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INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -2)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
CHOPDA EDUCATION SOCIETY'S COLLEGE OF
EDUCATION
C-8982
Maharashtra
CHOPDA
425107

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

Section I: GENERAL INFORMATION

| | | |
|--|--|---|
| 1.Name & Address of the institution: | CHOPDA EDUCATION SOCIETY'S COLLEGE OF EDUCATION CHOPDA Maharashtra 425107 | |
| 2.Year of Establishment | 1990 | |
| 3.Current Academic Activities at the Institution(Numbers): | | |
| • Faculties/Schools: | 1 | |
| • Departments/Centres: | 1 | |
| • Programmes/Course offered: | 1 | |
| • Permanent Faculty Members: | 3 | |
| • Permanent Support Staff: | 8 | |
| • Students: | 107 | |
| 4.Three major features in the institutional Context (As perceived by the Peer Team): | 1. 1.Semi urban area 2. 2.Well connected Road 3. 3.Green surrounding campus | |
| 5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure): | Visit Date From : 27-01-2025 Visit Date To : 28-01-2025 | |
| 6.Composition of Peer Team which undertook the on site visit: | | |
| | Name | Designation & Organisation Name |
| Chairperson | DR. RAMESH PRASAD PATHAK | Professor,SHRI LAL LAHADUR SHASTRI RASTRIYA SANSKRIT VIDYAPEETH |
| Member Co-ordinator: | DR. BASHEER HASAN | Professor,Pt Ravishankar Shukla University |
| Member: | DR. TAPAN KUMAR SAHU | Principal,S D COLLEGE OF EDUCATION BARNALA |

NAAC Co - ordinator:

Dr. Vinita Sahu

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects**(Key Indicator and Qualitative Metrics(QIM) in Criterion1)****1.1 Curriculum Planning**1.1.1
QIM

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Chopda Education Society's College of Education A is affiliated to KBC North Maharashtra University, Jalgaon and executes the curriculum prescribed by the affiliating university. Implementation of the curriculum is done through academic calendar, session plans and time table. Academic processes are streamlined with time table. In college curriculum planning and implementation does in line of PLOs and CLOs. Students are well oriented about the PLOs and CLOs through Student orientation programme. Curriculum planning may collaborative in view of learning outcomes in local context. Teaching learning in college focus on class assignments and internal assessments to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session. Academic flexibility is provided to students in many ways as college offers four elective and optional courses as teaching subject for teaching practice for student teachers. Besides it, two value added courses are offering to build the professional competency of students and college made strong efforts to encourage students for self-study courses. Above 20 percent students enrolled and completed self-study courses. College sends feedback and suggestion for reviewing curriculum to university.

1.3 Curriculum Enrichment**1.3.1 QIM Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

Curriculum enrichment takes place through Induction programme conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed program. Various expert talks are arranged by the college for the students. The resource person invited from the field of teacher education as Principals of schools and prominent academicians from the other organizations provides opportunities to students to acquire knowledge about teacher education. Skill development Programme which include Micro teaching skills, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons, skills of creating Teaching Learning Materials in the teaching subject, preparing activity based lesson plans, organizing exhibitions etc., provides opportunities to demonstrate knowledge and skills. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of student teachers.

1.3.2 QIM Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

It observed that the college made efforts to familiarize students with the diversity exist in school system in which the future teachers of college will work. In this streamline the students made aware about the development of school system in India and 52 State boards. After briefing of all related aspects in these regards assignments are given to students like projects, seminar, group discussion, multimedia presentation organizes to make students competent in dealing the diversity in school system in India. More induction programmes can organize by college as strong efforts to make pupil teachers competent in dealing with diversity in school system in India as well as international and comparative.



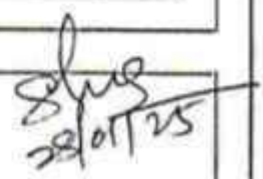
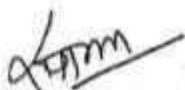


1.3.3
QIM**Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

The curriculum planning in the college, helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field. Students have the opportunity to consolidate professional acumen based on the relevant understanding. Students get the understanding of micro and macro teaching, preparation of TLM, observation of demonstration lessons given by the teacher educators as well as of the lessons taught by experienced teachers in schools. School experience and internship, assessment procedure etc., are in place. Time-table is well followed and syllabus is completed on time. Regular feedback is taken from the students, parents, alumni and employees. Students Conduct assembly and writing bulletin board, Organization of cocurricular and health related activities, conduct interview of headmaster to know more about school functioning, innovative practices, etc. At the end of fourth Semester student teachers prepare a Portfolio file the objective is to enable the students organize ideas, thoughts and evidence systematically, - express ideas and thoughts about various aspects of education and reflect on experiences obtained during the B.Ed. program.

