CHAPTER- V
FINDINGS, SUGGESTIONS AND DISCUSSION

5.0   INTRODUCTION

Objective-wise findings of the study are presented in this chapter. Findings are categorised in four main aspects- accreditation status, comparison of the CGPA for different types of TEIs, relationship amongst CGPA of the Criteria for different types of TEIs, observations of Peer Team Reports and responses of Assessors and stakeholders. The researcher provided suggestions and discussed findings.

Note: 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

5.1 FINDINGS OF ACCREDITATION STATUS

The findings of the objective no. 1 are present as follow.

5.1.1 Findings of different types of TEIs Accredited in Gujarat out of all TEIs

1. The study found that from all 315 TEIs, some (18.10 percent) TEIs had undergone the NAAC assessment and were accredited with grades, which included few Urban (9.52 percent), Rural (8.57 percent), GIA (9.84 percent) and SF (7.94 percent) TEIs, whereas a few (0.32 percent) government TEIs.

2. The study revealed that majority of the TEIs remained to be assessed by NAAC, where GIA TEIs had undergone the NAAC assessment and were accredited with grades were more, and government TEIs were very less in comparison amongst all types TEIs. So, the government TEIs had to assess more. The study found that from different types of TEIs, some Urban TEIs (21.28 percent) out of 141, Rural TEIs (15.52 percent) out of 174, and government (16.66 percent) TEIs out of six had undergone the NAAC assessment and were accredited with grades.

3. Majority of GIA TEIs (75.61 percent) out of 41 and a few SF TEIs (9.33 percent) out of 268 had undergone the NAAC assessment and were accredited with grades. The study revealed that majority of the TEIs remained to be assessed by NAAC from every type of TEIs, where TEIs from GIA TEIs had undergone the NAAC assessment and were accredited with grades were more, and the TEIs from SF TEIs was very less in comparison amongst all types of TEIs. So, the SF TEIs had to undergo more assessment by NAAC.

4. The study found that some (16.66 percent) government TEIs had undergone the NAAC assessment and were accredited with grades, which included half (50.00 percent) Urban government TEIs out of two and none (00.00 percent) Rural government TEIs out of four. The study revealed that Urban government TEIs had undergone the NAAC assessment and were accredited with average grades, whereas Rural government TEIs were none compared to all government types of TEIs. So, all the Rural government TEIs had to undergo more assessment by NAAC.

5. Majority (75.61 percent) of GIA TEIs had undergone the NAAC assessment and were accredited with grades, which included majority (66.67 percent) Urban GIA TEIs and all (100 percent) Rural GIA TEIs. It revealed that in comparison amongst all GIA types of TEIs, all the Rural GIA TEIs assessed and accredited by NAAC,

whereas many Urban GIA TEIs were remained to be assessed by NAAC. So, many Urban GIA TEIs remained to undergo the assessment by NAAC.

6. The study found that few (9.33 percent) SF TEIs had undergone the NAAC assessment and were accredited with grades, which included few Urban SF TEIs (8.26 percent) and Rural SF TEIs (10.06 percent). It revealed that in comparison amongst all SF types of TEIs, the NAAC assessed and accredited Urban, and Rural SF TEIs were few. So, majority of Urban and Rural SF TEIs remained to assess by NAAC.

5.1.2 Findings of Grade-wise distribution of all Accredited TEIs of Gujarat

7. Majority of the TEIs (80.70 percent) were accredited with grade 'B', some of the TEIs (14.04 percent) accredited with grade 'C' and a few of the TEIs (5.26 percent) accredited with grade 'A'. It revealed that a few TEIs had high quality, and majority of the TEIs had quality at an average level, whereas some of the TEIs had low quality. So, the 'B' grade accredited TEIs had scope for quality improvement and achievement of higher grade 'A'. Some 'C' grade accredited TEIs were required to make more efforts for quality improvement.

5.1.3 Findings of Grade-wise distribution of different types of TEIs of Gujarat

8. Most (52.63 percent) Urban, many (47.37 percent) Rural, most (56.14 percent) GIA, and many (43.86 percent) SF TEIs were accredited by NAAC out of 57. A few (5.26 percent) Urban and GIA accredited with grade 'A', whereas Rural TEIs or SF TEIs were none (0.00 percent). Many (40.35 percent) Urban, Rural, GIA and SF TEIs were accredited with grade 'B'. Few (7.02 percent) Urban and Rural TEIs, some (18.75 percent) GIA TEIs, and few (8.00 percent) SF TEIs accredited with grade 'C'. The study found that only Urban and GIA TEIs were accredited with grade 'A', while the Rural and SF TEIs were not accredited with grade 'A'. So, efforts for quality improvements were needed for the Rural and SF TEIs. Majority and equal of the TEIs from all types of TEIs, i.e. Urban, Rural, GIA and SF TEIs, were graded with 'B'. So, the quality existence from the perspective of NAAC accreditation was at an average level and equal in all types of TEIs. The 'C' graded Urban, Rural, GIA and SF TEIs were less, where more efforts for quality improvement were required to make from GIA TEIs.

9. The study found that the 'A' graded TEIs included few Urban TEIs (10.00 percent) out of 30 and few (9.38 percent) GIA TEIs out of 32, whereas none (0.00 percent) Rural TEIs out of 27 and none (0.00 percent) SF TEIs out of 25. The 'B' graded

TEIs included majority Urban TEIs (76.67 percent) out of 30, Rural TEIs (85.19 percent) out of 27, GIA TEIs (71.88 percent) out of 32 and SF TEIs (92.00 percent) out of 25. The 'C' graded TEIs included few Urban TEIs (13.33 percent) out of 30, and SF TEIs (8.00 percent) out of 25; and some (14.81 percent) Rural TEIs out of 27 and GIA TEIs (18.75 percent) out of 32. The study found that the Urban and GIA TEIs were accredited with grade 'A', even though less number, whereas the Rural and SF TEIs were none. So, majority of Urban and GIA TEIs and all Rural and SF TEIs were needed to do efforts to get 'A' grade in NAAC accreditation. Majority TEIs from all types were accredited with grade 'B', where the SF TEIs were more, and GIA TEIs were less from respective types of TEIs. So, majority TEIs from all the types of TEIs had scope to achieve the higher grade 'A. Rural and GIA TEIs were more than the Urban and SF TEIs with grade 'C'. So, Urban and SF TEIs were required to make more efforts for quality improvement and achieve a higher grade.

10. Many (29.82 percent) TEIs from HNGU, Patan; some TEIs from GU, Ahmedabad (24.56 percent); and SU, Rajkot (15.79 percent); few (10.53 percent) TEIs from SPU, Vallabh Vidyanagar; and VNSGU, Surat; and a few TEI from KSV, Gandhinagar (1.75 percent); KSKVKU, Kachchh (5.26 percent); and MKBU, Bhavnagar (1.75 percent) were accredited by NAAC. A few TEIs from HNGU, Patan (3.51 percent); and SU, Rajkot (1.75 percent) were 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 (17.54 percent); and HNGU, Patan (22.81 percent); few (10.53 percent) TEIs from SPU, Vallabh Vidyanagar; SU, Rajkot; and VNSGU, Surat; and a few TEIs from KSV, Gandhinagar (1.75 percent); KSKVKU, Kachchh (5.26 percent); and MKBU, Bhavnagar (1.75 percent) were accredited with grade 'B'. Few (7.02 percent) TEIs from GU, Ahmedabad; and a few (3.51 percent) TEIs from HNGU, Patan; and SU, Rajkot were accredited with grade 'C', whereas none TEI from KSV, Gandhinagar; KSKVKU, Kachchh; MKBU, Bhavnagar; SPU, Vallabh Vidyanagar; and VNSGU, Surat. The study revealed the highest numbers of TEIs were accredited from HNGU, Patan, whereas least from KSV, Gandhinagar and MKBU, Bhavnagar. All the TEIs had scope for quality improvement and achievement of a higher grade. The HNGU, Patan assessed more TEIs than other Universities and had more 'A' and 'B' graded

TEIs, while least 'C' graded TEIs. The study revealed that the least number of 'B' graded TEIs were from KSV, Gandhinagar and MKBU, Bhavnagar, while GU, Ahmedabad had more 'C' graded TEIs. So, KSV, Gandhinagar; MKBU, Bhavnagar, and GU, Ahmedabad needed to improve quality and achieve a higher grade.

5.1.4 Findings of Criterion-wise and overall CGPA of Accredited TEIs of Gujarat

11. The study found that the mean of overall CGPA for all 57 TEIs of Gujarat state was grade 'B' and the quality of TEIs in Gujarat state during April 2007 to March 2015 was at the grade 'B', which needed quality improvement

12. Comparison amongst the mean calculation of CGPA for all seven criteria of all TEIs found that the 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). It revealed that the quality of all TEIs for criterion-V: Student Support and Progression was better, whereas criterion-III: Research, Consultancy and Extension needed improvement compared to other criteria. The study found that the mean of overall CGPA for all Urban TEIs of Gujarat state was at the grade 'B'. So, the quality of accredited all Urban TEIs in Gujarat state from April 2007 to March 2015 was at the grade 'B', which needed quality improvement. Comparison amongst the overall mean calculation of CGPA for all seven criteria of all Urban TEIs found that the criterion-II: Teaching-Learning and Evaluation indicated the highest mean of overall CGPA (2.57) and the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA (2.10). It revealed that the quality of all Urban TEIs for criterion-II: Teaching-Learning and Evaluation was better, whereas criterion-III: Research, Consultancy and Extension needed quality improvement compared to other criteria.

13. The study found that the mean of overall CGPA for all Rural TEIs of Gujarat state was at the grade 'B'. So, the quality of accredited all rural TEIs in Gujarat from April 2007 to March 2015 was at the grade 'B', which needed quality improvement. Comparison amongst the mean calculation of CGPA for all seven criteria of all Rural TEIs found that the criterion-V: Student Support and Progression indicated the highest mean of overall CGPA (2.52) and the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA (1.88). It revealed that the quality of all Rural TEIs for criterion-V: Student

Support and Progression was better, whereas less for criterion-III: Research, Consultancy and Extension, which needed quality improvement compared to other criteria.

14. The study found that the mean of overall CGPA for all GIA TEIs of Gujarat state was at the grade 'B'. So, the quality of accredited all GIA TEIs in Gujarat from April 2007 to March 2015 was at the grade 'B', which needed quality improvement. Comparison amongst the overall mean calculation of CGPA for all seven criteria of all GIA TEIs found that the criterion-II: Teaching-Learning and Evaluation; and criterion-V: Student Support and Progression indicated the highest mean of overall CGPA (2.52) and the criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA (2.01). It revealed that the quality of all GIA TEIs for criterion-II: Teaching-Learning and Evaluation; and criterion-V: Student Support and Progression were better, whereas less for criterion-III: Research, Consultancy and Extension, which needed quality improvement in comparison to other criteria.

15. The study found that the mean of overall CGPA for all SF TEIs of Gujarat state was at the grade 'B'. So, the quality of accredited all SF TEIs in Gujarat state from April 2007 to March 2015 was at the grade 'B', which needed improvement. Comparison amongst the mean calculation of CGPA for all seven criteria of all SF TEIs found that the criterion-IV: Infrastructure and Learning Resources indicated the highest mean of overall CGPA (2.61) and criterion-III: Research, Consultancy and Extension indicated the lowest mean of overall CGPA (1.97). It revealed that the quality of all SF TEIs for criterion-IV: Infrastructure and Learning Resources was better, whereas less for criterion-III: Research, Consultancy and Extension, which needed quality improvement compared to other criteria.

5.1.5 Findings of the highest and lowest mean of overall CGPA of different types of TEIs

16. The study found that the Urban TEIs indicated the highest mean of overall CGPA (2.44), and Rural TEIs indicated the lowest mean of overall CGPA (2.29), which revealed that the quality of Urban TEIs was better, whereas the Rural TEIs needed quality improvement in comparison to other criteria.

17. The study revealed that the highest mean of highest overall CGPA 2.61 indicated for criterion-IV: Infrastructure and Learning Resources for SF TEIs, whereas the lowest mean of highest overall CGPA 2.52 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 highest overall CGPA revealed that all SF TEIs for criterion-IV: Infrastructure and Learning Resources had better quality, whereas other TEIs needed quality improvement. Compared to other criteria, the Rural and GIA TEIs needed quality improvement in criterion-V: Student Support and Progression and GIA TEIs needed in criterion-II: Teaching-Learning and Evaluation.

18. The study revealed that the mean of lowest overall CGPA indicated for criterion-III: Research, Consultancy and Extension for all types of TEIs in comparison to other criteria for all types of TEIs. The criterion-III: Research, Consultancy and Extension was needed quality improvement, whereas the Rural TEIs indicated the requirement of more quality improvement than other types of TEIs.

5.1.6 Findings of the number of Assessors:

19. The study found that majority (87.72 percent) TEIs of Gujarat out of 57 (100.00 percent) had a team of three Assessors, whereas few (12.28 percent) TEIs had only two Assessors, i.e., Chairperson and Member Coordinator.

20. The study revealed 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 (100.00 percent) Assessors, most (55.56 percent) assessed one TEIs, some (18.52 percent) Assessors assessed two TEIs, and few Assessors assessed three TEIs (12.35 percent) and four TEIs (6.17 percent). A few (2.47 percent), (1.23 percent), (2.47 percent), and (1.23 percent) Assessors had assessed five, six, seven and nine TEIs out of 57 TEIs, respectively.

5.2 FINDINGS OF THE COMPARISON OF THE CGPA FOR DIFFERENT TYPES OF TEIs

The findings of the objective no. 2 to 15, followed by hypothesis no. 1 to14 are present as follow.

5.2.1 Findings of the comparison of the CGPA for Urban and Rural area TEIs

1. No significant difference was found between the mean scores of CGPA on all seven criteria and overall CGPA for Urban and Rural TEIs. The Urban or Rural regions of TEIs have no impact on the CGPA of TEIs in all seven criteria and Overall CGPA.

5.2.2 Findings of the comparison of the CGPA for Grant-in-Aid and Self-financed TEIs

2. No significant difference was found 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. Significant difference was found 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. The SF TEIs were found to perform higher than the GIA TEIs in the Infrastructure and Learning Resources criterion.

5.2.3 Findings of the comparison of the CGPA for Cycle-1 and Cycle-2 accredited TEIs

3. No significant difference was found 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. A significant difference was found 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. The Cycle-2 TEIs were found performing 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.

5.2.4 Findings of the comparison of the CGPA for Urban Grant-in-Aid and Urban Self-Financed TEIs

4. No significant differences was found 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. A significant difference was found 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. The Urban SF TEIs were found performing higher than the Urban GIA TEIs in the Infrastructure and Learning Resources criterion for Urban GIA and Urban SF TEIs.

5.2.5 Findings of the comparison of the CGPA for Rural Grant-in-Aid and Rural Self-Financed TEIs

5. No significant difference was found between the mean scores of CGPA on all seven criteria as well as overall CGPA for Rural GIA and Rural SF TEIs. The Rural GIA or Rural SF TEIs have no impact on CGPA of TEIs in all seven criteria as well as Overall CGPA.

5.2.6 Findings of the comparison of the CGPA for Grant-in-Aid Urban and Grant-in-Aid Rural TEIs

6. No significant difference was found between the mean scores of CGPA on all seven criteria as well as overall CGPA for GIA Urban and GIA Rural TEIs. The GIA Urban or GIA Rural TEIs have no impact on CGPA of TEIs in all seven criteria as well as Overall CGPA.

5.2.7 Findings of the comparison of the CGPA for Self-Financed Urban and Self-Financed Rural TEIs

7. No significant difference was found between the mean scores of CGPA on all seven criteria as well as overall CGPA for SF Urban and SF Rural TEIs. The SF Urban or SF Rural TEIs have no impact on CGPA of TEIs in all seven criteria as well as Overall CGPA.

5.2.8 Findings of the summary of t-values of CGPA for different Criteria and Overall CGPA of All Types of TEIs

8. The Urban SF and all SF have found higher CGPA than the Urban GIA and all GIA TEIs for Infrastructure and Learning Resources criterion.

9. The Cycle-2 accredited TEIs have found 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.

10. The Cycle-2 TEIs, Urban SF, and all SF have found a higher impact on CGPA than the Cycle-1, Urban GIA and all GIA TEIs.

5.3 FINDINGS OF THE RELATIONSHIP AMONGST CGPA OF THE CRITERIA FOR DIFFERENT TYPES OF TEIs

The findings of the objective no. 16 to 29, followed by hypothesis no. 15 to28 are present as follow.

5.3.1 Findings of the relationship amongst the Seven Criteria and Overall CGPA for all TEIs

1. Very high positive and significant correlations were found amongst the seven criteria based on CGPA, and the correlation between seven criteria and Overall CGPA for all TEIs. Very high positive and significant correlations were found between Curricular Aspects and Governance and Leadership (+0.81); Teaching-Learning and Evaluation and Overall CGPA (+0.89); Governance and Leadership and Overall CGPA (+0.84); and Curricular Aspects and Overall CGPA (+0.81) 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. The CGPA for Curricular Aspects; Teaching- Learning and Evaluation; and Governance and Leadership for all TEIs had shown mutually very high positive relationships in the CGPA of Governance and Leadership; Overall CGPA; and Overall CGPA, respectively for all TEIs.

5.3.2 Findings of the relationship amongst the Seven Criteria and Overall CGPA for Urban TEIs

2. Very high positive and significant correlations were found between criterion Curricular Aspects with criterion Research, Consultancy and Extension (+0.83), Governance and Leadership (+0.84) and Innovative Practices (+0.83) for Urban TEIs. It indicated that the CGPA for Curricular Aspects for Urban TEIs had shown mutually very high positive relationships in the CGPA for Research, Consultancy and Extension; Governance and Leadership; and Innovative Practices for Urban TEIs.

3. Very high positive and significant correlations were found between Overall CGPA for Urban TEIs with criterion Curricular Aspects (+0.84), Teaching- Learning and Evaluation (+0.87), Student Support and Progression (+0.84), Governance and Leadership (+0.89) and Innovative Practices (+0.82) for Urban TEIs. A significant correlation was not found between criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension (+0.41) for Urban TEIs. 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. The CGPA for Curricular Aspects, Teaching- Learning and Evaluation, Student Support and Progression, Governance and Leadership and Innovative Practices for Urban TEIs had shown mutually very high positive relationships in the Overall CGPA for Urban TEIs.

5.3.3 Findings of the relationship amongst the Seven Criteria and Overall CGPA for Rural area TEIs

4. Very high positive and significant correlations were found between criterion Teaching- Learning and Evaluation and Overall CGPA (+0.94); and Governance and Leadership and Overall CGPA (+0.89) 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. The study found that the CGPA for Teaching- Learning and Evaluation; and Governance and Leadership for Rural TEIs had shown mutually very high positive relationships in the Overall CGPA for Rural TEIs.

5. Negligible and not significant correlation values were found between Research, Consultancy and Extension with Innovative Practices (+0.05); Student Support and Progression (+0.10); and Infrastructure and Learning Resources (+0.17) for Rural TEIs. The CGPA for Research, Consultancy and Extension for Rural TEIs had shown mutually negligible and not significant relationships in the CGPA for Innovative Practices; Student Support and Progression; and Infrastructure and Learning Resources for Rural TEIs.

5.3.4 Findings of the relationship amongst the Seven Criteria and Overall CGPA for GIA TEIs

6. Very high positive and significant correlations were found between criterion Curricular Aspects with criteria Research, Consultancy and Extension (+0.82); Governance and Leadership (+0.82); and Innovative Practices (+0.82) for GIA

TEIs. The study found that the CGPA for Curricular Aspects for GIA TEIs had shown mutually very high positive relationships in the CGPA for Research, Consultancy and Extension; Governance and Leadership; and Innovative Practices for GIA TEIs.

7. Very high positive and significant correlations were found between Overall CGPA for GIA TEIs with criteria Teaching- Learning and Evaluation (+0.89); Governance and Leadership (+0.89); and Curricular Aspects (+0.83) for GIA TEIs. A significant correlation is not found only between criterion Teaching-Learning and Evaluation and criterion Research, Consultancy and Extension (+0.43) for GIA TEIs. The CGPA for Curricular Aspects; Teaching- Learning and Evaluation; Governance and Leadership and Curricular Aspects for GIA TEIs had shown mutually very high positive relationships in the Overall CGPA for GIA TEIs. So the criterion Teaching- Learning and Evaluation; Governance and Leadership; and Curricular Aspects are the key-factor criteria for the NAAC gradation for Urban TEIs, whereas criterion Teaching-Learning and Evaluation and Research, Consultancy and Extension are moderate factor criterion for the NAAC gradation for GIA TEIs.

5.3.5 Findings of the relationship amongst the Seven Criteria and Overall CGPA for SF TEIs

8. Very high positive and significant correlations were found between Teaching-Learning and Evaluation and Overall CGPA (+0.94); Curricular Aspects and Overall CGPA (+0.82); and Governance and Leadership and Overall CGPA (+0.82) for SF TEIs. So the Teaching- Learning and Evaluation, Curricular Aspects, and Governance and Leadership are the key-factor criteria for the NAAC gradation for SF TEIs. The CGPA for Teaching- Learning and Evaluation; Curricular Aspects; and Governance and Leadership for SF TEIs had shown mutually very high positive relationships in the Overall CGPA for SF TEIs.

9. Negligible and not significant correlation values were found between Research, Consultancy and Extension and Governance and Leadership (+0.15); and Research, Consultancy and Extension and Innovative Practices (+0.19), whereas a negative correlation was found between Research, Consultancy and Extension and Student Support and Progression (-0.01) for SF TEIs. So the criterion Research, Consultancy and Extension is a negligible factor criterion for the NAAC gradation for SF TEIs. The CGPA for Research, Consultancy and Extension for SF TEIs had

shown mutually a negligible and not significant relationship in the CGPA for Governance and Leadership; and Innovative Practices for SF TEIs. The CGPA Research, Consultancy and Extension for SF TEIs had shown mutually a negative and not significant relationship in the CGPA for Student Support and Progression for SF TEIs.

5.3.6 Findings of the relationship amongst the Seven Criteria and Overall CGPA for Cycle-1 accredited TEIs

10. Very high positive and significant correlations were found between Teaching-Learning and Evaluation, and Overall CGPA (+0.91); and Governance and Leadership, and Overall CGPA (+0.82) 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. So the CGPA for Teaching- Learning and Evaluation; and Governance and Leadership for Cycle-1 accredited TEIs had shown mutually a very high positive relationship in the Overall CGPA for Cycle-1 accredited TEIs.

11. Negligible and not significant correlations values were found between Research, Consultancy and Extension and Student Support and Progression (+0.15); and Research, Consultancy and Extension and Innovative Practices (+0.16) 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. The CGPA for Research, Consultancy and Extension for Cycle-1 accredited TEIs had shown a mutually negligible and not significant relationship in the CGPA for Student Support and Progression; and Innovative Practices for Cycle-1 accredited TEIs.

5.3.7 Findings of the relationship amongst the Seven Criteria and Overall CGPA for Cycle-2 accredited TEIs

12. Very high positive and significant correlations were found between Teaching-Learning and Evaluation and Overall CGPA (+0.89); Student Support and Progression and Overall CGPA (+0.86); and Teaching- Learning and Evaluation and Research, Consultancy and Extension (+0.82) for Cycle-2 accredited TEIs. So the Teaching-Learning and Evaluation; and Student Support and Progression are the key-factor criteria for the NAAC gradation for Cycle-2 accredited TEIs. The study revealed that the CGPA for Teaching- Learning and Evaluation; and Student

Support and Progression for SF TEIs had shown mutually very high positive relationship in the Overall CGPA for SF TEIs.

13. Negligible and not significant correlations were found between Infrastructure and Learning Resources with criteria Research, Consultancy and Extension (+0.02); and Student Support and Progression (+0.13), whereas a negative correlation was found between Infrastructure and Learning Resources and Governance and Leadership (-0.11) for Cycle-2 accredited. So the criterion Infrastructure and Learning Resources is a negligible factor criterion for the NAAC gradation for Cycle-2 accredited TEIs. The CGPA for Teaching-Learning and Evaluation for Cycle-2 accredited TEIs had shown a mutually very high positive relationship in the CGPA for Research, Consultancy and Extension for Cycle-2 accredited TEIs. The study revealed that the CGPA for Infrastructure and Learning Resources for Cycle-2 accredited TEIs had shown mutually negligible and not significant relationships in the CGPA for Student Support and Progression; and Research, Consultancy and Extension for Cycle-2 accredited TEIs. The CGPA for Infrastructure and Learning Resources for Cycle-2 accredited TEIs had shown a mutually negative and not significant relationship in the CGPA for Governance and Leadership for Cycle-2 accredited TEIs.

5.4   FINDINGS OF OBSERVATIONS OF PEER TEAM REPORTs

The findings of the objective no. 30 are present as follow. The findings included the key aspect-wise observations, overall analysis of SWOC and recommendations for Quality Enhancement of the Institution.

5.4.1 Findings of the Criterion- I: Curricular Aspects

Findings of the Key Aspect No. 1.1 Curricular Design and Development

1. Majority (94.54 percent) TEIs followed University prescribed curriculum. Few (10.53 percent) TEIs had stated the curriculum design in tune with NCTE and National Curriculum Framework- 2005. A few (1.75 percent) TEIs responded to the curriculum design meeting to national and global issues. A few (3.51 percent) TEIs used ICT in Curriculum planning.

2. Most (54.39 percent) of the Principal and/ or Teaching Faculty were involved in curriculum development. A few (3.51 percent) TEIs were found to have a limited role, while few (10.53 percent) had no role. Few (7.02 percent) TEIs were found providing suggestions to University for curriculum revision.

3. A few (1.75 percent) TEIs were found having own specially designed curriculum. A few (3.51 percent) TEIs had an activity-based curriculum, while a few (1.75 percent) had to be made.

4. Some (15.79 percent) TEIs introduced Add-on courses. A few (3.51 percent) TEIs found allotting equal marks for theory and practical.

5. A few (1.75 percent) TEIs had tried to evolve modalities for curriculum implementation and organisation of workshops on curriculum development. A few TEIs followed the Semester system (5.26 percent) and CBCS system two (3.51 percent) TEIs.

6. Many (42.11 percent) TEIs organised academic programmes about Goals, Objectives, Vision and Mission. A few (5.26 percent) TEIs clearly defined their objectives, whereas a few (5.26 percent) TEIs needed to be articulated proper Vision.

7. The curriculum was revised by a few (3.51 percent) TEIs after getting feedback; and a few (1.75 percent) periodically renewed the curriculum according to the changing needs of schools.

Findings of the Key Aspect No. 2.1.2 Academic Flexibility

8. A few (3.51 percent) TEIs followed the rules and regulations of affiliating University; and a few (3.51 percent) TEIs followed University prescribed procedures for admission, fees, teacher qualification and salary.

9. Some (14.04 percent) TEIs offered programmes other than B. Ed.; few (8.77 percent) institutions offered M. Ed.; and a few (1.75 percent) offered PTC too, whereas few (7.02 percent) institutions did not offer other programmes.

10. Few (10.53 percent) TEIs followed the annual system, while the other few (12.28 percent) followed the Semester system.

11. Few (8.77 percent) institutions had curriculum flexibility, whereas some (15.79 percent) TEIs had limited flexibility.

12. A few (1.75 percent) TEIs ensured the inclusion of inter-disciplinary and multi-disciplinary courses in the curriculum, while another a few (1.75 percent) TEIs provided core, core electives and foundations courses.

13. A few (3.51 percent) TEIs offered five foundation courses and a few (1.75 percent) TEIs offered Computer science as a foundation course.

14. Most (56.14 percent) TEIs offered electives, where many (26.32 percent) TEIs offered one, two, three, four and five electives.

15. Many (38.60 percent) PTRs mentioned offering methods for choice by TEIs.

16. Some (15.79 percent) TEIs offered optional papers.

17. A few (1.75 percent) PTR indicated SCOPE as an Add-on course, while few (7.02 percent) TEIs did not introduce any Add-on course. Value-added courses or programmes were organised by a few (5.26 percent) TEIs, but some (19.30 percent) were not offered.

18. Few (10.53 percent) PTRs mentioned Gujarati and/ Hindi and/ English as a language for examination.

19. Most (54.39 percent) PTRs mentioned TEIs 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 (8.77 percent) TEIs needed to be used Multiple strategies to impart teaching and practice teaching.

Findings of the Key Aspect No. 2.1.3: Feedback on Curriculum

20. Majority (96.49 percent) TEIs obtained feedback on curriculum, while a few (3.51 percent) TEIs had no mechanisms for obtaining feedback.

21. Some (14.04 percent) TEIs informally obtained feedback, while a few (1.75 percent) obtained in formal ways. A few (1.75 percent) TEIs obtained feedback through reports, open sessions, suggestion box, where a few (3.51 percent) TEIs were obtained in form of a formatted questionnaire. A few (5.26 percent) TEI obtained feedback regularly, while some (14.04 percent) TEIs had to be formalised mechanisms for obtaining feedback yet.

22. A few (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 practices needed to be further balanced; on campus resources existed to make transactions multi-disciplinary; and Viva-voce conducted at the end of every year. Some (14.04 percent) TEIs discussed feedback in staff meetings.

23. 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. Few (12.28 percent) TEIs analysed feedback, whereas

few (7.02 percent) did not analyse. Many (31.58 percent) TEIs forwarded or communicated feedback to BOS in the University.

24. Each (1.75 percent) 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.

25. A few (3.51 percent) TEIs had participated Teacher educators in the curriculum revision, whereas school principals and the teacher educators from a few (1.75 percent) TEIs were not sitting together to design a need-based curriculum.

26. Some (15.79 percent) TEIs used feedback in curriculum transactions; a few (1.75 percent) had just initiated, whereas few (7.02 percent) did not use it.

27. Many (31.58 percent) TEIs obtained feedback from all Stakeholders. Most (57.89 percent) TEIs obtained feedback from Students; some TEIs obtained feedback from Teachers (19.30 percent), Alumni (14.04 percent) and Practice Teaching Schools (14.04 percent); few TEIs obtained feedback from Head Masters (12.28 percent) and Teaching Faculty (7.02 percent); and a few TEIs obtained feedback from Employers (5.26 percent), Parents (5.26 percent) and Academic Peers (3.51 percent). A few (1.75 percent) and (5.26 percent) TEIs did not obtain feedback from Alumni and Parents; and Students and Employers, respectively.

Findings of the Key Aspect No. 2.1.4 Curriculum Update

28. Majority (87.72 percent) TEIs revised curriculum, whereas many (38.60 percent) TEIs had revised curriculum by their affiliating University. A few (5.26 percent) TEIs had no freedom to revise and update the syllabus of courses but depended on University only.

29. Most (59.65 percent) TEIs revised the curriculum in the specific year i.e. 2003, 2004, 2006, 2007, 2008, 2010, 2011 and 2012. Some (24.56 percent) TEIs made periodical revisions to the curriculum.

30. A few (1.75 percent) 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.

31. A few (1.75 percent) TEIs had each role in curriculum revision, i.e. active staff participation 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.

32. A few (1.75 percent) 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.

33. Many (33.33 percent) TEIs had specified each specific aspect of curriculum revision, in particular the PTR of TEI. A few (3.51 percent) TEIs had CBCS and Semester systems introduced.

34. A few (1.75 percent) PTRs mentioned specific aspects of curriculum revision in each TEI i.e. 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 the number of lessons from 30 to 20 in each subject; added viva voce and more lessons to practicum; practice of contact with alumni; and teachers from nearby colleges.

