3) Feedback on curriculum had weightage 10, where 36 (80.00 percent) respondents suggested the same weightage 10. Eight (17.78 percent) respondents suggested weightage 5 to 9, and a (2.22 percent) respondent suggested weightage 15. So it can be concluded that most of the respondents suggested the same weightage 10 for key aspect-1.3) Feedback on curriculum. Some of the respondents suggested weightage 5 to 9, whereas a few suggested weightage 15.

Table 4.5.3.6

Suggestion of Weightage for key aspect-1.4) Curriculum update

Sr. No.	Weightage suggested instead of 5	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	2	1 (2.22)	
3	3	1 (2.22)	
4	4	1 (2.22)	3 (6.67)
5	5	35 (77.78)	35 (77.78)
6	8	1 (2.22)	
7	9	1 (2.22)	
8	10	4 (8.89)	6 (13.33)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.6 shows that the key aspect-1.4) Curriculum update had weightage 5, where 35 (77.78 percent) respondents suggested the same weightage 5. Six (13.33 percent) respondents suggested weightage 8 to 10, and three (6.67 percent) respondents suggested weightage 2 to 4, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 5 for key aspect-1.4) Curriculum update. Few respondents suggested weightage 8 to 10 and 2 to 4, whereas a few suggested weightage 0.

Table 4.5.3.7

Suggestion of Weightage for key aspect-1.5) Best Practices in curricular aspects

Sr. No.	Weightage suggested instead of 10	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	6	1 (2.22)	
3	7	1 (2.22)	
4	8	1 (2.22)	
5	9	1 (2.22)	4 (8.89)
6	10	35 (77.78)	35 (77.78)
7	15	4 (8.89)	
8	20	1 (2.22)	5 (11.11)

Total	45 (100.00)	45 (100.00)
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(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.7 shows that the key aspect-1.5) Best Practices in curricular aspects had weightage 10, where 35 (77.78 percent) respondents suggested the same weightage 10. Five (11.11 percent) respondents suggested weightage 15 and 20; four (8.89 percent) respondents suggested weightage 6 to 9, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-1.5) Best Practices in curricular aspects. Few of the respondents suggested weightage 15 and 20; and 6 to 9, whereas a few suggested weightage 0.

Table 4.5.3.8

Total Weightage of key aspects under Criterion-I: Curricular Aspects

Sr. No.	Total Weightage instead of 50	Total Respondents suggested different weightage
1	32	1 (2.22)
2	33	1 (2.22)
3	39	1 (2.22)
4	40	1 (2.22)
5	43	1 (2.22)
6	44	2 (4.44)
7	45	1 (2.22)
8	46	2 (4.44)
9	47	2 (4.44)
10	50	33 (73.33)
Total	45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.8 shows the sum of weightage suggested by respondents for five key aspects of Criterion-I: Curricular Aspects. The weightage for Criterion-I: Curricular Aspects in the manual was 50. The sum of weightage for all key aspects from 33 (73.33 percent) respondents was 50, whereas the sum of 32 to 47 from 12 (26.67 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-I: Curricular Aspects was 50 from majority respondents and 32 to 47 from many respondents.

4.5.3.2 Criterion-II: Teaching-Learning and Evaluation

➤ Appropriateness of Key aspects under Criterion-II: Teaching-Learning and Evaluation

Table 4.5.3.9

Appropriateness of Key aspects under Criterion-II: Teaching-Learning and Evaluation

Key Aspect	Absolutely Appropriate	Partly Appropriate	Undecided	Partly Inappropriate	Absolutely Inappropriate	Chi- Square
2.1 Admission process and student profile	69 (80.23)	14 (16.28)	2 (2.33)	1 (1.16)		202.49
2.2 Catering to diverse needs	60 (69.77)	21 (24.42)	3 (3.49)	1 (1.16)	1 (1.16)	149.58
2.3 Teaching- learning process	73 (84.88)	10 (11.63)	1 (1.16)	2 (2.33)		229.93
2.4 Teacher quality	65 (75.58)	17 (19.77)	3 (3.49)	1 (1.16)		177.02
2.5 Evaluation process and reforms	56 (65.12)	22 (25.58)	5 (5.81)	2 (2.33)	1 (1.16)	126.21
2.6 Best practices in teaching, learning and evaluation	58 (67.44)	19 (22.09)	5 (5.81)	2 (2.33)	2 (2.33)	132.49

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.9 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-II: Teaching-Learning and Evaluation. Sixty-nine (80.23 percent) responded that the key aspect-2.1) Admission process and student profile were

absolutely appropriate. Further, the chi-square was 202.49, which was significant at the 0.01 level. The key aspect-2.2) Catering to diverse needs responded absolutely appropriate by 60 (69.77 percent) respondents. Further, the chi-square was 149.58, which was significant at the 0.01 level. The key aspect-2.3) Teaching-learning process responded absolutely appropriate by 73 (84.88 percent) respondents. Further, the chi-square was 229.93, which was significant at the 0.01 level. The key aspect-2.4) Teacher quality responded absolutely appropriate by 65 (75.58 percent) respondents. Further, the chi-square was 177.00, which was significant at the 0.01 level. The key aspect-2.5) Evaluation process and reforms responded absolutely appropriate by 56 (65.12 percent) respondents. Further, the chi-square was 126.21, which was significant at the 0.01 level. The key aspect-2.6) Best practices in teaching, learning and evaluation responded absolutely appropriate by 58 (67.44 percent) respondents. Further, the chi-square was 132.49, which was significant at the 0.01 level.

So it can be concluded that the respondents had differences of opinions about the appropriateness of each key aspect under Criterion-II: Teaching-Learning and Evaluation. Majority of the respondents opined the key aspect no. 2.1, 2.2, 2.3, 2.4 and 2.6; and most opined the key aspect no. 2.5 were absolutely appropriate.

☒ Suggestions for removal of Key aspect from Criterion-II: Teaching-Learning and Evaluation

Table 4.5.3.10

Suggestions for removal of Key aspect from Criterion-II: Teaching-Learning and Evaluation

Sr. No.	Key Aspects	Respondents
1	2.1 Admission process and student profile	0 (0.00)
2	2.2 Catering to diverse needs	2 (2.33)
3	2.3 Teaching-learning process	0 (0.00)
4	2.4 Teacher quality	0 (0.00)
5	2.5 Evaluation process and reforms	1 (1.16)
6	2.6 Best practices in teaching, learning and evaluation	2 (2.33)
Total		5 (5.81)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.10 shows that, out of 86 respondents, five (5.81 percent) respondents suggested to remove key aspects from the Criterion-II: Teaching-Learning and Evaluation. Two (2.33 percent) responded key aspect-2.2) Catering to diverse needs; one (1.16 percent) responded key aspect-2.5) Evaluation process and reforms; and two (2.33 percent) responded key aspect-2.6) Best practices to be removed from the Criterion-II: Teaching-Learning and Evaluation. None (0.00 percent) responded to remove key aspects 2.1) Admission process and student profile; 2.3) Teaching-learning process; and 2.4) Teacher quality. So it can be concluded that a few respondents suggested the key aspects 2.2) Catering to diverse needs; 2.6) Best practices; and 2.5) Evaluation process and reforms to be removed from the Criterion-II: Teaching-Learning and Evaluation.

☑ Points suggested to add as Key aspects to Criterion-II: Teaching-Learning and Evaluation:

- The admission process and Student profiles should be separated
- A separate key aspect for 'teacher' was required, including qualification, reading habits, internet, extra hobbies and interest, writings, publications, sociability etc.
- Practicum (teaching practices) and production of teaching-learning materials (lessons, teaching aids, exercises, supplementary etc.)
- The key aspect-2.3) Teaching-learning process needed more elaboration and must add 'Teaching Practice' and other pedagogical aspects.
- Innovation in teaching
- Skill development
- Teaching methodology
- Evaluation techniques must be bifurcated in detail

◆ Feedback and suggestions about the Criterion-II: Teaching-Learning and Evaluation:

- A most important criterion in TEI
- Avoid repetition in key aspects
- Most of the aspects were in control of the University, and the TEIs had no 'Say', e.g., Admission.