Qualitative analysis of Criterion 1

The curricular framework of CEC Om Institute is governed by KBC North Maharashtra University, Jalgaon, and the college implements the university-prescribed curriculum effectively. The institution maintains direct communication with the Board of Studies (BOS) to suggest and adapt to any changes or improvements in the curriculum. The implementation of the curriculum is planned transparently and systematically through mechanisms such as academic calendars, session plans, and timetables. The syllabus, pedagogy, and infrastructure are regularly updated to align with the evolving needs of the education sector. Academic processes, including timetables, workload distribution, and administrative tasks, are meticulously prepared at the commencement of each academic session. During curriculum planning, emphasis is placed on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).



Criterion2 - Teaching-learning and Evaluation
(Key Indicator and Qualitative Metrices(QIM) in Criterion2)

2.2 Honoring Student Diversity

2.2.1 QIM **Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

College adopts well mechanism to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students.

Students are counseled at the time of admission and an induction programme is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through 'Diagnostic and Learning Readiness Test', previous year marks, Classroom Participation conducted at entry level and are nurtured according to their needs. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning/ academic support. Students are informed about their level of learning and support is provided to them accordingly. To cater the needs of slow learners, remedial classes are organized by teachers. With the increase in number of students from Marathi medium schools, the medium of instruction is now bilingual. Remedial classes for English and other subjects both are also organized for the benefit of students.

2.3 Teaching- Learning Process

2.3.1 QIM **Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

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Chopda College of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators, field visit, diary, book fair organize to provide hand on experience to students. Mock interview organizes to prepare students for placement. Participative learning conducts as part of student cantered learning, the institution organizes different guest lectures and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc. Students get opportunities to observe, understand, analyze, interpret and find solutions to the problems. Brainstorming: Different individual and group activities like essay writing, poetry writing, and elocutions, are conducted with the students to express their thoughts and motivate them to generate ideas of their own. Online mode Conducting online classes through Zoom, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students.

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students
QIM

The college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities through guidance and counseling and the task given by mentors to encourage professional attributes like students listening and speaking skills. Having positive attitude towards things focusing on strength of team members show gratitude accept and appreciate differences sharing responsibilities with colleagues It is expected practicing all this in professional life will lead to effective team work by the students. The mentor-mentee ratio is 27:1.

2.3.7 Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..
QIM

To nurture creativity, the different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Students get the opportunity to plan and implement lessons to promote their creative thinking. To boost innovativeness in students celebration of important days like Human Right Day, Women Day, International Tobacco Day, Diversity Day etc organized. Students are also encouraged to involve themselves in doing research projects which leads to innovative ideas. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills. Students are also taking parts in concept making.

2.4 Competency and Skill Development

2.4.8 Internship programme is systematically planned with necessary preparedness..

QIM

Internship in school is a systematic process. The selection of school for internship does by college . The internship cell of college sends request to head of the school for internship for the students of college. The principal of teaching practice school, teachers and inters are oriented one by one systematically by college. The list of activities is shared with the school principal through email. Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school. Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

QIM

Students are allotted the schools in heterogeneous groups, and well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of in charge. The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well-planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

2.5 *Teacher Profile and Quality*

Teachers put-forth efforts to keep themselves updated professionally through

2.5.4
QIM

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

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Teachers keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues to make themselves aware about recent changes and development in education system.

The quality of teachers needs to be enhanced. All the teachers are permanent, only 2 teachers having Ph.D. degree. All the teachers put forth efforts to keep themselves updated professionally. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education etc. Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education. Teachers at CEC also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Efforts have been done by all institutions to increase discussion on education system

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Mechanism adopted by the college to maintain quality of Internal Assessment is good as

(1) Students' attendance is reviewed periodically (2) Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored. (3) The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas. (4) Internal assessment is done for all students as per the university criteria. (5) Cumulative records of students' participation in various activities are maintained. (6) The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done. (7) Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation

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2.6.3 Mechanism for grievance redressal related to examination is operationally effective
QIM

2.6.3 Mechanism for grievance redressal related to examination is operationally effective. Grievance Redressal Cell, Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances.