35. Some (22.81 percent) PTRs had noted each of the observations for each TEI about 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'.

Findings of the Key Aspect No. 2.1.5 Best Practices in Curricular Aspects

36. Majority (82.46 percent) PTRs mentioned the application of best practices in Curricular Aspects. Best practices in Curricular Design & Development were involvement of Principal and Teaching Faculty in BOS for curriculum

development process found in few (7.02 percent) TEIs; Semester System and credit system, and Technology & Soft Skills as Core subject in a few (1.75 percent) TEIs.

37. The best Practices for key aspect Academic Flexibility were like- few (7.02 percent) TEIs provided adequate flexibility in the transaction of the curriculum; few (12.28 percent) TEIs offered ICT and Computer Application in Education a subject in all the courses of study; and a few (5.26 percent) TEIs offered Computer Education as an optional or compulsory subject.

38. A few (1.75 percent) 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.

39. Some (22.81 percent) 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.

40. The best practices for key Aspect Feedback on Curriculum by a few (1.75 percent) 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; 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; and Incorporation of every detail of the college on its website.

41. The best practices for key aspect Curriculum Update by a few (1.75 percent) TEIs were introducing Yoga and ICT; and organising a seminar on curriculum preparation.

42. Few (7.02 percent) TEIs had prepared an additional curriculum to enhance quality; and strengthened the teaching by Simulated and Microteaching, introducing Communication Skills and using ICT and made efforts for innovations in teaching.

43. Some (21.05 percent) TEIs did not implement best practices in Curricular Aspects.

Findings of the Institutional Strengths for Criterion- I: Curricular Aspects

44. A few (1.75 percent) TEIs did good work organising instructions in Hindi, Gujarati and English, and a few (1.75 percent) TEIs had carried out regular curriculum revision

Findings of the Institutional Weaknesses for Criterion- I: Curricular Aspects

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

46. Few (7.02 percent) TEIs had limited Elective subjects/ choice of subjects. A few (1.75 percent) TEIs did not take initiatives for add-on courses, did not introduce new programmes, and did not introduce short-term orientation courses.

Findings of the Institutional Opportunities for Criterion- I: Curricular Aspects

47. Some (15.79 percent) TEIs had opportunity to start M.Ed. programme as well as other programmes. Some (17.54 percent) 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.

48. A few (1.75 percent) 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.

49. Principal of a few (1.75 percent) TEIs were 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 (1.75 percent) TEIs had opportunity for more academic initiative with educational institutions at State and National levels.

50. A few (1.75 percent) TEIs had opportunity for quality improvement of curriculum transactions.

51. A few (1.75 percent) TEIs had the opportunity to render operational curriculum appropriately in emerging demands on school education and the emerging national and global concerns.

Findings of the Institutional Challenges for Criterion- I: Curricular Aspects

52. A few (1.75 percent) TEIs had challenge for reviving P.G. Programmes. Few (12.28 percent) TEIs had challenges in introducing new courses in Teacher Education like B.Ed. programme in English medium, M.Phil. and Ph.D.

53. Few (12.28 percent) TEIs had challenges for introducing Add-on courses, which included more Add-on courses, job-oriented and Diploma courses. Few (8.77 percent) TEIs had a challenge for introducing value-added courses, including innovative skill-based value-added courses, value-added courses relevant to the rural context, and the introduction of a graduate course. Few (7.02 percent) TEIs had a challenge to use potential alumni and public support to introduce value-added and add-on courses for further professional development of student-teachers. A few (1.75 percent) 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 (3.51 percent) TEIs had challenges organising INSET programmes and activating SCOPE programmme.

54. Few (7.02 percent) TEIs had challenges in utilsing feedback to improve different aspects of curriculum and training. A few (1.75 percent) TEIs had challenges for enhancing quality in curriculum transaction and developing life skills and soft skills among the students. A few (1.75 percent) TEIs had challenge for upgradation of the Curriculum to be in tune with the National Curriculum Framework of Teacher Education.

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

55. A few (1.75 percent) 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 (1.75 percent) 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 (1.75 percent) TEIs were to be included interdisciplinary and multidisciplinary aspects in the curriculum.

56. Many (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 few (8.77 percent) TEIs; B.Ed., programme in English medium in a few (1.75 percent) TEIs.

57. Few (5.26 percent) TEIs could be initiated M.Ed. Programme, where a few (1.75 percent) TEIs were recommended for introduction immediately. A few (3.51 percent) TEIs were to be introduced Job-oriented Certificate and Diploma courses; short-term career-oriented Diploma courses like Communication skills/ PGDCA (teacher education) might be introduced; and M.Ed. and MA in Education could be started. A few (3.51 percent) TEIs were to be developed as comprehensive college.

58. A few (1.75 percent) TEIs had revised Curriculum, which was needed to be pruned, and some suggestions to be provided to the BOS. Few (12.28 percent) TEIs were needed to be revised Curriculum, where few (8.77 percent) 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 (1.75 percent) TEIs were to be revised curriculum as per the salient features of UGC Model Syllabus of B.Ed.; and a few (1.75 percent) TEIs were to be revised as per global standards.

59. A few (1.75 percent) 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 (1.75 percent) TEIs should offer more Elective Subjects; and to be included a compulsory course on ICT.

5.4.2 Findings of the Criterion- II: Teaching-Learning and Evaluation

Findings of the Key Aspect No. 2.2.1 Admission Process and Student Profile

60. Many (28.07 percent) TEIs were found giving admission as per the norms and guidelines of NCTE, state Government and affiliating universities. Majority (73.68 percent) TEIs had University centralised admission committee.

61. A few (5.26 percent) of the TEIs had an online University centralised admission process. Many (35.09 percent) of the PTRs had noted a transparent admission process. Most (63.16 percent) of the TEIs had been given admission based on merit or weightage of marks at the qualifying examination.

62. Many (36.84 percent) TEIs had wide publicity in newspapers about the admission process. A few (1.75 percent) TEIs were found making specific efforts for

admission, and a few TEIs (1.75 percent) were needed to provide prospectus and academic calendar to students.

63. A few (5.26 percent) TEIs had an online University centralised admission process. Many (35.09 percent) PTRs had noted a transparent admission process. Most (63.16 percent) TEIs gave admission based on merit or weightage of marks at the qualifying examination.

64. Some (14.04 percent) TEIs had allotted a 15 percent management quota in admission. Most (61.40 percent) TEIs had followed reservation policy by the University; few (7.02 percent) TEIs had admitted most of the students from rural areas, and few (12.28 percent) TEIs had catered to access and equity in the admission process. Few (10.53 percent) TEIs were yet to be developed formal profile of students.

Findings of the Key aspect No. 2.2.2 Catering to the Diverse Needs

65. A few (5.26 percent) TEIs followed reservation policy. A few (1.75 percent) TEIs had taken an Aptitude Test of fresher students, whereas some (17.54 percent) TEIs had no such provision for assessment of the knowledge and skill of students. Some (21.05 percent) TEIs had organised orientation/ induction programmes, and a few (3.51 percent) TEIs had Bridge course after admission.

66. A few (5.26 percent) TEIs had practiced inclusiveness, and a few (1.75 percent) TEIs had provided Text material in Braille.

67. Few (8.77 percent) TEIs catered specific provisions to advanced learners; few (12.28 percent) TEIs identified slow learners after admission and given special attention, and few (7.02 percent) TEIs catered specific provisions to slow learners. Some (14.04 percent) TEIs practiced mentoring system. Some (14.04 percent) TEIs provided personal guidance and counselling to slow, weak and disadvantaged students, whereas few (10.53 percent) TEIs did not provide. A few (5.26 percent) TEIs had provision for personal guidance and counselling to students who approach teachers.

68. A few (5.26 percent) TEIs admitted students from diverse religious and economic backgrounds; few (10.53 percent) TEIs had admitted students from different strata, and few (7.02 percent) TEIs had taken care of gender and geographical equity. Few (12.28 percent) PTRs had mentioned that the diverse needs of the students to be addressed by TEI; and few (7.02 percent) TEIs yet to be undertaken measures for meeting the needs of differently-abled students.

69. Few (10.53 percent) TEIs indicated a congenial and conducive academic environment for learning. A few (1.75 percent) TEIs introduced Saptdhara' program, and a few (1.75 percent) TEIs introduced special programmes like PATHDRASTHA, SAPTDHARA, BAUDHI VATIKA and SANGOSHTHI for catering to diverse needs. Few (10.53 percent) TEIs provided exposure to students from various academic and co-curricular activities.

Findings of the Key Aspect No. 2.2.3 Teaching-Learning Process

70. Few (10.53 percent), few (7.02 percent), and a few (1.75 percent) TEIs prepared calendar, teaching plan and Teaching programme in advance, respectively. Few (5.26 percent) TEIs began College activities at 12:00 noon, and few (8.77 percent) TEIs had bilingual classroom interactions.

71. Majority (64.91 percent) TEIs followed the traditional lecture method, and some (15.79 percent) TEIs had used Lecture-cum-discussion method, whereas few (8.77 percent) TEIs were needed to be adopted different teaching strategies and methods. Few (8.77 percent) TEIs paid special attention to the slow learners, and a few (3.51 percent) TEIs facilitated mentoring and peer tutoring to low achievers. Many (26.32 percent) TEIs transacted teaching-learning using modern teaching aids, use of PPT and website enabled. Some (17.54 percent) PTRs observed limited or frequent use of ICT, whereas few (8.77 percent) initiated.

72. Most (61.40 percent) TEIs practiced teaching skills under Microteaching, and few (7.02 percent) TEIs properly organised practice teaching. Few (5.26 percent) TEIs used Microteaching followed by stray lessons, block teaching and Internship in three. Few (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. Some (14.04 percent) TEIs provided teaching skills in micro-teaching through demonstration, stray lessons, block teaching and Internship. Many (26.32 percent) TEIs followed the Internship programmme.

73. Majority (87.72 percent) TEIs had organised active learning and participatory activities. Few (12.28 percent) and (10.53 percent) TEIs used PPT and OHP, respectively. Many (28.07 percent) TEIs were given Assignments, some (21.05 percent) TEIs organised Seminars, some (17.54 percent) TEIs given Project work, few (8.77 percent) TEIs given Book reviews, a few (5.26 percent) TEIs given Action research, a few (5.26 percent) organised Practical activities and a few (3.51 percent) TEIs organised Internship.

74. A few (1.75 percent) 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.

Findings of the Key Aspect No. 2.2.4 Teacher Quality

75. Some (19.30 percent) TEIs had made appointments according to norms, whereas few (8.77 percent) TEIs did not qualify some teachers as per norms. A few (3.51 percent) TEIs had no full-time Principal, and few (5.26 percent) TEIs had most of the Teaching Faculty temporarily, and a few (3.51 percent) TEIs had all ad-hoc or temporary Teaching Faculty. Few (7.02 percent) TEIs had inadequate subject-wise method masters.

76. Teaching Faculty from a few (3.51 percent) TEIs were Resource persons for other institutes like practicing schools and B.Ed. Colleges. Teaching Faculty from few (7.02 percent) TEIs were evident for involvement and commitment to the institution and their work. A few (1.75 percent) TEIs conducted three UGC-funded State level seminars, and a teacher from a few (1.75 percent) TEIs received best teacher awards at State and national levels.

77. Teaching Faculty from few (8.77 percent) TEIs were undergone Orientation Programme and Refresher Course. Some (17.54 percent) TEIs deputed or encouraged Teaching Faculty to participate in Teaching Faculty improvement programmes while Teaching Faculty from many (31.58 percent) TEIs attended enrichment programmes, seminars, conferences and workshops.

78. A few (5.26 percent) TEIs provided leave, financial and other support for the professional meet, whereas few (7.02 percent) TEIs had limited encouragement and support for attending PDP.

79. A few (5.26 percent) TEIs had inadequate and could have been better FDP, and few (8.77 percent) TEIs yet to be initiated the FDP. A few (5.26 percent) TEIs completed minor research projects, i.e., four, two and three with ongoing four.

80. All (100.00 percent) TEIs had 6294 students; majority (96.49 percent) TEIs had 410 permanent Teaching Faculty, whereas many (35.09 percent) TEIs had 73 temporary Teaching Faculty.

81. Majority (82.46 percent) TEIs had 192 Teaching Faculty qualified with Ph.D., whereas three Teaching Faculty had submitted Ph.D. Thesis from a few (3.51 percent) TEIs; and 15 Teaching Faculty pursued Ph.D. from few (10.53 percent) TEIs. Many (28.07 percent) TEIs had 45 Teaching Faculty with M.Phil. degree,

whereas eight Teaching Faculty were pursuing M.Phil. from few (8.77 percent) TEIs.

82. Some (24.56 percent) TEIs had NET/GSET qualified Teaching Faculty.

83. Few (12.28 percent) TEIs had 13 Teaching Faculty qualified as Ph.D. Guide; and a few (3.51 percent) TEIs 10 Teaching Faculty qualified as M.Phil. Guide.

Findings of the Key Aspect No. 2.2.5 Evaluation Process and Reforms

84. Many (29.82 percent) TEIs followed the evaluation system given by University; a few (5.26 percent) TEIs followed an Annual system, and some (17.54 percent) TEIs followed a Semester system.

85. Few (12.28 percent) TEIs practiced external evaluations. Some (14.04 percent) TEIs had 50-50 weightage to internal and external evaluation. Some (17.54 percent) TEIs evaluated students by internal tests and assignments, while few (7.02 percent) TEIs had evaluated internal tests and practical examinations. Many (36.84 percent) TEIs practiced Continuous and Comprehensive Evaluation.

86. Majority (70.18 percent) 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.

87. A few (3.51 percent) TEIs continuously monitored students' progress, and a few (1.75 percent) TEIs provided written and oral guidance to students on their performance. A few (3.51 percent) TEIs used ICT in the evaluation process.

88. Few (8.77 percent) TEIs provided feedback by teachers to students by giving answer scripts. A few (3.51 percent) TEIs identified students' barriers to learning, and a few (1.75 percent) TEIs solved students' barriers by informal discussions.

89. A few (1.75 percent) TEIs tried out 'Self-supervision' as an examination innovation, and a few (1.75 percent) TEIs utilsed OBEX along with routine techniques in internal evaluation. Few (5.26 percent) PTRs raised the need for undertaking examination reforms; a few (1.75 percent) were needed further strengthening internal evaluation process, and a few (3.51 percent) TEIs were required for adopting Innovative and modern evaluation techniques. Some (19.30

percent) TEIs had transparent evaluation processes, and a few (1.75 percent) TEIs needed appropriate evaluation strategies.

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

90. Majority (91.23 percent) TEIs had best practices in Teaching-Learning and Evaluation.

91. A few (1.75 percent) TEIs practiced best practice of transparent admission process; and a few (1.75 percent) TEIs conducted intelligent test for out State candidates.

92. A few (5.26 percent) TEIs provided Internet access to Teaching Faculty and students.

93. The Best Practices for practice teaching by a few (1.75 percent) 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.

94. The Best Practices for learning by a few (1.75 percent) TEIs were 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.

95. Other Best Practices by a few (1.75 percent) TEIs organised an educational tour; conducted 'Best lesson presentation competition' for all affiliated B.Ed. colleges of the University, and a few (3.51 percent) TEIs conducted Mock interviews.

96. The best Practices for Catering to the Diverse Needs by a few (1.75 percent) TEIs were like 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.

97. A few (5.26 percent) TEIs used the Discussion method for practices in teaching; and integrated ICT in the teaching-learning process.

98. The best Practices for Teacher Quality by a few (1.75 percent) 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.

99. A few (1.75 percent) 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.

100. The best practices for Evaluation Process and Reforms by a few (1.75 percent) TEIs were: implemented Book review by students after daily prayers; allowed students to submit soft copies of their work; taken unit tests; self- supervision during unit tests; given four sessional tests; and prepared key for all subjects.

101. Some (15.79 percent) TEIs 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.

102. Peer Teams of few (8.77 percent) TEIs did not observe the implementation of best practices in Teaching-Learning and Evaluation.

Findings of the Institutional Strengths for Criterion- II: Teaching-Learning and Evaluation

103. A few (3.51 percent) TEIs had transparent admission policy; a few (1.75 percent) TEIs had good quality input of students; a few (1.75 percent) TEIs had a negligible dropout rate of students, and a few (3.51 percent) TEIs had enthusiastic students. A few (1.75 percent) TEIs had homogenous students, and a few (1.75 percent) TEIs had an inclusive profile of students.

104. Few (8.77 percent) TEIs had catered mainly to the students of the rural areas. A few (1.75 percent) TEIs were sensitive towards the needs of the 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.

105. A few (3.51 percent) TEIs had dedicated and hardworking Faculty and were sincere and doing their job well. A few (1.75 percent) 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.

106. Some (24.56 percent) TEIs had qualified Teaching Faculty, and few (8.77 percent) TEIs had well-qualified faculty. A few (1.75 percent) TEIs had five Ph.D. qualified teaching staff, dedicated and willing team.

107. A few (1.75 percent) TEIs had organised more extra/ Co-curricular activities and organised remedial programme for weak students. A few (1.75 percent) TEIs were only college proving Urdu as method of Teaching.

Findings of the Institutional Weaknesses for Criterion- II: Teaching-Learning and Evaluation

108. A few (1.75 percent) TEIs 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.

109. A few (1.75 percent) TEIs had a weakness of teacher-centric and exam-oriented approaches, which needed to be updated to learner-centric. A few (1.75 percent) TEIs were needed to be ensured the involvement of Practicing Schools.

110. Few (8.77 percent) TEIs had weakness of no multi-dimensional teaching-learning strategy, and a few (1.75 percent) TEIs had limited application of ICT in the teaching-learning process.

111. A few (5.26 percent) TEIs had lack of requisite ICT skills for the faculty; a few (3.51 percent) TEIs had a lack of utilsation of modern teaching methods by the teachers, and a few (1.75 percent) TEIs were needed to be strengthened the modern teaching techniques utilsation of by the teachers.

112. A few (5.26 percent) TEIs had a lack of exposure to changing academic context, where a few (1.75 percent) TEIs had academically weak faculty, whereas a few (1.75 percent) TEIs had underutilsation of Faculty capabilities. A few (1.75 percent) TEIs had a lack of upgraded qualifications of the faculty.

Findings of the Institutional Opportunities for Criterion- II: Teaching-Learning and Evaluation

113. A few (1.75 percent) TEIs had local demand for teacher education programmes. Few (7.02 percent) TEIs had opportunity to empowerment/ support the socially disadvantaged group of students. A few (1.75 percent) 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.

114. A few (1.75 percent) 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 (5.26 percent) TEIs had opportunity to adopt multi-directional/ learner center teaching-learning strategies.

115. A few (1.75 percent) TEIs had the opportunity to initiate quality measures to improve the teaching-learning process. Few (7.02 percent) TEIs had opportunity for modernising the teaching-learning in neighbouring schools through the involvement of student teachers and faculty.

116. Few (7.02 percent) TEIs had the opportunity for financial assistance from various funding agencies to conduct academic programmes for staff development.

117. A few (1.75 percent) TEIs had opportunity for the capacity development of the Teaching Faculty by having apex bodies funded projects, and a few (1.75 percent) TEIs had the opportunity to regularise teacher capacity-building efforts. A few (5.26 percent) TEIs had the opportunity to enhance the soft skills of Teaching Faculty and students and organise state-level seminars and conferences.

Findings of the Institutional Challenges for Criterion- II: Teaching-Learning and Evaluation

118. A few (1.75 percent) TEIs had challenge for attracting good students, and gradual decline in student strength in B.Ed. programmme. Few (7.02 percent) TEIs challenged to sustain competition due to the large influx of B.Ed. colleges to attract good students and get good practicing schools.

119. A few (1.75 percent) 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.

120. A few (1.75 percent) TEIs had challenge for sustaining the motivation of teachers and students over years. Few (8.77 percent) TEIs had challenges in utilsing state-of-art technology for quality teaching-learning. A few (5.26 percent) TEIs had challenge in moving away from teacher-directed to student-centered and student-directed teacher training. A few (5.26 percent) TEIs had challenge for the creation and adoption of innovative practices.

121. A few (1.75 percent) TEIs had challenges mentoring the newly appointed teachers and utilsing 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 (Key Aspect no. 2.2.1 and 2.2.2)

122. A few (1.75 percent) TEIs were needed to be approached NCTE for increasing the intake capacity of 70 to 100. A few (1.75 percent) TEIs could be availed proper guidance to the students for Teaching Subject wise allotment of students to Colleges from the university.

123. A few (3.51 percent) TEIs could be carried out testing of subjects and communication skills followed by Bridge course and special coaching along with mentoring, tutorials and remedial teaching.

124. 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.

125. 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.

126. Few (10.53 percent) TEIs were needed to be adopted appropriate strategies for students to identify the learning difficulties and remediation to cater the needs of slow learners, where a few (1.75 percent) TEIs were recommended to give some extra personal attention during tutorials by the faculty; and to cater slow learning women from rural background.

127. A few (3.51 percent) TEIs were recommended to start Remedial classes/ Mentoring/ tutorial arrangement. A few (1.75 percent) TEIs might be introduced tutorials/ tutor ward system for more interactive instructions and guidance.

128. A few (5.26 percent) TEIs were needed to be strengthened sensitivity towards the differently able students. A few (1.75 percent) TEIs were recommended for improvement in curricular transaction.

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

129. A few (5.26 percent) TEIs might be divided the students into groups for quality participative interactive teaching. A few (1.75 percent) TEIs were needed to be done systematic instructional planning by faculty by developing course outlines or

teaching plans, indicating schedules and time lines for teaching and testing activities, projects and assignments, and other details.

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

131. A few (1.75 percent) TEIs should be made efforts to make judicious use of English in the curriculum transaction, adopt focused strategies to promote self-learning like structured use of library and student seminar presentations; and organise critical thinking training per week for a period.

132. 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.

133. A few (10.53 percent) TEIs were recommended for encouragement to use ICT in the teaching-learning process, where a few (1.75 percent) TEIs were to be encouraged by both staff and students; and needed more extensive use. Few (7.02 percent) TEIs were needed to be strengthened the effective use of ICT in the teaching-learning process. Few (8.77 percent) TEIs were recommended to be strengthened ICT facility and to be used for teaching and evaluation.

134. A few (1.75 percent) TEIs must be ensured that the students essentially learn Educational Measurement and Evaluation. A few (5.26 percent) TEIs should develop communication skills in English Language for both teachers and students.

135. A few (3.51 percent) TEIs should be trained students in the use of Models of Teaching, where a few (1.75 percent) TEIs were recommended for Teaching Faculty too. A few (1.75 percent) TEIs were needed to be strengthened Models of the Teaching programme.

136. A few (3.51 percent) TEIs could be utilsed feedback from students about teachers' performance to improve the teaching-learning process.

137. A few (1.75 percent) TEIs were needed to be strengthened Practice Teaching programme; and organised Teaching practices in Simulation. A few (3.51 percent)

TEIs were to be taken appropriate steps to integrate ICT and ET in the existing teacher training programme.

138. A few (1.75 percent) TEIs were needed to be strengthened Microteaching, presented demonstration lessons by Teaching Faculty in real classroom situations; and provided better drill in more number teaching skills during the pre-practice teaching preparation.

139. Some (17.74 percent) TEIs were needed to be optimally utilsed ICT and ET lab equipment for the development of teaching skills of student-teachers, where a few (5.26 percent) TEIs were recommended for video feedback.

140. A few (1.75 percent) TEIs might be discussed to accommodate the parameters of pedagogical analysis in modification of lesson plan format for the development of students' teaching styles.

141. A few (1.75 percent) TEIs were recommended for at least two lesson plans to be prepared, each with Power Point Presentation and MS word; and more attention to the quality observation of practice teaching.

142. A few (1.75 percent) TEIs might be strengthened Internship programme; to be extended the duration of 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.

143. A (1.75 percent) TEI might be planned introduction of 'A Model Practicing School'; and another could be started a School in the campus.

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

144. A few (1.75 percent) TEIs might be encouraged Teaching Faculty to qualify as per NCTE and UGC norms. Few (7.02 percent) TEIs were to be improved qualifications of the appointed faculty.

145. 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.

146. A few (3.51 percent) TEIs might be trained Teaching Faculty for using ICT, where a few (1.75 percent) TEI might be developed Quality Digitalised Instructional Material for wider use. A few (1.75 percent) TEIs were to be given priority to teacher capacity building in respect of emerging needs, enrolled Faculty as

members of professional bodies; and developed mechanisms to reward and motivate the staff members for good performance.

147. A few (1.75 percent) TEIs were needed to conduct Formative evaluation in theory papers; could be included understanding and application-level questions in test papers; and be made optimum utilsation of ICT for the evaluation and analysis process results.

148. A few (1.75 percent) TEIs were to be monitored student progress by implementing tutorial and mentoring systems; and a few (5.26 percent) TEIs were to be scientific/ strengthened student monitoring system. Few (8.77 percent) TEIs might be ensured incentives for both students and teachers for performance excellence.

149. Few (12.28 percent) TEIs might adopt 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 utilsation of ICT, infrastructure and Language lab; and teaching-learning and internal assessment evaluation.

5.4.3 Criterion- III: Research, Consultancy and Extension

Findings of the Key Aspect No. 2.2.1 Admission Process and Student Profile

150. A few (3.51 percent) TEIs provided action research in the curriculum, and another a few (5.26 percent) TEIs carried out action research. A few (1.75 percent) TEIs had undertaken action research on practice teaching.

151. Teaching Faculty from a few (3.51 percent) TEIs had M.Phil. degree; few (10.53 percent) TEIs had Ph.D. degree, whereas registered and pursued Ph.D. from a few (5.26 percent) TEIs. Teaching Faculty from some (15.79 percent) TEIs were recognised guides for Ph.D. Teaching Faculty from few (10.53 percent) TEIs were needed to be encouraged to pursue research.

152. Some (19.30 percent) TEIs had provided adequate infrastructure facilities for pursuing research like computers, infrastructure, leave, TA/ DA and/ or financial support, whereas few (8.77 percent) TEIs lacked research facilities or other provisions. Some (15.79 percent) TEIs had adjusted the teaching schedule as and when required, whereas a few (5.26 percent) TEIs did not have.

153. A few (5.26 percent) TEIs had a Research culture, and few (8.77 percent) TEIs were needed to be strengthened the Research culture, whereas some (24.56 percent) TEIs had yet to be created research culture. Some (15.79 percent) TEIs did not have existed in any research body. Teaching Faculty from few (7.02

percent) TEIs undertaken ten research projects, whereas Teaching Faculty from some (17.54 percent) TEIs yet to be conducted research projects.

154. Few (8.77 percent) TEIs provided financial assistance and leave for participation in seminars, conferences or workshops. Teaching Faculty from some (17.54 percent) TEIs had attended seminars, conferences and workshops; a few (5.26 percent) TEIs conducted Seminars and Workshops. Teaching Faculty from a few (1.75 percent) TEIs had published Research papers in research journals.

Findings of the Key Aspect No. 2.3.2 Research and Publications Output

155. Principals and Teaching Faculty from few (12.28 percent) TEIs have recognised Ph. D. guide; a Teaching Faculty from a few (1.75 percent) TEIs had supervised and awarded degrees to 36 Ph.D. and 41 M.Phil. students. A few (5.26 percent) TEIs undertaken very little research work or research publication; few (8.77 percent) TEIs had no involvement of Teaching Faculty in research work. More than seven major/ minor researches were undertaken in few (7.02 percent) TEIs, whereas some (15.79 percent) did not have. Few (8.77 percent) TEIs needed motivation and encouragement to undertake research projects. A few (5.26 percent) TEIs were not entitled to research grants because of the unavailability of 12(B) recognition from UGC.

156. Teaching Faculty members from many (40.35 percent) TEIs had published books, and few (19.30 percent) PTRs mentioned the publication of a total of 102 Books. Teaching Faculty from most (61.40 percent) TEIs had published articles/ papers in journals and books. Teaching Faculty from some (17.54 percent) TEIs had published 238 papers/ articles, where Teaching Faculty from a few (1.75 percent) TEIs published more than 100 articles.

157. Research papers were yet to be published by Teaching Faculty from few (8.77 percent) TEIs; few (10.53 percent) TEIs had no research publication in reputed journals; Teaching Faculty from few (12.28 percent) TEIs were needed to be encouraged to publish papers.

158. Teaching Faculty members from few (8.77 percent) TEIs had attended seminars, workshops etc. Teaching Faculty members and/ or student-teachers from some (24.56 percent) TEIs had presented more than 87 papers in seminars, conferences and other forums.

159. The state textbook board invited some Teaching Faculty from a few (1.75 percent) TEIs to develop text and learning material for the school level. Two Teaching

Faculty members from a few (1.75 percent) TEIs got Awards. The staff and students from few (8.77 percent) TEIs had developed some instructional materials, whereas few (7.02 percent) TEIs needed to be developed instructional and self-instructional materials.

Findings of the Key Aspect No. 2.3.3 Consultancy

160. Some (29.82 percent) TEIs provided Consultancy services to schools, teacher education institutions, colleges, DIETs and/ or community in education and selected fields. A few (1.75 percent) TEIs completed the Teacher Evaluation Project for the Teachers of Bhutan. Principal of a few (1.75 percent) TEIs was nominated as Dean of the Teaching Faculty and chairman of BOS in education in the newly established University.

161. Some (21.05 percent) TEIs provided informal consultancy and some (14.04 percent) TEIs provided free consultancy services but did not generate revenue. Some (19.30 percent) TEIs did not adopt formal consultancy, whereas few (12.28 percent) TEIs did not provide consultancy. Few (7.02 percent) TEIs were needed to be utilsed the expertise of the Teaching Faculty to render consultancy, and some (24.56 percent) TEIs were yet to be developed an expertise for consultancy.

Findings of the Key Aspect No. 2.3.4 Extension Activities

162. Few (7.02 percent) PTRs mentioned noteworthy extension activities. Many (31.58 percent) TEIs organised limited extension activity or limited specific areas relating to community development. A few (1.75 percent) 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.

163. Few (8.77 percent) TEIs made efforts for the establishment of a partnership with the community and NGO, and a few (3.51 percent) TEIs organised extension activities through NSS, where a PTR (1.75 percent) mentioned the participation of 75 students in NSS activities.

164. Few (8.77 percent) TEIs participated in the extension program, and few (8.77 percent) TEIs had yet to be taken specific goal-oriented focused extension activity.

165. Few (7.02 percent) TEIs organised off Campus and interaction with society, and a few (3.51 percent) TEIs organised Elocution Competition.

166. A few (1.75 percent) TEIs organised different activities like Competitions, Practice teaching activities, 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.

167. Majority (92.98 percent) TEIs organised Awareness programmes, i.e., HIV/AIDS, Environment, Health and hygiene, Beti Bachao, Pulse polio and Voting.

168. Community extension activities were Organised by TEIs, i.e., programmes of Blood donation camps by many (40.35 percent) TEIs; Literacy programmes by some (24.56 percent) TEIs, Tree plantation programme by (14.04 percent) TEIs, Community service activities by (8.77 percent) TEIs, Medical checkup by (7.02 percent) TEIs, and other Extension activities Organised by (10.53 percent) TEIs. Few (5.26 percent) TEIs organised Eye camps, Cleanliness drive programmes, Health care programmes and Adult literacy programmes.