- TEI being prepared for inclusive practices should be sufficient, even if they do not have any differently-abled students.
- The key aspect-2.4) Teaching-learning process was needed improvement. It is very comprehensive quality.
- The key aspect-2.4) Teaching-learning process is undoubtedly central in TEI, but it cannot be so heavy to upset the overall GPA.
- The key aspect-2.4) Teaching-learning process might be divided into using Audio-Visual aids, languages, reading of reference books, use of internet etc.
- Shall be added the names of teaching methodology
- More weightage to be given to practicum, which includes microteaching, observation and practice teaching
- The system of microteaching and practice teaching should have greater weightage in TEIs
- More concentration on the development of aptitude and skills for teaching
- Updated knowledge of teachers about the new trends in the teaching-learning process should be enforced.
- The right attitude of teacher educators needed as being teacher of teachers
- A sufficient number of Teaching Faculty in proportion to the students admitted should be considered positive for AA. About demand for 'ten Teaching Faculty for twelve students' was ridiculous.
- Evaluation aspects could be reframed.
- The evaluation process was done by the concerned University, where the TEI had no role.
- The innovative classroom teaching methodologies must be exposed for evaluation.

❖ **Key aspect and Criterion-wise Suggestions of Weightage under Criterion-II: Teaching-Learning and Evaluation**

Table 4.5.3.11

Suggestion of Weightage for key aspect-2.1) Admission process and student profile

Sr. No.	Weightage suggested instead of	Total Respondents suggested different weightage
	30	Respondents
1	19	1 (2.22)
2	20	2 (4.44)

3	25	2 (4.44)	
4	27	1 (2.22)	
5	28	3 (6.67)	
6	29	2 (4.44)	11 (24.44)
7	30	32 (71.11)	32 (71.11)
8	40	1 (2.22)	
9	50	1 (2.22)	2 (4.44)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.11 shows that the key aspect-2.1) Admission process and student profile had weightage 30, where 32 (71.11 percent) respondents suggested the same weightage 30. Twelve (26.67 percent) respondents suggested weightage 5 to 29, whereas two (4.44 percent) respondents suggested weightage 40 and 50. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-2.1) Admission process and student profile. Many of the respondents suggested weightage 5 to 29, whereas a few suggested weightage 40 and 50.

Table 4.5.3.12

Suggestion of Weightage for key aspect-2.2) Catering to diverse needs

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	20	1 (2.22)	
2	25	2 (4.44)	
3	30	3 (6.67)	
4	40	2 (4.44)	
5	44	4 (8.89)	12 (26.67)
6	45	33 (73.33)	33 (73.33)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.12 shows that the key aspect-2.2) Catering to diverse needs had weightage 45, where 33 (73.33 percent) respondents suggested the same weightage 45, whereas 12 (26.67 percent) respondents suggested weightage 20 to 44. So it can be concluded that majority of the respondents suggested the same weightage 45 for key aspect-2.2) Catering to diverse needs, whereas many suggested weightage 20 to 40.

Table 4.5.3.13

Suggestion of Weightage for key aspect-2.3) Teaching-learning process

Sr. No.	Weightage suggested instead of 270	Respondents	Total Respondents suggested different weightage
1	150	1 (2.22)	
2	180	1 (2.22)	
3	207	1 (2.22)	
4	250	2 (4.44)	
5	255	1 (2.22)	
6	260	1 (2.22)	
7	265	1 (2.22)	
8	267	3 (6.67)	
9	268	1 (2.22)	12 (26.67)
10	270	32 (71.11)	32 (71.11)
11	300	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.13 shows that the key aspect-2.3) Teaching-learning process had weightage 270, where 32 (71.11 percent) respondents suggested the same weightage 270. Twelve (26.67 percent) respondents suggested weightage 150 to 268, whereas a (2.22 percent) respondent suggested weightage 300. So it can be concluded that majority of the respondents suggested the same weightage 270 for key aspect-2.3) Teaching-learning process. Many of the respondents suggested weightage 150 to 268, whereas a few suggested weightage 300.

Table 4.5.3.14

Suggestion of Weightage for key aspect-2.4) Teacher quality

Sr. No.	Weightage suggested instead of 65	Respondents	Total Respondents suggested different weightage
1	40	1 (2.22)	
2	47	1 (2.22)	
3	55	1 (2.22)	
4	60	1 (2.22)	
5	64	3 (6.67)	7 (15.56)

6	65	33 (73.33)	33 (73.33)
7	70	1 (2.22)	
8	80	2 (4.44)	
9	100	2 (4.44)	5 (11.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.14 shows that the key aspect-2.4) Teacher quality had weightage 65, where 33 (73.33 percent) respondents suggested the same weightage 65. Seven (15.56 percent) respondents suggested weightage 40 to 64, whereas five (11.11 percent) respondents suggested weightage 70 to 100. So it can be concluded that majority of the respondents suggested the same weightage 65 for key aspect-2.4) Teacher quality, some of the suggested weightage 40 to 64, whereas few suggested weightage 70 to 100.

Table 4.5.3.15

Suggestion of Weightage for key aspect-2.5) Evaluation process and reforms

Sr. No.	Weightage suggested instead of 30	Respondents	Total Respondents suggested different weightage
1	15	2 (4.44)	
2	20	1 (2.22)	
3	25	2 (4.44)	
4	29	1 (2.22)	6 (13.33)
5	30	36 (80.00)	36 (80.00)
6	40	2 (4.44)	
7	50	1 (2.22)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.15 shows that the key aspect-2.5) Evaluation process and reforms had weightage 30, where 36 (80.00 percent) respondents suggested the same weightage 30. Six (13.33 percent) respondents suggested weightage 15 to 29, whereas three (6.67 percent) respondents suggested weightage 40 and 50. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-2.5) Evaluation process and reforms, whereas few suggested weightage 15 to 29, and 40 and 50.

Table 4.5.3.16

Suggestion of Weightage for key aspect-2.6) Best practices in teaching, learning and evaluation

Sr. No.	Weightage suggested instead of 10	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	5	1 (2.22)	
3	6	2 (4.44)	
4	9	1 (2.22)	4 (8.89)
5	10	35 (77.78)	35 (77.78)
6	20	4 (8.89)	
7	25	1 (2.22)	5 (11.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.16 shows that the key aspect-2.6) Best practices in teaching, learning and evaluation had weightage 10, where 35 (77.78 percent) respondents suggested the same weightage 10. Four (8.89 percent) respondents suggested weightage 5 to 9; five (11.11 percent) respondents suggested weightage 20 and 25; whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-2.6) Best practices in teaching, learning and evaluation. Few of the respondents suggested weightage 5 to 9, and 20 and 25; whereas a few suggested weightage 0.

Table 4.5.3.17

Suggestion of Weightage for Criterion-II: Teaching-Learning and Evaluation

Sr. No.	Weightage suggested instead of 450	Respondents	Total Respondents suggested different weightage
1	285	1 (2.22)	
2	324	1 (2.22)	
3	400	1 (2.22)	
4	401	1 (2.22)	
5	415	1 (2.22)	
6	435	1 (2.22)	
7	440	1 (2.22)	

8	444	3 (6.67)	
9	445	1 (2.22)	
10	447	1 (2.22)	12 (26.67)
11	450	32 (71.11)	32 (71.11)
12	520	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.17 shows the sum of weightage suggested by respondents for six key aspects of Criterion-II: Teaching-Learning and Evaluation. The weightage for Criterion-II: Teaching-Learning and Evaluation in the manual was 450. The sum of weightage for all key aspects from 32 (71.11 percent) respondents were 450, whereas the sum of 285 to 447 from 12 (26.67 percent) respondents; and the sum of 520 from a (2.22 percent) respondent. So it can be concluded that the sum of weightage for all key aspects under Criterion-II: Teaching-Learning and Evaluation were 450 from majority of the respondents, whereas the sum of 285 to 447 from many respondents; and the sum of 520 from a few respondents.