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation
QIM

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The students' academic progress is monitored regularly by adopting the strategy of continuous internal assessment. The type and schedule internal evaluation is planned in consultation with the head of the department.

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
QIM

During curriculum planning, emphasis is placed on Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). These are communicated to teachers and students through faculty induction programs and student orientation sessions. The curriculum offers flexibility through elective courses, allowing students to choose subjects based on their aptitude, skills, and aspirations. To enhance students' professional and personal growth, the curriculum incorporates opportunities for skill development and professional advancement.

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements
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The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored by continuous internal evaluation through their participation in curricular and co-curricular activities and used for designing further improving strategies. The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

2.7.5 QIM Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

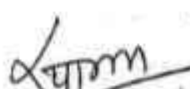
The college identify the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, Some examples shows the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs as – some students performed slow in entry level test but after proper mentoring they performed very well in final examinations. Besides it. All the outgoing students during last five years passed that reflects how far their initially identified learning needs are catered to.

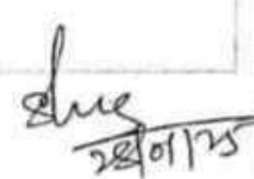
Qualitative analysis of Criterion 2

The institution actively fosters a research culture among faculty and students, with dedicated provisions for research and development in its institutional budget. A well-defined Research Policy has been implemented to encourage research activities through integrated support mechanisms. Faculty members are provided with seed money, study leaves, and organizational assistance for their research endeavors. Students are encouraged to explore innovative ideas, fostering creativity and adaptability to emerging opportunities.

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

3.3 Outreach Activities





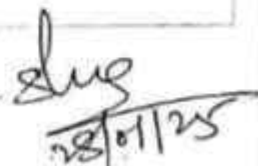
3.3.4
QIM**Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**

The institution is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional budget makes provision for research and development. institution has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the institution to undertake the activities by adopting a policy of integration support. Seed money, study leaves, organizational support is provided to faculty engaged in research. The institution aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. The faculty members published books and research articles in UGC approved journals. To facilitate more research, the Research Cell under IQAC the institution allowed to participate in Conferences, Seminars and FDPs and workshops. The institution has been recognized for its innovative outreach activities.

Qualitative analysis of Criterion 3

Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment girl students, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, the teachers are allowed to participate in faculty enrichment programmes, seminars, symposiums, special lectures and workshops regularly. The college is improving ambiance via establishing the MOUs, linkages and collaborations with other Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships. These have helped in expanding the horizons of learning for students and faculty members.

Criterion 4 - Infrastructure and Learning Resources
(Key Indicator and Qualitative Metrics (QIM) in Criterion 4)
4.1 Physical Facilities

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The Institution has adequate facilities for Teaching- Learning, viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

The College has adequate infrastructural facilities and resources to run B.Ed course, the built up area of the college covers 2504 sq. meter. The college has 2 class rooms, 4 micro teaching class rooms, one seminar hall. ICT resource centre is also there in the college, 24x7

Wi-Fi facility has been made available for students, teachers and supporting staff. Sufficient number of books have been made available to the students in the college library. One reading room is also attached with the library. No digital access system is available in the library. However, internet facility has been made available. Laboratories of the college are in good conditions and are properly maintained. There are four laboratories, viz. Psychology lab. Maths, Science and Geography teaching methods laboratory. One well equipped language lab and one computer room are also available in the college. Girl common room with attached toilet is available for female students, safe drinking water facility has been made available for students, teachers and supporting staff. Sports ground is well maintained for outdoor sports and games. Sports related equipments, materials and instruments are also available in the college. Gym and fitness centre are also available for the use of students and staff. For parking of two wheelers and four wheelers sufficient parking area is available in the college premises. For divyang students' ramp has been constructed at the main gate of the college. A wheel chair has also been made available for physically disabled students.