169. A few (1.75 percent) 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.

170. Many (26.32 percent) 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 (10.53 percent) TEIs had organised extension activities with Government, and a few (1.75 percent) TEIs had organised with DIET, IGNOU, KKP Centre, Local bodies and Schools.

Findings of the Key Aspect No. 2.3.5 Collaborations

171. Most (61.40 percent) TEIs had established Collaborations with different institutions and organisations, whereas few (8.77 percent) TEIs did not establish collaboration with any institutions and organisations or yet to be initiated. Peer Teams of many (29.82 percent) TEIs did not specify the existence of collaboration.

172. A few (3.51 percent) TEIs had established informal collaboration, and few (10.53 percent) TEIs needed to be established formal collaborations. The collaborations

by few (12.28 percent) TEIs with national and international agencies were yet to take a real shape.

173. A few (1.75 percent), (1.75 percent), (5.26 percent) and (5.26 percent) TEIs were yet to be established collaboration with other TEIs; nearby schools; professional organisations; reputed academic institutions, respectively. Some (17.54 percent) TEIs were needed to collaborate with State, National and International level organisations. Few (7.02 percent) TEIs did not have collaboration with outside agencies.

174. A few (1.75 percent) TEIs undertaken collaborative activities at various levels; hosted university youth festival and Teaching Faculty members attended programmes organised by NUPEA, NCERT, etc. A few (1.75 percent) TEIs needed to be strengthened Teaching Faculty exchange.

175. Some (24.56 percent), few (10.53 percent) TEIs, few (10.53 percent) TEIs, and few (7.02 percent) TEIs had established collaboration with Practice Teaching and/ or other Schools; Neighbourhood or local institutions or organisations; affiliating University and/ or other Universities, and IGNOU, respectively. A few (5.26 percent) TEIs collaborated with NGOs, DIET and GCERT.

176. A few (3.51 percent) TEIs had collaborated with Other Colleges, TEIs, Red Cross Society and AIAER, and a few (1.75 percent) TEIs had established collaborations with International organisations- LIFE, SHARE and CARE. A few (1.75 percent) TEIs had established 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.

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

177. Majority (87.72 percent) TEIs mentioned the application of best practices in Research, Consultancy and Extension. The best practices in Promotion of Research were- Organised seminar by a few (3.51 percent) TEIs; Dialogue mode of seminar instruction in a few (1.75 percent) TEIs; a few (1.75 percent) TEIs had provided financial assistance to staff for attending seminars/ workshops, and a few (1.75 percent) TEIs provided financial assistance to other TEIs to organise a workshop.

178. Principal/ Teaching Faculty members from few (12.28 percent) TEIs were recognised Ph. D. guides, and six Teaching Faculty pursued Ph.D. from a few

(1.75 percent) TEIs. A few (1.75 percent) TEIs had promoted Action Research among the students and Teaching Faculty members. Teaching Faculty from a few (5.26 percent) TEIs undertaken research projects; A few (1.75 percent) TEIs had provision for financial help for pursuing research, and a few (1.75 percent) TEIs had purchased good reference books for research.

179. The best Practices for key aspect Research and Publications Output by a few (1.75 percent) 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 (8.77 percent) TEIs had best practice Research and other publication.

180. The best Practices for key aspect consultancy by a few 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.

181. Different Extension Activities organised as Best practices by many (31.58 percent) TEIs. Adult Literacy Campaigns were Organised by a few (5.26 percent) TEIs, and Academic help to schools/ colleges were organised by a few (3.51 percent) TEIs. A few (1.75 percent) 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 (10.53 percent) TEIs had organised various Extension Activities. The PTR of a few (1.75 percent) TEIs suggested exposure to students to social requirements for acquiring work experience in the field. Few (7.02 percent) TEIs had organised awareness programmes.

182. As the best Practices under Collaborations, few (7.02 percent) TEIs had established coordination with local NGOs or agencies to organise social and extension activities, while a few (1.75 percent) TEIs had established linkages with local schools. A few (1.75 percent) TEIs had established linkage with the World Computer Exchange programmme.

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

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

184. A few (1.75 percent) TEIs had research culture, active participation of Teaching Faculty in research activities, and M.Ed. Dissertation guidance. A few (1.75 percent) TEIs had publications of many books and papers.

185. A few (1.75 percent) 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.

186. A few (3.51 percent) TEIs had the availability of two schools run by the same Managing Trust. A few (1.75 percent) TEIs had 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.

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

187. Few (10.53 percent) TEIs lacked research component/ culture; a few (5.26 percent) TEIs were not satisfactory/ to be strengthened research culture and a few (5.26 percent) TEIs lacked research/ projects. A few (1.75 percent) TEIs were not oriented in action research and did not provide exposure to research methodology. Few (7.02 percent) TEIs did not receive research grants from funding agencies, and a few (1.75 percent) TEIs lacked research orientation.

188. Few (8.77 percent) TEIs had limited Research and publication, and a few (1.75 percent) TEIs were needed to publish annual magazine and journals. A few (1.75 percent) TEIs had poor input in research and consultancy; a few (5.26 percent) TEIs had lack of research activities and consultancy services; a few (1.75 percent) TEIs had weak consultancy arrangement, and a few (3.51 percent) TEIs had no formal consultancy and collaboration. A few (1.75 percent) TEIs were needed to be strengthened extension activities, whereas a few (3.51 percent) TEIs had limited extension activities

189. A few (1.75 percent) TEIs had weakness of absence of Collaboration and Research; no Collaboration, Research and Consultancy, and inadequate collaboration and linkages. A few (3.51 percent) TEIs lacked formal collaborations and linkages with state and national level organisation, and few (7.02 percent)

TEIs lacked collaborations with state, national institutes and linkages. A few (1.75 percent) TEIs were needed for a more dynamic proactive engagement with the school system and community.

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

190. A few (3.51 percent) TEIs had a scope to introduce research programmes. A few (1.75 percent) 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 (1.75 percent) TEIs should take management's help for financing research projects, and opportunity for institutional research projects. Few (10.53 percent) TEIs had the opportunity to utilse faculty potential to augment resources through funded research projects. Teaching Faculty from a few (3.51 percent) TEIs might have undertaken major projects. A few (1.75 percent) TEIs had opportunity for promotion of research and publication.

191. Few (10.53 percent) TEIs should be developed potential/ expertise for consultancy. A few (1.75 percent) TEIs had opportunity to formalise and systematize consultancy and extension activities. A few (1.75 percent) TEIs could be undertaken Consultancy, and a large number of Guest / Retired faculty could provide consultancy.

192. A few (3.51 percent) TEIs had scope for starting Community extension programmes; undertaken more extension activities, and broadened extension services. A few (5.26 percent) TEIs had opportunity to involve students in community development/ extension activities. A few (1.75 percent) TEIs had the opportunity to emphasise outreach programmes; to organise extension services directed at neighbouring schools & communities, and adopt a village for outreach activities. A few (3.51 percent) TEIs had more scope for extension activities and organised projects for the rural community. A few (1.75 percent) TEIs had better opportunity to focus on regular extension activities, and a few (1.75 percent) TEIs had the opportunity for better engagement of trainees in outreach programmes of social relevance to enrich their training and social personality.

193. A few (5.26 percent) TEIs had opportunity for establishing linkages with other institutions of teacher education. A few (5.26 percent) TEIs had scope for developing collaboration with NGOs and other professional organisations. A few

763

(1.75 percent) TEIs had the opportunity for linkage with NGOs and local bodies to uplift the rural and tribal population. A few (1.75 percent) TEIs had scope for collaboration with NGOs and Stakeholders. A few (1.75 percent) TEIs had opportunity to strengthen the academic partnership. A few (1.75 percent) TEIs had good support from practicing schools and other local institutions, which could be used for collaboration.

194. Few (10.53 percent) TEIs had more scope for carrying out research activities, and a few (1.75 percent) TEIs had scope to establish a Research Center in Education & Start ECCE courses.

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

195. Many (31.58 percent) TEIs had challenge for promotion/ strengthen research culture along with professional development in a few (3.51 percent) TEIs; encouragement for early acquisition of Ph.D. degree by majority of teachers from a few (1.75 percent) TEIs, and establishment of a research unit by a few (1.75 percent) TEIs. Few (12.28 percent) TEIs had challenge in getting funds for major and minor projects from Government agencies. A few (3.51 percent) TEIs had challenge in undertaking research projects and consultancy services.

196. A few (1.75 percent) TEIs had challenges for consultancy development; and collaboration and consultancy with professional organisations.

197. A few (1.75 percent) TEIs had challenge for extending the outreach of college programmes; providing in-service training to teachers in practicing schools, and rural upliftment

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

199. A few (1.75 percent) 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 (Key Aspect no. 2.3.1 and 2.3.2)

200. Few (8.77 percent) TEIs might be strengthened/broadened in Research culture, where a few (1.75 percent) TEIs ensure quality action research; and utilse the available intellectual capital.

201. Many (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 few (7.02 percent) TEIs; by forming research Committee and undertaking Action research and Minor/ Major Research Projects and organising national/international seminars in a few (5.26 percent) TEIs; by introducing Masters programme in Education in a few (1.75 percent) TEIs; by taking pro-active steps like a research-oriented library, training workshops, incentives, ongoing research project in a few (1.75 percent) TEIs; and by forming research Committee and providing some seed money for preparing research projects in a few (5.26 percent) TEIs.

202. Many (47.37 percent) 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 (1.75 percent) TEIs. Few (7.02 percent) TEIs might be involved Faculty in research activities. Some (14.04 percent) TEIs might be encouraged Faculty to pursue doctoral research.

203. A few (1.75 percent) TEIs were to be established research units and be organised National and International seminars, conduct Institutional research projects; and encourage Faculty by organising initiatory learning/ training activities in educational research like- course lectures, and deputations to workshops.

204. A few (1.75 percent) 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.

205. A few (5.26 percent) TEIs might be trained Faculty in Action Research Methodology. Few (7.02 percent) TEIs were to be encouraged students to conduct

some action research, including faculty from a few (1.75 percent) TEIs. A few (1.75 percent) TEIs were to be introduced in the research element in all aspects of institutional functioning and use the findings to further institutional quality.

206. Many (43.86 percent) TEIs might be encouraged Faculty to publish papers/ research papers in reputed journals, which included publication of standard books; papers in books; and encouragement for more to publish research papers and author standard books from a few (1.75 percent) TEIs; and more publications from a few (3.51 percent) TEIs.

207. A few (1.75 percent) TEIs were recommended to Senior Faculty to review recently published books on teacher education and share them with their colleague.

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

208. A few (5.26 percent) TEIs could be initiated Consultancy services. A few (3.51 percent) TEIs could be taken up Consultancy services and could be generated funds. A few (1.75 percent) TEIs were 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.

209. A few (1.75 percent) TEIs were to strengthen research acumen by encouraging school teachers to conduct action research programmes. Some (21.05 percent) TEIs were to be organised Extension activities, where a few (1.75 percent) TEIs were to be organised for nearby village or slum for well-planned holistic community development; and 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; and a few (3.51 percent) TEIs were to be organised research and training of school teachers for State government programmes; and to be organised INSET programmes for neighbouring schools; and few (7.02 percent) TEIs might be organised In-service education programmes for the school teachers.

210. A few (3.51 percent) TEIs were to be provided Extension activities planned systematically for sustained community engagement and integration with academic learning. Few (7.02 percent) TEIs were to be adopted as Result-oriented extension

activities, while a few (3.51 percent) TEIs were recommended to focus on literacy and continuing education programmes.

211. A few (5.26 percent) TEIs could be strengthened by goal-directed and focused extension activities to achieve results. A few (1.75 percent) TEIs were to be students encouraged to participate in social service, NSS, games and sports; and in various intercollegiate and extension activities.

212. Few (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 a few (5.26 percent) TEIs.

213. A few (1.75 percent) TEIs were to be used Physical proximity of university center for better research collaboration. A few (1.75 percent) TEIs had initiated an International MoU, which was to be encouraged staff to appear for TOFEL and GRE examinations.

214. A few (1.75 percent) TEIs were to be initiated Collaborative ventures with formal MoU with good colleges- institutions and state, national level organisations. A few (1.75 percent) 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.

5.4.4 Criterion- IV: Infrastructure and Learning Resources

Key Aspect no. 2.4.1 Physical Facilities for Learning

215. A few (5.26 percent) TEIs had Green Campus. A few (1.75 percent) TEIs had rented buildings since 1971, and a few (1.75 percent) TEIs had physical infrastructure on lifetime lease. A few (3.51 percent) TEIs functioned in an independent building; a few (3.51 percent) TEIs had a spacious and well-constructed building, and a few (1.75 percent) TEIs had scope for only vertical expansion of the building.

216. A few (5.26 percent) TEIs had sufficient space for the course transaction, whereas a few (1.75 percent) TEIs had created more facilities after first accreditation. The available infrastructure facilities were optimally utilsed by few (7.02 percent) TEIs, whereas another few (7.02 percent) TEIs did not utilse optimally. The timing of a few (1.75 percent) TEIs was observed from 12:25 pm to 6:30 pm.

217. The Peer Teams of some (21.05 percent) TEIs had mentioned the size of the built-up area, and Peer Teams of few (12.28 percent) TEIs mentioned the size of the Plot/ campus area, where the area did not compare with NCTE norms. A few (1.75 percent) TEIs were four-storeyed buildings, a few (5.26 percent) TEIs were three-storeyed, whereas a few (3.51 percent) TEIs were double-storeyed. A few (1.75 percent) TEIs were shared with five colleges.

218. All infrastructural facilities in many (38.60 percent) TEIs were adequate, sufficient or well-equipped.

219. Majority (73.68 percent) TEIs had specified adequate, sufficient or well-equipped infrastructural facilities, i.e., some (24.56 percent), (21.05 percent), (19.30 percent), (19.30 percent), (15.79 percent) TEIs had Computer laboratory, Science laboratory, good quality furniture in spacious Classrooms, Psychology laboratory, Education technology laboratory respectively; and few (10.53 percent), (8.77 percent) and (7.02 percent) TEIs had respectively all Laboratories, Common room for boys and girls and Assembly hall.

220. A few (5.26 percent) TEIs had adequate Canteen, Computer laboratory with internet facility, Hostel facility for boys and girls, Hostel facility for girls and Playground facilities.

221. All infrastructural facilities in few (12.28 percent) TEIs were inadequate, insufficient or unequipped. Many (49.12 percent) TEIs had specified inadequate, insufficient or unequipped infrastructural facilities, i.e., Psychology laboratory and Science laboratory respectively in some (17.54 percent) and (17.54 percent) TEIs; Educational technology laboratory, two classrooms and all Laboratories respectively in few (12.28 percent), (8.77 percent) and (7.02 percent) TEIs; and Sports and games facilities in a few (5.26 percent) TEIs.

222. A few (1.75 percent) TEI 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.

223. Many (36.84 percent) TEIs had shared infrastructure and other facilities with other institutions, where few (12.28 percent) TEIs had shared all infrastructure and other facilities, and some (24.56 percent) TEIs had shared one or more facilities.

224. Some (21.05 percent) TEIs needed or had yet to be created the Infrastructural or facilities. Few (7.02 percent) TEIs needed facilities for differently-able students and a few (3.51 percent) TEIs needed Sports and games facilities. A few (1.75 percent) 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

225. Majority (66.67 percent) TEIs had provision for Budget allocation for maintenance and various activities. Many (35.09 percent) TEIs had adequate Budget allocation, where few (12.28 percent) TEIs had allocation from Management, and a few (1.75 percent) TEIs had made allocations for various activities.

226. Many (33.33 percent) TEIs had noted just 'Budget allocation', where few (8.77 percent) TEIs had Budget allocation for maintenance of infrastructure, and a few (1.75 percent) TEIs had made for campus expansion.

227. A few (1.75 percent) TEIs incurred maintenance expenditure from the central pool and a few (1.75 percent) TEIs had provision of 75 percent grants from the government and 25 percent grant from the Managing Trust for development and maintenance.

228. A few (3.51 percent) TEIs had no specific Budget allocation for maintenance of infrastructure, but the Management contributed whenever required. A few (1.75 percent) TEIs had Budget provision for maintenance, but allocation needed to be enhanced. An adequate budget from a few (1.75 percent) TEIs was yet to be allocated for infrastructure maintenance. A few (5.26 percent) TEIs needed sufficient budget allocation for maintenance. A few (1.75 percent) of the TEIs from did not allocate Budget for each facility, i.e., Computer and other lab facilities; New books and journals; and Computers and Library.

229. A few (1.75 percent) TEIs had maintenance from affiliating universities, and a few (1.75 percent) TEIs maintained building and infrastructure by the government.

230. A few (3.51percent) TEIs were dependent upon the Managing Trust for building maintenance, whereas a few (1.75 percent) TEIs were needed to be received the

Budgeted funds for maintenance; and a few (1.75 percent) TEIs were yet to be mobilised sufficient funds for maintenance. Few (10.53percent) TEIs had utilsed allocated funds for maintenance, and a few (3.51 percent) TEIs had fully utilsed the grants received from the State Government and UGC.

231. Some (21.05 percent) TEIs had proper/satisfactory maintenance of Infrastructural facilities, whereas a few (5.26 percent) TEIs had occasional/ poor/ inadequate maintenance of infrastructure, and some (15.79 percent) TEIs needed maintenance of infrastructure facilities. A few (1.75 percent) TEIs were in a rented building.

232. Students and the faculty members of a few (1.75 percent) TEIs had a sense of belongingness to their TEI, whereas a few (1.75 percent) TEIs were needed to look after the maintenance by the students and Trust.

233. Some (14.04 percent) TEIs had good, satisfactory, pleasing or well cleanliness and ambiance, whereas a few (1.75 percent) TEIs were yet to be developed surrounding ambiance. Few (10.53 percent) TEIs had maintained their campus as eco-friendly; a few (1.75 percent) TEIs had good cleanliness; a few (5.26 percent) TEIs had kept their campus clean and green, and a few (1.75 percent) TEIs had appreciable cleanliness of the surroundings.

234. Few (5.26 percent) TEIs had made efforts to make campus pollution-free and peaceful, while few (7.02 percent) TEIs were yet to be maintained the cleanliness of their campus.

235. The facility required in a few (1.75 percent) TEIs were strengthen library system for proper utilsation, adequate library system for proper utilsation, 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

236. A few (1.75 percent) 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 (3.51 percent) TEIs were needed budgetary provision. A few (1.75 percent) TEIs had remained library open from 9.00 am to 6.00 pm on all working days.

237. A few (1.75 percent) TEIs had properly and nicely displayed new arrivals in the library, whereas a few (5.26 percent) TEIs needed proper classification of books. A few (1.75 percent) 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.

238. Few (8.77 percent) TEIs needed to be increased, or strengthened reference books and journals, and a few (5.26 percent) TEIs needed to be maintained or updated library. A few (5.26 percent) TEIs were yet to be subscribed to educational/research journals; a few (1.75 percent) TEIs did not subscribe to current journals, and a few (1.75 percent) TEIs to be subscribed to more national and international journals.

239. Many (28.07 percent) TEIs had availability of Book bank facility, whereas a few (5.26 percent) TEIs did not have.

240. Few (7.02 percent) TEIs had provided open access facilities, whereas few (8.77 percent) TEIs did not have.

241. Few (7.02 percent) TEIs had availability of INFLIBNET facility; and a few (3.51 percent) TEIs had availability of DELNET facility, whereas a few (5.26 percent) TEIs yet to be created access to INFLIBNET/ DELNET/ IUC facilities.

242. Some (21.05 percent) TEIs had availability of Internet facility, whereas few (10.53 percent) TEIs did not have.

243. Few (10.53 percent) TEIs had a fully automated library; a few (3.51 percent) TEIs yet to be made functional; few (7.02 percent) TEIs had in the process of automation; some (21.05 percent) TEIs had made partially automated, whereas many (35.09 percent) TEIs did not have computerised / automated or yet to be done it.

244. Few (8.77 percent) TEIs had a photocopying facility, whereas few (12.28 percent) TEIs didn't have. Few (7.02 percent) TEIs had adequate reading room facilities for students, while it was needed to be improved by a few (3.51 percent) TEIs. Few (7.02 percent) TEIs had sufficient reading space, whereas few (12.28 percent) TEIs had for a limited number of students.

245. A few (1.75 percent) TEIs had full-time librarians; a few (3.51 percent) TEIs had qualified and experienced librarians; and some (21.05 percent) TEIs had qualified librarians, whereas a few (5.26 percent) TEIs did not have qualified librarians.

246. A few (5.26 percent) TEIs had library advisory committees, whereas few (8.77 percent) TEIs did not have. A few (1.75 percent) TEIs had taken care of the purchase of books and journals and the maintenance by the Library advisory committee.

247. Some (14.04 percent) TEIs had availability of Textbooks, where few (12.28 percent) TEIs had 6,753 textbooks. The maximum number of textbooks was 2,551, and the minimum was 222.

248. Some (21.05 percent) TEIs had availability of Reference books, where eight (14.04 percent) TEIs had 16,931 Reference books. The maximum number of Reference books was 6,456, and the minimum was 215. A few (1.75 percent) TEIs had many reference books, whereas a few (1.75 percent) TEIs had inadequate.

249. Majority (75.44 percent) TEIs had books in the libraries, where 41 (71.93 percent) 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 (1.75 percent) TEIs had booked as per UGC norms.

250. Few (8.77 percent) TEIs had Encyclopedia, whereas the Encyclopedia in few (7.02 percent) TEIs were 45. The maximum Encyclopedias were 25, and the minimum was 6.

251. Many (40.35 percent) TEIs had availability of Magazines, where many (29.82 percent) TEIs had a total of 288 Magazines. The maximum Magazines were 29, and the minimum was 3. A few (1.75 percent) TEIs had a good amount of Magazines, and a few (1.75 percent) TEIs had several Magazines in Library.

252. A few (3.51 percent) TEIs had 4 Dailies, and a few (3.51 percent) TEIs had Adequate Dailies. A few (3.51 percent) TEIs had 12,878 Volumes, which included 9878 and 6439 Volumes.

253. Most (52.63 percent) TEIs had subscribed Journals. Many (45.61 percent) TEIs had subscribed to more than 155 Journals, where the maximum Journals were 15, and the minimum was two.

254. Some (15.79 percent) TEIs had 73 Indian/ National Journals, where maximum Journals were 18, and the minimum was two. A few (3.51 percent) TEIs had subscribed total of 13 International Journals. A few (1.75 percent) TEIs had a maximum of 12 International Journals. Few (7.02 percent) TEIs had Back volume Journals, where a few (5.26 percent) TEIs had 795 Back volumes. The maximum Back volume Journals were 499. A few (1.75 percent) TEIs had online journals.

Key Aspect no. 2.4.4 ICT as Learning Resources

255. A few (1.75 percent) TEIs had offered two compulsory courses on computer literacy for all; a few (3.51 percent) TEIs had offered Computer in Education as an

optional subject, and a few (1.75 percent) TEIs had offered Information Technology in Education as an optional, but selected by all students.

256. Majority (92.98 percent) TEIs had availability of Computer facilities, where a few (1.75 percent) TEIs had adequate and updated; few (7.02 percent) TEIs had with LAN; few (7.02 percent) TEIs had shared computer laboratory with other institutions; a few (3.51 percent) TEIs had provided Computer facilities to all faculty members and students; and a few(1.75 percent) TEIs had provided personal computers to all faculty members and supporting units, whereas a few (3.51 percent) TEIs had unavailability of adequate computer facilities.

257. A few (3.51 percent) TEIs had utilsed computer facilities by Students and faculty members, whereas a few (1.75 percent) TEIs needed to be used Computer facilities by Students and faculty members.

258. Many (33.33 percent) TEIs had different types of equipment and ICT gadgets, and ICT facilities in few (7.02 percent) TEIs were inadequate or needed improvement. Few (7.02 percent) TEIs had open ICT facilities for both students and faculty members.

259. Few (7.02 percent) TEIs had provided training for the use of ICT as a teaching and learning resource. ICT was used by few (8.77 percent) TEIs in the teaching-learning process, whereas few (7.02 percent) TEIs needed ICT integration with the teaching-learning process. Some (17.54 percent) TEIs needed improvement for ICT use in teaching-learning, where few (8.77 percent) TEIs had limited their use to prepare some PowerPoint presentations only.

260. A few (1.75 percent) TEIs had developed a very good Language laboratory, whereas a few (1.75 percent) TEIs had established a Language laboratory after accreditation. Few (7.02 percent) TEIs were needed to be established Language laboratories.

261. A few (1.75 percent) TEIs were connected with a Wi-Fi internet facility on Campus, whereas a few (3.51 percent) TEIs had no Wi-Fi enabled Campus. A few (3.51 percent) TEIs were needed to be provided to students adequately. Few (7.02 percent) TEIs were yet to be made available in the internet facility to students and teachers at large.

262. A few (3.51 percent) TEIs had a hall equipped with equipment and gadgets, and a few (1.75 percent) TEIs had an ICT hall with a Multimedia system. A few (1.75 percent) TEIs had classrooms with Smart/ Interactive Board/ LCD projector,

whereas a few (3.51 percent) TEIs were yet to be created Smart Classroom facilities. A few (1.75 percent) TEIs were needed creation of digital library using SOUL database; and efforts to make paperless office.

263. A few (1.75 percent) TEIs had given work to students for preparation of two digital lessons; and a few (1.75 percent) TEIs were to be properly introduced the Digital lesson planning, whereas a few (3.51 percent) TEIs were to be given ICT based lessons by students.

264. Majority (92.98 percent) TEIs had more than 1225 Computers, where more than 579 computers were with Internet facilities. Some (14.04 percent) TEIs had computer laboratories with more than 235 computers, but not mentioned the availability of Internet facilities. Computer laboratory of many (49.12 percent) TEIs had more than 697 computers, where Internet facility was available in more than 417 computers. Some (19.30 percent) TEIs had more than 179 computers, and more than 175 had Internet facilities.

265. Peer Teams of many (33.33 percent) TEIs had observed the availability of different types of equipment. Some (17.54 percent) TEIs had an LCD Projector; some (14.04 percent) TEIs had an OHP, and a few (5.26 percent) TEIs had Audio-Visual Aids. A few (3.51 percent) TEIs had a TV, a VCD/DVD Player, three Computers in the office and other places, and five Printers. A few (1.75 percent) 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. So the TEIs did not have availability of enough equipment.

Key Aspect no. 2.4.5 Other Facilities

266. A few (1.75 percent) 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.

267. A few (1.75 percent) 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.

268. A few (3.51 percent) TEIs had various audio-visual facilities/ materials available on school subjects, and a few (3.51 percent) TEIs had used audio-visual facilities and materials. A few (1.75 percent) TEIs had CCTV, CDs, TV, VCD, OHP, Film slide projector, Power back up facility, all modern gadgets, Tachistoscope, Telephone facilities and ATM.

269. A few (1.75 percent) TEIs had open access facilities in the library, Book bank, Computer center, well-equipped Computer laboratory, Language lab, and well-equipped Psychology laboratory.

270. Few (12.28 percent) TEIs had multipurpose halls for daily prayer, seminars, conferences, whereas a few (3.51 percent) TEIs had well-maintained halls.

271. A few (1.75 percent) TEIs had rooms for learning models for teaching, the latest technology-equipped classroom, and a counselling room.

272. A few (5.26 percent) TEIs had a Workshop room. Few (8.77 percent) TEIs had satisfactory sports and games facilities, including a sports academy. Few (5.26 percent) TEIs had a playground where a playground was rented.

273. Some (21.05 percent) TEIs had Canteen facilities; some (15.79 percent) TEIs had adequate/ good toilet facilities, and few (7.02 percent) TEIs had Transport facilities. A few (5.26 percent) TEIs had health facilities, where a few (1.75 percent) TEIs had free health facilities from university health centers.

274. Few (10.53 percent) TEIs had a Common room for girls, whereas few (8.77 percent) TEIs had Common rooms for boys and girls. Few (10.53 percent) TEIs had restrooms. Some (22.81 percent) TEIs had hostel facilities for students/ boys and girls.

275. A few (1.75 percent) TEIs had a Hostel facility for staff; a few (1.75 percent) TEIs had residential accommodation for teaching and non-teaching staff, and a few (1.75 percent) TEIs had provision for a Guest room.

276. Many (46.61 percent) TEIs had shared other facilities, where a few (1.75 percent) TEIs had all shared facilities; a few (1.75 percent) TEIs had shared common facilities, and a few (1.75 percent) TEIs had shared Infrastructure facilities.

277. Few (10.53 percent) TEIs had sports facilities on a shared basis; few (7.02 percent) TEIs had shared Common room for girls, and a few (5.26 percent) TEIs had shared Auditorium. A few (1.75 percent) TEIs had shared facilities, i.e., boys' hostel, Language laboratory, playground and generator.

278. 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.

279. A few (3.51 percent) TEIs needed to be paid attention to college ambiance. Few (12.28 percent) TEIs were required to be improved/ strengthened in sports and games facilities, and few (7.02 percent) TEIs needed to be improved health facilities.

280. A few (5.26 percent) TEIs were needed to be established properly and a well-equipped Psychology laboratory; and a Computer laboratory in a few (3.51 percent) TEIs. Maintenance of Science laboratory in a few (3.51 percent) TEIs, Geography laboratory in a few (1.75 percent) TEIs and Technology laboratory in a few (1.75 percent) TEIs were needed.

281. A few (3.51 percent) TEIs needed to be improved Toilets facilities; and upgraded Canteen facility. Auditorium in a few (1.75 percent) TEIs and Seminar Hall in a few (1.75 percent) TEIs were needed to be strengthened. A few (3.51 percent) TEIs were needed to be improved the Restrooms facilities for girls and boys. A few (1.75 percent) TEIs had scope for improving girls' Common room facilities, and a few (1.75 percent) TEIs were needed to be upgraded to Hostel facilities for boys and girls.

282. Some (14.04 percent) TEIs had no Canteen facility. Few (12.28 percent) TEIs had no Health facility/ health center facility. A few (3.51 percent) TEIs had no facility for physically challenged students; a few (1.75 percent) TEIs had no separate cubicle facility for teaching staff.

283. A few (1.75 percent) TEIs had no facilities, i.e., facilities for conducting co-curricular activities, Methods' Laboratories, Laboratory facilities, and Language laboratory. A few (3.51 percent) TEIs had no Sports facilities, whereas a few (1.75 percent) TEIs had no playground.

284. Some (17.54 percent) TEIs did not provide hostel facilities to girls and boys/ students, and a few (3.51 percent) TEIs had no hostel facility for boys. A few (5.26 percent) TEIs had no Common room for boys; a few (1.75 percent) TEIs had no Common room for students, and a few (1.75 percent) TEIs had no Guesthouse. A

few (1.75 percent) TEIs had inadequate facilities of Restroom or number of Toilets.

285. Few (10.53 percent) TEIs had no facility for Transport, and a few (1.75 percent) TEIs had no 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

286. The best practices in Physical Facilities were green and clean Campus in few TEIs (10.53 percent), including a few (1.75 percent) TEIs having an ashram-type environment conducive for creative teaching and learning. A few (1.75 percent) TEIs had grooming medical plants in the botanical garden by students and faculty, and a few (1.75 percent) TEIs had spacious and safe Campus. Few (8.77 percent) TEIs had good infrastructure facilities.

287. A few (1.75 percent) 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 (1.75 percent) TEIs had the best practice of preparing week-wise and month-wise calendar for teaching, free access to all facilities available on Campus, and effective infrastructure utilsation.