4.5.3.3 Criterion-III: Research, Consultancy and Extension

➤ Appropriateness of Key aspects under Criterion-III: Research, Consultancy and Extension

Table 4.5.3.18

Appropriateness of Key aspects under Criterion-III: Research, Consultancy and Extension

key Aspect	Absolutely Appropriate	Partly Appropriate	Undecided	Partly Inappropriate	Absolutely Inappropriate	Chi- Square
3.1 Promotion of research	49 (56.98)	28 (32.56)	7 (8.14)	1 (1.16)	1 (1.16)	102.14
3.2 Research and publication output	45 (52.33)	32 (37.21)	6 (6.98)	2 (2.33)	1 (1.16)	93.65
3.3 Consultancy	39 (45.35)	18 (20.93)	16 (18.60)	7 (8.14)	6 (6.98)	41.09

3.4	57	23	3	2	1	134.47
Extension activities	(66.28)	(26.74)	(3.49)	(2.33)	(1.16)	
3.5	49	19	9	7	2	82.37
Collaborations	(56.98)	(22.09)	(10.47)	(8.14)	(2.33)	
3.6	49	24	10	1	2	93.19
Best practices in research, consultancy & extension	(56.98)	(27.91)	(11.63)	(1.16)	(2.33)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.18 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-III: Research, Consultancy and Extension. Forty-nine (56.98 percent) responded that the key aspect-3.1) Promotion of research was absolutely appropriate. Further, the chi-square was 102.14, which was significant at the 0.01 level. The key aspect-3.2) Research and publication output responded absolutely appropriate by 45 (52.33 percent) respondents. Further, the chi-square was 93.65, which was significant at the 0.01 level. The key aspect-3.3) Consultancy responded absolutely appropriate by 39 (45.35 percent) respondents. Further, the chi-square was 41.09, which was significant at the 0.01 level. The key aspect-3.4) Extension activities responded absolutely appropriate by 57 (66.28 percent) respondents. Further, the chi-square was 134.47, which was significant at the 0.01 level. The key aspect-3.5) Collaborations responded absolutely appropriate by 49 (56.98 percent) respondents. Further, the chi-square was 82.37, which was significant at the 0.01 level. The key aspect-3.6) Best practices in research, consultancy & extension responded absolutely appropriate by 49 (56.98 percent) respondents. Further, the chi-square was 93.19, which was significant at the 0.01 level.

So it can be concluded that the respondents had differences of opinions about the appropriateness of all key aspects under Criterion-III: Research, Consultancy and Extension. Majority of the respondents opined the key aspect no. 3.4; most opined the key aspect no. 3.1, 3.2, 3.5 and 3.6; and many opined the key aspect no. 3.3 absolutely appropriate. Many opined the key aspect no. 3.1, 3.2, 3.4 and 3.6; and some opined the key aspect no. 3.3 and 3.5 were partly appropriate. Some opined the key aspect-3.3 and

3.1, 3.2, 3.5 and 3.6 undecided. Few opined 3.3 and 3.5 partly inappropriate, whereas few opined the key aspect-3.3 absolutely inappropriate.

☒ Suggestions for removal of Key aspect from Criterion-III: Research, Consultancy and Extension

Table 4.5.3.19

Suggestions for removal of Key aspect from Criterion-III: Research, Consultancy and Extension

Sr. No.	Key Aspects	Respondents
1	3.1 Promotion of research	2 (2.33)
2	3.2 Research and publication output	1 (1.16)
3	3.3 Consultancy	12 (13.95)
4	3.4 Extension activities	0 (0.00)
5	3.5 Collaborations	0 (0.00)
6	3.6 Best practices in research, consultancy & extension	3 (3.49)
Total		18 (20.93)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.19 shows that out of 86 respondents, 18 (20.93 percent) respondents suggested to remove key aspects from the Criterion-III: Research, Consultancy and Extension. Twelve (13.95 percent) responded key aspect-3.3) Consultancy; three (3.49 percent) responded key aspect-3.6) Best practices; two (2.33 percent) responded key aspect-3.1) Promotion of research; and one (1.16 percent) responded key aspect-3.2) Research and publication output to be removed from the Criterion-III: Research, Consultancy and Extension. None (0.00 percent) responded to remove from key aspects 3.4) Extension activities and 3.5) Collaborations.

So it can be concluded that some of the respondents suggested the key aspect-3.3) Consultancy; and a few respondents suggested the key aspect-3.6) Best practices; 3.1) Promotion of research; and 3.2) Research and publication output to be removed from the Criterion-III: Research, Consultancy and Extension.

☒ Points suggested to add as Key aspects to Criterion-III: Research, Consultancy and Extension:

- MoU
- Working with the community

◆ **Feedback and suggestions about the Criterion-III: Research, Consultancy and Extension:**

- The Criterion-III: Research, Consultancy and Extension should be looked into as an essential aspect of growth and development with a futuristic outlook
- The Criterion- 3. Research, Consultancy and Extension could be appropriately worded.
- Colleges and universities had different work about the criterion- 3. Research, Consultancy and Extension.
- Some explanations were required w.r.t. few items
- Research, consultancy and extension work to be undertaken right spirit.
- Promotion of research should be enhanced
- More marks to be given to action research
- Research point did not give any idea in undergraduate college
- At the B. Ed. level, little importance was given to research and consultancy.
- Teachers and students of TEI had less chance of research
- TEI lacked facilities to conduct research. So it should have less weightage.
- The least weightage might be given to research due to less number of teaching faculty
- Scope for research and publication was limited because of rotten material coming in the market. By removing the key aspect research and publication, the proliferation of bad materials might be stopped.
- The key aspect-3.1) Promotion of research and 3.2 Research and publication output to be merged.
- All of the aspects mainly remained on paper because faculties were overburdened. So, could not spare time for research and consultancy. Moreover no motivation.
- Majority of the colleges did not understand the concept of consultancy. Specifically to be mentioned about how the consultancy was done.
- Consultancy and collaboration were difficult in rural areas. In most of the colleges, those key aspects were not useful.
- The extension should be given more weightage.
- Extension activities can be stated differently. NSS activities can subsume it.
- Result-oriented activities to be adopted and organised in the TEI to enhance research culture both among teachers and students

- Result-oriented extension activities need to be projected
- Promotion of student-teachers attitude to be at the service of school students.

❖ **Key aspect and Criterion-wise Suggestions of Weightage under Criterion-III: Research, Consultancy and Extension**

Table 4.5.3.20

Suggestion of Weightage for key aspect-3.1) Promotion of research

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	8	1 (2.22)	
3	10	6 (13.33)	
4	12	1 (2.22)	
5	14	1 (2.22)	9 (20.00)
6	15	31 (68.89)	31 (68.89)
7	20	4 (8.89)	4 (8.89)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.20 shows that the key aspect-3.1) Promotion of research had weightage 15, where 31 (68.89 percent) respondents suggested the same weightage 15. Four (8.89 percent) respondents suggested weightage 20, and nine (20.00 percent) respondents suggested weightage 8 to 14, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-3.1) Promotion of research. Few respondents suggested weightage 20, some suggested weightage 8 to 14, whereas a few suggested weightage 0.

Table 4.5.3.21

Suggestion of Weightage for key aspect-3.2) Research and publication output

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	13	1 (2.22)	
2	15	3 (6.67)	
3	17	1 (2.22)	
4	18	4 (8.89)	

5	19	1 (2.22)	
6	20	6 (13.33)	16 (35.56)
7	25	26 (57.78)	26 (57.78)
8	30	3 (6.67)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.21 shows that the key aspect-3.2) Research and publication output had weightage 25, where 26 (57.78 percent) respondents suggested the same weightage 25. Three (6.67 percent) respondents suggested weightage 30, and 16 (35.56 percent) suggested weightage 13 to 20. So it can be concluded that most of the respondents suggested the same weightage 25 for key aspect-3.2) Research and publication output. Many of the respondents suggested weightage 13 to 20, whereas few suggested weightage 30.

Table 4.5.3.22

Suggestion of Weightage for key aspect-3.3) Consultancy

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	8 (17.78)	8 (17.78)
2	3	3 (6.67)	
3	4	1 (2.22)	4 (8.89)
4	5	28 (62.22)	28 (62.22)
5	10	4 (8.89)	
6	20	1 (2.22)	5 (11.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.22 shows that the key aspect-3.3) Consultancy had weightage 5, where 28 (62.22 percent) respondents suggested the same weightage 5. Four (8.89 percent) respondents suggested weightage 3 and 4, and five (11.11 percent) respondents suggested weightage 10 and 20, whereas eight (17.78 percent) respondents suggested weightage 0. So it can be concluded that most of the respondents suggested the same weightage 5 for key aspect-3.3) Consultancy. Few respondents suggested weightage 3 and 4, and 10 and 20, whereas some suggested weightage 0.