4.2

Library as a Learning Resource

4.2.1
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Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

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The library of the college is situated in the first floor of the building covering 100 sq. meter area. It has total 7076 print books titles, 06 journals and periodicals are regularly subscribed by the library for its visitors and readers. 08 sets encyclopedia are available in the library. 164 competitive exam books have also been made available for the students who are interested to appear in competitive exams, 04 Newspapers of Marathi and English Language are subscribed for the students, teaching and non-teaching staff. One reading room with the capacity of 30 seats is attached with the library for its visitors and readers. Documents based on National policies and other government publications have been procured and made available to the readers. Internet connection 24x7 Wi-Fi are available. For making optimum use of library resources its membership should be extended to its alumni and other genuine readers. The library has also procured study materials from different sources and from different libraries. Integrated Library Management System or any other software are not being used in the library. Students cannot acquire knowledge from National Digital Library due to lack of proper software. e-books, e-journals and e-contents cannot be accessed due to the non-availability of the relevant softwares. Automation is required in the library.

4.2.2 Institution has remote access to library resources which students and teachers use frequently

The library of the is yet to be automated. The remote access to library resources is not possible due to the lack of such softwares. e-books, e-journals, e-contents are not available in the library. Only printed materials in the form of hard copies of books, periodicals, journals and newspapers are available. The library needs modernization. However, all the available resources, viz. text books, periodical of NCERT, SCERT, Govt. publications, NCTE newsletters, encyclopedia, competitive exam books are well maintained. There is a provision of issuing 4 books to each student for one week. The library is available, students and teachers use the library frequently. Internet connectivity and Wi-Fi facility have been made available. The library committee of the college is planning to digitalize the library soon.

4.3 ICT Infrastructure

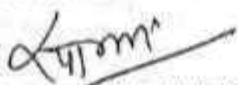
4.3.1 Institution updates its ICT facilities including Wi-Fi

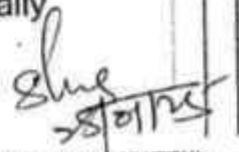
At present the college has 14 desktops, 1 LCD projector, 1 printer with scanner and 1 pen drive, Wi-Fi facility with 510 MBPS is also available in the campus. Institution needs more ICT related equipments. Student Computer ratio is relatively low. More computer systems with advanced configuration is required. The institute has not a single smart class room which is very necessary to upgrade the academic standard of the students and teachers. There is a need to encourage teachers and students to make use of ICT in teaching- learning process. The use of ICT in practice teaching by teachers is also necessary. The college website also needs updation with all the necessary informations related to admissions, examinations, various academic, social and cultural activities of the institute on display boards. The examination results should also be uploaded in the website of the institute. LCD projector is used in micro teaching and during seminars, workshops and other presentations.

4.4 Maintenance of Campus and Infrastructure

4.4.2 QIM Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

For the maintenance and utilization of its physical, academic and support facilities, the college has a well structured system. The spacious class rooms are regularly cleaned, CCTV camera is installed in each class room for safety and security of students and monitoring of class. Cleaning and maintenance work of the whole campus is done regularly. All the defunct equipment and instruments are repaired and maintained regularly. All the four laboratories and language lab are well equipped and well maintained. Every year new instruments and equipments are purchased to make the library functional and updated. Posters and charts are well placed to the laboratories. Regular inspection of devices and tools are organized. Periodic maintenance is done. Repairing work is a continuous process in the college. The library of the college purchase new books every year. All the books are kept carefully. Lost books are replaced by new books. There is practice of annual maintenance of computers, LCD, printer, scanner, CCTV Cameras, Fire extinguishers, garden equipments. Sports cell of the college looks after the sports ground maintenance and maintenance related to sports equipment. Building of the college and whole campus is annually repaired and maintained.





Qualitative analysis of Criterion 4

The built up area of the college building covers 2504 sq. meter. Two spacious class rooms, 4 micro teaching rooms, one well, equipped seminar hall, 4 Laboratories one language lab, well maintained play ground and library with reading room are available in the college. Infrastructure of facilities to run the B.Ed. college is sufficient. Safe drinking water has been made available. Sufficient number of water coolers with R.O. have been installed. All the class rooms are under the surveillance of CCTV camera providing safety and security to the students. The teaching in the classes are monitored by the principal regularly. ICT facilities are available to make teaching-learning process effective and efficient. The campus is neat and clean. The campus look green with sufficient number of trees and plants. More ICT facilities are required. The library of the institute needs automation. Internet and 24x7 Wi-Fi facilities are available.