288. The best practices in Maintenance of Infrastructure the management were like a few (1.75 percent) TEIs were concerned to create physical facilities of the TEI; Managements of a few (5.26 percent) TEIs were sincere in making efforts for mobilisation of funds for the development of TEI, and a few (5.26 percent) TEIs had an allocation of separate Budget for maintenance of institutional infrastructure.

289. The best practices in library as a Learning Resource were Book Bank facility in a few (5.26 percent) TEIs. A few (1.75 percent) TEIs had invited publishers for book exhibitions every year; automated library; supportive library backup; and open access facility in the library.

290. The best practices in ICT as Learning Resources were like- a few (3.51 percent) TEIs had Computer labs in form of Digital Education Learning Laboratory (DELL). A few (5.26 percent) TEIs had Internet facilities; a few (1.75 percent) TEIs had In-house web resource materials within the Campus, and a few (1.75

percent) TEIs had LAN facilities in college premises. A few (5.26 percent) TEIs had LCD Projectors.

291. A few (1.75 percent) TEIs had used ICT facilities, i.e., use of ICT facility; Optimum use of computer laboratory; utilsation 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.

292. A few (1.75 percent) TEIs had offered a Certificate course on 'Society for Creation of Opportunity through Proficiency in English' (SCOPE); and organised a periodical health camp for students.

293. Few (12.28 percent) TEIs did not implement best practices or were yet to be developed in Criterion- IV: Infrastructure and Learning Resources.

Findings of the Institutional Strengths for Criterion- IV: Infrastructure and Learning Resources

294. Few (8.77 percent) TEIs had well-maintained infrastructure facilities, where a few (1.75 percent) TEIs had aesthetically good designed facilities. A few (5.26 percent) TEIs had adequate infrastructure; few (8.77 percent) TEIs had adequate campus area for future growth/ expansion, and few (7.02 percent) TEIs had good infrastructure. A few (1.75 percent) TEIs had good, adequate and independent three-storey infrastructure, potential infrastructure, rich infrastructure, and adequate facilities. Some (14.04 percent) TEIs had shared facilities, where few (12.28 percent) TEIs had shared the facilities with sister institutions.

295. A few (1.75 percent) 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.

296. A few (5.26 percent) TEIs had an eco-friendly environment, while a few (1.75 percent) TEIs were located in hilly and tribal areas with vast open spaces. A few (5.26 percent) TEIs had rural/ tribal locations. A few (1.75 percent) TEIs had safe and pollution-free natural location campus; spacious and well-built building in the pollution-free and approachable safe campus, pollution-free institutional climate, and ASHRAM type of location in a rural area.

297. A few (5.26 percent) TEIs were centrally located, where a few (1.75 percent) TEIs existed in semi-urban areas had catered to the needs of all class populations, especially girls, and a few (1.75 percent) TEIs were with many sister institutions in the neighbourhood. A few (5.26 percent) TEIs were strategically located in the

city, and a few (1.75 percent) TEIs were in a rehabilitation settlement town. Few (7.02 percent) TEIs had a conducive environment for learning; a few (3.51 percent) TEIs had a congenial atmosphere without barriers of caste, creed, religion or gender; a few (1.75 percent) TEIs had multi-faculty campus with Good retention, and a few (1.75 percent) TEIs had good academic ambiance.

298. A few (1.75 percent) TEIs had dedicated Librarian who had kept the library up to date within the given means. A few (3.51 percent) TEIs had a good collection of books in the library; a few (1.75 percent) TEIs had good library support and back up; a few (1.75 percent) TEIs had a library with SOUL software and e-materials, and a few (1.75 percent) TEIs had a library with sufficient space.

299. A few (1.75 percent) TEIs had extensive use of ICT; positive attitude towards Integration of ICT, and teachers used audio-visual aids.

Findings of the Institutional Weaknesses for Criterion- IV: Infrastructure and Learning Resources

300. A few (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 few (1.75 percent) TEIs were in a rented building and situated in a flood-prone zone.

301. A few (3.51 percent) TEIs had congestion due to the other three courses in the same building. A few (1.75 percent) TEIs had weaknesses in restricting working hours and introducing new programmes because of shared building facilities with sister institutions. A few (1.75 percent) TEIs had restricted progress due to shared infrastructure facilities with other Institutions.

302. Few (7.02 percent) TEIs lacked open space for student activities, where a few (1.75 percent) TEIs had highly limited physical space, and a few (1.75 percent) TEIs had constructed space leading to congestion in library and laboratories and inadequate land resources for future expansion too.

303. A few (5.26 percent) TEIs lacked space for expansion. A few (3.51 percent) TEIs lacked hostel facilities; Canteen, transport and hostel facilities for boys, and a language lab. A few (1.75 percent) TEIs lacked language and mathematics labs; playground; sports facilities; own sports and playground facilities; hostel and transport facility; transport and health facilities, and transport facilities. A few (1.75 percent) TEIs had availability of only Public transport bus facility.

304. A few (5.26 percent) TEIs had inadequate financial resources for building expansion. A (1.75 percent) few TEI had been relocated in the new building, where the physical infrastructure was inadequate. A few (1.75 percent) TEIs had restricted the development process because of a lack of sufficient resources.

305. Some (17.54 percent) TEIs had inadequate facilities in labs, and a few (1.75 percent) TEIs did not have properly equipped with Methodological labs. A few (1.75 percent) TEIs had inadequate numbers of Tests in the Psychology lab and inadequate computer lab. Few (8.77 percent) TEIs had inadequate ICT facilities; a few (5.26 percent) TEIs had inadequate Internet facilities, and a few (1.75 percent) TEIs had poor broadband connectivity and non-availability of Internet and power back up.

306. A few (5.26 percent) TEIs had inadequate and poorly organised / maintained infrastructure, and a few (1.75 percent) TEIs had no proper building and equipment maintenance. A few (1.75 percent) TEIs had underutilsation of available human and physical resources; a few (3.51 percent) TEIs had underutilsation infrastructure/ physical resources, and a few (1.75 percent) TEIs had underutilsation of laboratories.

307. Few (8.77 percent) TEIs had weakness of inadequate library facilities, and lack of automation/ computerisation of library. A few (3.51 percent) TEIs had absence of qualified librarian and automation of the library. A few (1.75 percent) TEIs had absence of librarian and poor support services for the students, and a meager sum for library books. A few (1.75 percent) TEIs had weakness of 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.

Findings of the Institutional Opportunities for Criterion- IV: Infrastructure and Learning Resources

308. A few (1.75 percent) TEIs had opportunity for functioning in an educational complex of ECE, primary and elementary and ashram schools and PTC. A few (1.75 percent) TEIs had scope to construct auditorium, seminar hall, well-furnished library, language lab and Smart classrooms. A few (1.75 percent) TEIs had opportunity to establish a separate Language Lab.

309. A few (1.75 percent) TEIs had the opportunity to strengthen computer and Internet facilities; and update psychology and science laboratories. A few (1.75 percent) TEIs had the opportunity to utilse the UGC grant to construct a women's hostel; and utilse alumni and parents as potential sources for academic and infrastructural development. A few (1.75 percent) TEIs should be provided book bank facility; and establish a language laboratory and improve library services.

310. A few (7.02 percent) TEIs had opportunity to introduce a Smart classroom; a few (5.26 percent) TEIs had opportunity to modernise pedagogy through ICT, and a few (1.75 percent) TEIs could be developed Computer-based Instructional Packages.

311. Some (17.54 percent) TEIs had the opportunity to optimum utilsation of existing ICT and ET resources in the teaching-learning process and administration. A few (1.75 percent) TEIs had opportunity to utilse resources of the other institutions of the society for value addition in the professional competencies of the teacher trainees. A few (1.75 percent) TEIs had the opportunity to utilse privately funded institutions' privileges provided in rules and regulations.

Findings of the Institutional Challenges for Criterion- IV: Infrastructure and Learning Resources

312. A few (3.51 percent) TEIs challenged owning an independent building for the college and providing more space for the library and classrooms. A few (1.75 percent) TEIs 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 rest rooms appropriately.

313. A few (1.75 percent) TEIs challenged establishing the laboratories properly; and arranging modern tools & techniques in the laboratory, library & classrooms. A few (3.51 percent) TEIs were challenged to enrich and develop a proper structure for Science and Mathematics laboratories.

314. A few (1.75 percent) 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 (3.51 percent) TEIs challenged the functional use of the library and ICT as a learning resource.

315. Some (14.04 percent) TEIs had a challenge with relation to ICT integration in the teaching-learning, where a few (1.75 percent) TEIs had to appoint a qualified

instructor and integrate with the curriculum going beyond PPP. A few (1.75 percent) TEIs were needed to establish modern ICT-driven infrastructure. Some (14.04 percent) TEIs had challenge for optimization of ICT in teaching-learning, and a few (1.75 percent) TEIs had challenge for optimum utilsation of the available physical facility.

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.1 and 2.4.2)

316. Few (7.02 percent) TEIs were to be expedite construction, where a few (1.75 percent) 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 (3.51 percent) TEIs were to be developed Laboratories as per NCTE norms for B.Ed.; a few (1.75 percent) TEIs were to be enriched and developed in proper structure Laboratories; and a few (1.75 percent) TEIs were needed to be developed ET lab, Language lab, Psychology lab Methods lab, etc., as per the NCTE norms.

317. Few (8.77 percent) TEIs were needed to be strengthened/ improved Laboratories, where a few (1.75 percent) TEIs 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. Many (33.33 percent) TEIs might be established Language laboratory, where a few (1.75 percent) 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 (3.51 percent) TEIs were to be established for understanding education and future employment scenario. A few (1.75 percent) TEIs were to be updated Language laboratory.

318. A few (5.26 percent) TEIs might be established Mathematics laboratory; and a few (3.51 percent) TEIs might be strengthened Mathematics laboratory. A few (5.26 percent) TEIs were to be strengthened Science laboratory. A few (1.75 percent) TEIs might be established Psychology laboratory; and a few (3.51 percent) TEIs might be strengthened Psychology laboratory. A few (1.75 percent) TEI were to be reorganised and upgraded psychology, Language and science lab facilities and to be made functional; and a few (1.75 percent) TEIs were to be established separate laboratories for Science, Educational Technology and Educational Psychology.

319. A few (1.75 percent) 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 variety and range of schooling facilities available in the campus.

320. Management of a few (3.51 percent) TEIs were to be taken steps for augmentation of the building and open space facility and taken urgent steps for augmentation of the building and other infrastructure as per NCTE norms. A few (1.75 percent) TEIs were to be augmented infrastructural and instructional facilities. Few (7.02 percent) TEIs were to be made the institutional building/ infrastructure disabled-friendly.

321. A few (3.51 percent) TEIs were to be provided a well-equipped multipurpose hall/Auditorium facility. A few (1.75 percent) TEIs could be optimally used Language laboratory; could be optimally used Psychology laboratory; and needed to be strengthened and optimally utilsed Science and technology laboratory.

322. A few (1.75 percent) TEIs had recommended maintenance of infrastructure, i.e., to be maintained Infrastructure; landscaping, beautification and proper maintenance of Campus; and organised, maintained and upgraded infrastructure of especially various labs.

323. A (1.75 percent) 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 (1.75 percent) TEIs were required to make concerted efforts to conserve the heritage building and its glory.

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.3)

324. A few (1.75 percent) TEIs were to be provided advisory committee and other facilities like internet, reprographic, scanner, cataloging and classification for the library. Few (7.02 percent) TEIs were needed to be improved/ strengthened in Library facilities. Few (8.77 percent) TEIs could be provided/ ensured book bank facility. A few (1.75 percent) TEIs were to be provided modern storage cabin facility for library on priority, enriched and updated Library facilities, and ascertained optimum use..

325. A few (5.26 percent) TEIs were to be provided more space for Library, where a few (1.75 percent) TEIs were needed more furniture; and a reading room. A few (3.51 percent) 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.

326. A few (1.75 percent) 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.

327. A few (3.51 percent) TEIs might be added latest books and journals in the library. Few (8.77 percent) TEIs might be added more quality/ standard/ relevant books and journals to Library, where a few (1.75 percent) TEIs have required reference materials; and needed link with DELNET/ INFLIBNET on a priority basis.

328. Few (7.02 percent) TEIs might be added more quality reference books and journals to Library, where a few (1.75 percent) 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 (3.51 percent) TEIs might be purchased more standard and reference books; and a few (1.75 percent) TEIs might be procured more reference and text books; and to be added more new books including more books in English language than in Gujarati.

329. Many TEIs (26.32 percent) might be automated/ computerised Library, where a few (5.26 percent) TEIs were required on a priority basis and; a few (3.51 percent) TEIs were required with the necessary training to the staff. A few (3.51 percent) TEIs were to be made optimal use of good books in the library through its automation and extending open access. A few (1.75 percent) 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 (3.51 percent) TEIs might be provided e-journals and extended facilities to the Library; and might be initiated Professional development programmes for library staff.

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.4)

330. A few (1.75 percent) 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;

331. A few (1.75 percent) TEIs were to be introduced E -learning and E- resource; and strengthened E-learning resources and other ICT applications.

332. A few (5.26 percent) TEIs were recommended to provide a Smart classroom, where a few (1.75 percent) TEIs were needed exposure; and required provision of an E-learning portal. A few (1.75 percent) TEIs have developed institutional website and made available information as per NCTE Regulation 2007. A few (3.51 percent) TEIs were to be improved college website, where a few (1.75 percent) TEIs were to be included curricular aspects, Student Information System, Alumni, learning resources and interaction with teachers.

Recommendations for Criterion-IV: Infrastructure and Learning Resources (Key Aspect no. 2.4.5)

333. Some (15.79 percent) TEIs could be provided hostel facility, where a few (1.75 percent) TEIs were recommended for staff too; and to be given priority in construction. Few (7.02 percent) TEIs could be provided hostel for girl students, whereas a few (1.75 percent) TEIs were recommended for other support facilities; and made mess facility to boys staying in hostel. A few (3.51 percent) TEIs could be provided hostel for boy students. A few (1.75 percent) TEIs were to be extended hostel facility to students of institution; and to be upgraded hostel facility.

334. Most (63.18 percent) 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 in few (12.28 percent) TEIs; adequate outdoor games and other support facilities for the girl students in few (10.53 percent) TEIs; and students to be motivated for active involvement from some (14.04 percent) TEIs. A few (1.75 percent) TEIs were to be improved sports facilities.

335. A few (5.26 percent) TEIs could be provided Health center facility/ Medical facility; a few (1.75 percent) TEIs were to be improved Health service facility; and a few (3.51 percent) TEIs could be provided Emergency medical facility. A few (3.51 percent) TEIs could be provided common room facility; and a few (1.75 percent) TEIs might be well furnished common room. Some (15.79 percent) TEIs could be provided Canteen facility; and a few (3.51 percent) TEIs were to be strengthened Canteen facility. A few (1.75 percent) 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 (12.28 percent) TEIs could be provided transport facilities, where a few (1.75 percent) TEIs were recommended on a regular basis. A few (3.51 percent) TEIs were to be strengthened transport facility; and a few (1.75 percent) TEIs were to be made efforts by the management for getting bus stops near the College.

5.4.5 Criterion- V: Student Support and Progression

Findings of the Key Aspect No. 2.5.1 Student Progression

336. A few (1.75 percent) TEIs held a place of recognition among the affiliating colleges of the University. A few (1.75 percent) TEIs had catered to students from rural/ semi-urban areas and needy sections of society.

337. A few (1.75 percent) TEIs had good students' performance in the qualifying examination, and a few (1.75 percent) TEIs had celebrated a Talent Hour programme to find student-teacher talent at the beginning of the year.

338. Few (7.02 percent) TEIs had provided orientation to the students about the course at the beginning of the session; a few (3.51 percent) TEIs had provided Orientation/ Demonstration lessons to the students for Practice teaching, and a few (1.75 percent) TEIs had sensitised its students about environmental issues.

339. A few (1.75 percent) TEIs had established a formal Grievances Redressal Cell, whereas a few (1.75 percent) TEIs did not have established Grievance Redressal Cell. A few (3.51 percent) TEIs had organised remedial coaching for students. Students of a few (1.75 percent) TEIs had got help from Heads of Practicing schools.

340. Few (7.02 percent) TEIs had provided information to students about the competitive examinations like NET, SLET, TET and TAT, whereas a few (3.51 percent) TEIs were to be provided coaching to students for the competitive

examinations like NET, SLET, TET and TAT. Students of a few (3.51 percent) TEIs had qualified the NET.

341. A few (1.75 percent) TEIs had maintained records of students' progression very well, and a few (3.51 percent) TEIs did not have properly maintained, whereas a few (5.26 percent) TEIs were yet to be maintained the record.

342. Few (10.53 percent) TEIs had monitored students' progression by Tests and assignments, whereas a few (1.75 percent) TEIs had monitored by Unit Tests, Assignments, Micro-teaching and Internal criticism of Macro-teaching.

343. A few (1.75 percent) 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 (3.51 percent) TEIs were yet to be monitored students' progression properly, while a few (1.75 percent) TEIs were yet to be monitored the progression.

344. The dropout rate was zero or no drop out in few (14.04 percent) TEIs; negligible in most (50.88 percent) TEIs, insignificant in a few (1.75 percent) TEIs and low in a few (5.26 percent) TEIs. Few (10.53 percent) TEIs had 1 percent to 12 percent dropout rate, whereas a few (1.75 percent) TEIs had quite a high dropout rate from 10 percent to 20 percent in the last three years. A few (1.75 percent) TEIs had minimised the dropout rate of the institution through individual counselling.

345. Many (26.32 percent) TEIs had a 100 percent pass percentage; few (8.77 percent) TEIs had 95-100 percent pass percentage, and a few (1.75 percent) TEIs had above university average pass percentage. Few (12.28 percent) TEIs had good/ satisfactory/ worth praising results.

346. Students of a few (5.26 percent) TEIs had got gold medals in university examinations. Students of few (10.53 percent) TEIs were rankers in university exams. Students from few (7.02 percent) TEIs had passed the university examination with distinction. A good number of students from a few (1.75 percent) TEIs had excelled in the university exams. Majority of the students from a few (3.51 percent) TEIs had passed with first class. Students of a few (1.75 percent) TEIs had achieved excellent both in qualitative and quantitative aspects. A few (3.51 percent) TEIs had a moderately good institutional academic performance.

347. A few (1.75 percent) TEIs had Guidance and Counselling services, and a few (1.75 percent) TEIs had established Carrier guidance and Placement cell, and a few (3.51

percent) TEIs had informal placement services. Few (12.28 percent) TEIs did not establish the Placement cells or were needed to be established.

348. A few (1.75 percent) TEIs had no placement cell, though made job placement of students in schools and institutions of higher learning. A few (1.75 percent) TEIs had taken up placement initiatives and employed a considerable number of students. The placement cells of three (5.26 percent) TEIs had helped their students get jobs in the schools. A few (5.26 percent) TEIs were needed to be strengthened Placement cell.

349. Students from many (47.37 percent) TEIs went for higher studies, and students from many (29.82 percent) TEIs went for teaching jobs. Students from a few (1.75 percent) TEIs went for either teaching or other employment, whereas students from a few (1.75 percent) TEIs went for other employment. Students from a few (1.75 percent) TEIs had tried to get jobs.

350. A few (1.75 percent) TEIs did not maintain a proper record of students going for higher education & jobs. A few (1.75 percent) TEIs had good motivation amongst students for higher studies.

Findings of the Key Aspect No. 2.5.2 Student Support

351. Few (7.02 percent) TEIs had provided all required information through prospectus, websites, etc., a few (1.75 percent) TEIs had provided by notice board, whereas prospectus was needed to be prepared by a few (3.51 percent) TEIs. A few (5.26 percent) TEIs had created their websites. A few (1.75 percent) TEIs were needed to be published in College magazine every year, and a few (1.75 percent) TEIs were needed to be improved College magazine.

352. Few (10.53 percent) TEIs had provided orientation to students at the beginning of the academic session. Few (8.77 percent) TEIs had prepared an Academic calendar, whereas a few (1.75 percent) TEIs were needed to be prepared formally.

353. Few (12.28 percent) 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.

354. Few (8.77 percent) TEIs had provided Remedial teaching, whereas a few (1.75 percent) TEIs needed to be started Remedial teaching. A few (1.75 percent) TEIs had implemented a Teacher-Taught scheme to monitor and guide students. A few

(1.75 percent) TEIs had organised the 'Earn while you learn' programme for students. Few (5.26 percent) TEIs did not provide Students' welfare schemes. A few (1.75 percent) TEIs were needed to be received regular feedback from students to the teachers.

355. Few (3.51 percent) TEIs had active Women Development Cell. Few (3.51 percent) TEIs functioned Alumni Association; and was in a few (1.75 percent) TEIs had visible support of Alumni, whereas a few (1.75 percent) TEIs were needed to be strengthened Alumni Association.

356. Some (14.04 percent) TEIs had provided Mentoring services, where few (7.02 percent) TEIs had an informal Mentoring system. Few (3.51 percent) TEIs did not have Mentoring services.

357. Many (31.58 percent) TEIs had provided Counselling/ Guidance and Counselling services, where few (7.02 percent) TEIs had provided informally. A few (1.75 percent) TEIs were yet to be developed the Counselling services properly, whereas few (7.02 percent) TEIs did not provide the Counselling/ Guidance and Counselling.

358. A few (1.75 percent) TEIs had arranged training for TET and TAT examinations, whereas a few (1.75 percent) TEIs were needed to be provided coaching for TET, Communication skills etc.

359. Some (17.54 percent) TEIs had existed Placement cell, where few (7.02 percent) TEIs had functioned; and a few (1.75 percent) TEIs had organised Udyog Mela, campus selections, Mock interview, group discussion, personality development. Placement cells in a few (1.75 percent) TEIs were needed to be more functioned; a few (3.51 percent) TEIs were needed to be strengthened, whereas few (8.77 percent) TEIs were yet to be established.

360. Some (17.54 percent) TEIs had observed safe and secured campus. A few (3.51 percent) TEIs had provided textbooks to the students by book bank or free textbooks, and a few (1.75 percent) TEIs had provided access to the Internet to student-teachers in computer lab and library. A few (5.26 percent) TEIs were to be provided transport facility, and a few (1.75 percent) TEIs had to be made provision for physically challenged students.

361. A few (3.51 percent) TEIs had utilsed the health center facility of the University, and a few (1.75 percent) TEIs had developed their Health check-up system. A few (3.51 percent) TEIs had Canteen and boys hostel facility; a few (1.75 percent)

TEIs had Canteen, Basketball and playground facilities; and a few (1.75 percent) TEIs had an open-air theater with proper ambiance.

362. Many (28.07 percent) TEIs had given Government scholarships to student-teachers as per rules; a few (1.75 percent) TEIs had provided merit scholarships, whereas a few (3.51 percent) TEIs had no provision for merit scholarships. A few (1.75 percent) TEIs had no scheme of endowment scholarship.

363. Few (10.53 percent) TEIs had provided financial assistance to needy students; a few (1.75 percent) TEIs had provision for fee concession to girls as per government policy, whereas few (7.02 percent) TEIs did not provide financial support to needy or economically weak students.

Findings of the Key Aspect No. 2.5.3 Student Activities

364. A few (1.75 percent) TEIs had only Indoor facilities, a shared playground with sister institutions, recreational facilities in the college, whereas a few (5.26 percent) TEIs had no recreational facility.

365. A few (5.26 percent) TEIs had formed different committees, and students of a few (5.26 percent) TEIs were represented in different committees of the college. A few (1.75 percent) TEIs had developed leadership skills of students under students' activities. A few (1.75 percent) TEIs had constituted subject-wise clubs. A few (1.75 percent) TEIs had provided personal and academic counselling to students.

366. Some (17.54 percent) TEIs had published written/ printed college magazines; few (7.02 percent) TEIs had Wall Magazine, whereas a few (7.02 percent) TEIs were yet to be published in college magazines. A few (3.51 percent) TEIs had published Newsletter, whereas a few (3.51 percent) TEIs were yet to be published.

367. A few (3.51 percent) TEIs had collected feedback on teachers from the students, whereas a few (1.75 percent) TEIs needed a formal mechanism for receiving feedback from alumni and employers.

368. Many (40.35 percent) TEIs had informal/ formal Student Council/ Student Body, where a few (1.75 percent) TEIs did not constitute the Council democratically. A few (5.26 percent) TEIs did not form Student Council, where students' bodies of a few (1.75 percent) TEIs were active. Some (21.05 percent) TEIs had functioned/ active Student Councils in organising different activities. Few (7.02 percent) TEIs did not form or yet to be formed Student Council.

369. Most (52.63 percent) TEIs had Alumni Association/ active Alumni. Many (36.84 percent) TEIs had formed Alumni Associations, where few (12.28 percent) TEIs

functioned; a few (1.75 percent) TEIs were yet to be more function, and a few (5.26 percent) TEIs were yet to have functioned, and few (1.75 percent) TEIs were yet to be strengthened. Four (7.02 percent) TEIs had active involvement of Alumni in college activities, where a few (1.75 percent) TEIs were needed to be explored the potentiality of alumni for the development of the college.

370. Few (7.02 percent) TEIs were yet to be formalised, and a few (3.51 percent) TEIs yet to be formed Alumni Association.

371. Many (40.35 percent) TEIs had organised activities. Some (17.54 percent) TEIs had organised activities by TEI, where few (10.53 percent) TEIs had organised Cultural programmes, whereas a few (1.75 percent) TEIs had organised CCA, celebrations of important events and days, Educational tours and some outreach programmes.

372. Few (12.28 percent) TEIs had organised activities by Student Council, which include cultural activities, day celebration, and debate and poster competitions in a few (5.26 percent) TEIs; Assembly, cultural, literary, sports, health and hygiene activities in a few (1.75 percent) TEIs; and all students' activities a few (1.75 percent) TEIs.

373. Few (8.77 percent) TEIs had organised activities by college committees, where a few (3.51 percent) TEIs had organised CCA; a few (1.75 percent) TEIs had organised CCA and extracurricular activities; a few (1.75 percent) TEIs had organised Cultural programmes, and a few (1.75 percent) TEIs had organised Saptdhara activities.

374. A few (1.75 percent) TEIs had organised Sports, an annual day and other activities by Students.

375. A few (8.77 percent) TEIs were yet to be organised different activities.

376. Many (36.84 percent) 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 (1.75 percent) TEIs had CWDC but needed to be elicited student participation.

377. Few (10.53 percent) TEIs had encouraged their students to participate in those activities. Active participation of students in CCA would be more appreciable in a few (1.75 percent) TEIs; a few (1.75 percent) TEIs were yet to be trained the

students to take part in sports and games, and a few (1.75 percent) TEIs were to be redesigned groupings for organising CCA.

378. Some (14.04 percent) TEIs had Students' participation in activities organised at the inter-collegiate level like cultural programmes, cultural competitions, tournaments, cultural events, and different competitions. Few (7.02 percent) TEIs had encouraged students to participate in Inter-collegiate activities, whereas a few (1.75 percent) TEIs did not encourage students. A few (5.26 percent) TEIs had no participation of students in Inter-collegiate programmes/ activities.

379. Some (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 a few (3.51 percent) TEIs were yet to be participated in the students in sports events at state, regional or national level, whereas a few (1.75 percent) TEIs were needed to be motivated the students to participate in various level events.

Findings of the Key Aspect No. 2.5.4 Best Practices in Student Support and Progression

380. The best practices in Student Progression were like- a few (1.75 percent) TEIs were CTE of GCERT. A few (1.75 percent) TEIs had uploaded most of the information about the institute on their website, and a few (1.75 percent) TEIs had uploaded their prospectus on the college website. A few (5.26 percent) TEIs had prepared their action plan and an academic calendar, and a few (1.75 percent) TEIs had quite comprehensively organised orientation programme. A few (1.75 percent) TEIs had negligible dropout, and a few (1.75 percent) TEIs had the best practice of students' retention.

381. A few (1.75 percent) 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 (1.75 percent) TEIs were enabled to inculcate self-confidence and a sense of independence among students from resource-scarce areas and needy groups. A few (1.75 percent) TEIs had conducted Mock interviews, and a few (3.51 percent) TEIs had organised Placement of students. Few (8.77 percent) TEIs had best practices of pass percentage between 93 to 100 percent.

382. The best practices in Student Support were a few (1.75 percent) 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 (8.77 percent) TEIs had provided financial help to needy students, and a few (3.51 percent) TEIs had the best practice of Book bank facility to students. A few (1.75 percent) TEIs had provided Computer training and provided Computer facilities. The best practices of a few (1.75 percent) TEIs were access to the Internet and License for Windows XP, Microsoft Office, SOUL Software for Library.

383. A few (1.75 percent) 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.

384. A few (1.75 percent) TEIs had emphasised Traditional values; and given more importance to Women empowerment. A few (1.75 percent) TEIs had structured study circles in various methods, created Formative Peer Assessment through response groups, published college magazines, and provided cash awards to university rankers. A few (3.51 percent) TEIs had received financial help/ fund from their alumni.

385. The best practices in Student Activities were a few (1.75 percent) 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.

386. A few (1.75 percent) TEIs had student-centric academic and cultural activities, presented seminars by students and were strong in sports activities. Few (7.02 percent) TEIs had active participation of the students in activities.

387. A few (1.75 percent) 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 (1.75 percent) TEIs had the best practice of preparing digital lesson plans and assignments. A few (1.75 percent) TEIs had the best practice of Alumni publication.

388. A few (1.75 percent) TEIs had taken proactive steps for quality enhancement, and a few (1.75 percent) TEIs had complied with most of the recommendations of last accreditation. Few (8.77 percent) TEIs did not have any best practice in Student Support and Progression.

Findings of the Institutional Strengths for Criterion- V: Student Support and Progress

389. A few (5.26 percent) TEIs had a success rate of more than 97 percent; a few (3.51 percent) TEIs had good university exam results; a few (3.51 percent) TEIs had a pass percentage higher than University, and a few (1.75 percent) TEIs had consistent performance in university examination. A few (1.75 percent) TEIs had a good feature of mobility of Students to Higher study and placement.

390. A few (1.75 percent) TEIs had adequate student support services; established a credit society, and introduced a communication skills programmme. A few (1.75 percent) TEIs participated in co-curricular and extracurricular activities and sports and games.

391. Few (10.53 percent) TEIs had committed management, where a few (5.26 percent) TEIs had committed management for developing dedicated teachers and the sincere with emotionally involved in developing educational facilities.

392. A few (3.51 percent) 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 (8.77 percent) TEIs had proactive management. A few (1.75 percent) TEIs had committed, experienced and supportive management, highly proactive and supportive management, and excellent management pro-active for developmental programmes.

Findings of the Institutional Weaknesses for Criterion- V: Student Support and Progress

393. A few (1.75 percent) TEIs had a high dropout rate in a year; inadequate practice teaching experience, and a dearth of organising adequate seminars and workshops.

394. Few (7.02 percent) TEIs concentrated on Gujarati medium without opportunities for communication in English; a few (1.75 percent) TEIs had poor communication in English among students and staff; a few (3.51 percent) TEIs had poor communication skills in students, and a few (1.75 percent) TEIs had lack of programmes in communication skills.

395. A few (1.75 percent) TEIs had lack of exposure to the community; a few (3.51 percent) TEIs did not have availability of mentor and tutor system; a few (3.51 percent) TEIs had weak counselling services. Few (5.26 percent) TEIs did not set up Placement cell.