Table 4.5.3.23

Suggestion of Weightage for key aspect-3.4) Extension activities

Sr. No.	Weightage suggested instead of 40	Respondents	Total Respondents suggested different weightage
1	20	2 (4.44)	
2	25	2 (4.44)	
3	30	1 (2.22)	
4	38	1 (2.22)	6 (13.33)
5	40	36 (80.00)	36 (80.00)
6	45	2 (4.44)	
7	55	1 (2.22)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.23 shows that the key aspect-3.4) Extension activities had weightage 40, where 36 (80.00 percent) respondents suggested the same weightage 40. Six (13.33 percent) respondents suggested weightage 20 to 38, and three (6.67 percent) suggested weightage 45 and 55. So it can be concluded that majority of the respondents suggested the same weightage 40 for key aspect-3.4) Extension activities. Few respondents suggested weightage 20 to 38, and few suggested weightage 45 and 55.

Table 4.5.3.24

Suggestion of Weightage for key aspect-3.5) Collaborations

Sr. No.	Weightage suggested instead of 5	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	3	3 (6.67)	
3	4	5 (11.11)	8 (17.78)
4	5	36 (80.00)	36 (80.00)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.24 shows that the key aspect-3.5) Collaborations had weightage 5, where 36 (80.00 percent) respondents suggested the same weightage 5. Eight (17.78 percent) respondents suggested weightage 3 and 4, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents

suggested the same weightage 5 for key aspect-3.5) Collaborations. Some of the respondents suggested weightage 3 and 4, whereas a few suggested weightage 0.

Table 4.5.3.25

Suggestion of Weightage for key aspect-3.6) Best practices in research, consultancy & extension

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	5	2 (4.44)	
3	6	1 (2.22)	
4	7	1 (2.22)	
5	8	1 (2.22)	5 (11.11)
6	10	38 (84.44)	38 (84.44)
7	15	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.25 shows that the key aspect-3.6) Best practices in research, consultancy & extension had weightage 10, where 38 (84.44 percent) respondents suggested the same weightage 10. Five (11.11 percent) respondents suggested weightage 5 to 7, and a (2.22 percent) respondent suggested weightage 15, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-3.6) Best practices in research, consultancy & extension. Few respondents suggested weightage 5 to 7, and a few respondents suggested weightage 15, whereas a few respondents suggested weightage 0.

Table 4.5.3.26

Total Weightage of key aspects under Criterion-III: Research, Consultancy and Extension

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	58	1 (2.22)	
2	61	1 (2.22)	
3	65	1 (2.22)	

4	77	1 (2.22)	
5	85	1 (2.22)	
6	86	2 (4.44)	
7	87	1 (2.22)	
8	88	2 (4.44)	
9	90	2 (4.44)	
10	95	1 (2.22)	13 (28.89)
11	100	32 (71.11)	32 (71.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.26 shows the sum of weightage suggested by respondents for six key aspects of Criterion-III: Research, Consultancy and Extension. The weightage for Criterion-III: Research, Consultancy and Extension in the manual was 100. The sum of weightage for all key aspects from 32 (71.11 percent) respondents was 100, whereas the sum of 58 to 95 from 13 (28.89 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-III: Research, Consultancy and Extension were 100 from majority respondents, whereas the sum of 58 to 95 from many respondents.

4.5.3.4 Criterion-IV: Infrastructure and Learning Resources

➤ Appropriateness of Key aspects under Criterion-IV: Infrastructure and Learning Resources

Table 4.5.3.27

Appropriateness of Key aspects under Criterion-IV: Infrastructure and Learning Resources

key Aspect	Absolutely Appropriate	Partly Appropriate	Partly Undecided	Absolutely Inappropriate	Chi- Square
4.1 Physical facilities	64 (74.42)	20 (23.26)	2 (2.33)		175.63
4.2 Maintenance of infrastructure	62 (72.09)	22 (25.58)	2 (2.33)		165.86

4.3	69	15	1	1		204.00
Library as a learning resource	(80.23)	(17.44)	(1.16)	(1.16)		
4.4	65	20		1		182.95
ICT as learning resources	(75.58)	(23.26)		(1.16)		
4.5	56	26	4			136.56
Other facilities	(65.12)	(30.23)	(4.65)			
4.6	55	25	4	1	1	127.26
Best Practices in infrastructure and learning resources	(63.95)	(29.07)	(4.65)	(1.16)	(1.16)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.27 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-IV: Infrastructure and Learning Resources. Sixty-four (74.42 percent) responded that the key aspect-4.1) Physical facilities were absolutely appropriate. Further, the chi-square was 175.63, which was significant at the 0.01 level. The key aspect-4.2) Maintenance of infrastructure responded absolutely appropriate by 62 (72.09 percent) respondents. Further, the chi-square was 165.86, which was significant at the 0.01 level. The key aspect-4.3) Library as a learning resource responded absolutely appropriate by 69 (80.23 percent) respondents. Further, the chi-square was 204.00, which was significant at the 0.01 level. The key aspect-4.4) ICT as learning resources responded absolutely appropriate by 65 (75.58 percent) respondents. Further, the chi-square was 182.95, which was significant at the 0.01 level. The key aspect-4.5) Other facilities responded absolutely appropriate by 56 (65.12 percent) respondents. Further, the chi-square was 136.56, which was significant at the 0.01 level. The key aspect-4.6) Best Practices in infrastructure and learning resources responded absolutely appropriate by 55 (63.95 percent) respondents. Further, the chi-square was 127.26, which was significant at the 0.01 level.

So it can be concluded that the respondents had differences of opinions about the appropriateness of all key aspects under Criterion-IV: Infrastructure and Learning Resources. Majority opined the key aspect no. 4.1, 4.2, 4.3 and 4.4; and most opined the key aspect no. 4.5 and 4.6 are absolutely appropriate.

☒ Suggestions for removal of Key aspect from Criterion-IV: Infrastructure and Learning Resources

Table 4.5.3.28

Suggestions for removal of Key aspect from Criterion-IV: Infrastructure and Learning Resources

Sr. No.	Key Aspects	Respondents
1	4.1 Physical facilities	0 (0.00)
2	4.2 Maintenance of infrastructure	1 (1.16)
3	4.3 Library as a learning resource	0 (0.00)
4	4.4 ICT as learning resources	0 (0.00)
5	4.5 Other facilities	0 (0.00)
6	4.6 Best Practices in infrastructure and learning resources	1 (1.16)
Total		2 (2.33)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.28 shows that out of 86 respondents, two (2.33 percent) respondents suggested to remove key aspect from the Criterion-IV: Infrastructure and Learning Resources. One (1.16 percent) responded key aspect-4.2) Maintenance of infrastructure, and one (1.16 percent) responded to key aspect-4.6) Best Practices to be removed from the Criterion-IV: Infrastructure and Learning Resources. None (0.00 percent) responded to remove any key aspects 4.1) Physical facilities; 4.3) Library as a learning resource; 4.4) ICT as learning resources, and 4.5) Other facilities. So it can be concluded that a few respondents suggested the key aspects 4.2) Maintenance of infrastructure, and 4.6) Best Practices to be removed from the Criterion-IV: Infrastructure and Learning Resources.

☒ Points suggested to add as Key aspects to Criterion-IV: Infrastructure and Learning Resources:

- Information about Physical assets should be included observation of its practices too.
- The use of natural resources should be categorised as learning resources.

- There should be a key aspect to know about the ways for facilities created are made use of (especially library and laboratories)
- Promotion of E-resources for learning
- Utilisation of library and E-resources were more important than mere having stock of books. The new age TEIs might have relied more on E-resources.

◆ **Feedback and suggestions about the Criterion-IV: Infrastructure and Learning Resources:**

- The maintenance of infrastructure was expected. Moreover, it is a routine work of the college
- Library recruitment was being done by the government, which was difficult for the college to manage.
- Weightage for ICT as teaching-learning resources could be increased. ICT facilities and provision for Psychology lab to be given importance
- The key aspect-4.5) Other facilities included many issues, and weightage may be increased
- The parameter best practices were subjective in nature, and the assessors considered as per their interpretation.