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

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

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The college has selected students council. The council has one president and one General Secretary besides executive members. The students council play important role in the smooth functioning of the institute. In almost all the important committees of the college representatives of students council are members. The students council contributes in many curricular and co-curricular activities in constrictive manner. The institute has ensured the active participation of students in various activities of the college. The students council collects and selects articles and materials for college magazines. The council also approaches retired teachers and members of alumni association for collecting their articles to be published in college magazine. The students council also contributes in organizing various awareness programmes on social issues such as gender issues, environmental issues, dowry etc. The students council of the college helps in organizing various occasion of National importance such as Independence day, Republic day and Gandhi Jayanti. The council also organizes essay competition, dance competition and various other cultural activities. The students council of the college also extends their hands of help to the college authority in organizing games and sports in the college. Thus, it is observed that the students council of the college plays proactive role in the curricular and co-curricular activities, of the institute.

5.4 Alumni Engagement

5.4.1 QIM Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

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The alumni association of the Chopda College of Education is not registered but functional. The association contributes significantly in various academic and extra curricular activities of the college. The association plays as motivator to the freshers to work hard and achieve their academic and vocational goals. The association frequently organizes various social and cultural programs in the college such as debate competitions, cricket matches and other cultural activities. There is a strong network of old and new students of the college who are well connected through social networking sites like whats app groups and face books etc.

The alumni association of the college of Education has been guiding freshers regarding their jobs and placements. The association welcomes and motivates freshly enrolled students and helps in organizing extra curricular activities such as celebrating teachers day, annual day and science day etc.

The members of alumni association are associated with various academic and administrative bodies of the institute. The association play significant role in the functioning of the college. As one of important stake holders the members of alumni association take part in giving feedback to the college regarding the functioning of the college as well as give suitable and constructive suggestions.

The association acts as change agent and contributes is educational, vocational and emotional support to the students of the college. The college also encouraged its alumni in taking interest in the all round development of their alma-mater.

5.4.4
QIM

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

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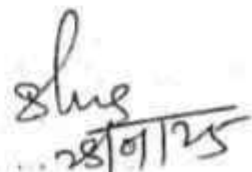
The alumni association of the college acts as effective support system to the students as well as to the institution, the association contributes not only to academic development of the college it also extended helps in co-curricular and extracurricular activities of the college. The association arranges training in the areas of debate, elocution, music and dance for the present students. It also arrange yoga classes in the institute. Non-financial incentives in the form of medal and prizes are also given by the alumni association to the excellent performers. The association fosters sense of belongingness among the students with their alma- mater. It also develop a kind of pride among students for being students of chopda college of education.

The alumni association of the Chopda College of Education holds at least two meetings every year. In these meetings the association decides the activities to be performed in the next six months. For every session the alumni association organizes orientation sessions for freshers in order to make the freshers familiar with the functioning of the college.

The pass outs of the Chopda College of Education who are working in different nearby schools help the institute in arranging practice teaching for teacher educators. In the valedictory session of the college the association play important role by distributing prizes, medals and certificate of appreciation to the outstanding achievers.

As a token of its indebtedness to the institution the association can contribute in developing infrastructural facilities in the college.

Qualitative analysis of Criterion 5



The institution has a students council, teachers council, staff council, Grievance Redressal cell, IQAC, Career Guidance and counseling cell besides a strong Alumni Association. Students in sufficient numbers are getting scholarships from government agencies and concessions in fees by the institute. Various bodies of the institution work in co-ordinated manner and are very helpful in the smooth functioning of the college.

Various social and cultural programmes have been organized by the students council. The council is very active in organizing awareness programmes on different social and cultural issues.

Value added courses based on soft skills such as communication skill, life- skills and use of ICT are run by the college. The alumni association of the college is sincerely involved in various academic and extra curricular activities such as organizing yoga, music and dance classes and helping in celebrating different days of National importance such as Independence day and Republic day.

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

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
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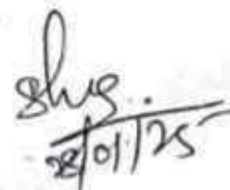
The institution has an effective leadership structure to fulfill its Vision and Mission. At the top of the organizational structure there is a management committee comprising of its president, secretary and elected members. The president, secretary and members of the managing committee effectively manage the academic, administrative, extracurricular and co-curricular activities of the college. The managing committee take decisions on policy matters in its periodically held meeting.