Findings of the Institutional Opportunities for Criterion- V: Student Support and Progress

396. A few (1.75 percent) TEIs had scope for additional academic activities for developing teaching competency among students; and the opportunity to harness youths' talents in giving quality teacher training. A few (3.51 percent) 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 (1.75 percent) TEIs had scope for formalising placement activities.

397. Few (7.02 percent) TEIs had scope for development of proficiency of communicative English language among students and teachers. A few (1.75 percent) 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 (3.51 percent) TEIs had scope for empowering the students; and a few (1.75 percent) had scope for introducing the 'Earn while you Learn scheme'.

398. Few (10.53 percent) TEIs had scope for undertaking additional academic activities for developing teaching competence among the students.

Findings of the Institutional Challenges for Criterion- V: Student Support and Progress

399. A few (1.75 percent) TEIs had challenge for supervision of practice teaching. A few (3.51 percent) TEIs challenged competition from the institutions in and around the neighbourhood. A few (1.75 percent) 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 (3.51 percent) TEIs had challenges with developing students' proficiency in spoken English. A few (1.75 percent) TEIs had challenges ensuring on-campus placement and structuring the functioning of placement cell, whereas a few (1.75 percent) TEIs had challenges about poor placement service, especially of students-teachers of the vernacular medium.

400. A few (1.75 percent) TEIs had challenges developing and using software in Gujarati because of being a Gujarati medium college. A few (1.75 percent) TEIs had challenges introducing soft skill development programmes, especially in communication through English and in ICT applications. A few (1.75 percent) TEIs had challenges for students' skill development and improvement of

communication skills. Some (22.81 percent) TEIs had challenges in developing students' English communication skills, whereas a few (1.75 percent) TEIs were to be developed through optimum use of the Language lab and developed among staff.

401. A few (1.75 percent) 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 (Key Aspect no. 2.5.1, 2.5.2 and 2.5.3)

402. A few (1.75 percent) 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 a few (3.51 percent) TEIs were to be started Coaching classes for competitive examinations.

403. A few (1.75 percent) 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.

404. 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.

405. Some (17.54 percent) TEIs were to be introduced Welfare schemes for students, where few (7.02 percent) TEIs were to be provided Group insurance scheme for students; and a few (3.51 percent) TEIs were to be provided medical and accident insurance for all students. A few (1.75 percent) TEIs were to be thought of introduction of 'Earn while you Learn' scheme

406. A few (1.75 percent) TEIs were to be structured Women cell; and might be established NSS Units. Few (8.77 percent) TEIs were to be established/ structured Guidance and Counselling cell; and a few (1.75 percent) TEIs were to strengthen

Guidance and Counselling Cell activities further. Some (17.54 percent) TEIs might be established Placement cell, where few (7.02 percent) TEIs were needed to be formalised. A few (3.51 percent) TEIs were to be activated Placement cell; a few (5.26 percent) TEIs were to be strengthened Placement cell; and a few (1.75 percent) TEIs were to be provided professional guidance for their progression in the teaching field.

407. A few (5.26 percent) TEIs were to be formed Grievance Redressal and Placement Cells; a few (5.26 percent) TEIs could be better function Grievance Redressal mechanisms; and a few (1.75 percent) TEIs were to be stregthened Grievance Redressal cell.

408. A few (5.26 percent) TEIs were to be emphasised the development of communication skills of the students. Few (12.28 percent) TEIs were to develop communication skills in English language in form of Add-on courses/ short-term courses/ spoken English classes. Few (7.02 percent) TEIs should be strengthened in Spoken English for future employment. A few (3.51 percent) TEIs had to be devised strategies for developing soft and life skills.

409. A few (1.75 percent) TEIs were to be divided into houses with appropriate names for organising competition programmes. A few (1.75 percent) TEIs were to be provided physical education activities; a few (3.51 percent) TEIs were to be encouraged students to participate in Inter-collegiate competitions; and a few (1.75 percent) TEI might be encouraged students to participate in sports activities at state and national level. A few (3.51 percent) TEIs were to be constituted Student council. A few (3.51 percent) TEIs should be maintained proper records for organised curricular and co-curricular programmes.

5.4.6 Criterion- VI: Organisation and Management

Findings of the Key Aspect No. 2.6.1 Institutional Vision and Leadership

410. Few (10.53 percent) TEIs had committed managements, and few (10.53 percent) TEIs had Proactive Managements. A few (1.75 percent) TEIs had received competent and cooperative leadership by stalwart management having specialists from education business and politics. A few (3.51 percent) TEIs had the active participation of the management, where management of a few (1.75 percent) TEIs were active in the overall functioning of the college; and a few (1.75 percent) TEIs had full-time participation of some members.

411. Leadership was provided by the management Committees of few (12.28 percent) TEIs, which included a few (3.51 percent) TEIs having committed senior and responsible social activists and academics of standing; a few (3.51 percent) TEIs having experienced and dedicated senior people of the society, and management of a few (1.75 percent) TEI had provided leadership to Principal also in all Academic activities.

412. Managements of a few (3.51 percent) TEIs had provided leadership to Principal and staff was democratic and cordial, whereas a few (1.75 percent) TEI needed to be more dynamic leadership of management trustee and college principal.

413. A few (5.26 percent) TEIs had provided Democratic leadership, whereas a few (1.75 percent) TEIs had provided poor leadership. The leadership of a few (1.75 percent) TEIs were needed to be strengthened by providing wider exposure to teaching faculty, and a few (1.75 percent) TEIs were required to be more vibrant leadership. Frequent changes in the leadership of a few (1.75 percent) TEIs were detrimental to institutional growth.

414. A few (3.51 percent) TEIs had provided Academic leadership, whereas a few (3.51 percent) TEIs were needed to be rationalised by the administration instead of emotionally involved Academic leadership.

415. Managements of a few (3.51 percent) TEIs had provided democratic governance; distributed responsibilities among the staff and students; and regularly reviewed college activities and performance.

416. A few (3.51 percent) TEIs had better coordination between the management and the college. Management of a few (1.75 percent) TEIs had valued the role played by the employees; and managements of a few (3.51 percent) TEIs had taken the initiative to meet requirements of the college, whereas managements of a few (3.51 percent) TEIs were needed to be more involved in college activities.

417. A few (1.75 percent) TEIs had reflected the management's social service motive and commitment for the uplifting women by financial contribution, whereas a few (1.75 percent) TEIs were needed for resources to be addressed promptly by the management.

418. A few (1.75 percent) TEIs were constituent colleges, and all the decisions were taken by the senate and syndicate of the University, whereas a few (1.75 percent) TEIs had taken policy decisions with the governing body.

419. A few (3.51 percent) TEIs had taken decisions by the Principal in consultation with the management, whereas a few (1.75 percent) TEIs had taken decisions by the management or the in-charge Principal in consultation with teaching faculty. A few (5.26 percent) TEIs had decentralised and participatory management, while a few (1.75 percent) TEIs had a collective decision-making process by conducting periodical meetings.

420. Few (7.02 percent) TEIs had democratically taken decisions in staff council, where a few (1.75 percent) TEIs were needed to be decentralised the decision-making process. A few (5.26 percent) TEIs had involved Teaching Faculty in decision making, and a (1.75 percent) TEIs had the minimal role of Teaching Faculty in decision making, whereas a few (1.75 percent) TEIs did not have involved Teaching Faculty.

421. A few (1.75 percent) TEIs had distributed duties and responsibilities democratically and carried out sincerely. A few (1.75 percent) TEIs had defined and communicated the responsibilities to staff through prospectus, whereas a few (1.75 percent) TEIs did not have properly defined and communicated. A few (3.51 percent) TEIs were needed to involve students and parents in various decisions making to improve the ambiance of the college.

422. Few (8.77 percent) TEIs had the leadership of Principal, where a few (1.75 percent) TEIs had dynamic and experienced Principal; and a few (1.75 percent) TEIs had effective democratic governance by Principal.

423. A few (1.75 percent) TEIs had capable acting Principals. Principal of a few (1.75 percent) TEIs had enjoyed the trust of his colleagues. Principal of a few (1.75 percent) TEIs provided the management with valid information received through feedback and personal contacts.

424. A few (1.75 percent) TEIs had recently appointed Principals, whereas a few (1.75 percent) TEIs were needed management's efforts to appoint a full-time principal. A few (1.75 percent) TEIs had numbers of teaching and non-teaching vacancies for being Grant-in-aid College; a few (1.75 percent) TEIs had a lack of experienced teaching faculty, whereas a few (1.75 percent) TEIs were running with two guest teachers only. A few (1.75 percent) TEIs were strived to provide leadership for quality teacher education.

425. A few (1.75 percent) TEIs had clearly stated Vision, Mission and goals; a few (3.51 percent) TEIs had clearly articulated Vision, Mission and Objectives,

whereas a few (1.75 percent) TEIs had explained to its students during induction, but calendar or prospectus were not highlighted objectives.

426. The Vision and Mission of few (8.77 percent) TEIs were in alignment with the teacher education; a few (3.51 percent) TEIs had in tune with the development of student-teachers; a few (1.75 percent) TEIs had stressed the comprehensive development of personality; a few (3.51 percent) TEIs had well stated the Vision and Mission for upliftment and empowerment of women's education.

427. The Vision and Mission were reflected in activities of a few (3.51 percent) TEIs; a few (1.75 percent) TEIs had made efforts to cater quality education; a few (3.51 percent) TEIs had reflected Vision and Mission to the national development and individual progress, and Vision and Mission of few (7.02 percent) TEIs had fulfilled objectives.

428. The Vision and Mission were not clearly stated by a few (5.26 percent) TEIs; a few (3.51 percent) TEIs did not have articulated/ stated, and a few (1.75 percent) TEIs were needed to be more focused. In relation to the Vision and Mission, a few (1.75 percent) TEIs needed efforts to cater to quality education; they did not formally identify barriers to achieving and were not reflected in its objectives.

429. A few (1.75 percent) 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 (5.26 percent) TEIs were needed to be more focused Vision.

430. Mission and Objectives of a few (1.75 percent) TEIs were reflected the objective of Higher Education Policy of the nation; and the Vision and purposes of a few (1.75 percent) TEIs were in tune with the objectives of Higher Education. Objectives of a few (1.75 percent) TEIs were in tune with the objectives of Teacher Education.

Findings of the Key Aspect No. 2.6.2 Organisational Arrangements

431. A few (1.75 percent) TEIs were managed by Governing Body. Managements of a few (1.75 percent) TEIs were financially stable, highly committed, and participative, supportive and proactive.

432. Few (7.02 percent) TEIs had structures of management, whereas a few TEIs were needed to be developed Management structures, and a few (1.75 percent) TEIs were needed to be clearly defined. Few (7.02 percent) TEIs had organisation structures as per the rules/ norms. A few TEIs (3.51 percent) had a 'top-down'

approach from Governing Body to Students and strategic planning with the involvement of all stakeholders.

433. A few (1.75 percent) 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.

434. Managements of few (8.77 percent) TEIs had provided full autonomy to the Principal to run the institution; a few (1.75 percent) TEIs had periodically meeting of management with staff to review activities, and a few (1.75 percent) TEIs had maintained good relations with management.

435. Managing committees of a few (1.75 percent) TEIs were responsible for the administrative structure, financial management, staff recruitment, and infrastructure maintenance. A few (1.75 percent) 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 (1.75 percent) TEIs were needed to be sensitised. A (1.75 percent) TEIs were needed more democratic administration, and a few (1.75 percent) TEIs were needed to take more interest in the management of the college.

436. Many (36.84 percent) TEIs had Decentralised administration, where a few (3.51 percent) TEIs were administered by different committees; some (14.04 percent) TEIs had distributed/ shared responsibilities; a few (1.75 percent) TEIs had the autonomy to the Principal and a few (5.26 percent) TEIs had vertical authority from top and decentralisation at the teaching level through committees.

437. A few (1.75 percent) TEIs had to be functioned administration by decentralisation of management; and a few (1.75 percent) TEIs were yet to be fully implemented decentralisation, whereas a few (1.75 percent) TEIs were yet to be done decentralisation.

438. Most (54.39 percent) TEIs had formed different committees for organisational arrangement, where some (21.05 percent) TEIs had functioned their committees.

439. A few (1.75 percent) TEIs had formed library advisory committee, examination committee, admission committee, grievance cell, IQAC etc.; and a few (1.75 percent) TEIs had formed library committee, students' council and Mahila Cell.

440. A few (3.51 percent) TEIs were needed to be made functional the committees, and a few (3.51 percent) TEIs were needed to be made committees more formalised, whereas a few (1.75 percent) TEIs were needed to be formed different committees.

441. The functioned committees from some (21.05 percent) TEIs were included different committees like Academic, Admission, Planning, Research, Cultural, Library Advisory & Sports Advisory, etc.; a few (1.75 percent) TEIs had held meetings as per planned schedule, and a few (1.75 percent) TEIs were supported different committees by teaching Faculty and students. A few (1.75 percent) TEIs formed governing body and staff council; active IQAC; and unorganised functional arrangement.

442. Few (10.53 percent) TEIs had a participatory decision-making process, where a few (1.75 percent) TEIs had taken decisions by different committees, and Principal of a few (1.75 percent) TEIs had taken academic decisions in consultation with teaching faculty and students' council.

443. A few (1.75 percent) TEIs had decision-making by the governing body. A few (1.75 percent) TEIs had taken policy decisions by management with the participation of stakeholders; a few (1.75 percent) TEIs had taken policy decisions by Principal and management, and a few (3.51 percent) TEIs had taken policy decisions by management.

444. A few (1.75 percent) TEIs had missed data-driven decision making, and a few (1.75 percent) TEIs needed to be strengthened by using data and information obtained from feedback.

445. Few (3.51 percent) TEIs had existed internal coordination and monitoring mechanism, where a few (1.75 percent) TEIs had shared responsibilities, whereas a few (1.75 percent) TEIs were yet to be developed internal coordination and monitoring mechanism. A few (5.26 percent) TEIs had internal coordination.

446. Few (15.79 percent) TEIs had Grievance Redressal mechanism/ cell, where a few (5.26 percent) TEIs did not have functioned properly; a few (3.51 percent) TEIs did not have functioned, and a few (3.51 percent) TEIs did not have a formal mechanism. Few (7.02 percent) TEIs had no Grievance Redressal mechanism, and a few (1.75 percent) TEIs did not have constituted Grievance Redressal Cell for employees.

447. Principal of a few (5.26 percent) TEIs had represented to respective management, and a few (1.75 percent) TEIs had regularly held staff meetings. Students and staff

of a few (1.75 percent) TEIs had maintained a cordial relationship, whereas a few (1.75 percent) TEIs had a lack of interaction and coordination amongst stakeholders. A few (1.75 percent) TEIs had ensured the information related implementation, evaluation and outcome of objectives to be accessed by stakeholders through website and college magazine.

448. A few (1.75 percent) TEIs had evolved mechanisms for optimum utilsation of resources, and a few (1.75 percent) TEIs were yet to be developed in its perspective plan. A few (1.75 percent) TEIs had taken extra classes due to inadequate number of staff.

449. A few (1.75 percent) TEIs had planned block teaching and internship programmes after due consultations with school headmasters-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.

Findings of the Key Aspect No. 2.6.3 Strategy Development and Deployment

450. A few (1.75 percent) TEIs had existed adequate deployment, and a few (1.75 percent) TEIs had identified and deployed specific strategies, whereas deployment by a few (1.75 percent) TEIs were needed to be strategic. Few (5.26 percent) TEIs had made in-charges for deployment and execution.

451. A few (1.75 percent) TEIs had allocated resources after discussion in the management committee; a few (3.51 percent) TEIs had allocated the required budget, whereas a few (3.51 percent) TEIs needed to be allocated budget.

452. Few (7.02 percent) TEIs had used MIS, where a few (1.75 percent) TEIs had recently initiated. A few (3.51 percent) TEIs did not have operationalised MIS, whereas a few (1.75 percent) TEIs were yet to be developed structured MIS; and a few (1.75 percent) TEIs did not have placed MIS formally, and some (15.79 percent) TEIs did not have MIS in place.

453. MIS in few (7.02 percent) TEIs were needed to be strengthened, where a few (1.75 percent) TEIs had limited, and simple MIS; a few (1.75 percent) TEIs were yet to be modernised MIS; and a few (1.75 percent) TEIs were to be made effective.

454. Managements of few (7.02 percent) TEIs were actively involved in planning and executing projects, whereas a few (1.75 percent) TEIs were required to be involved. A few (5.26 percent) TEIs did not have established linkages with local

Government Administrative bodies. A few (1.75 percent) TEIs were required regular monitoring of the functioning by trustees.

455. A few (1.75 percent) TEIs had exercised democratic leadership, and a few (3.51 percent) TEIs had democratic and decentralised administration. Decentralisation of decision-making in a few (1.75 percent) TEIs were needed to be strengthened; entirely by the management in a few (3.51 percent) TEIs, whereas not available in a few (3.51 percent) TEIs.

456. Some (19.30 percent) TEIs had established different Committees for the organisation of activities; few (7.02 percent) TEIs had allotted duties/ responsibilities to teaching faculty, and a few (1.75 percent) TEIs had assigned multiple duties to teaching and non-teaching staff.

457. A few (1.75 percent) TEIs had used State Government and University norms for recruitment of Teachers and Staff; a few (1.75 percent) TEIs had followed Government rules and regulations for the admission process, where a few (1.75 percent) TEIs did not have adequately monitored and reviewed the Vision, mission and implementation of plans.

458. Some (17.54 percent) TEIs had prepared Academic/Annual academic plans/ calendar, which were prepared by a few (1.75 percent) TEIs 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 (1.75 percent) TEIs had fulfilled the requirements of the prescribed syllabus, and a few (3.51 percent) TEIs had been implemented.

459. A few (1.75 percent) TEIs had the freedom to the teaching faculty to prepare the plan and implement innovative ideas under the Principal's leadership, whereas a few (1.75 percent) TEIs were needed to be prepared academic plans in advance with the involvement of all stakeholders.

460. A few (3.51 percent) TEIs had prepared Annual development plans; a few (5.26 percent) TEIs had prepared expansion plans; a few (5.26 percent) TEIs had developed a strategy for the perspective plan, and a few (1.75 percent) TEIs were needed strategic action plan for future development to be reflected too in the functioning of the institution.

461. Most (50.88 percent) TEIs did not have a developed Perspective plan/ Strategic action plan for future development, where teachers of a few (1.75 percent) TEIs were enthusiastic for its development.

462. A few (1.75 percent) TEIs were needed strategy for amalgamation of existing two B. Ed. Colleges; a few (1.75 percent) TEIs had developed plans to resume M.Ed. programme; and a few (1.75 percent) TEIs had evidenced the strategy for a perspective plan to start M.Ed. course.

463. A few (1.75 percent) 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.

464. A few (1.75 percent) TEIs had held Staff meetings whenever necessary, whereas a few (1.75 percent) TEIs had held regularly. A few (1.75 percent) TEIs had taken steps for optimum utilsation of the infrastructure. A few (1.75 percent) TEIs had optimum use of ICT facilities, websites, and e-mails to disseminate information, feedback, and compliance. A few (1.75 percent) TEIs were needed to keep track of new technology in the teaching-learning process.

465. A few (1.75 percent) TEIs had taken initiatives for promotion, co-operation, sharing of knowledge etc., among the Teaching Faculty. A few (1.75 percent) TEIs had introduced training for communication skills in English for teachers and students. A few (1.75 percent) TEIs did not take systematic initiative for sharing knowledge towards staff skill development, whereas a few (1.75 percent) TEIs were needed to plan the faculty development programmes.

466. A few (1.75 percent) TEIs had a cordial relationship between staff and students; a few (1.75 percent) TEIs had initiated welfare measures for teaching and non-teaching staff. A few (1.75 percent) TEIs had resolved grievances at institutional levels, whereas a few (1.75 percent) TEIs did not formalise grievances redressal mechanisms for staff. A few (1.75 percent) TEIs were needed Placement cells. A few (1.75 percent) TEIs had collected feedback from the students and schools for quality improvement, and a few (1.75 percent) TEIs had used the received feedback for development.

Findings of the Key Aspect No. 2.6.4 Human Resource Management

467. A few (1.75 percent) TEIs had centralised administration, and a few (1.75 percent) TEIs had a positive attitude from management. A few (1.75 percent) TEIs had

Human Resource Management information system, and a few (1.75 percent) TEIs had allocated human and financial resources, whereas a few (1.75 percent) TEIs were to be properly utilsed the institutional resources.

468. A few (3.51 percent) TEIs had a workload as per the norms and rules of the regulatory bodies or UGC/ NCTE norms. A few (3.51 percent) TEIs had congenial/ cordial relationships among Management, Principal and Staff. A few (3.51 percent) TEIs had formed various committees for better administration, and a few (1.75 percent) TEIs were needed to be established Redressal cells such as sexual harassment and Anti-ragging.

469. The institutional environment in a few (3.51 percent) TEIs had supported the professional and academic growth of the teaching faculty; conditions of a few (1.75 percent) TEIs were conducive for ascertaining effective functioning; a few (3.51 percent) TEIs had made efforts for improvement of overall organisational effectiveness, and a few (1.75 percent) TEIs were yet to be adopted Institutional Approach for decision making.

470. A few (1.75 percent) TEIs had the requirement of students' involvement in campus beautification, and a few (1.75 percent) TEIs had identified and nurtured students' talents.

471. Many (40.35 percent) TEIs had made appointments; many (28.07 percent) TEIs had made appointments as per the norms. Few (7.18 percent) TEIs had the required number of teaching Faculty in positions. A few (1.75 percent) TEIs had provided required staff according to prescribed procedures, and part-time teaching faculty were provided as required and adequately remunerated. A few (3.51 percent) TEIs had filled a teaching post by appointing staff on an ad-hoc basis.

472. A few (3.51 percent) TEIs had followed the Government's reservation policy in the selection of teachers. A few (1.75 percent) TEIs had properly followed the advertisement procedure and selection for teachers' recruitment.

473. Few (7.02 percent) TEIs had initiated to had manpower as per NCTE norms; a few (1.75 percent) TEIs had salary structure, service conditions of Teachers as per the norms of affiliating University, whereas a few (1.75 percent) TEIs were needed to be followed the NCTE guideline for educational qualification and pay scale.

474. A few (1.75 percent) TEIs had utilsed services of retired teaching faculty, and a few (1.75 percent) TEIs were needed to be given top priority for retaining deserving teaching faculty in the institution.

475. Many (28.07 percent) TEIs had observations about vacant positions. A few (5.26 percent) TEIs were needed to be filled the vacancies, where a few (1.75 percent) TEIs were needed to be appointed teaching faculty after the retirement of teachers; and a few (1.75 percent) TEIs had taken very limited initiatives for filling up its vacancies.

476. A few (1.75 percent) TEIs were needed the initiative to have the manpower as per NCTE norms; a few (1.75 percent) TEIs were yet to be appointed Teaching Faculty for M.Ed. as per NCTE norms, and a few (1.75 percent) TEIs were to be followed norms and standards from UGC/ NCTE/ State government in appointments of teaching faculty.

477. A few (1.75 percent) TEIs had vacant Principal positions, and all teaching positions were not filled up as per UGC norms. Principal of a few (1.75 percent) TEIs were working as Vice-Chancellor of the University on lien since two years, and the Principals' position in TEIs was vacant. A few (1.75 percent) TEIs were needed to be appointed qualified teaching faculty, whereas a few (1.75 percent) TEIs had all qualified teaching faculty, but all sanctioned teaching positions were not filled due to interference of government rules. A few (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 few (1.75 percent) TEIs had appointed staff on a lecture basis for vacant positions, and a few (1.75 percent) TEIs had no regular or part-time teacher for physical education, art and craft or work experience.

478. Welfare measures for staff and teaching faculty in a few (1.75 percent) TEIs were Credit Society and loan facility; and a few (1.75 percent) TEIs were needed to be strengthened the welfare measures for the staff and teaching faculty, whereas Welfare measures needed to be undertaken by few (8.77) TEIs for students, teaching & non-teaching staff; and few (7.08 percent) TEIs for staff.

479. A few (1.75 percent) TEIs had provided regular Salary and other benefits like house rent and medical benefit to Teachers, and conveyance allowance to Principal; a few (1.75 percent) TEIs had provided medical and loan facilities to the teachers and employee, and a few (1.75 percent) TEIs had provided CPF and medical assistance to staff and furnished common staff room.

480. Welfare measures were needed to be provided by a few (1.75 percent) 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.

481. To teaching Faculty, a few (1.75 percent) TEIs had awarded teachers 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.

482. Most (54.39 percent) TEIs had organised different programmes and/ or teaching faculty, and non-teaching staff had participated/ encouraged.

483. Few (7.02 percent) TEIs had organised a few lectures of experts for professional development of the Faculty; few (8.77 percent) TEIs had conducted some workshops for the teaching faculty and staff on effective use of ICT; a few (1.75 percent) TEIs had organised a CBCS seminar to train the teachers; and a few (3.51 percent) TEIs had promoted FDP by organising and attending conference, seminars, workshops and refresher courses.

484. A few (5.26 percent) TEIs had satisfactory organisation and participation in professional development programmes. Teaching Faculty from few (10.53 percent) TEIs had attended FIP and research development programmes and delivered invited lectures. Few (12.28 percent) TEIs had adequate participation of Teachers in seminars, refresher courses and orientation programmes. A few (5.26 percent) TEIs were needed to be strengthened FDP.

485. A few (1.75 percent) TEIs were needed to be facilitated for undertaking professional assignments to Teaching Faculty; FDPs in a few (1.75 percent) TEIs were mandatory, and few (8.77 percent) TEIs had encouraged Teaching Faculty for professional development programmes.

486. Most (57.89 percent) TEIs had evaluated Faculty Performance in different ways. Many (33.33 percent) TEIs had evaluated faculty performance from Self-Appraisal, where a few (1.75 percent) TEIs had initiated, whereas a few (1.75 percent) TEIs were needed modification.

487. Faculty performance was evaluated in a few (1.75 percent) TEIs from self-Appraisal, student feedback, peers and Principal; a few (1.75 percent) TEIs had evaluated from self-Appraisal, student feedback and school feedback; and a few (1.75 percent) TEIs had evaluated from self-Appraisal, student feedback, seminars and school heads.

488. Few (8.77 percent) TEIs had evaluated Faculty performance from student feedback, where a few (1.75 percent) TEIs were yet to be used student feedback for system improvement, and a few (1.75 percent) TEIs had initiated the use of student feedback.

489. A few (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 a few (3.51 percent) TEIs were initiated recently; and a few (1.75 percent) TEIs had satisfactory, whereas a few (5.26.pecent) TEIs had ineffective mechanism.

490. Self-Appraisal in a few (5.26 percent) TEIs and student feedback in a few (1.75 percent) TEIs were not practiced to evaluate faculty performance.

Findings of the Key Aspect No. 2.6.5 Financial Management and Resource Mobilisation

491. Majority (85.96 percent) TEIs had audited Accounts, where many (43.86 percent) TEIs had conducted regular audit; few (8.77 percent) TEIs had conducted internal audits; a few (1.75 percent) TEIs had conducted external audits; some (21.05 percent) TEIs had conducted internal and external audit, and a few (5.26 percent) TEIs had conducted Internal and Government audits. A few (1.75 percent) TEIs had conducted regular audit by the University, whereas a few (1.75 percent) TEIs were needed to be carried out a regular audit, and a few (1.75 percent) TEIs were needed to be streamlined the auditing of accounts. Peer Teams of some (14.04 percent) TEIs did not have observations about audit accounts in those institutions.

492. Finance management in few (7.02 percent) TEIs was computerised ; a few (5.26 percent) TEIs had partly computerised ; and a few (1.75 percent) TEIs had maintained properly, whereas some (22.81 percent) TEIs did not have computerised the Finance management; and a few (1.75 percent) TEIs had no MIS.

493. A few (1.75 percent) TEIs did not have the modern managerial concept or any collaboration with apex regional or national agencies in the field for financial management and resource mobilisation. A few (1.75 percent) TEIs had a practice of continuous monitoring and sharing, payment of Salary through the bank; working out the Unit cost and needed to be worked out Unit cost. A few (3.51 percent) TEIs had maintained stock registers, whereas a few (1.75 percent) TEIs did not have maintained stock registers.

494. The budget was balanced in a few (1.75 percent) TEIs, surplus in a few (3.51 percent) TEIs, and prepared properly in a few (1.75 percent) TEIs. A few (1.75 percent) TEIs had reasonably and optimally utilsed the budget allocation in the Government grant for various units and activities, whereas a few (1.75 percent) TEIs were yet to be initiated measures for optimal utilsation of financial resources. A few (3.51 percent) TEIs were needed to be restructured and utilsed in the budget allocation. A few (3.51 percent) TEIs had made budgetary provision for organising different activities, whereas a few (1.75 percent) TEIs did not have made budgetary provision for developmental activities, staff and students welfare and research activities; and a few (3.51 percent) TEIs were yet to be initiated.

495. A few (1.75 percent) TEIs had a vacant post of Principal, and a few (1.75 percent) TEIs had vacant posts of two lecturers and an accountant.

496. The State Government fully supported financial resources for a few (1.75 percent) TEIs; a few (7.02 percent) TEIs had received grants from the state government, and a few (3.51 percent) TEIs had received Government grants and students fees.

497. Few (7.02 percent) TEIs had received salary grants from the Government; in addition, a few (1.75 percent) TEIs had received from management funds; and a few (1.75 percent) TEIs had received scholarships too.

498. A few (5.26 percent) TEIs had received financial support from the state government and UGC, and a few (3.51 percent) TEIs had received financial support from the state government, UGC and management. A few (3.51 percent) TEIs were self-financed institutions and not recognised by UGC under 2 (f) and 12 (B).

499. Students' fee in some (22.81 percent) TEIs was financial resources, which was only resourced for a few (3.51 percent) TEIs; the main source for a few (5.26 percent) TEIs; and in addition with management fund for a few (1.75 percent) TEIs. Students' fee was an inadequate financial resource in a few (1.75 percent) TEIs supported by the management body for a shortfall in actual expenditure.

500. A few (3.51 percent) TEIs had charged fees for the course as the affiliating University decided. A few (1.75 percent) TEIs had fixed the fees, which was not utilsed even one percent for the campus development, etc.

501. A few (1.75 percent) TEIs had satisfactory financial status. Some (14.04 percent) TEIs had received financial support by the management whenever required, where management of a few (1.75 percent) TEIs had ample funds. Management of a few

(1.75 percent) TEIs had provided financial assistance to create and maintain infrastructure. A few (1.75 percent) TEIs had given financial support to teaching faculty for attending seminars and conferences from the PTA account. Few (10.53 percent) TEIs had centralised financial decision-making with the management.

502. Few (8.77 percent) TEIs had an adequate operational budget to cover day-to-day expenses, whereas a few (3.51 percent) TEIs had inadequate. Managements of few (7.02 percent) TEIs had taken care of the deficit budget.

503. Resource mobilisation in a few (1.75 percent) TEIs were proper; few (10.53 percent) TEIs had donations, and a few (1.75 percent) TEIs had self-financing courses and donations.

504. Managements of a few (8.77 percent) TEIs had taken the initiative to mobilise resources, and a few (1.75 percent) TEIs had taken the initiative to mobilise scholarships for poor students. Management of a few (1.75 percent) TEIs were able to mobilise resources, but the institution's financial status was not sound. Effort of a few (1.75 percent) TEIs for resource mobilisation was visible, but the management did not accept the donations. Few (10.53 percent) TEIs were needed to be done efforts for resource mobilisation in form of funds from agencies like UGC, ICSSR etc.