❖ **Key aspect and Criterion-wise Suggestions of Weightage under Criterion-IV: Infrastructure and Learning Resources**

Table 4.5.3.29

Suggestion of Weightage for key aspect-4.1) Physical facilities

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
	20		
	15	3 (6.67)	
	17	1 (2.22)	
	18	2 (4.44)	
	19	4 (8.89)	10 (22.22)
	20	35 (77.78)	35 (77.78)
	Total	45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.29 shows that the key aspect-4.1) Physical facilities had weightage 20, where 35 (77.78 percent) respondents suggested the same weightage 20, whereas ten (22.22 percent) respondents suggested weightage 15 to 19. So it can be concluded that

majority of the respondents suggested the same weightage 20 for key aspect-4.1) Physical facilities, whereas some suggested weightage 15 to 19.

Table 4.5.3.30

Suggestion of Weightage for key aspect-4.2) Maintenance of infrastructure

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	5	1 (2.22)	
2	7	1 (2.22)	
3	8	6 (13.33)	8 (17.78)
4	10	34 (75.56)	34 (75.56)
5	15	2 (4.44)	
6	20	1 (2.22)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.30 shows that the key aspect-4.2) Maintenance of infrastructure had weightage 10, where 34 (75.56 percent) respondents suggested the same weightage 10. Eight (17.78 percent) respondents suggested weightage 5 to 8, whereas three (6.67 percent) respondents suggested weightage 15 and 20. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-4.2) Maintenance of infrastructure. Some of the respondents suggested weightage 5 to 8, whereas few suggested weightage 15 and 20.

Table 4.5.3.31

Suggestion of Weightage for key aspect-4.3) Library as a learning resource

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	25	1 (2.22)	
2	27	1 (2.22)	
3	28	1 (2.22)	
4	30	2 (4.44)	5 (11.11)
5	35	40 (88.89)	40 (88.89)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.31 shows that the key aspect-4.3) Library as a learning resource had weightage 35, where 40 (88.89 percent) respondents suggested the same weightage 35, whereas five (11.11 percent) respondents suggested weightage 25 to 30. So it can be concluded that majority of the respondents suggested the same weightage 35 for key aspect-4.3) Library as a learning resource, whereas few suggested weightage 25 to 30.

Table 4.5.3.32

Suggestion of Weightage for key aspect-4.4) ICT as learning resources

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	10	3 (6.67)	
2	12	3 (6.67)	
3	14	1 (2.22)	7 (15.56)
4	15	37 (82.22)	37 (82.22)
5	20	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.32 shows that the key aspect-4.4) ICT as learning resources had weightage 15, where 37 (82.22 percent) respondents suggested the same weightage 15. Seven (15.56 percent) respondents suggested weightage 10 to 14, and a (2.22 percent) respondent suggested weightage 20. So it can be concluded that majority of the respondents suggested the same weightage 15 for key aspect-4.4) ICT as learning resources. Some of the respondents suggested weightage 10 to 14, whereas a few suggested weightage 20.

Table 4.5.3.33

Suggestion of Weightage for key aspect-4.5) Other facilities

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	5	1 (2.22)	
2	8	3 (6.67)	
3	9	3 (6.67)	7 (15.56)
4	10	38 (84.44)	38 (84.44)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.33 shows that the key aspect-4.5) Other facilities had weightage 10, where 38 (84.44 percent) respondents suggested the same weightage 10, whereas seven (15.56 percent) respondents suggested weightage 5 to 9. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-4.5) Other facilities, whereas some suggested weightage 5 to 9.

Table 4.5.3.34

Suggestion of Weightage for key aspect-4.6) Best Practices in infrastructure and learning resources

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
	10		
1	0	1 (2.22)	1 (2.22)
2	5	2 (4.44)	
3	7	1 (2.22)	
4	8	2 (4.44)	
5	9	3 (6.67)	8 (17.78)
6	10	36 (80.00)	36 (80.00)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.34 shows that the key aspect-4.6) Best Practices in infrastructure and learning resources had weightage 10, where 36 (80.00 percent) respondents suggested the same weightage 10. Eight (17.78 percent) respondents suggested weightage 5 to 9, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-4.6) Best Practices in infrastructure and learning resources. Some of the respondents suggested weightage 5 to 9, whereas a few suggested weightage 0.

Table 4.5.3.35

Total Weightage of key aspects under Criterion-IV: Infrastructure and Learning Resources

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
	100		
1	71	1 (2.22)	
2	76	1 (2.22)	
3	83	1 (2.22)	

4	84	1 (2.22)	
5	90	2 (4.44)	
6	94	1 (2.22)	
7	95	2 (4.44)	
8	97	1 (2.22)	10 (22.22)
9	100	35 (77.78)	35 (77.78)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.35 shows the sum of weightage suggested by respondents for six key aspects of Criterion-IV: Infrastructure and Learning Resources. The weightage for Criterion-IV: Infrastructure and Learning Resources in the manual was 100. The sum of weightage for all key aspects from 35 (77.78 percent) respondents was 100, whereas the sum of 71 to 97 from ten (22.22 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-IV: Infrastructure and Learning Resources were 100 from majority respondents, whereas the sum of 71 to 97 from some respondents.

4.5.3.5 Criterion-V: Student Support and Progression

➤ Appropriateness of Key aspects under Criterion-V: Student Support and Progression

Table 4.5.3.36

Appropriateness of Key aspects under Criterion-V: Student Support and Progression

key Aspect	Absolutely Appropriate	Partly Appropriate	Partly Undecided	Absolutely Inappropriate	Chi- Square
5.1 Student progression	71 (82.56)	12 (13.95)	2 (2.33)	1 (1.16)	215.74
5.2 Student support	71 (82.56)	13 (15.12)	1 (1.16)	1 (1.16)	217.02
5.3 Student activities	72 (83.72)	8 (9.30)	6 (6.98)		221.21

5.4	63	15	7	1	160.74
Best	(73.26)	(17.44)	(8.14)	(1.16)	
practices in					
student					
support and					
progression					

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.36 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-V: Student Support and Progression. Seventy-one (82.56 percent) responded that the key aspect-5.1) Student progression was absolutely appropriate. Further, the chi-square was 215.74, which was significant at the 0.01 level. The key aspect-5.2) Student support responded absolutely appropriate by 71 (82.56 percent) respondents. Further, the chi-square was 217.02, which was significant at the 0.01 level. The key aspect-5.3) Student activities responded absolutely appropriate by 72 (83.72 percent) respondents. Further, the chi-square was 221.21, which was significant at the 0.01 level. The key aspect-5.4) Best practices in student support and progression responded absolutely appropriate by 63 (73.26 percent) respondents. Further, the chi-square was 160.74, which was significant at the 0.01 level. So it can be concluded that the respondents had differences of opinions about the appropriateness of all key aspects under Criterion-V: Student Support and Progression. Majority opined the key aspect no. 5.1, 5.2, 5.3 and 5.4 are absolutely appropriate.

☒ Suggestions for removal of Key aspect from Criterion-V: Student Support and Progression

Table 4.5.3.37

Suggestions for removal of Key aspect from Criterion-V: Student Support and Progression

Sr. No.	key Aspect	Respondents
1	5.1 Student progression	0 (0.00)
2	5.2 Student support	0 (0.00)
3	5.3 Student activities	0 (0.00)
4	5.4 Best practices in student support and progression	1 (1.16)
Total		1 (1.16)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.37 shows that out of 86 respondents, one (1.16 percent) respondent suggested to remove key aspect from the Criterion-V: Student Support and Progression. One (1.16 percent) responded key aspect-5.4) Best practices to be removed from the Criterion-V: Student Support and Progression. None (0.00 percent) responded to remove key aspects 5.1) Student progression; 5.2) Student support; and 5.3) Student activities. So it can be concluded that a few respondents suggested the key aspect-5.4) Best practices be removed from the Criterion-V: Student Support and Progression.

☑ Points suggested to add as Key aspects to Criterion-V: Student Support and Progression:

- Students' achievements like awards, rewards, extracurricular activities like games/sports and other activities outside the college to be included
- Specific way to mention about student support
- Placement
- Participation of students could be added and specified.
- Specific activities

◆ Feedback and suggestions about the Criterion-V: Student Support and Progression:

- Most of the TEIs did not understand the key aspect 'Student Progression'
- The Peer Team should be able to get information on the benefits derived from the student support created in the TEIs
- Criterion-V: Student Support and Progression to be included in innovation practices.