The principal is in consultation with IQAC, various committees, councils and instructions of managing committee. The whole process of management is democratic and participative. Teachers of institution has been given free hand in the implementation of curriculum planning and periodical assessment of students' progress. Being a college of education the rules, regulations, directions and instructions of NCTE is strictly followed. In the appointment of teaching and non-teaching staff the rule and regulations of the Department of Higher Education, Govt. of Maharashtra and regulatory body, i.e. NCTE are followed.

The meetings of various committees and bodies of the college such as IQAC, teachers council, students council, staff council, anti- ragging committee, grievance redressal cell, alumni association, held regularly, matters are discussed at length, opinions of members are sought and decisions are taken in democratic manner.

Teachers Council ensures the academic growth of the institution along with the implementation of welfare schemes of teachers. In almost all the important bodies of the institution the members of students council have been nominated. Thus, the participation of students in the governance is ensured.

6.1.2 **Institution practices decentralization and participative management**
QIM



The deliberate distribution of decision making powers to lower level of the organizational hierarchy is discerned in the institution. The institution empowers the faculty and non-teaching staff to make decisions within their area of expertise. Thus, the college is able to make use of the knowledge and expertise of its faculty members and administrative staff by giving them free hand in taking decisions. The college ensures active involvement of teaching, non-teaching staff and students in the decision making process by giving them representation in all the 14 bodies of the institution.

The institution has established a College Development Committee (CDC). The committee is comprised of the representatives of teachers, non-teaching staff, students, members of alumni associations and dignitaries from society. It is an apex body. The CDC co-ordinates the functioning of academic, administrative and other important bodies of the institutions. There are 14 different bodies in the college, Prominent among such bodies are IQAC, teachers council, staff council, students council, anti-ragging committee, grievance redressal cell, alumni association, library committee etc. All such bodies functions democratically in participative management style.

The college management invites feedback from its stake holders viz, students, parents, teaching and non- teaching staff and members of alumni association. The feedback from stake holders are analyzed, reports are prepared and actions have been taken in the light of the feedback of stake holders. This practice shows the participative management style of the institution.

6.1.3
QIM

The institution maintains transparency in its financial, academic, administrative and other functions

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The College has taken a number of initiatives in establishing and maintaining transparency in its diverse functions, Various steps have been taken by the institute to ensure openness, accountability and trust its stake holders. The strong emphasis on transparency are seen in the financial administrative and academic functions of the institute.

Different measures have been taken to ensure financial transparency. The college prepares annual financial report showing the details of income and expenditures. Budget allocations have also been shown in the reports. There is a provision of internal and external audit. The external audit is carried out by a registered C.A. The annual audit report is placed before managing committee for its perusal. The audited financial report is made public for the inspection of the stake holders. The budgetary transparency is also seen in the institute.

Regarding academic transparency the, college has taken various initiatives Syllabus of B.Ed course are uploaded in the website of the college. The detailed academic programme and time table are also displayed in the website. For all the administrative processes the college has a detailed policies and procedures manual. This manual is easily accessible to every stake holder. All the decisions taken by different committees, councils and cells are also made available for every body who is connected with the college. Through various notices, circulars and letters the college communicates the decisions regarding resource allocations, infrastructure development other administrative matters to its stake holders.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

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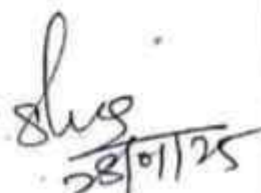
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The institutional vision, mission and goals are achieved through the deployment of its strategic plans continuously and smoothly. The institution is a private organization run by a management committee. The managing committee of the college is striving hard to raise the academic, infrastructural and co-curricular standard of the institute. The IQAC in collaboration with all other bodies of the institute made a perspective plan for the college to develop academic, infrastructural and administrative facilities. Financial and administrative sanctions and fund allocation are taken from the managing committee before carrying developmental plan. The perspective plan has also been made available in the college website for the perusal of stake holders.

The college has been continuously and consistently enhancing infrastructural and other facilities to fulfill its vision and mission. In order to maintain pace with changing scenario in the fields of teaching-learning process and research various strategies have been deployed. Teachers are encouraged to attend FDP programmes, prepare study materials in the light of NEP - 2020, several new skill enhancing courses are in pipeline. Through the implementation of perspective plan the college has acquired sufficient number of computer systems, LCD projectors, book racks etc. Biometric attendance for teachers was also introduced. Sports equipments have also been purchased. Sports equipments are very necessary for the all-round development of teacher educators. Work is also going on alternate sources of energy such as installation of solar panels and arranging rain water harvesting.