505. A few (1.75 percent) TEIs were needed more effort for resources mobilisation through consultancy, whereas a few (1.75 percent) TEIs did not have made efforts for financial resources mobilisation. A few (1.75 percent) TEIs had suffered from a resource crunch for developmental and research activities.

Findings of the Key Aspect No. 2.6.6 Best Practices in Governance and Leadership

506. Under Institutional Vision and Leadership, the best practices were that management of a few (1.75 percent) TEIs were committed; committed and cooperative; sound, sincere and diligent, enlightened and supportive, and well represented.

507. A few (5.26 percent) TEIs had supportive management, while a few (1.75 percent) TEIs were committed. Few (10.53 percent) TEIs had proactive management committed to quality teacher education; a few (1.75 percent) TEIs had provided dedicated leadership; managements of a few (5.26 percent) TEIs had democratic governance/ functioning. Management of a few (1.75 percent) TEIs had the steady pursuit of values of knowledge, service and shram in management decisions.

508. The best practices in Organisational Arrangements were a few (1.75 percent) TEIs had decentralised and democratic administration; decentralised with open access and continuous monitoring; and flexible with appropriate communication and coordination.

509. Management of a few (1.75 percent) TEIs were participatory, and a few (3.51 percent) TEIs had decentralised and participatory. Managements of a few (1.75 percent) TEIs were serious in improving the functioning, whereas a few (1.75 percent) TEIs needed various committees to be formed for democratic and responsible functioning.

510. Few (8.77 percent) TEIs had the autonomy to Principals and teaching faculty by their management for running the institution, and a few (1.75 percent) TEIs had given academic freedom to teaching faculty from management.

511. A few (1.75 percent) TEIs had good team spirit, whereas a few (1.75 percent) TEIs could had good team spirit among trustees, students and staff. A few (1.75 percent) TEIs had held regular IQAC meetings, and a few (1.75 percent) TEIs had good interaction between Principal and staff.

512. A few (1.75 percent) TEIs had well-maintained campus and good lawns; managed resources in a planned manner; shared facilities with other sister institutions; and optimum utilsation of resources.

513. The best practice in Strategy Development and Deployment was that all the functionaries and beneficiaries of a few (1.75 percent) TEIs had worked with a mission.

514. The best practices in Human Resource Management were that a few (1.75 percent) TEIs recruited teaching Faculty for vacant posts, and a few (1.75 percent) TEIs had regularity in filling the posts.

515. A few (1.75 percent) TEIs had provided credit society to staff, and a few (1.75 percent) TEIs had provided financial support to Class IV employees in form of loans.

516. A few (1.75 percent) TEIs had existed a cordial relationship between management and staff, and a few (3.51 percent) TEIs had Teaching staff and non-teaching staff devoted to the institution's functioning. A (1.75 percent) TEIs were sought help from alumni and other resource persons for teaching. A few (1.75 percent) TEIs had filled Appraisals of teachers.

517. The best practices in Financial Management and Resource Mobilisation were a few (1.75 percent) TEIs had availability of funds; computerisation of accounting system; financial transactions through the bank; transparency in financial management; and compensation of deficit from own resources of management. A few (1.75 percent) TEIs had mobilised resources, and a few (1.75 percent) TEIs had mobilised financial resources. Few (7.02 percent) TEIs had regularly audited accounts, and a few (1.75 percent) TEIs were voluntarily undergone for AAA by the Knowledge Consortium of Gujarat (KCG) and received 'A' grade.

518. Few (8.77 percent) TEIs did not have implemented best practices or yet to be developed the key aspect of Financial Management and Resource Mobilisation.

Findings of the Institutional Strengths for Criterion- VI: Governance and Leadership

519. Few (12.28 percent) TEIs had supportive management, where management of a few (1.75 percent) TEIs were strongly supportive. A few (1.75 percent) TEIs had affluent and supportive management, and a few (5.26 percent) TEIs had financially sound management. Few (8.77 percent) TEIs had healthy/ positive relationships between staff and students, and a few (1.75 percent) TEIs had enjoyed the confidence of staff and students and other stakeholders.

520. Few (7.02 percent) TEIs had a positive and progressive attitude from management. Students of a few (1.75 percent) TEIs participated in various committees. A few (1.75 percent) TEIs had recruited faculty for the vacant positions.

521. Principal of a few (5.26 percent) TEIs had provided good leadership by guiding the college to steer through the conventional functioning. A few (3.51 percent) TEIs had given autonomy to the Principal. The Principal of a few (1.75 percent) TEIs were chairman of the BOS and vice-chancellor of the university. A few (1.75 percent) TEIs had academic accomplishments of the Principal; well qualified and dynamic Principal and committed Principal & faculty.

522. Few (12.28 percent) TEIs were grant-in-aid institutions; few (7.02 percent) TEIs had adequate financial resources; a few (5.26 percent) TEIs had sound financial positions, and a few (3.51 percent) TEIs had good public support. A few (1.75 percent) TEIs had received funding from the state government, UGC and management, and a few (1.75 percent) TEIs were the only teacher training college run by the Government in the state. Financial discipline was observed in a few (1.75 percent) TEIs.

Findings of the Institutional Weaknesses for Criterion- VI: Governance and Leadership

523. A few (1.75 percent) TEIs were needed a more dynamic and comprehensive vision in all aspects of functioning, and a few (1.75 percent) TEIs did not transform mission in programmes. A few (3.51 percent) TEIs had limited exposure to academic leadership, and a few (1.75 percent) TEIs did not provide leadership to the teachers of practice teaching schools.

524. Few (7.02 percent) TEIs had a lack of future perspective plan.

525. Few (7.02 percent) TEIs did not have qualified Teaching Faculty as per NCTE and UGC norms, where a few (1.75 percent) TEIs had lack of qualified Principal. Few (7.02 percent) TEIs had delays filling up vacant positions, where a few (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 few (1.75 percent) TEIs had a highly inadequate number of teaching faculty. A few (1.75 percent) TEIs had no permanent Principal. Few (7.02 percent) TEIs had staff instability, and a few (1.75 percent) TEIs had superannuated most of the faculty. A few (3.51 percent) TEIs had a shortage of faculty members of various specialisations. A few (1.75 percent) TEIs were self-financing institutes, which required the security of teaching faculty service. A few (1.75 percent) TEIs had an irrational deployment of non-teaching staff for earmarked technical duties.

526. A few (1.75 percent) TEIs had weaknesses of 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. A few (7.02 percent) TEIs had inadequate welfare schemes for staff.

527. A few (1.75 percent) 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 (1.75 percent) TEIs had delay in grant utilsation due to procedural difficulties, and a few (3.51 percent) TEIs had procedural inadequacy in budgeting.

528. A few (1.75 percent) TEIs had a deficit Budget; dependence on the government for funds, and limited funds due to being a self-financed institution. A few (3.51 percent) TEIs had structural limitations as self-financed affiliated colleges. A few (3.51 percent) TEIs did not have a computerised Management system.

Findings of the Institutional Opportunities for Criterion- VI: Governance and Leadership

529. A few (1.75 percent) TEIs had scope to encourage staff to become academic body's members to exchange ideas on various issues. A few (3.51 percent) TEIs had opportunity to organise programmes in educational management for the Principals/ heads of the schools. A few (1.75 percent) TEIs had the opportunity to make provision for future expansion and optimize physical and human resources. A few (1.75 percent) TEIs had scope for playing a vital role in uplifting the quality of teacher education in the budding university. A few (1.75 percent) TEIs had opportunity to create conducive environment for innovative teaching-learning practices.

530. Few (8.77 percent) TEIs had scope to undertake Faculty Development Programmes, and a few (1.75 percent) TEIs had opportunity to undertake Faculty Development Programmes. A few (1.75 percent) TEIs had to be done provision of good welfare schemes and full salary to retain qualified teachers.

531. A few (1.75 percent) TEIs had opportunity to organise conferences and workshops at the national and international levels, and a few (3.51 percent) TEIs had to be done participation of Teaching Faculty in national and international level conferences.

532. A few (1.75 percent) 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 (1.75 percent) TEIs had opportunity to enrich exposure to global resources vs.-a-vs. changing needs of the society.

Findings of the Institutional Challenges for Criterion- VI: Governance and Leadership

533. A few (1.75 percent) TEIs had challenges in completing just four years, increasing the college's strength, and amalgamation of the two units of B.Ed. programmme.

534. A few (1.75 percent) TEIs challenged to evolve in-house processes for self-generative dynamism and enhancement in academic quality in the programmme. A few (1.75 percent) TEIs had challenges evolving renewed processes to sustain a conducive institutional ethos. A few (1.75 percent) 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.

535. A few (1.75 percent) TEIs had challenge for maintaining the standard and reputation of the college as per National Regulatory Norms, and streamlining the Choice Based Credit System. A few (3.51 percent) TEIs had challenges in competition with other teacher training institutions. Few (12.28 percent) TEIs had challenge for mobilisation of resources, where few (8.77 percent) TEIs had challenge for future expansion and diversification, whereas a few (1.75 percent) TEIs had space augmentation and modernisation. A few (3.51 percent) TEIs had challenge for the development of a perspective plan.

536. A few (5.26 percent) TEIs had challenge for professional development of faculty; a few (1.75 percent) TEIs had for motivating faculty for upgradation of professional skills and taking up research, and a few (1.75 percent) TEIs had for motivating faculty members to qualify for higher cadre like Associate Professor as per UGC / NCTE norms. A few (1.75 percent) TEIs had challenge with the provision of welfare schemes for staff.

537. Few (7.02 percent) TEIs challenged to retain the existing qualified faculty, and few (12.28 percent) TEIs challenged to recruit and retain competent and qualified faculty. A few (1.75 percent) TEIs had challenges to appointing and retaining the existed qualified faculty; to ensure the stability of staff and their profile enhancement; to overcome delays in the filling up of vacancies; to getting 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.

538. A few (1.75 percent) TEIs had challenges for teaching faculty's academic and professional development; 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 (3.51 percent) TEIs had challenge for learning the use of computers by all staff, and optimal utilsation of faculty potential.

539. A few (1.75 percent) TEIs had challenge 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 (3.51 percent) TEIs challenged financial constraints and created corpus funds for financial stability. A few (1.75 percent) TEIs challenged to overcome increasing deficit budgeting; generating more financial resources, and utilse surplus amounts.

Recommendations for Criterion VI: Governance and Leadership (Key Aspect no. 2.6.1, 2.6.2 and 2.6.3)

540. A few (1.75 percent) TEIs were to be ensured strictly following the NCTE regulations about admission intake, Faculty positions and Faculty composition.

541. A few (1.75 percent) TEIs should be acquired membership of National Information organisations. A few (3.51 percent) TEIs were to be required decentralisation in administration. A few (1.75 percent) TEI was to be established Staff Redressal cell.

542. A few (1.75 percent) TEIs were to be carried out Evaluation and Management of the Institution. A few (5.26 percent) TEIs were to be made efforts to obtain UGC recognition under section 2(f) and 12(B). A few (1.75 percent) 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 (1.75 percent) TEI were to be taken steps to get permanent affiliation from the university and recognition from UGC.

543. Management of a few (3.51 percent) TEIs were needed to adopt strategies and plans to reinforce the ideas of the founders of the institution. Some (19.30 percent) TEIs were to be prepared Perspective Plan, where the plans were to be prepared by few (7.02 percent) TEIs for the sustained growth of the institution; and a few (1.75 percent) TEIs for future development in the next 10 years.

544. A few (1.75 percent) TEIs could be organised conferences, workshops and meetings to share its experience of working with Gandhian ideals in teacher education. A few (1.75 percent) TEIs might be organised regular seminars and meetings with the principals/ staff/ trustees formally to improve college functioning. A few (5.26 percent) TEIs were to be developed and implemented MIS; and A (1.75 percent) TEI might be operationalised MIS. A few (1.75 percent) TEIs should be introduced e-governance in all the administrative aspects on priority basis.

545. Some (14.04 percent) TEIs might be introduced Welfare schemes for staff and faculty, where a few (3.51 percent) TEIs were recommended for more welfare schemes. Few (7.02 percent) TEIs might be introduced Group accident insurance scheme for staff. A few (1.75 percent) 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.

546. A few (1.75 percent) TEIs were to be provided incentives to faculty for actively participating in professional development programmes; accessing opportunities available elsewhere, and continuous professional development.

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.4- Appraisal and Appointments)

547. A few (1.75 percent) 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.

548. A few (3.51 percent) TEIs were appointed regular and full-time principal, where a few (1.75 percent) TEIs were appointed immediately. A few (1.75 percent) TEIs were appointed qualified and experienced Principal and Faculty members regularly; and must be made the Faculty permanent.

549. Few (7.02 percent) TEIs were to be filled vacant posts urgently by management; and a few (3.51 percent) TEIs were to be filled vacant faculty positions by management as per the NCTE norms.

550. A few (1.75 percent) 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 (3.51 percent) TEIs were to be taken up the appointment of a librarian with top priority.

551. A few (1.75 percent) 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 (1.75 percent) TEIs should be provided requisite staff and salary by the State Government to improve upon the functioning of the college.

552. A few (1.75 percent) TEIs were recommended that the State Government be away with Adhyapak Sahayak and instead allow the college to make regular appointments on vacant post. A few (1.75 percent) TEIs were to be ensured by the affiliating university's formal approval of teaching faculty.

553. A few (1.75 percent) TEIs were to be built up 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 (1.75 percent) TEIs were to be taken measures to retain faculty.

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.4- Professional Development Programme)

554. Most (47.37 percent) TEIs were to be organised Faculty Development Programmes, where the organisation of FDP was recommended on priority basis in a few (5.26 percent) TEIs; periodical short-term training programmes in a few (1.75 percent) TEIs; progressive in-house workshops in a few (3.51 percent) TEIs; and on current topics in a few (3.51 percent) TEIs.

555. A few (1.75 percent) 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 (14.04) TEIs.

556. Some (19.30 percent) 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 (14.04 percent) TEIs; teacher quality enhancement in a few (3.51 percent) TEIs; and research methodology, models of teaching, innovating teaching methods and inclusive education in a few (1.75 percent) TEIs.

557. A few (1.75 percent) 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 the personal and professional career developments of faculty. A few (1.75 percent) TEIs might be undertaken Faculty and staff development programmes.

558. A few (1.75 percent) 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 Faculty Improvement Programme (FIP) of the UGC. A few (5.26 percent) TEIs might be undertaken Staff development programmes; and should be provided Training to the office staff for office management and accounting.

Recommendations for Criterion-VI: Governance and Leadership (Key Aspect no. 2.6.5)

559. A few (1.75 percent) TEIs could be applied for a financial grant from the UGC to organise seminars/ conferences. A few (1.75 percent) TEIs should be made efforts to avail maximum benefits from various UGC/ NCTE Schemes to improve infrastructure, promote research, and enhance efficiency.

560. A few (1.75 percent) TEIs were 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 few (1.75 percent) TEIs were to be attended generation and mobilisation of financial resources as a priority. A few (1.75 percent) TEIs might be encouraged Faculty to seek financial support from the national bodies.

561. A few (1.75 percent) 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 (1.75 percent) TEIs have transferred required funds from management supplemented budget at the beginning of each financial year.

562. Few (7.02 percent) TEIs were to be improved Resource mobilisation by active collaboration/ linkage with State, National or International agencies. A few (5.26 percent) TEIs were to be fully automated/ computerised in their office; and a few (1.75 percent) TEIs were to be completed automation/ computerisation of the office.

5.4.7 Criterion- VII: Innovative Practices

Findings of the Key Aspect No. 2.7.1 Internal Quality Assurance System

563. Majority (68.42 percent) TEIs had constituted/ established the IQAC. A few (1.75 percent) TEIs had headed the IQAC by the Principal as chairman and had a representative from management, teachers and community, and a few (1.75 percent) TEIs did not constitute as per the NAAC guidelines, whereas a few (3.51 percent) TEIs were yet to be taken formal shape to the IQAC.

564. Some (14.04 percent) TEIs had activated/functioned the IQAC, where a few (1.75 percent) TEIs had carried out quality assurance activities in administration, academic plan and curricular practices, library, faculty enrichment; a few (1.75 percent) TEIs had planned programmes, facilitated and monitored, and a few (1.75

percent) TEIs had held regular meetings and brought many changes based on suggestions by the IQAC.

565. A few (5.26 percent) TEIs were yet to be more functional/ activated, whereas the IQAC in some (17.54 percent) TEIs were yet to be even functional/ activated. The composition of the IQAC in a few (1.75 percent) TEIs was good but yet to be more functional/ activated. A few (1.75 percent) TEIs had constituted/ established the IQAC but needed further improvement. Few (12.28 percent) TEIs had recently set up their the IQAC, where the IQAC of few (8.77 percent) TEIs were yet to be functional/ activated, and the IQAC in a few (1.75 percent) TEIs were yet to be developed the concept of the IQAC. A few (3.51 percent) TEIs were needed to be strengthened the IQAC.

566. Many (26.32 percent) TEIs did not constitute/ establish the IQAC, whereas the Peer Team of a few (5.26 percent) TEIs did not specify about constitution or establishment of the IQAC.

567. A few (1.75 percent) TEIs had a positive attitude to change; followed the 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 (1.75 percent) TEIs had existed coordination among different components of the system, whereas a few (1.75 percent) TEIs were needed coordination among different components of the system. A few (5.26 percent) TEIs had ensured the grievances.

568. A few (1.75 percent) 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 (7.02 percent) TEIs were needed to be organised Computer training programmes for teaching and non-teaching staff. A few (3.51 percent) TEIs were yet to be developed system perspective.

569. A few (1.75 percent) TEIs had no exclusive office for the IQAC; a few (1.75 percent) TEIs were yet to be strengthened the internalization and institutionalization of innovative practices; a few (1.75 percent) TEIs were yet to

be undertaken major initiatives to promote quality; a few (1.75 percent) TEIs might be established quality improvement benchmarks, whereas a (1.75 percent) TEIs were yet to be evolved Best practices.

570. A few (1.75 percent) TEIs had assured quality maintenance by Trust and administration; ensuring the quality of the academic programmes through University results, and assured quality by university LIC and NCTE annual reports. A few (1.75 percent) TEIs were needed to ensure the quality of the financial management process, and a few (3.51 percent) TEIs did not develop a quality assurance mechanism.

571. Staff involvement for quality enhancement was visible in few (7.02 percent) TEIs, whereas not visible in a few (1.75 percent) TEIs. Students' participation in quality assurance was visible in a few (1.75 percent) TEIs, whereas students' participation was not visible in a few (5.26 percent) TEIs. A few (1.75 percent) TEIs had appreciated students' participation, whereas a few (1.75 percent) TEIs were needed to be appreciated the students' participation.

572. A few (1.75 percent) TEIs had regularly held meetings of the IQAC Governing Body and Staff Council; few (7.02 percent) TEIs had held regular staff review meetings by the IQAC to discuss quality concerns; a few (1.75 percent) TEIs had taken responsibility of effective execution of innovative practices by various committees

573. A few (1.75 percent) TEIs had conducted a review of academic and all other activities and discussed with the management for necessary action, whereas a few (1.75 percent) TEIs were needed yearly review of the condition of the infrastructural facilities.

574. A few (1.75 percent) TEIs had conducted a regular evaluation of students' performance, and a few (1.75 percent) TEIs had evaluated the achievement by the head of the institution, whereas a few (5.26 percent) TEIs were needed to be developed the mechanism to assess the achievement of goals and objectives.

575. A few (1.75 percent) TEIs had 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 used observation and feedback mechanisms. A few (3.51 percent) TEIs had formal and informal appraisal mechanisms to assess the faculty member's performance.

576. A few (1.75 percent) TEIs were yet to be utilsed various stakeholders' feedback for quality enhancement of ongoing activities, and a few (3.51 percent) TEIs were continuously sought feedback from the students and schools teachers to improve upon the system.

Findings of the Key Aspect No. 2.7.2 Inclusive Practices

577. A few (1.75 percent) TEIs had made curricular provisions for imparting knowledge and sensitised teachers and students; a few (1.75 percent) TEIs had sensitised students about the issues of inclusion and gender parity, whereas a few (1.75 percent) TEIs were needed to be sensitive to the changing educational and social demands.

578. Inclusive practices in a few (1.75 percent) TEIs were needed to be more crystallised approach, undertaken to appreciate level; did not provide adequate inputs for inclusive education, and initiated.

579. A few (1.75 percent) 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.

580. A few (1.75 percent) TEIs had been kept infrastructure compatibility for inclusive practice, and looked for a new outlook to ensure quality improvement.

581. A few (1.75 percent) TEIs had representation from various communities in the appointment of the staff, and managements of a few (3.51 percent) TEIs had followed reservation norms for appointment of staff.

582. Many (40.35 percent) TEIs had followed the Government reservation policy for admission, while a few (1.75 percent) TEIs also served students from rural areas. A few (1.75 percent) TEIs had admitted majority of students from rural areas. A few (1.75 percent) TEIs had catered to the needs of rural students; a few (1.75 percent) TEIs had taken the initiatives to promote the empowerment of students from rural/ tribal areas, whereas a few (1.75 percent) TEIs were needed to be promoted the empowerment of students from the rural area. A few (1.75 percent) TEIs had the availability of government scholarships to support the students of economically weaker sections. A few (3.51 percent) TEIs had made efforts to cater to the needs of all sections of society.

583. A few (1.75 percent) TEIs had access to Faculty, staff and students from different strata of society. A few (3.51 percent) TEIs had given representation to students

from different sections/ strata of the society, and few (12.28 percent) TEIs had given representation to staff and students from different disadvantaged sections/ strata sections of the society. A few (1.75 percent) 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.

584. Many (33.33 percent) TEIs had organised activities for Inclusive Practices. A few (1.75 percent) TEIs had a suggestion box; a few (1.75 percent) TEIs had organised a week-long orientation to students about B.Ed. programme activities; a few (1.75 percent) TEIs had organised activities fostering positive social interaction, and a few (3.51 percent) TEIs had organised gender sensitive activities/ programmes. A few (1.75 percent) TEIs had delivered lectures on perspectives in special education, and a few (1.75 percent) TEIs had organised visits to special schools, Upasana institution and involvement with local institutions.

585. A few (1.75 percent) TEIs had practice sessions for student teachers struggling to identify schools and made special arrangements in practice teaching for physically challenged and female students. A few (3.51 percent) TEIs organised co-curricular and extra-curricular activities involving differently-abled students without gender bias. A few (1.75 percent) TEIs had organised seminars and visits to special schools to sensitise the staff and students to inclusion issues. A few (1.75 percent) TEIs had organised several programmes on women equality, consumer rights, national integration and international understanding to develop inclusive attitudes among the student teachers.

586. A few (1.75 percent) TEIs had done SWOT analysis every year. A few (3.51 percent) TEIs had organised Remedial programmes, and a few (1.75 percent) TEIs were needed to be strengthened Remedial programmes, whereas a few (3.51 percent) TEIs were yet to be formally organised Remedial programmes.

587. Few (10.53 percent) TEIs were needed to be organised Inclusive Practices, where few (7.02 percent) TEIs were needed to be organised Remedial programmes; a few (1.75 percent) TEIs were yet to be developed extensive outreach activities in the neighbouring villages, and a few (1.75 percent) TEIs did not take any special initiative to sensitise teachers on the issue of inclusion other than a paper on 'Psychology of Learner'.

588. In relation to Disadvantaged students, a few (1.75 percent) 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 a few (3.51 percent) TEIs had provided facilities for inclusion and academic performance of socially disadvantaged groups.

589. A few (1.75 percent) TEIs had kept records of the social status of the students; a few (5.26 percent) TEIs were needed to be kept records about academic growth of students from disadvantaged sections of society, and a few (1.75 percent) TEIs were to be developed mechanism to record the incremental academic growth of the students from the disadvantaged sections. A few (1.75 percent) TEIs had no specific thrust on acquiring proficiency for working with children from diverse backgrounds.

590. In relation to Differently-abled students, a few (3.51 percent) TEIs had provided facilities; a few (1.75 percent) TEIs had provided ramp and wheelchair facilities, and a few (1.75 percent) TEIs had provided ramp facilities. A few (1.75 percent) TEIs had welcomed physically challenged students, but no such student took admission.

591. Few (12.28 percent) TEIs had no facilities for differently-abled students. A few (3.51 percent) TEIs were to be addressed needs of the differently-abled students on priority; a few (3.51 percent) TEIs were required infrastructure having a disabled-friendly structure; a few (5.26 percent) TEIs had a lack of barrier-free provisions for the disabled, and a few (1.75 percent) TEIs were yet to be adopted special strategies to deal with differently-abled students

592. A few (1.75 percent) TEIs had sensitivity to the differently-abled students, and a few (3.51 percent) TEIs were needed to be strengthened sensitivity, whereas a few (3.51 percent) TEIs had no sensitivity. A few (1.75 percent) TEIs had supported differently-abled students, whereas a few (1.75 percent) TEIs did not support differently-abled students.

593. In relation to gender, few (8.77 percent) TEIs were sensitive to gender/ gender issues, and a few (3.51 percent) TEIs had no gender discrimination. A few (5.26 percent) TEIs had set up Women cell, whereas a few (3.51 percent) TEIs were needed to be set up Women cell.

594. A few (1.75 percent) TEIs might be imparted gender focus to institutional functioning due to having Majority of female students; a few (1.75 percent) TEIs

had given equal opportunity to socially and economically backward girls, and a few (1.75 percent) TEIs had encouraged women to participate in various activities.

Findings of the Key Aspect No. 2.7.3 Stakeholder Relationships

595. Some (24.56 percent) TEIs had formed/ constituted Alumni Association. A few (3.51 percent) TEIs had an active Alumni Association.

596. A few (1.75 percent) TEIs had co-operative Alumni Association, whereas of a few (1.75 percent) TEIs were to be increased concern from Alumni Association about the growth of college; a few (1.75 percent) TEIs were yet to be effective, and a few (1.75 percent) TEIs were needed to be more participative. Few (10.53 percent) TEIs were needed to be developed formal structure and made active, where a few (1.75 percent) TEIs had funds.

597. A few (3.51 percent) TEIs were yet to be constituted Alumni association. Peer Team of majority (71.93 percent) TEIs did not mention any observation about formation/ constitution of Alumni Association.

598. Many (35.09 percent) TEIs had cordial/ good/ satisfactory/ helpful relationships with stakeholders, where few (10.53 percent) TEIs had Harmonious/ Cordial relationships amongst all stakeholders.

599. Few (12.28 percent) TEIs had good relationships with parents, alumni, and society, where a few (5.26 percent) TEIs could be harnessed for stakeholder resource mobilisation.

600. A few (3.51 percent) TEIs had maintained good rapport with parents, alumni and practice teaching schools. A few (1.75 percent) TEIs had good relationships 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.

601. A few (5.26 percent) TEIs were yet to be more strengthening the stakeholder relationship; a few (1.75 percent) TEIs were required linkages with academic institutions, and a few (1.75 percent) TEIs did not pay attention to creating relationships amongst various stakeholders.

602. A few (3.51 percent) TEIs had held continuous informal meetings with the heads of schools to improve upon the quality human resource; a few (1.75 percent) TEIs had held regular meetings for bringing administrative reforms; a few (1.75 percent) TEIs had organised a meeting of Alumni association, and a few (1.75 percent) TEIs had quite often contacted stakeholders.

603. A few (1.75 percent) TEIs had active cooperation from stakeholders, involved all stakeholders in the activities, and served rural people. A few (3.51 percent) TEIs had active alumni whose readiness to support could be harnessed for resource mobilisation. Stakeholders of a few (1.75 percent) 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.

604. A few (1.75 percent) TEIs had secular outlooks in academic and administrative performance. Few (10.53 percent) TEIs had a conducive atmosphere for learning/ academic activities. A few (1.75 percent) TEIs attempted to create a conducive atmosphere for learning/ academic activities. A few (3.51 percent) TEIs were needed to start student welfare schemes, and a few (1.75 percent) TEIs had desired active participation of the state government in filling up vacant faculty positions. Outreach programmes or extension activities from few (7.02 percent) TEIs were to be increased better for social and community responsibilities; a few (1.75 percent) TEIs did not adopt for the benefit of stakeholders in surrounding localities and to be enhanced for social and community responsibilities.

605. Some (19.30 percent) TEIs had disseminated information about the activities/ organisational performance of TEIs, where a few (1.75 percent) TEIs had held meetings with parents, alumni, members of the management and practicing school authorities, and a few (1.75 percent) TEIs had held formal meetings and used ICTs help.

606. A few (1.75 percent) TEIs had access to information through college brochure, magazine and newspapers, published reports in newspapers and university periodical, and shared with stakeholders during annual functions. The information were disseminated by a few (1.75 percent) TEIs through the website, handbook, press notes and advertisements; through website, newspapers, college prospectus and personnel contacts, notice boards, etc.; through website, broachers and PTA meetings; through various authentic sources. A few (1.75 percent) TEIs had shared the information and informed about the activities/ organisational performance from time to time.

607. Some (19.30 percent) TEIs had a good reputation in the local community. Students' satisfaction was visible in few (8.77 percent) TEIs, and stakeholders' satisfaction was visible in a few (3.51 percent) TEIs. Stakeholders were by and

large satisfied with the quality of education delivered by a few (1.75 percent) TEI, and Parents and students were by and large satisfied with the performance of a few (1.75 percent) TEI.

608. A few (3.51 percent) TEIs had collected feedback from stakeholders; a few (1.75 percent) TEIs had regularly collected feedback from stakeholders- students, parents, school Heads and alumni, and a few (1.75 percent) TEIs had taken inputs from practicing schools. A few (1.75 percent) TEIs had feedback mechanisms from the practice teaching schools. A few (5.26 percent) TEIs had an informal system of feedback mechanism from stakeholders. A few (1.75 percent) TEIs were needed to be formalised feedback mechanism on quality of programme from the professional community, alumni and other stakeholders.

609. A few (3.51 percent) TEIs had appreciated and rewarded successful and effective initiatives. A few (1.75 percent) TEIs took follow-up action on feedback collected from students, alumni, parents, and the professional community. A few (1.75 percent) TEIs had made efforts to internalize the innovations, whereas a few (1.75 percent) TEIs were to be made efforts to bring in community orientation to activities.

Findings of the Institutional Strengths for Criterion- VII: Innovative Practices

610. Some (17.54 percent) TEIs had a good reputation/ image in the community, where a few (1.75 percent) TEIs had tremendous goodwill in the community. A few (1.75 percent) TEIs were one of the oldest institutions; a few (1.75 percent) TEIs were awarded the status of 'Center of Excellence' by INTEL, and a few (1.75 percent) TEIs had offered B. Ed. Advanced course and M. Ed. courses in English medium.

611. A few (1.75 percent) 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 well-thought vision and mission.

612. Few (8.77 percent) TEIs had good discipline. A few (3.51 percent) TEIs had team spirit, where a few (1.75 percent) TEIs had fully involved and committed Teaching Faculty with coordination. A few (1.75 percent) TEIs had practiced 'Sarva Dharma Prayer' for communal harmony and peace;

613. A few (3.51 percent) TEIs had the satisfaction of stakeholders. A few (1.75 percent) TEIs had very strong alumni associations with more than 5000 life members, good relationships with stakeholders, and good Stakeholder support.