❖ Key aspect and Criterion-wise Suggestions of Weightage under Criterion-V: Student Support and Progression

Table 4.5.3.38

Suggestion of Weightage for key aspect-5.1) Student progression

Sr. No.	Weightage suggested instead of 30	Respondents	Total Respondents suggested different weightage
1	20	2 (4.44)	
2	25	6 (13.33)	8 (17.78)
3	30	37 (82.22)	37 (82.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.38 shows that the key aspect-5.1) Student progression had weightage 30, where 37 (82.22 percent) respondents suggested the same weightage 30, whereas eight (17.78 percent) respondents suggested weightage 20 and 25. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-5.1) Student progression, whereas some suggested weightage 20 and 25.

Table 4.5.3.39

Suggestion of Weightage for key aspect-5.2) Student support

Sr. No.	Weightage suggested instead of 30	Respondents	Total Respondents suggested different weightage
1	20	1 (2.22)	
2	25	4 (8.89)	
3	28	1 (2.22)	
4	29	1 (2.22)	7 (15.56)
5	30	37 (82.22)	37 (82.22)
6	35	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.39 shows that the key aspect-5.2) Student support had weightage 30, where 37 (82.22 percent) respondents suggested the same weightage 30. Seven (15.56 percent) respondents suggested weightage 20 to 29, and a (2.22 percent) respondent suggested weightage 35. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-5.2) Student support. Some of the respondents suggested weightage 20 to 29, whereas a few suggested weightage 35.

Table 4.5.3.40

Suggestions of Weightage for key aspect-5.3) Student activities

Sr. No.	Weightage suggested instead of 30	Respondents	Total Respondents suggested different weightage
1	22	1 (2.22)	
2	25	4 (8.89)	
3	28	1 (2.22)	6 (13.33)
4	30	37 (82.22)	37 (82.22)
5	35	1 (2.22)	
6	40	1 (2.22)	2 (4.44)

Total	45 (100.00)	45 (100.00)
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(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.40 shows that the key aspect-5.3) Student activities had weightage 30, where 37 (82.22 percent) respondents suggested the same weightage 30. Six (13.33 percent) respondents suggested weightage 22 to 28, and two (4.44 percent) respondents suggested weightage 35 and 40. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-5.3) Student activities. Few of the respondents suggested weightage 22 to 28, whereas a few suggested weightage 35 and 40.

Table 4.5.3.41

Suggestions of Weightage for key aspect-5.4) Best practices in student support and progression

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	6	1 (2.22)	
3	8	3 (6.67)	4 (8.89)
4	10	37 (82.22)	37 (82.22)
5	20	1 (2.22)	
6	25	2 (4.44)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.41 shows that the key aspect-5.4) Best practices in student support and progression had weightage 10, where 37 (82.22 percent) respondents suggested the same weightage 10. Four (8.89 percent) respondents suggested weightage 6 and 8; three (6.67 percent) respondents suggested weightage 20 and 25, whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-5.4) Best practices in student support and progression. Few of the respondents suggested weightage 6 and 8, and 20 and 25, whereas a few respondents suggested weightage 0.

Table 4.5.3.42

Total Weightage of key aspects under Criterion-V: Student Support and Progression

Sr. No.	Weightage suggested instead of 100	Respondents	Total Respondents suggested different weightage
1	80	1 (2.22)	
2	81	1 (2.22)	
3	86	1 (2.22)	
4	90	2 (4.44)	5 (11.11)
5	100	40 (88.89)	40 (88.89)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.42 shows the sum of weightage suggested by respondents for four key aspects of Criterion-V: Student Support and Progression. The weightage for Criterion-V: Student Support and Progression in the manual was 100. The sum of weightage for all key aspects from 40 (88.89 percent) respondents was 100, whereas the sum of 80 to 90 from 5 (11.11 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-V: Student Support and Progression were 100 from majority of the respondents, whereas the sum of 80 to 90 from few of the respondents.

4.5.3.6 Criterion-VI: Governance and Leadership

➤ Appropriateness of Key aspects under Criterion-VI: Governance and Leadership

Table 4.5.3.43

Appropriateness of Key aspects under Criterion-VI: Governance and Leadership

key Aspect	Absolutely Appropriate	Partly Appropriate	Partly Inappropriate	Absolutely Inappropriate	Chi-Square
6.1 Institutional Vision and leadership	68 (79.07)	18 (20.93)			201.67
6.2 Organisational arrangements	69 (80.23)	16 (18.60)	1 (1.16)		205.74

6.3	61	24	1			163.88
Strategy development and deployment	(70.93)	(27.91)	(1.16)			
6.4	69	14	2	1		202.49
Human Resource Management	(80.23)	(16.28)	(2.33)	(1.16)		
6.5	63	19	3	1		166.33
Financial management and Resource mobilisation	(73.26)	(22.09)	(3.49)	(1.16)		
6.6	60	20	3	2	1	147.37
Best practices in Governance and Leadership	(69.77)	(23.26)	(3.49)	(2.33)	(1.16)	

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.43 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-VI: Governance and Leadership. Sixty-eight (79.07 percent) responded that the key aspect-6.1) Institutional vision and leadership was absolutely appropriate. Further, the chi-square was 201.67, which was significant at the 0.01 level. The key aspect-6.2) Organisational arrangements responded absolutely appropriate by 69 (80.23 percent) respondents. Further, the chi-square was 205.74, which was significant at the 0.01 level. The key aspect-6.3) Strategy development and deployment responded absolutely appropriate by 61 (70.93 percent) respondents. Further, the chi-square was 163.88, which was significant at the 0.01 level. The key aspect-6.4) Human Resource Management responded absolutely appropriate by 69 (80.23 percent) respondents. Further, the chi-square was 202.49, which was significant at the 0.01 level. The key aspect-6.5) Financial management and Resource mobilisation responded absolutely appropriate by 63 (73.26 percent) respondents. Further, the chi-square was 166.33, which was significant at the 0.01 level. The key aspect-6.6) Best

practices in Governance and Leadership responded absolutely appropriate by 60 (69.77 percent) respondents. Further, the chi-square was 147.37, which was significant at the 0.01 level. So it can be concluded that the respondents had differences of opinions about the appropriateness of all key aspects under Criterion-VI: Governance and Leadership. Majority opined the key aspect no. 6.1, 6.2, 6.3, 6.4, 6.5 and 6.6 are absolutely appropriate.

☒ Suggestions for removal of Key aspect from Criterion-VI: Governance and Leadership

Table 4.5.3.44

Suggestions for removal of Key aspect from Criterion-VI: Governance and Leadership

Sr. No.	key Aspect	Respondents
1	6.1 Institutional vision and leadership	0 (0.00)
2	6.2 Organisational arrangements	0 (0.00)
3	6.3 Strategy development and deployment	0 (0.00)
4	6.4 Human Resource Management	0 (0.00)
5	6.5 Financial management and Resource mobilisation	1 (1.16)
6	6.6 Best practices in Governance and Leadership	1 (1.16)
Total		2 (2.33)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.44 shows that out of 86 respondents, two (2.33 percent) respondents suggested to remove key aspect from the Criterion-VI: Governance and Leadership. One (1.16 percent) responded key aspect-6.5) Financial management, and Resource mobilisation, and one (1.16 percent) responded to key aspect-6.6) Best practices to be removed from the Criterion-VI: Governance and Leadership. None (0.00 percent) responded to remove key aspects 6.1) Institutional vision and leadership; 6.2) Organisational arrangements; 6.3) Strategy development and deployment, and 6.4) Human Resource Management. So it can be concluded that a few respondents suggested the key aspects 6.5) Financial management and Resource mobilisation; and 6.6) Best practices to be removed from the Criterion-VI: Governance and Leadership.