Findings of the Institutional Weaknesses for Criterion- VII: Innovative Practices

614. A few (3.51 percent) TEIs did not form IQAC, and a few (1.75 percent) TEIs did not function IQAC. A few (5.26 percent) TEIs had insufficient quality enhancement initiatives, and a few (1.75 percent) TEIs did not adopt innovative practices.

615. A few (1.75 percent) 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 (5.26 percent) TEIs had a lack of standard/ systematic feedback mechanisms.

Findings of the Institutional Opportunities for Criterion- VII: Innovative Practices

616. A few (1.75 percent) TEIs had scope for establishing IQAC and sustaining and enhancing quality with available facilities and resources.

617. A few (3.51 percent) TEIs could be emerged as a leading college of education in the region, where a few (1.75 percent) TEIs had opportunity to develop as a comprehensive college of education. A few (1.75 percent) TEIs had opportunity to create one of the schools run by its management as a Model School. A few (1.75 percent) TEIs had the opportunity to make effective use of the goodwill the College enjoys in the community and utilsation of goodwill of the management for the development of new programmes and activities. A few (1.75 percent) TEIs had scope for fulfilling marginalised sections' aspirations and social responsibilities.

618. A few (1.75 percent) 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 (1.75 percent) TEIs had supportive stakeholders. A few (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 utilse PTA and alumni associations for the overall development of the college. Some (17.54 percent) TEIs had scope for involvement/ utilsation of stakeholders' capabilities and community resources.

Findings of the Institutional Challenges for Criterion- VII: Innovative Practices

619. A few (1.75 percent) TEIs had challenges establishing IQAC, updating IQAC, and introducing quality assurance practices. Few (8.77 percent) TEIs had challenge in setting the benchmark for quality. A few (1.75 percent) TEIs had challenges

pursuing excellence within the constraints of government-specified norms. A few (1.75 percent) TEIs had challenge with the adoption of the inclusive approach.

620. A few (1.75 percent) TEIs had challenge for structuring the functioning of alumni association and IQAC. Some (21.05 percent) TEIs could be utilsed potential of Alumni association. A few (1.75 percent) TEIs had challenge for more involvement of Stakeholders in college activities. Few (8.77 percent) TEIs had challenges obtaining and utilsing feedback for improving different aspects of education, and a few (1.75 percent) TEIs had challenges initiating a strong feedback mechanism.

Recommendations for Criterion-VII: Innovative Practices (Key Aspect no. 2.7.1, 2.7.2 and 2.7.3)

621. Few (10.53 percent) TEIs were to be established/ formed IQAC, where a few (3.51 percent) TEIs were to be made functional immediately/ priority; and a few (1.75 percent) TEIs were the most desired. Few (7.02 percent) TEIs were to be strengthened IQAC; a few (1.75 percent) TEIs were to be further strengthened activities of IQAC; and a few (3.51 percent) TEIs were to be made IQAC more functional.

622. A few (1.75 percent) 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 (3.51 percent) TEIs were needed to be implemented recommendations of the first NAAC Peer Team in more specific terms, where a few (1.75 percent) TEIs were to be implemented urgently.

623. A few (1.75 percent) TEIs were to be made to implement inclusive practices to help the underprivileged; and a few (1.75 percent) TEIs were to be strengthened inclusive practices.

624. Management Committees of a few (5.26 percent) TEIs needed eminent persons from Alumni, the government, and the local community. A few (1.75 percent) TEIs were to be Stakeholder strengthened and involved for quality improvement; and to be utilsed stakeholders' potential.

625. Some (15.79 percent) TEIs could be obtained feedback from all stakeholders and be utilsed for quality improvement. A few (5.26 percent) TEIs might be developed a proper mechanism for receiving and processing feedback from stakeholders for

quality enhancement. A few (1.75 percent) TEIs were to be obtained and implemented proper feedback from Alumni and parents for effective instruction; and to be developed an online process for getting feedback from stakeholders. Few (7.02 percent) TEIs might be allowed the practicing schools to retain some of the teaching aids for future use by their teachers.

626. Few (8.77 percent) TEIs were to be formed Alumni Association, where few (7.02 percent) TEIs were to be formalised ; and a few (3.51 percent) TEIs were to be utilsed as a resource. A few (1.75 percent) TEIs were to be made Alumni association more active and functional; and to be made Alumni association/ Parent association more functional. Few (8.77 percent) TEIs were needed to be strengthened Alumni association. Some (19.30 percent) TEIs might utilse the Alumni Association's potential for quality improvement by organising more interactive sessions; workshops; Teaching Concepts, writing questions for the Open-Book examination, etc.

5.5 FINDINGS OF THE OPINIONS OF THE ASSESSORS AND STAKEHOLDERS OF NAAC ACCREDITED TEIs ABOUT ASSESSMENT AND ACCREDITATION OF TEIs

The findings of the objective no. 31 and 31 are present as follow. The findings are based on responses of Assessors and respondents from TEIs.

5.5.1 FINDINGS OF THE OF RESPONSES OF QUESTIONNAIREs

5.5.1.1 Findings of the Assessors' Training and visit of HEIs for Assessment

1. Majority (86.21 percent) of the Assessors were found from the Education subject, while some (13.79 percent) were from other subjects.

2. Many (20.69 percent) of the Assessors had Academic and Administrative experience of 36-40 years; a few (3.45 percent) had experience of 46-50 years, and some (13.79 percent) had experience of 41-45 years, whereas a few (3.45 percent) had least experience of 15-20 years.

3. NAAC appointed majority (82.76 percent) of the Assessors, some (13.79 percent) were appointed by submission of their Resume to NAAC, while a few (3.45 percent) were found by recommendation of Vice-Chancellor of University.

4. All (100.00 percent) of the Assessors had attended the Assessors' Interaction Meet organised by NAAC.

5. Most (55.17 percent) of the Assessors had attended two days Assessors' Interaction Meet, while many (34.48 percent) had attended for three days and few (10.34 percent) had attended for five days.

6. Majority (86.21 percent) of the Assessors responded that the number of days for Assessors' Interaction Meet were adequate, whereas some (13.79 percent) responded inadequate numbers of days for Assessors' Interaction Meet and suggested three, four and five days.

7. Many (34.48 percent) of the Assessors had visited the least number of HEIs, i.e., 14-33, and many (27.59 percent) had visited 34-53 HEIs. A few (3.45 percent) Assessors had visited 154-173 HEIs.

8. Few (6.90 percent) of the Assessors had visited 91-100 TEIs, some (20.69 percent) had visited 41-50 TEIs, and another some (20.69 percent) had visited 11-20 TEIs.

5.5.1.2 Findings of the prior to Assessment and Accreditation of the TEI

9. All (100 percent) of the Assessors responded that the dates of the Peer Team visit for AA of TEI were informed in time.

10. Majority of the Assessors responded that they had studied SSR (96.55 percent), prepared pre-notes for the visit (89.66 percent), prepared pre-observations for PTR (79.31 percent), communicated the programme among the Peer Team (75.86 percent), visited the website of TEI (75.86 percent), and classified and organised list of documents for verification of the SSR (75.86 percent). Most of the Assessors had verified the programme for the visit to the TEI (62.07 percent) and communicated to TEIs about the requirement of the Peer Team for AA (58.62 percent). A few (3.45 percent) of the Assessors had prepared a Travel plan, the place of stay, contact number of coordinator, etc., and communicated to NAAC.

11. Majority (79.31 percent) of the Assessors felt Enthusiastic; many (27.59 percent) felt Neutral, and few (10.34 percent) felt Stressful about the AA process of TEI prior to the Peer Team visit. A few (3.45 percent) of the Assessors felt Good, Normal, Keen Interest, Creative task and Mind map.

12. Majority (84.62 percent) of the Principals and IQAC Coordinators responded that their TEIs had taken guidance in the preparation of SSR of the TEI.

13. Majority (80.60 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that the documents were already prepared before submission of SSR; and some (22.39 percent) responded that the documents were arranged after submission of SSR. A few responded that the documents were already existed (2.99 percent); prepared after submission of SSR (2.99 percent); prepared for AAA (1.49 percent), and prepared simultaneously (1.49 percent).

14. Majority (96.15 percent) of the Principals and IQAC Coordinators responded that their TEIs were intimated in time from NAAC about the dates of the Peer Team visit for AA, where majority (92.31 percent) responded that the information and communication to TEI from NAAC about AA was adequate. Majority (69.23 percent) of the Principals and IQAC Coordinators responded that their TEIs had taken guidance from any source to prepare the Peer Team Visit.

15. IQAC of respective TEI had allotted responsibilities to Teaching Faculty and Supporting staff for AA process of TEI. Responsibilities allotted to the Teaching Faculty were preparation of SSR, documentation work planning of Peer Teams visit, Infrastructural arrangement Parent-Teacher Association (PTA) activities, preparation of PowerPoint Presentation, Cultural programme, preparation of meeting with stakeholders, and accommodation-hospitality of Peer Team.

16. Responsibilities allotted to the Supporting staff were Administrative work, preparation of office files, accommodation-transportation of Peer Team, decoration of college and other arrangements

17. Majority (95.12 percent) of the Teaching Faculty and Supporting staff responded that the information in the performance of their responsibilities about AA was adequate, while a few (4.88 percent) responded with inadequate information. Majority (82.93 percent) of the Teaching Faculty and Supporting staff) had taken guidance in completing their responsibility for AA.

18. 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.

19. 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 (85.07 percent); prepared an action plan for the Peer Team visit (80.60 percent); arranged accommodation for the Peer Team (79.10 percent); prepared documents for verification of the SSR by respective the Peer Team (76.12 percent); communicated the Peer Team visit Programme to the Stakeholders (71.64 percent), and amount of expenses arranged for the Peer Team visit (68.66 percent).

20. Majority (67.16 percent) verified the Peer Team visit Programme with the Peer Team; arranged requirements of the Peer Team for AA; and arranged food for Stakeholders. Most staff (64.18 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting responded that their TEIs had updated the website of TEI. Many of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff responded that their TEI had increased the timing of the Institution (44.78 percent), renovated the building of the institution (40.30 percent) and painted the institution (32.84 percent). Some (20.90 percent) responded that their TEI had purchased new infrastructure, whereas few responded that their TEI

had organised a Mock round (8.96 percent) and recruited new staff (7.46 percent). A few responded that their TEI had prepared a PPT presentation (2.99 percent), planned for the visit to other institutions (1.49 percent) and organised the Transport facility for the Peer Team (1.49 percent).

5.5.1.3 Findings of the during Assessment and Accreditation of TEIs

21. Many (26.92 percent) of the Principals and IQAC Coordinators responded that their TEI had modified 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.

22. Majority (96.77 percent) of the Teaching Faculty responded that the programme schedule was followed by the Peer Team, whereas a few (3.23 percent) responded that the programme schedule was not followed. Further, the programme schedule was not followed because the Peer Team was wanted to spend more time with documents and did not visit the hostel, University, playground etc.

23. Majority (96.55 percent) of the Assessors responded that the TEI had arranged a separate NAAC Peer Team room in TEI.

24. About the place of documents kept by TEI for verification of the SSR, majority (72.41 percent) of the Assessors responded to a separate room for Peer Team, and many (41.38 percent) responded to an IQAC room. Some of the Assessors responded Principal's office (17.24 percent), Library (13.79 percent) and various separate rooms (13.79 percent). A few of the Assessors responded to each place, i.e., Supporting staff's office (3.45 percent), Staffroom (3.45 percent) and Storeroom (3.45 percent).

25. Majority (96.55 percent) of the Assessors responded that the place for verification of the documents was comfortable, while a few (3.45 percent) responded uncomfortably.

26. About the place of documents kept by TEI for verification of the SSR, most (53.85 percent) of the Principals and IQAC Coordinators responded to a separate room for Peer Team.

27. Many of the Principals and IQAC Coordinators responded to an IQAC room (42.31 percent) and Principal's office (26.92 percent). Some (15.38 percent) of the Principals and IQAC Coordinators responded Library.

28. Few of the Principals and IQAC Coordinators responded supporting staff's office (11.54 percent), various separate rooms (11.54 percent), Staffroom (7.69 percent), as per Peer Team's instruction (7.69 percent) and prayer hall (7.69 percent). A few of the Principals and IQAC Coordinators out of two responded at Peer Team's accommodation (3.85 percent) and seminar room (3.85 percent).

29. Majority (96.15 percent) of the Principals and IQAC Coordinators responded that the place for verification of the documents was comfortable, while a few (3.85 percent) responded uncomfortably

30. Majority (72.41 percent) of the Assessors responded that the documents were organised according to the SSR, whereas many (27.59 percent) responded that the documents were not organised according to the SSR.

31. All (100.00 percent) of the Principals and IQAC Coordinators responded that the TEIs had organised documents according to the SSR for verification by Peer Team.

32. Majority (72.41 percent) of the Assessors responded that the arrangement in the Science Lab and Psychology Lab was proper and many (27.59 percent) responded improper arrangement. Majority (82.76 percent) of the Assessors responded that logistics maintenance was proper, whereas some (17.24 percent) responded improper maintenance.

33. Majority (93.10 percent) of the Assessors responded that the arrangement in the Science Lab and Psychology Lab was proper, whereas few (6.90 percent) responded improper arrangement. Further, a few Assessors responded difficulty of unorganised logistics, while another one did not specify the difficulty in verifying logistics.

34. Majority (89.66 percent) of the Assessors responded that representative members of Parents of Student-teachers and Alumni were present in the meeting with Peer Team, whereas few (10.34 percent) responded that representative members of Parents of Student-teachers and Alumni were not present in the meeting with Peer Team.

35. Majority (96.15 percent) 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. In contrast, a few (3.85 percent) 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.

36. All (100 percent) of the Assessors responded that the time for interaction of the Peer Team with Management, Principal, Teaching Faculty, Supporting staff, Student-teachers and Parents of Student-teachers were adequate. Majority (89.66 percent) and majority (93.10 percent) of the Assessors responded that the time for interaction of the Peer Team respectively with IQAC Coordinator and Alumni was adequate, whereas few (10.34 percent) and (6.90 percent) respectively responded inadequately.

37. Majority (89.66 percent) of the Assessors responded that the interaction with all stakeholders was helpful, whereas few (10.34 percent) responded that the interaction with all stakeholders was not helpful.

38. All (100.00 percent) of 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 and Alumni (96.15 percent); with Teaching Faculty (92.31 percent); Parents of Student-teachers (84.62 percent); and Supporting staff (80.77 percent) was adequate.

39. Majority (93.55 percent) of the Teaching Faculty responded that the time for interaction of the Peer Team with the Teaching Faculty was adequate, whereas few (6.45 percent) responded inadequately.

40. The point discussed in the meeting between the Peer Team and the Teaching Faculty were improvement of infrastructure, time table, teaching work, methods of classroom teaching, books and references, innovative teaching-learning methods adopted, satisfaction of teaching faculty, qualification, publications, group insurance and professional development opportunities.

41. The Teaching Faculty had suggested that the Peer Team had to be taken care about language for communication, and presence of the Principal in staff meetings was not proper. Inquiry to the Teaching Faculty about the planning, execution, evaluation and follow-up was required. The Peer Team was needed to be humane and polite.

42. Some (16.13 percent) of the Teaching Faculty responded that they received suggestions from the Peer Team to fulfill allotted responsibilities, whereas majority (83.87 percent) did not receive any suggestions.

43. Majority (90.00 percent) of the Supporting staff responded that the time for interaction of the Peer Team with Supporting staff was adequate, whereas few (10.00 percent) responded inadequately. The Peer Team had provided suggestions to supporting staff in fulfilling allotted responsibilities,

44. Majority (93.10 percent) of the Assessors responded that they had visited Practising schools, whereas a few (3.45 percent) responded that they did not visit Practising schools. A few (3.45 percent) of the Assessors did not respond about the visit to Practising schools.

45. Majority (79.31 percent) of the Assessors responded that they had visited one Practising school; a few (3.45 percent) responded visit of two schools; and a few (3.45 percent) responded visit of three schools, whereas an (3.45 percent) Assessor responded no visit to the school. A few (3.45 percent) of the Assessors did not respond about the number of Practising schools visited. The reason for did not visiting the school was off-season for schools. Peer Team interacted adequately with Principals of Practising Schools, where the schools were did not maintain the profile of TEI.

46. Majority (89.66 percent) of the Assessors responded that the time available for interaction with Principals of Practising Schools was adequate, whereas a few (3.45 percent) responded inadequately.

47. Out of 11 (100.00) Assessors, most (54.55 percent) of the Assessors responded that the TEIs did not maintain the profile of TEI; many (36.36 percent) responded that the meetings/ Interaction sessions were not held in time (13.79 percent), whereas few (9.09 percent) responded that the programme schedule did not follow properly.

48. Majority (62.07 percent) of the Assessors responded that they did not encounter difficulty during the visit of TEI, whereas many (37.93 percent) responded that they had encountered difficulty during the visit of TEI.

49. All (100.00 percent) of the Assessors and majority (89.47 percent) of the Principals, IQAC Coordinators and Teaching Faculty responded that the Peer Team members had cooperation amongst them, whereas few (10.53 percent) of the

Principals, IQAC Coordinators and Teaching Faculty responded that the Peer Team members did not have cooperation amongst them.

50. Few (6.90 percent) of the Assessors and Many (33.33 percent) of the Principals, IQAC Coordinators and Teaching Faculty responded that any Assessor dominated the Peer Team. In contrast, majority of the Assessors (93.10 percent) and Principals-IQAC Coordinators and Teaching Faculty (66.67 percent) had denied.

51. A few of the Assessors (3.45 percent), Principals-IQAC Coordinators and Teaching Faculty (3.51 percent) responded that the Assessors faced difficulty in AA of the TEI. In contrast, majority of the Assessors (96.55 percent), Principals-IQAC Coordinators, and Teaching Faculty (66.67 percent) responded that none Assessor faced any difficulty in AA of the TEI. Many (29.82 percent) of the Principals, IQAC Coordinators, and Teaching Faculty responded that they did not come to know about any difficulty faced by Assessors.

52. Few of the Assessors (10.34 percent), Principals-IQAC Coordinators, and Teaching Faculty (7.02 percent) responded that they felt stress due to specific reasons during AA of the TEI. In contrast, majority of the Assessors (89.66 percent) and Principals-IQAC Coordinators and Teaching Faculty (78.95 percent) responded no stress felt by Assessors. Some (14.04 percent) of the Principals, IQAC Coordinators and Teaching Faculty responded that they did not come to know about any stress to Assessors.

53. Majority (96.55 percent) of the Assessors, Principals-IQAC Coordinators, and Teaching Faculty (87.72 percent) responded that the Peer Team had objectivity in AA of the TEI. In contrast, a few (3.45 percent) of the Assessors, and few (12.28 percent) of the Principals, IQAC Coordinators and Teaching Faculty responded with no objectivity.

54. Further, the difficulty responded by Assessors was involvement of only Principal and half staff in visit because of mainly concentration of power. Other reasons were heavy schedule and stressful the assessment to be completed in limited time of two days only. They had subjectivity in AA due to hurry in completion of the whole work within a short period and other reason was late joining of the Chairperson after the commencement of the visit and was in a hurry to leave before the visit concluded. The respondents from TEIs responded the reasons for difficulty were a Peer Team Members did not utter even a word and was totally uninvolved, and the result was not acknowledged. Sometimes the difficulty was in

communication. The reasons for Assessors' stress were Gynaec problem, physically unfit and felt irritated due to Gynaec problem. The stress of Assessors had affected prejudice throughout the process of AA. The Assessors had subjectivity in AA due to teaching sessions were not observed, particular mindset to TEI, not familiar with the functioning of TEI and negative attitude to college. Peer Team members were pre-decided and did not open, but biased about the AA process of TEI.

55. Some of the Assessors responded that the composition of the Peer Team was Good (24.14 percent), Very good (20.69 percent) and Excellent (17.24 percent). Few (10.34 percent) of the Assessors responded to satisfactory composition of the Peer Team. A few (3.45 percent) of the Assessors responded that the composition of the Peer Team was as per NAAC criteria, appropriate, well-coordinated, and very friendly and cooperative.

5.5.1.4 Findings of the after the Assessment and Accreditation

56. Majority (89.66 percent) of the Assessors responded that the time for verification of documents and preparation of the PTR was adequate, whereas few (10.34 percent) responded inadequately. Majority (86.21 percent) of the Assessors responded that they worked till late at night, whereas some (13.79 percent) responded that they did not work till late at night. Assessors worked till late at night because of discussion on criteria, schedule and justice to report writing, meetings and visits took almost the whole day, and report compilation and documentation needed time. The Assessors suggested allotment of more time for verification of documents, whereas a few responded that depending on the college the time could not be specified,

57. Majority (88.46 percent) of the Principals and IQAC Coordinators responded that their Peer Team effectively utilsed the time for AA, whereas few (11.54 percent) responded that the Peer Team did not have effectively utilsed the time for AA.

58. Majority (96.55 percent) 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 (3.45 percent) 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 the Peer Team Members for AA of the TEI.

59. The Assessors responded that the final judgment of observations in the PTR was done with consensus, but sometimes it was not with proper agreement on few matters. The reason for disagreement was that the college did not deserve the grade accredited earlier, but the Chairperson insisted that the grade could not be lower than the grade awarded earlier. Other reason was the Members were overridden by the chairperson, and subjectivity of biased Chairperson in the decision of CGPA and Grade.

60. Most (55.17 percent) Assessors; majority (89.55 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and majority (76.04 percent) respondents from all responded that the two days duration for the entire AA process was adequate, whereas many (44.83 percent) Assessors; few (10.45 percent) of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and some (23.96 percent) respondents from all 96 responded inadequately. The reasons for inadequacy of two days, were very hectic, more work and scarcity of time, not possible to check all documents. The suggestions were stage wise programme would prove more helpful in assessment, three to four days of time for AA, and equal power to all the Peer Team members a must. NAAC should give enough time of three to four days for the entire AA process.

61. Majority (84.62 percent) 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 (15.38 percent) responded subjectivity in the final judgment of observations in the PTR. Principals and IQAC coordinators responded objectivity of Assessors in the final judgment of observations in the PTR, but a few had responded subjectivity. Further, the reason for subjectivity were that the Assessors commented on some programmes without observation, and other reason was Peer Team did not visit schools, and the Chairperson had denied traveling with other members for observation and interaction with the school.

62. Respondents from TEIs had found that the Assessors were learned, appropriately trained, experienced experts, fair in assessment Point to point and keen observation, giving constructive feedback and did not take any gift. In contract, a few responded that the Assessors were found aggressive, negative, rude, and unenthusiastic, and made the Teaching Faculty confused. They were responded

untrained for AA of TEI, unaware about the socio-economic background of the area and students, with mindset that the institution did not make according to NAAC criteria, lack of sufficient communication skills among the Peer Team members and did not see all the essential documents, and prejudice towards the better functioning of the self-financed institution. Despite the e-mode, a heap of papers was wasted by Assessors owing to the multiple files that were hardly browsed thoroughly. The team should be from the Education discipline only.

63. Most respondents (62.69 percent) from TEIs, i.e., Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, responded Positive overall behaviour of the Assessors in the AA process. Many respondents responded Neutral (47.76 percent) and Pleasant behaviour (40.30 percent). Some respondents responded Superior (20.90 percent) and Assertive behaviour (16.42 percent). Few respondents responded Subjective (13.43 percent), Rude (11.94 percent) and Aggressive behaviour (8.96 percent). A few respondents responded Nervous (2.99 percent), not satisfactory (2.99 percent), Impartial (1.49 percent) and Caring and down to Earth behaviour (2.99 percent).

64. Many of the Assessors felt Enthusiastic (44.83 percent) and Neutral (34.48 percent); some (13.79 percent) felt Tired; few (10.34 percent) felt Confused, and a few (3.45 percent) felt worth doing and focused on the AA process of TEI after the Peer Team visit.

65. About the AA process of TEI, majority (79.31 percent) of the Assessors felt Enthusiastic prior to visiting, whereas many (44.83 percent) felt Enthusiastic after the visit; many (27.59 percent) and (34.48 percent) felt Neutral prior to and after the visit respectively, and few (10.34 percent) felt Stressful prior and after the visit; none (0.00 percent) felt Tired and confused prior to visiting, whereas some (13.79 percent) felt Tired and few (6.90 percent) felt confused after the visit.

66. The study revealed that the Assessors decreased the feeling of Enthusiasm, while increased the feeling of Neutral. The feeling of Stressful was at the same level for both prior and after the visit. The feeling of Good, Normal, Keen Interest, Creative task and Mind map prior to visiting were disappeared after the visit and created feelings of Tired and confused after the visit.

67. Many of the Assessors felt Enthusiastic (44.83 percent) and Neutral (34.48 percent); some (13.79 percent) felt Tired; few felt Stressful (10.34 percent), and

Confused (6.90 percent); and a few (3.45 percent) felt worth doing and focused about the AA process of TEI after the Peer Team visit.

68. Out of all 67 respondents from TEIs, i.e., Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, most (55.22 percent) respondents felt Enthusiastic. Some respondents felt Neutral (25.37 percent), Tired (17.91 percent) and Stressful (16.42 percent). Few respondents felt Nervous (11.94 percent), Submissive (7.46 percent) and Confused (5.97 percent). A few respondents felt Relaxed (4.48 percent), Frightened (4.48 percent), Very Happy (2.99 percent), Avoidance (2.99 percent), Hopeful (1.49 percent), Comfort (1.49 percent), Thoughtful (1.49 percent) and Anxious (1.49 percent) about the AA process of TEI after the Peer Team visit.

69. Out of all 96 respondents, i.e., Assessors, Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, most (52.08 percent) respondents felt Enthusiastic, and many (28.13 percent) felt Neutral. Some respondents felt Tired (16.67 percent) and Stressful (14.58 percent). Few respondents felt Nervous (8.33 percent) and Confused (6.25 percent). A few respondents felt Submissive (5.21 percent), Relaxed (3.13 percent), Frightened (3.13 percent), Very Happy (2.08 percent), Avoidance (2.08 percent), Comfort (1.04 percent), Thoughtful (1.04 percent), Hopeful (1.04 percent), Anxious (1.04 percent), and Worth doing and focused (1.04 percent) about the AA process of TEI after the Peer Team visit.

70. The study revealed the enthusiasm felt by many of the Assessors; most of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and most from all 96 respondents. Many of the Assessors; some of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and many from all respondents felt Neutral. Some of the Assessors; Principals, IQAC Coordinators, Teaching Faculty and Supporting staff, and all 96 respondents felt Tired. Few of the Assessors; some of the Principals, IQAC Coordinators, Teaching Faculty and Supporting staff; and some from all 96 respondents felt Stressful.

71. The Assessors reflected that the AA process was satisfactory, objective, adequate, specific and democratic. The respondents from TEI had responded satisfactory, transparent and overall good AA process. Even the Assessors had provided suggestions for improvement of the AA process that the process needed to have five or seven points grading, language problem for communication, and lack of integrity in some groups, and hurriedly followed the schedule likelihood of wrong

grading. A few respondents from TEIs responded that the AA process was expensive, ritual, to be goal-oriented and systematic and needed to improve the procedure.

72. The role of the Peer Team in the AA process was found sincere, impartial, humble, and objective, and observed very frankly and honestly and boosted the morale of all in Exit Meet. Sometimes the Assessors to be humane, leave high expectations in comparison to urban institutes, not the 'boss' of TEIs that they found only faults and appreciate the work done by TEI.

5.5.1.5 Findings of the SWOC Analysis of AA Process

73. Strengths of the AA process were objective, written well, transparent and wholistic and necessary for TEI, which acknowledges about professional status, bring quality improvement in TEI, and immediate follow-up of the assessment of performance.

74. The manual was found helpful to the TEIs to assess itself, getting quality awareness and acknowledged their own level of performance. It brings unity in TEI for working and evolves innovative ideas. It gives understanding about the aspects of quality improvement.

75. The weaknesses of the AA process for Assessors were nonavailability of certain documents to support claims, lack of time for report writing, difficult in sending report just after Exit Meeting, language problem for Peer Team, constitution of the Peer Team included 'egoistic' persons, sometimes the TEI unnecessarily tensed and stressful, inadequate participation of Alumni and Parents and TEI refused to take help and improve. The weaknesses of the AA process for TEIs were expensive, boring work and too much paperwork. A few Assessors were biased, rude subjective, supervisory role, communication gap, stiff in choice of food and a member deducted TA from home town. Evaluation was made without considering SWOC analysis.

76. Opportunities of the AA process were information about innovation and curricular transactions, and enough opportunities for improvement of TEI. The AA process was useful for learning from discussion with team members, locates talent without considering the position or seniority, and provided guidelines to TEIs.

77. Challenges of the AA process for Assessors were short planning for visit preparation, travel under challenging terrains, search for translator, no time to relax and sleepless nights, difference between the reality and the claims, common

benchmarks in TEI's performance, dealing with management and too many TEI to undertake Assessment and only one AA unit. Challenges of the AA process for TEIs were rural area, financial matter, confusing documentation, lack of interest in the colleagues, communication of all the activities in a short span, high expectations from Peer Team, Assessor from other specific discipline and language barrier with Peer Team. Work with Assessor who never prepared SSR or worked for the same at their own institution.

78. The Grading pattern was found appropriate, adequate, excelling, fairly objective, procedural and performance-based. Sometimes it was found average too, because of difference in individual perceptions. It was not proper, needed modification. More specific and micro-level grading needed.

79. The SARs in the AA process of the TEI were found good, relevant, comprehensive, satisfactory, meticulous, contained every aspect, prepared by the staff, a good way to hold a mirror to self. Somewhat the SSRs were responded dissatisfactory, too ornamental, confused about what was to be written in various criteria ghostwritten, and copied from others. It could be modified, because of so many repetitive questions, repetition of some points in criteria and needed proper documents.

80. The Assessors had provided feedback about the PTR that the PTRs were satisfactory, excellent, comprehensive, qualitative, fairly good, well structured and based on SSR/SAR and visit. Good number of indications to evaluate the overall quality of education and helpful to TEIs for quality improvement.. Assessors came with their views and consolidated after the visit and consensus. Sometimes the PTRs needed improvement in preparation.

81. The whole AA process of the TEI that the process was very good, democratic, objective, enhancing quality of the institution. A fresh-looking was needed on criteria and key aspects for AA of TEIs being in view of their special features. The terminology Consultancy and Extension understood improperly of by TEI. There must be changes in the criteria and few points might be removed for TEI for PTR. Suggestions in the PTR were limited to ten points only but needed more to enhance the quality of TEI. The assessment from KCG 'AAA' was to be taken seriously. The process was required a third-party evaluation. The Peer Team members from education will properly justify the AA of TEIs. The local level, affiliated Universities should be in a more motivating role.

5.5.2 FINDINGS OF THE RESPONSES OF OPINIONNAIREs

1. Majority (65.12 percent) of the respondents opined satisfied with the manual for AA prescribed by NAAC. Majority (68.60 percent) of the respondents opined satisfied with the quality measurement of TEI by the manual for AA. Majority (66.28 percent) of the respondents opined satisfied with the criteria given by NAAC in the manual for AA of TEI. Most (53.49 percent) of the respondents opined satisfied with the Process for AA prescribed by NAAC. The study revealed that the Assessors, Principals, IQAC Coordinators and Teaching Faculty were satisfied with the Manual, Quality measurement by Manual, Criteria in manual and Process for AA prescribed by NAAC.

2. Majority (65.52 percent) of the Assessors and most (61.54 percent) of the Principals and IQAC Coordinators opined satisfied with the facilities provided to Peer Team from respective assessed TEI. The study revealed that the Assessors, Principals and IQAC Coordinators were satisfied with the facilities provided to Peer Team from respective assessed TEI.

3. Majority (65.52 percent) of the Assessors, half (50.00 percent) of the Principals and IQAC Coordinators, and majority (70.97 percent) of the Teaching Faculty opined satisfied with the convenience of Peer Team in document verification of the SAR for AA. The study revealed that the Assessors, Principals, IQAC Coordinators and Teaching Faculty were satisfied with the convenience of the Peer Team in document verification of the SAR for AA.

4. Majority (68.97 percent) of the Assessors opined satisfied with the arrangement of Physical resources and field visits for verification to the SAR. The study revealed that the Assessors were satisfied with the arrangement of Physical resources and field visits for verification to the SAR.

5. Majority (65.52 percent), (72.41 percent), (65.52 percent), (75.86 percent), (79.31 percent) and (75.86 percent) of the Assessors respectively opined satisfied about the time taken by Peer Team for meeting with Principal, Teaching Faculty, Supporting Staff, Student-Teachers, Parents of Student-teachers and Alumni, whereas most (58.62 percent) of the Assessors opined satisfied about the time taken by Peer Team for meeting with IQAC Coordinator.

6. The study revealed that Assessors were satisfied with the time taken by Peer Team for meeting with Principals, IQAC Coordinators, Teaching Faculty, Supporting Staff, Student-Teachers, Parents of Student-teachers, and Alumni.

7. Most (61.54 percent), (53.85 percent) and (53.85 percent) of the Principals and IQAC Coordinators opined satisfied about the time taken by Peer Team for meeting with Principal, IQAC Coordinator and Teaching Faculty respectively; whereas many (46.15 percent), (46.15 percent), (30.77 percent) and (46.15 percent) respectively opined satisfied about the time taken by Peer Team for meeting with Supporting Staff, Student-Teachers, Parents of Student-teachers and Alumni. Half (50.00 percent) of the Principals and IQAC Coordinators opined highly satisfied about the time taken by Peer Team for meeting with Parents of Student-teachers. The study revealed that Principals and IQAC Coordinators were satisfied about the time taken by Peer Team for meeting with Principals, IQAC Coordinators, Teaching Faculty, Supporting Staff, Student-Teachers, Parents of Student-teachers and Alumni. Many Teaching Faculty opined satisfied (45.16 percent) about the time taken by Peer Team for meeting with Teaching Faculty. The study revealed that Teaching Faculty were satisfied with the time taken by Peer Team to meet with Teaching Faculty.

8. Most (51.72 percent) of the Assessors opined highly satisfied, and most (53.85 percent) of the Principals and IQAC Coordinators opined satisfied with the final judgment of observations by the Peer Team in the Report. The study revealed that all the Assessors, Principals, and IQAC Coordinators were satisfied with the Peer Team's final judgment of observations in the Report.

9. Many (44.83 percent) of the Assessors opined satisfied with the satisfaction of Principals and IQAC Coordinators for the AA process carried out by the Peer Team. The study revealed that the Assessors were satisfied with the satisfaction of Principals and IQAC Coordinators for the AA process carried out by Peer Team.

10. Many (42.31 percent) of the Principals and IQAC Coordinators opined satisfied about the satisfaction of Assessors for the AA process carried out by the Peer Team. The study revealed that the Principals and IQAC Coordinators were satisfied with the satisfaction of Assessors for the AA process carried out by the Peer Team. Majority (72.41 percent) of the Assessors opined highly satisfied, and many (46.15 percent) of the Principals and IQAC Coordinators, and most (51.61 percent) of the Teaching Faculty opined satisfied about the AA process carried out by Peer Team. The study revealed that the Assessors, Principals and IQAC Coordinators, and Teaching Faculty were satisfied with the AA process carried out by Peer Team.

5.5.3 FINDINGS OF THE OF RESPONSES OF 'SCALE OF KEY ASPECT-WISE DIFFERENTIAL WEIGHTAGE UNDER EACH CRITERION'

Findings are presented on Key Aspects and Criterion-wise suggestions for Appropriateness, suggestion for removal of the existed Key Aspects, suggestions to add Points as Key Aspect, and Feedback and Suggestions of Weightage.

5.5.3.1 Criterion-I: Curricular Aspects

1. The key aspects- 1.1) Curricular design and development; 1.2) Academic flexibility; 1.3) Feedback on curriculum; 1.4) Curriculum update; 1.5) Best Practices in curricular aspects; and under Criterion-I: Curricular Aspects opined absolutely appropriate by most (52.33 percent), (61.63 percent), (63.95 percent); (58.14 percent) and (60.47 percent) respondents respectively. The study revealed that all the key aspects under the Criterion-I: Curricular Aspects were opined absolutely appropriate by majority respondents.

2. Few (5.81 percent) of the respondents suggested the key aspect-1.1) Curricular design and development, whereas a few (2.33 percent) of the respondents suggested the 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.

3. The points suggested for adding as key aspects with Criterion-I: Curricular Aspects were observation of Teacher Educators' teaching, performance and innovations from Teacher Educators, Innovation within the curriculum framework and time to time feedback on curriculum.

4. The respondents provided feedback on Criterion-I: Curricular Aspects that most TEIs 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 major role. Private colleges did not get an opportunity to participate in curriculum development. TEIs were needed a little bit more as compared to general colleges. Majority Same weightages were from respondents to all key aspects under Criterion-I: Curricular Aspects.

5. Most (62.22 percent) of the respondents suggested the same weightage 10 for key aspect-1.1) Curricular design and development. Many (33.33 percent) of the respondents suggested weightage 5 to 9, whereas a few (4.44 percent) suggested weightage 15.

6. Majority (68.89 percent) of the respondents suggested the same weightage 15 for key aspect-1.2) Academic flexibility, whereas many (31.11 percent) suggested weightage 5 to13.

7. Majority (80.00 percent) of the respondents suggested the same weightage 10 for key aspect-1.3) Feedback on curriculum. Some (17.78 percent) of the respondents suggested weightage 5 to 9, whereas a few (2.22 percent) suggested weightage 15.

8. Majority (77.78 percent) of the respondents suggested the same weightage 5 for key aspect-1.4) Curriculum update. Few of the respondents suggested weightage 8 to 10 (13.33 percent), and 2 to 4 (6.67 percent), whereas a few (2.22 percent) suggested weightage 0.

9. Majority (77.78 percent) 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 (11.11 percent), and 6 to 9 (8.89 percent), whereas a few (2.22 percent) suggested weightage 0.

10. Majority (73.33 percent) of respondents had the sum of weightage for all key aspects under Criterion-I: Curricular Aspects were 50, whereas the sum of 32 to 47 from many (26.67 percent) respondents.

5.5.3.2 Criterion-II: Teaching-Learning and Evaluation

11. Majority (80.23 percent), (69.77 percent), (84.88 percent), (75.58 percent) and (67.44 percent) of the respondents opined the key Aspects- 2.1) Admission process and student profile; 2.2) Catering to diverse needs; 2.3) Teaching-learning process; 2.4) Teacher quality; and 2.6) Best practices absolutely appropriate respectively under the Criterion-II: Teaching-Learning and Evaluation. Most (65.12 percent) opined the key aspect-2.5) Evaluation process and reforms absolutely appropriate. The study revealed that all the key aspects under Criterion-II: Teaching-Learning and Evaluation were appropriate.

12. A few (2.33 percent) of the respondents suggested the key aspects-2.2) Catering to diverse needs, and 2.6) Best practices, and a few (1.16 percent) suggested the key aspect-2.5) Evaluation process and reforms to be removed from the Criterion-II: Teaching-Learning and Evaluation.

13. The points suggested for adding as key aspects with Criterion-II: Teaching-Learning and Evaluation were separate admission process and Student profiles, Teaching Faculty, Practicum, Innovation in teaching, Teaching methodology and detailed bifurcated Evaluation techniques.

14. The respondents provided feedback on Criterion-II: Teaching-Learning and Evaluation that avoid repetition in key aspects, the most important and undoubtedly central criterion in TEI, could not be so heavy to upset the overall GPA, specify names of teaching methodology, the new trends in the teaching-learning process, reframe evaluation aspects and most of the aspects were in control of the University. Same weightages were suggested from majority respondents to all key aspects under Criterion-II: Teaching-Learning and Evaluation.

15. Majority (71.11 percent) of the respondents suggested the same weightage 30 for key aspect-2.1) Admission process and student profile. Many (26.67 percent) of the respondents suggested weightage 5 to 29, whereas a few (4.44 percent) suggested weightage 40 and 50.

16. Majority (73.33 percent) of the respondents suggested the same weightage 45 for key aspect-2.2) Catering to diverse needs, whereas many (26.67 percent) suggested weightage 20 to 40.

17. Majority (71.11 percent) of the respondents suggested the same weightage 270 for key aspect-2.3) Teaching-learning process. Many (26.67 percent) of the respondents suggested weightage 150 to 268, whereas a few (2.22 percent) suggested weightage 300.

18. Majority (73.33 percent) of the respondents suggested the same weightage 65 for key aspect-2.4) Teacher quality, some (15.56 percent) suggested weightage 40 to 64, whereas few suggested weightage 40 to 64 4 (8.89 percent), and 70 to 100 (11.11 percent).

19. Majority (80.00 percent) of the respondents suggested the same weightage 30 for key aspect-2.5) Evaluation process and reforms, whereas few suggested weightage 15 to 29 (13.33 percent), and 40 and 50 (6.67 percent).

20. Majority (77.78 percent) 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 (8.89 percent), and 20 and 25 (11.11 percent); whereas a few (2.22 percent) suggested weightage 0.

21. Majority (71.11 percent) of respondents had the sum of weightage for all key aspects under Criterion-II: Teaching-Learning and Evaluation were 450, whereas the sum of 285 to 447 from many (26.67 percent) respondents; and the sum of 520 from a few (2.22 percent) respondents.

5.5.3.3 Criterion-III: Research, Consultancy and Extension

22. Majority (66.28 percent) of the opined the key aspect-3.4) Extension activities; many (45.35 percent) opined the key aspect-3.3) Consultancy; and most (56.98 percent), (52.33 percent), (56.98 percent) and (56.98 percent) respectively opined the key aspects 3.1) Promotion of research; 3.2) Research and publication output; 3.5) Collaborations; and 3.6) Best practices in research, consultancy & extension absolutely appropriate under the Criterion-III: Research, Consultancy and Extension. The study revealed that all the key aspects under the Criterion-III: Research, Consultancy and Extension were absolutely appropriate.

23. Some (13.95 percent) of the respondents suggested the key aspect-3.3) Consultancy; and a few (3.49 percent), (2.33 percent) and (1.16 percent) of the respondents respectively 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.

24. The points suggested for adding as key aspects with Criterion-III: Research, Consultancy and Extension were signing MoU and working with the community.

25. The respondents provided feedback on Criterion-III: Research, Consultancy and Extension that the criterion to be worded appropriately and required explanations about few items. The Criterion-III: Research, Consultancy and Extension should be looked into as an essential aspect of growth and development with a futuristic outlook. The key aspects 3.1) Promotion of research and 3.2 Research and publication output to be merged. The concept of consultancy was not clear. Consultancy and collaboration were difficult and not useful. TEI lacked facilities to conduct research, so, it should have less weightage. All of the aspects of the criterion mainly remained on paper because Teaching Faculty were overburdened. Same weightages were suggested from majority respondents to all key aspects under Criterion-III: Research, Consultancy and Extension.

26. Majority (68.89 percent) of the respondents suggested the same weightage 10 for key aspect-3.1) Promotion of research. Few (8.89 percent) of the respondents suggested weightage 20; some (20.00 percent) suggested weightage 8 to 14, whereas a few (2.22 percent) suggested weightage 0.

27. Most (57.78 percent) of the respondents suggested the same weightage 25 for key aspect-3.2) Research and publication output. Many (35.56 percent) of the

respondents suggested weightage 13 to 20, whereas few (6.67 percent) suggested weightage 30.

28. Most (62.22 percent) of the respondents suggested the same weightage 5 for key aspect-3.3) Consultancy. Few (8.89 percent) of the respondents suggested weightage 3 and 4, and few (11.11 percent) suggested weightage 10 and 20, whereas some (17.78 percent) suggested weightage 0.

29. Majority (80.00 percent) of the respondents suggested the same weightage 40 for key aspect-3.4) Extension activities, whereas few suggested weightage 20 to 38 (13.33 percent); and weightage 45 and 55 (6.67 percent).

30. Majority (80.00 percent) of the respondents suggested the same weightage 5 for key aspect-3.5) Collaborations. Some (17.78 percent) of the respondents suggested weightage 3 and 4, whereas a few (2.22 percent) suggested weightage 0.

31. Majority (84.44 percent) of the respondents suggested the same weightage 10 for key aspect-3.6) Best practices in research, consultancy & extension. Few (11.11 percent) of the respondents suggested weightage 5 to 7, and a few (2.22 percent) suggested weightage 15, whereas a few (2.22 percent) suggested weightage 0.

32. Majority (71.11 percent) of respondents had the sum of weightage for all key aspects under Criterion-III: Research, Consultancy and Extension were 100, whereas the sum of 58 to 95 from many (28.89 percent) respondents.

5.5.3.4 Criterion-IV: Infrastructure and Learning Resources

33. Majority (74.42 percent), (72.09 percent), (80.23 percent) and (75.58 percent) respectively opined the key aspects 4.1) Physical facilities; 4.2) Maintenance of infrastructure; 4.3) Library as a learning resource, and 4.4) ICT as learning resources respectively absolutely appropriate. Most (65.12 percent) and (63.95 percent) opined the key aspects 4.5) Other facilities; and 4.6) Best Practices respectively absolutely appropriate under the Criterion-IV: Infrastructure and Learning Resources. The study revealed that all the key aspects under criterion-IV: Infrastructure and Learning Resources were absolutely appropriate.

34. A few (1.16 percent) of the 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.

35. The points suggested for adding as key aspects with Criterion-IV: Infrastructure and Learning Resources were detailed information about library and laboratories,

observation of practices of Infrastructural facilities, promotion of E-resources for learning and utilsation of library and E-resources.

36. The respondents provided feedback on Criterion-IV: Infrastructure and Learning Resources that the increase weightage for ICT as teaching-learning resources. The recruitment of librarian by government was difficult to manage for the college. The key aspect-4.5) Other facilities included many issues, and weightage may be increased. Same weightages were suggested from majority respondents to all key aspects under Criterion-IV: Infrastructure and Learning Resources.

37. Majority (77.78 percent) of the respondents suggested the same weightage 20 for key aspect-4.1) Physical facilities, whereas some (22.22 percent) suggested weightage 15 to 19.

38. Majority (75.56 percent) of the respondents suggested the same weightage 10 for key aspect-4.2) Maintenance of infrastructure. Some (17.78 percent) of the respondents suggested weightage 5 to 8, whereas few (6.67 percent) suggested weightage 15 and 20.

39. Majority (88.89 percent) of the respondents suggested the same weightage 35 for key aspect-4.3) Library as a learning resource, whereas few (11.11 percent) suggested weightage 25 to 30.

40. Majority (82.22 percent) of the respondents suggested the same weightage 15 for key aspect-4.4) ICT as learning resources. Some (15.56 percent) of the respondents suggested weightage 10 to 14, whereas a few (2.22 percent) suggested weightage 20.

41. Majority (84.44 percent) of the respondents suggested the same weightage 10 for key aspect-4.5) Other facilities, whereas some (15.56 percent) suggested weightage 5 to 9.

42. Majority (80.00 percent) of the respondents suggested the same weightage 10 for key aspect-4.6) Best Practices in infrastructure and learning resources. Some (17.78 percent) of the respondents suggested weightage 5 to 9, whereas a few (2.22 percent) suggested weightage 0.

43. Majority (77.78 percent) of respondents had the sum of weightage for all key aspects under Criterion-IV: Infrastructure and Learning Resources were 100, whereas the sum of 71 to 97 from some (22.22 percent) respondents.

5.5.3.5 Criterion-V: Student Support and Progression

44. Majority (82.56 percent), (82.56 percent), (83.72 percent), and (73.26 percent) opined the key aspect-5.1) Student progression; 5.2) Student support; 5.3) Student activities, and 5.4) Best practices absolutely appropriate respectively under the Criterion-V: Student Support and Progression. The study revealed that all the key aspects under Criterion-V: Student Support and Progression were absolutely appropriate.

45. A few (1.16 percent) of the respondents suggested that the key aspect-5.4) Best practices be removed from the Criterion-V: Student Support and Progression.

46. The points suggested for adding as key aspects with Criterion-V: Student Support and Progression were students' achievements in different activities, specific student support and placement.

47. The respondents provided feedback on Criterion-V: Student Support and Progression that the key aspect 'Student Progression' did not understand by most TEIs. Peer Team to be informed about the benefits derived from the student support created in the TEIs. The Criterion-V: Student Support and Progression to be included in innovation practices. Same weightages were suggested from majority respondents to all key aspects under Criterion-V: Student Support and Progression.

48. Majority (82.22 percent) of the respondents suggested the same weightage 30 for key aspect-5.1) Student progression, whereas some (17.78 percent) suggested weightage 20 and 25.

49. Majority (82.22 percent) of the respondents suggested the same weightage 30 for key aspect-5.2) Student support. Some (15.56 percent) of the respondents suggested weightage 20 to 29, whereas a few (2.22 percent) suggested weightage 35.

50. Majority (82.22 percent) of the respondents suggested the same weightage 30 for key aspect-5.3) Student activities. Few (13.33 percent) of the respondents suggested weightage 22 to 28, whereas a few (4.44 percent) suggested weightage 35 and 40.

51. Majority (82.22 percent) 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 (8.89 percent), and weightage 20 and 25 (6.67 percent), whereas a few (2.22 percent) suggested weightage 0.

52. Majority (88.89 percent) of respondents had the sum of weightage for all key aspects under Criterion-V: Student Support and Progression were 100, whereas the sum of 80 to 90 from few (11.11 percent) of the respondents.

5.5.3.6 Criterion-VI: Governance and Leadership

53. Majority (79.07 percent), (80.23 percent), (70.93 percent), (80.23 percent), (73.26 percent) and (69.77 percent) opined the key aspects 6.1) Institutional vision and leadership; 6.2) Organisational arrangements; 6.3) Strategy development and deployment; 6.4) Human Resource Management; 6.5) Financial management and Resource mobilisation, and 6.6) Best practices absolutely appropriate respectively under Criterion-VI: Governance and Leadership. The study revealed that all the key aspects under Criterion-VI: Governance and Leadership were absolutely appropriate.

54. A few (1.16 percent) of the 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.

55. The points suggested for adding as key aspects with Criterion-VI: Governance and Leadership were advantages of institution from good governance based on organisational arrangement, and other activities/ programmes run by college/ management.

56. The respondents provided feedback on Criterion-VI: Governance and Leadership that the Peer Team had little control over it, because an autocratic Management could not help. Dynamic leadership of principal needed to be emphasised. Financially and otherwise exploited and harassed of private colleges by University departments. Same weightages were suggested from majority respondents to all key aspects under Criterion-VI: Governance and Leadership.

57. Majority (77.78 percent) of the respondents suggested the same weightage 15 for key aspect-6.1) Institutional vision and leadership, whereas few (11.11 percent) suggested weightage 10 to 13 and 20 and 25.

58. Majority (80.00 percent) of the respondents suggested the same weightage 20 for key aspect-6.2) Organisational arrangements. Some (15.56 percent) of the respondents suggested weightage 10 to 18, whereas few (4.44 percent) suggested weightage 25 and 30.

59. Majority (84.44 percent) of the respondents suggested the same weightage 30 for key aspect-6.3) Strategy development and deployment, whereas some (15.56 percent) suggested weightage 15 to 25.

60. Majority (88.89 percent) of the respondents suggested the same weightage 40 for key aspect-6.4) Human Resource Management, whereas few (11.11 percent) suggested weightage 25 to 38.

61. Majority (80.00 percent) of the respondents suggested the same weightage 40 for key aspect-6.5) Financial management and Resource mobilisation. Some (17.78 percent) of the respondents suggested weightage 20 to 30, whereas a few (2.22 percent) suggested weightage 40.

62. Majority (82.22 percent) 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 (8.89 percent); and 15 (6.67 percent), whereas a few (2.22 percent) suggested weightage 0.

63. Majority (86.67 percent) of respondents had the sum of weightage for all key aspects under Criterion-VI: Governance and Leadership were 150, whereas some 100 to 140 from few (13.33 percent) respondents.

5.5.3.7 Criterion-VII: Innovative Practices

64. Majority (75.58 percent), (74.42 percent), (69.77 percent) opined the key aspects 7.1) Internal Quality Assurance System: 7.2) Inclusive Practices; and 7.3) Stakeholder Relationships respectively absolutely appropriate under Criterion-VII: Innovative Practices. The study revealed that all the key aspects under Criterion-VII: Innovative Practices were absolutely appropriate.

65. The points suggested for adding as key aspects with Criterion-VII: Innovative Practices were life skills-based practices, quality enhancement strategies and Guidance/ cooperation from other than stakeholders. Students' employment should be added with more weightage. In place of stakeholder relationship, the local community and parents can be made part of the governing process

66. The respondents provided feedback on Criterion-VII: Innovative Practices that the innovative practices in TEIs should be specified in particular rather than general. The inclusive practices should be reflected in the activities of the college. The GIA TEIs were already facing the problem of survival, where the quality maintained was somehow tough. Same weightages were suggested from majority respondents to all key aspects under Criterion-VII: Innovative Practices.

67. Majority (91.11 percent) of the respondents suggested the same weightage 20 for key aspect-7.1) Internal Quality Assurance System. Few (6.67 percent) of the respondents suggested weightage 15 and 18, whereas a few (2.22 percent) suggested weightage 25.

68. Majority (86.67 percent) of the respondents suggested the same weightage 15 for key aspect-7.2) Inclusive Practices. Few (11.11 percent) of the respondents suggested weightage 7 to 12, whereas a few (2.22 percent) suggested weightage 20.

69. Majority (86.67 percent) of the respondents suggested the same weightage 15 for key aspect-7.3) Stakeholder Relationships. Few (8.89 percent) of the respondents suggested weightage 10 to 12, whereas a few (2.22 percent) suggested weightage 20 and 0.

70. Majority (91.11 percent) of respondents had the sum of weightage for all key aspects under Criterion-VII: Innovative Practices were 50, whereas the sum of 35 to 42 from few (8.89 percent) respondents.

71. Majority (60.00 percent) of respondents had the sum of weightage for all 36 key aspects under all seven Criteria were 1000, whereas some 687 to 990 from many (37.78 percent) respondents; and the sum of 1070 from a few (2.22) respondents.

5.5.3.8 Overall feedback and suggestions about All Criteria and Manual

72. The schedule for AA of TEI was found satisfactory, appropriate, well prepared, perfect, required and positive. It was supportive for quality improvement and convenient with TEI and Peer Team. The criteria and weightage for AA 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.

73. 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 works.

74. The practice teaching was emphasised to observe because it reflects on the efforts made by the TEI to train student-teacher. Minor adjustment was to be allowed in the time schedule. The actual time schedule should be submitted along with the report. Five years was a long gap. It should be every three years.

75. The key aspect 'Best practices' was vague. Best practices might be added at the end instead of under each criterion.

76. There were so many repetitions in key Aspects. Repeated and overlapping key aspects should be removed.

77. Consolidated reports and documents must be verified manually.

78. It was a process and not a proof of corruption and malpractices. 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.

5.6 SUGGESTIONS

The researcher would like to offer following suggestions based on the findings of the present study.

- The respondents' feedback about appointment of Assessors from Education discipline only should be considered for AA of TEI. This will be more justified to the AA process for TEIs.

- The AA process is to be carried rigorously and continuously for given time, where absence of a member will give burden to remaining two Assessors. So, the number of Assessors should as per norms only.

- There are institutions having scarcity of funds and lack of adequate infrastructural facilities. These are great challenges to many TEIs. This ultimately comes in the survival of institutions. So, there is urgent need to suggest proper remedies for such TEI.

- A visit to Practising school was not possible, because of off-season/vacation of the school. This should be taken care before fixing the dates of Peer Team visit.

- Different Peer Teams had provided same observations for different key aspects like, filling up of vacant positions was noted in key aspect No. 2.2.4 Teacher Quality and key aspect No. 2.6.4 Human Resource Management. The ICT facilities, OHP, TV, labs were mentioned in key aspect no. 2.4.1 Physical Facilities for learning, key Aspect no. 2.4.4 ICT as Learning Resources and Key Aspect no. 2.4.5 Other Facilities. So such key aspects were to be cleared to the Assessors about where to put in the PTR and homogeneity should be maintained in providing observations by different Peer Teams.

- Many infrastructural facilities as per requirement of NAAC are not being used by TEI. This needs to be examined.

- It seems there is overburden of work on the part of Peer Team members. They have to work more than 12 hours on first day. This needs rethinking. More time to be given for visit.

- There is poor research culture in TEI. This requires rethinking in the key aspect of research.

- Curriculum design needs rethinking. TEIs follow the curriculum designed and prescribed by respective affiliating University only. The TEI have no flexibility in designing the curriculum.

- NCTE must design the curriculum in such a way that it meets with criteria of NAAC AA.

- NCTE should examine that the curriculum suggested by NCTE needs to be implemented by all TEIs.

- The TEIs were found to be poor in consultancy and collaboration. So there is an urgent need and rethink about these key aspects and their weightage in AA.

- The concept of consultancy and collaboration were not properly understood by many TEIs. This needs to be clarified in greater detail in manual.

- Many TEIs were found having Adhoc or temporary staff. Also many TEIs did not have qualified staff. This requires urgent attention. Appointment of teaching and non-teaching staff is to be followed rigorously.

- Many TEI did not have proper placement cells. This needs to be examined.

- Alumni Association is formed on adhoc basis, which is as per need of NAAC; otherwise it is not functioning properly.

- Feedback mechanism needs to be strengthened. It was found that it is one slot activity during NAAC. It is not considered as an ongoing activity. Sometimes simply feedback is taken but it lacks proper analysis. Findings of feedback are not discussed thoroughly and do not include in the practice.

- Out of 315 TEIs in Gujarat only 57 TEI have gone for NAAC AA. There is an urgent need to motivate the TEIs to go for NAAC AA. Specifically many private TEIs need to be motivated for AA.

- There are many GIA TEIs with lower grade. This may be due to lack of staff or infrastructural facilities. These needs to be taken care of.

- Many Assessors suggested for introduction of Add-on course in TEIs. But there is no clarity about this on the part of TEIs. This will cause further financial burden, which requires rethinking in terms of staff and other facilities.

5.7 DISCUSSION

The overall analysis of NAAC CGPA and grades shown that, as a whole, the TE in Gujarat were of the grade 'B'. The similar findings revealed in Madhukar and Srinivas (2004); and Rama and Sisodia (2008).

The criterion-III: Research, Consultancy and Extension had lowest mean CGPA for all TEIs. The similar findings revealed in (Sarkar, Aludiapillai, Varghese and Bajaj, 2004; Pillai and Katre, 2007; and Pradhan, Stella and Patil 2004). The SF TEIs have prepared well for infrastructure and learning resources, but poor in other aspects. The similar findings revealed by Rama and Sisodia (2008), Pillai and Rama (2004), and Pillai and Katre (2007).

Few TEIs did not have Vision and Mission in alignment with the teacher education. Colleges did not have clear and well-defined vision and goals, was also revealed in Ummerkutty, Stella and Shyamasundar (2004).

The challenges were observed by Peer Teams in TEIs setting the benchmark for quality for improving different aspects of education. This finding was also revealed in Snyder (2015).

The Assessors had attended Assessors' Interaction Meet organised by NAAC, where the days for meet were two to five days. The days for the meet were suggested to have three to five days for adequate training. Pillai and Srinivas (2006) also revealed the findings for proper training of Assessors.

Assessor faced any difficulty or stress in AA of TEI. The reasons were heavy schedule and the assessment to be completed in limited time of two days only. Two days time was too short for comprehensive AA of college was also revealed in Pillai and Srinivas (2006). Subjectivity was found in AA due to hurry in completion of the whole work within a short period. The similar findings also revealed in Trivedi (1965). Other reason was late joining of the Chairperson after the commencement of the visit and was in a hurry to leave before the visit concluded. It revealed in findings of Pillai and Srinivas (2006).

The Assessors were found learned, appropriately trained, experienced experts, fair in assessment Point to point and keen observation, giving constructive feedback and did not take any gift. In contract, the Assessor's behavior was having aggressive, biased, negative and rude. The similar findings about hastily assessment work and aggressive and dominating behavior of Assessors also revealed in Pillai and Srinivas (2006). Trivedi (1965) findings also revealed mechanical, hurried, surfaced, autocratic, subjective inspection by school inspectors.

The respondents from TEI had responded ok, fine, average, objective, positive, satisfactory, transparent and overall good AA process. The similar findings revealed in the findings of Chowdhury (2012). Respondents from TEIs had responded benefit of TEIs from the AA process that the process was nice and necessary for TEI, acknowledged about own professional status, brought quality improvement in TEI, and immediate follow-up of the assessment of performance. Findings about quality enhancement revealed in Pillai and Srinivas (2006), and Sosa Lliteras (2002). The Assessors had responded strengths of the AA process were the manual was written well, Transparent, objective and wholistic. It helped TEIs to assess itself, getting quality awareness and acknowledged their own level of performance. Prior study of AA methodology for by institution was also revealed in the findings of Gagare (2014).

The respondents from TEI had responded weaknesses of the AA process were expensive, boring work and too much paperwork. Expensive process of AA was revealed in the findings of Sosa Lliteras (2002).

The respondents from TEI had responded Opportunities of the AA process were positive attitude to AA process, learned from discussion with team members, located talent without considering the position or seniority, and provided guidelines for improvement of college. The similar findings revealed in Ganal (2014).

The Assessors had provided feedback about requirement of changes in the criteria and few points might be removed for TEI for PTR. The similar findings revealed in Pillai and Katre (2007). Allotment of more time would help in the preparation of PTR. Suggestions in the PTR were limited to ten points only but needed more to enhance the quality of TEI. An AA organization for TEIs was to be established. It revealed in findings of Pillai and Katre (2007). The respondents from TEI had provided feedback about the whole AA process that it was needed to be reintroduced, modification required in manual and types of questions, separate grading system for TEI. (Lynne, 2014) also reveled the findings about reformation in AA methodology. Regional

differences of TEIs were to be considered in AA process. This finding also revealed in Anzoise (2006).

Respondents had provided feedback that the NAAC had made efforts to revise the schedule, criteria, and weightage on feedback and suggestions given by various teachers and institutions. It revealed in findings of Anzoise (2006).

The 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. It revealed in findings of Pillai and Srinivas (2006).

5.8 SUGGESTIONS FOR FURTHER STUDIES

- Comparative study between Curriculum and NAAC manual for AA of TEIs
- Follow up process by NAAC after accreditation of TEI
- Efforts of NCTE and NAAC for quality improvement in lower grade achieving TEIs
- Analysis of PTRs of higher grade achieving TEI in India
- Consultancy, Collaboration and Extension activities organised by TEI
- Case study of a higher grade achieving TEI
- Case study of a lower grade achieving TEI
- Comparative study between performance of TEIs and other HEIs
- Perceptions of Stakeholders about NAAC AA