☒ Points suggested to add as Key aspects to Criterion-VI: Governance and Leadership

- Advantages of institution from good governance based on organisational arrangement

- Other activities/ programmes run by college/ management

◆ **Feedback and suggestions about the Criterion-VI: Governance and Leadership**

- The Criterion-V: Student Support and Progression is an essential criterion, but the Peer Team had little control over it. Autocratic Management could not help.
- Dynamic leadership of principal needed to be emphasised.
- Through NAAC it was acknowledged that the departments of affiliating Universities had exploited and harassed the private colleges financially and otherwise.

❖ **Key aspect and Criterion-wise Suggestions of Weightage under Criterion-VI: Governance and Leadership**

Table 4.5.3.45

Suggestion of Weightage for key aspect-6.1) Institutional vision and leadership

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	10	2 (4.44)	
2	12	2 (4.44)	
3	13	1 (2.22)	5 (11.11)
4	15	35 (77.78)	35 (77.78)
5	20	4 (8.89)	
6	25	1 (2.22)	5 (11.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.45 shows that the key aspect-6.1) Institutional vision and leadership had weightage 15, where 35 (77.78 percent) respondents suggested the same weightage 15. Five (11.11 percent) respondents suggested weightage 10 to 13, and another five (11.11 percent) respondents suggested weightage 20 and 25. So it can be concluded that majority of the respondents suggested the same weightage 15 for key aspect-6.1) Institutional vision and leadership, whereas few respondents suggested weightage 10 to 13, and 20 and 25.

Table 4.5.3.46

Suggestion of Weightage for key aspect-6.2) Organisational arrangements

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	10	1 (2.22)	
2	15	3 (6.67)	
3	16	1 (2.22)	
4	18	2 (4.44)	7 (15.56)
5	20	36 (80.00)	36 (80.00)
6	25	1 (2.22)	
7	30	1 (2.22)	2 (4.44)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.46 shows that the key aspect-6.2) Organisational arrangements had weightage 20, where 36 (80.00 percent) respondents suggested the same weightage 20. Seven (15.56 percent) respondents suggested weightage 10 to 18, and two (4.44 percent) respondents suggested weightage 25 and 30. So it can be concluded that majority of the respondents suggested the same weightage 20 for key aspect-6.2) Organisational arrangements. Some of the respondents suggested weightage 10 to 18, whereas few suggested weightage 25 and 30.

Table 4.5.3.47

Suggestions of Weightage for key aspect-6.3) Strategy development and deployment

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	15	1 (2.22)	
2	20	1 (2.22)	
3	22	1 (2.22)	
4	25	4 (8.89)	7 (15.56)
5	30	38 (84.44)	38 (84.44)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.47 shows that the key aspect-6.3) Strategy development and deployment had weightage 30, where 38 (84.44 percent) respondents suggested the

same weightage 30, whereas seven (15.56 percent) respondents suggested weightage 15 to 25. So it can be concluded that majority of the respondents suggested the same weightage 30 for key aspect-6.3) Strategy development and deployment, whereas some suggested weightage 15 to 25.

Table 4.5.3.48

Suggestions of Weightage for key aspect-6.4) Human Resource Management

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	25	2 (4.44)	
2	30	2 (4.44)	
3	38	1 (2.22)	5 (11.11)
4	40	40 (88.89)	40 (88.89)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.48 shows that the key aspect-6.4) Human Resource Management had weightage 15, where 40 (88.89 percent) respondents suggested the same weightage 40, whereas five (11.11 percent) respondents suggested weightage 25 to 38. So it can be concluded that majority of the respondents suggested the same weightage 40 for key aspect-6.4) Human Resource Management, whereas few suggested weightage 25 to 38.

Table 4.5.3.49

Suggestions of Weightage for key aspect-6.5) Financial management and Resource mobilisation

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	20	2 (4.44)	
2	25	1 (2.22)	
3	30	5 (11.11)	8 (17.78)
4	35	36 (80.00)	36 (80.00)
5	40	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.49 shows that the key aspect-6.5) Financial management and Resource mobilisation had weightage 35, where 36 (80.00 percent) respondents suggested the

same weightage 35. Eight (17.78 percent) respondents suggested weightage 20 to 30, whereas a (2.22 percent) respondent suggested weightage 40. So it can be concluded that majority of the respondents suggested the same weightage 40 for key aspect-6.5) Financial management and Resource mobilisation. Some of the respondents suggested weightage 20 to 30, whereas a few suggested weightage 40.

Table 4.5.3.50

Suggestions of Weightage for key aspect-6.6) Best practices in Governance and Leadership

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	6	1 (2.22)	
3	7	1 (2.22)	
4	8	2 (4.44)	4 (8.89)
5	10	37 (82.22)	37 (82.22)
6	15	3 (6.67)	3 (6.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.50 shows that the key aspect-6.6) Best practices in Governance and Leadership had weightage 10, where 37 (82.22 percent) respondents suggested the same weightage 10. Four (8.89 percent) respondents suggested weightage 6 to 8; three (6.67 percent) respondents suggested weightage 15; whereas a (2.22 percent) respondent suggested weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 10 for key aspect-6.6) Best practices in Governance and Leadership. Few respondents suggested weightage 6 to 8, and 15, whereas a few suggested weightage 0.

Table 4.5.3.51

Total Weightage of key aspects under Criterion-VI: Governance and Leadership

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	100	1 (2.22)	
2	104	1 (2.22)	
3	120	1 (2.22)	

4	127	1 (2.22)	
5	132	1 (2.22)	
6	140	1 (2.22)	6 (13.33)
7	150	39 (86.67)	39 (86.67)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.51 shows the sum of weightage suggested by respondents for six key aspects of Criterion-VI: Governance and Leadership. The weightage for Criterion-VI: Governance and Leadership in the manual was 150. The sum of weightage for all key aspects from 39 (86.67 percent) respondents was 150, whereas the sum of 100 to 140 from six (13.33 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-VI: Governance and Leadership was 150 from majority respondents, whereas the sum of 100 to 140 from few respondents.

4.5.3.7 Criterion-VII: Innovative Practices

➤ Appropriateness of Key aspects under Criterion-VII: Innovative Practices

Table 4.5.3.52

Appropriateness of Key aspects under Criterion-VII: Innovative Practices

key Aspect	Absolutely Appropriate	Partly Appropriate	Partly Undecided	Absolutely Inappropriate	Chi- Square
7.1 Internal Quality Assurance System	65 (75.58)	17 (19.77)	2 (2.33)	2 (2.33)	176.91
7.2 Inclusive Practices	64 (74.42)	17 (19.77)	3 (3.49)	1 (1.16)	169.58
7.3 Stakeholder Relationships	60 (69.77)	20 (23.26)	6 (6.98)		148.65

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.52 shows responses from 86 respondents about the appropriateness of key aspects under Criterion-VII: Innovative Practices. Sixty-five (75.58 percent)

responded that the key aspect-7.1) Internal Quality Assurance System was absolutely appropriate. Further, the chi-square was 176.91, which was significant at the 0.01 level. The key aspect-7.2) Inclusive Practices responded absolutely appropriate by 64 (74.42 percent) respondents. Further, the chi-square was 169.58, which was significant at the 0.01 level. The key aspect-7.3) Stakeholder Relationships responded absolutely appropriate by 60 (69.77 percent) respondents. Further, the chi-square was 148.65, which was significant at the 0.01 level. So it can be concluded that the respondents had differences of opinions about the appropriateness of all key aspects under Criterion-VII: Innovative Practices. Majority opined the key aspect no. 7.1, 7.2 and 7.3 are absolutely appropriate under Criterion-VII: Innovative Practices.

☒ Suggestions for removal of Key aspect from Criterion-VII: Innovative Practices

Table 4.5.3.53

Suggestions for removal of Key aspect from Criterion-VII: Innovative Practices

Sr. No.	key Aspect	Respondents
1	7.1 Internal Quality Assurance System	0 (0.00)
2	7.2 Inclusive Practices	0 (0.00)
3	7.3 Stakeholder Relationships	2 (2.33)
Total		2 (2.33)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.53 shows that out of 86 respondents, two (2.33 percent) respondents suggested to remove key aspect from the Criterion-VII: Innovative Practices. Two (2.33 percent) responded to key aspect-7.3) Stakeholder Relationships to be removed from the Criterion-VII: Innovative Practices. None (0.00 percent) responded to remove key aspects 7.2) Inclusive Practices, and 7.1) Internal Quality Assurance System. So it can be concluded that a few respondents suggested the key aspect-7.3) Stakeholder Relationships to be removed from the Criterion-VII: Innovative Practices.

☒ Points suggested to add as Key aspects to Criterion-VII: Innovative Practices

- In place of stakeholder relationship, the local community and parents can be made part of the governing process
- Students suggested and initiated innovative practices
- Life skills-based practices
- Quality enhancement strategies

- Guidance/ cooperation from other than stakeholders
- Students' employment should be added with more weightage

◆ Feedback and suggestions about the Criterion-VII: Innovative Practices

- The grant-in-aid TEIs were already facing the problem of survival, where the quality maintained is somehow tough.
- Inclusive practices should be reflected in the activities of the college.
- Innovative practices in TEIs should be specified in particular rather than general.
- Innovative practices should be derived from local needs.
- Every TEI may not know the actual meaning of Innovative practices
- The Criterion-VII: Innovative Practices required more thinking.
- Innovative practices should be added with all 6 parameters, and best practices should be re-merged with it.

❖ Key aspect and Criterion-wise Suggestions of Weightage under Criterion-VII: Innovative Practices

Table 4.5.3.54

Suggestions of Weightage for key aspect-7.1) Internal Quality Assurance System

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	15	1 (2.22)	
2	18	2 (4.44)	3 (6.67)
3	20	41 (91.11)	41 (91.11)
4	25	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.54 shows that the key aspect-7.1) Internal Quality Assurance System had weightage 20, where 41 (91.11 percent) respondents suggested the same weightage 20. Three (6.67 percent) respondents suggested weightage 15 and 18, whereas a (2.22 percent) respondent suggested weightage 25. So it can be concluded that majority of the respondents suggested the same weightage 20 for key aspect-7.1) Internal Quality Assurance System. Few respondents suggested weightage 15 and 18, whereas a few suggested weightage 25.

Table 4.5.3.55

Suggestions of Weightage for key aspect-7.2) Inclusive Practices

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	7	1 (2.22)	
2	10	2 (4.44)	
3	12	2 (4.44)	5 (11.11)
4	15	39 (86.67)	39 (86.67)
5	20	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.55 shows that the key aspect-7.2) Inclusive Practices had weightage 15, where 39 (86.67 percent) respondents suggested the same weightage 15. Five (11.11 percent) respondents suggested weightage 7 to 12, whereas a (2.22 percent) respondent suggested weightage 20. So it can be concluded that majority of the respondents suggested the same weightage 15 for key aspect-7.2) Inclusive Practices. Few respondents suggested weightage 7 to 12, whereas a few suggested weightage 20.

Table 4.5.3.56

Suggestions of Weightage for key aspect-7.3) Stakeholder Relationships

Sr. No.	Weightage suggested instead of	Respondents	Total Respondents suggested different weightage
1	0	1 (2.22)	1 (2.22)
2	10	2 (4.44)	
3	11	1 (2.22)	
4	12	1 (2.22)	4 (8.89)
5	15	39 (86.67)	39 (86.67)
6	20	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.56 shows that the key aspect-7.3) Stakeholder Relationships had weightage 15, where 39 (86.67 percent) respondents suggested the same weightage 15. Four (8.89 percent) respondents suggested weightage 10 to 12; a (2.22 percent) respondent suggested weightage 20; whereas a (2.22 percent) respondent suggested

weightage 0. So it can be concluded that majority of the respondents suggested the same weightage 15 for key aspect-7.3) Stakeholder Relationships. Few respondents suggested weightage 10 to 12, whereas a few suggested weightage 20 and 0.

Table 4.5.3.57

Total Weightage of key aspects under Criterion-VII: Innovative Practices

Sr. No.	Weightage suggested instead of 50	Respondents	Total Respondents suggested different weightage
1	35	2 (4.44)	
2	38	1 (2.22)	
3	42	1 (2.22)	4 (8.89)
4	50	41 (91.11)	41 (91.11)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.57 shows the sum of weightage suggested by respondents for three key aspects of Criterion-VII: Innovative Practices. The weightage for Criterion-VII: Innovative Practices in the manual was 50. The sum of weightage for all key aspects from 41 (91.11 percent) respondents was 50, whereas the sum of 35 to 42 from four (8.89 percent) respondents. So it can be concluded that the sum of weightage for all key aspects under Criterion-VII: Innovative Practices were 50 from majority of the respondents, whereas the sum of 35 to 42 from few respondents.

Table 4.5.3.58

Total Weightage of all 36 key aspects under all seven Criteria

Sr. No.	Weightage suggested instead of 1000	Respondents	Total Respondents suggested different weightage
1	687	1 (2.22)	
2	744	1 (2.22)	
3	830	1 (2.22)	
4	872	1 (2.22)	
5	925	1 (2.22)	
6	950	2 (4.44)	
7	970	1 (2.22)	
8	973	2 (4.44)	
9	975	1 (2.22)	

10	978	1 (2.22)	
11	979	1 (2.22)	
12	985	1 (2.22)	
13	990	3 (6.67)	17 (37.78)
14	1000	27 (60.00)	27 (60.00)
15	1070	1 (2.22)	1 (2.22)
Total		45 (100.00)	45 (100.00)

(Note: Figure in the parenthesis indicates percent.)

Table no. 4.5.3.58 shows the sum of weightage suggested by respondents for all 36 key aspects under all seven Criteria. The weightage given in the manual was 1000. The sum of weightage for all key aspects from 27 (60.00 percent) respondents was 1000. The sum of weightage was 687 to 990 from 17 (37.78 percent) respondents and the sum of 1070 from a (2.22) respondent. So it can be concluded that the sum of weightage for all 36 key aspects under all seven Criteria was 1000 from most respondents, whereas the sum of 687 to 990 from many respondents; and the sum of 1070 from a few respondents.

4.5.3.8 Overall feedback and suggestions about All Criteria and Manual

Overall feedback and suggestions about all criteria the Manual along with Schedule for AA of TEIs given below:

- The schedule for AA of TEI was ok, good, satisfactory, appropriate, perfect, required, positive and well prepared
- The schedule was supportive for quality improvement
- The schedule for AA was convenient with TEI and Peer Team.
- Agreed with the present procedure for AA of TEI
- The criteria and weightage for Assessment and Accreditation of TEIs had to be redesigned to visit TEIs.
- The NAAC had made efforts to revise the schedule, criteria, and weightage on feedback and suggestions given by various teachers and institutions.
- Duration for Peer Team visit of TEI should be for three days in order to observe the practice teaching, which reflects on the efforts made by the TEI to train student-teacher
- Minor adjustment to be allowed in the time schedule. The actual time schedule should be submitted along with the report.

- AA should be continued by NAAC for TEI also. Other agencies are not competent to assess TEI. Online and e-content/ digitalised processes will make the process of AA more complex and technical.
- Five years is a long gap. It should be every three years.
- The choice should be given to colleges for making their schedule in academic work.
- One-shot assessment with pre-information should be sudden.
- The key aspect 'Best practices' was vague
- There were so many repetitions in key Aspects. Repeated and overlapping key aspects should be removed.
- Identification of the qualities of competent, committed, compassionate, creative and caring teachers was required. Methods for the inculcation of those qualities in the college needed to be drawn out.
- At the end of bullet points written by the Peer Team on each criterion, NAAC and TEIs should be able to get the overall view of the Peer Team. It would be helpful to correlate the final score aggregate to the TEIs.
- The grading pattern should be 0-100 instead of 0-4 credit
- Consolidated reports and documents must be verified manually
- The schedule prepared by NAAC is appropriate, but it had to be followed strictly or else the Peer Team should make sure that everything is assessed.
- The schedule became very hectic as the time overlapped with school visit, cultural programme, and meetings with the parent, students, alumni etc. It took a lot of time to check files, which resulted in overlapping. They should strictly follow the schedule.
- A process is not proof of corruption and malpractices.
- The TEIs should receive more support and amount to fulfill their needs about the AA process.
- Expenses are high, which could be reduced based on state. Excellent-ranker institutions must get a special incentive in form of government grants.
- Despite making proper arrangements to suit a highly qualified visiting team, having taken care of their essential needs, there was a demand during the second cycle. "Each one of the TEI should be paid not less than Rs. 20,000/-."