6.2.2
QIM

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.



The clear and well structured policies of the institution, efficient administrative set up, the transparent appointment process, service rules and procedures are reflected in the effective and efficient functioning of the College. The College is strictly adhere to the rules and regulations of its affiliating university, viz. KBC North Maharashtra University, Jalgaon. For the smooth functioning of the institute it has two apex bodies- Managing Board and College Development Committee (CDC). These two apex bodies along with IQAC frame policies, plan strategies, take important decisions and execute its decisions through various committees, councils and cells. Each of these bodies functions in democratic and participative manner.

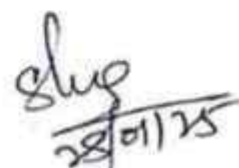
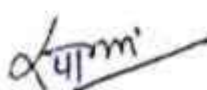
The principal as administrative and academic head of the institution run the college in collaboration with IQAC chair person, senior faculty members and a number of other institutional bodies. The performance of the principal of the College is found effective and efficient. The IQAC of the college is sincerely working to raise the internal quality of the institution.

Extension activities and outreach programmes of the college are also found satisfactory. A number of committees, councils and cells have been constituted in the college for the smooth and efficient functioning of academic, administrative and extra-curricular activities. All these bodies work in a co-ordinated manner under the guidance and leadership of the principal.

The appointments of teaching and non- teaching staff is made following the rules of affiliating university, NCTE and guidelines of UGC. Transparency is maintained in the process of appointments.

6.2.4
QIM

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.



For the smooth functioning of the college, the institute has constituted 14 different bodies. These bodies regularly hold meetings to chalk out the plans of action and implement them effectively. The records of the minutes and resolutions are found well maintained. All these bodies work in a co-ordinated manner. The recommendations of these bodies are implemented efficiently. Thus, the college functions smoothly. Some of the important functions of these bodies are carrying out action research, preparation of study materials, arrangement of practice teaching in nearby schools and collecting feedback from school authorities, organizing awareness programmes for students on different issues such as environmental and gender issues, orientation of newly admitted students, organizing programmes on the different occasions of National importance, such as Independence day, Republic day and Gandhi Jayanti.

For improving the academic standards of the students and teachers, the IQAC decided to collect feedback from various stake holders. In order to implement this decision the IQAC sent a brief questionnaire to all the stake holders through Google Forms. Analyzed the responses and suggested measures to improve the quality of teaching - learning process. Similarly the cultural committee of the institute decided to inculcate cultural awareness among students. The committee organizes different cultural programmes in the college such as dance, music, rangoli competitions and posters on the preservation of cultural heritage.

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

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The institution is committed to the welfare of its teaching and non-teaching Staff. The institution helps its needy staff in availing loans from banks and other financial institutions. Different insurance schemes have also been made available to its teaching and non-teaching staff. Duty leave is granted to faculty members for attending seminars, conferences, workshops and FDP programmes. The facility of festival advance has also made available to its staff members. 24 hour internet facility is also available for the teachers and non teaching staff. The college also promotes its staff time to time as and when they enhance their qualifications. For teaching staff the IQAC cell of the college helps the teachers to acquire necessary qualifications for further promotion. Departmental Promotion committee held regularly.

The college also provides fee concession to the wards of teaching and non-teaching staff. Free medical check-up camps have been arranged for its employee. However, there is no medical reimbursement provision in the institute. A separate annual get together is arranged for the teaching, non-teaching staff and members of managing committee. Uniforms have also been provided to peons and security staff. There is a provision of maternity leave to the lady staff as and when it is required with three months salary. The college also arrange training programmes for its non-teaching staff to increase their efficiency in office work and to be skilled in handling computer systems.

6.3.5 QIM **The institution has a performance appraisal system for teaching and non-teaching staff**

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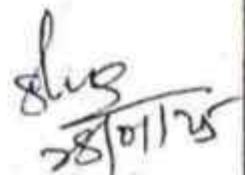
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There is a well-structured performance appraisal system in the institute. The purpose of this system is to evaluate and enhance the effectiveness of the teaching and non-teaching staff. IQAC of the college is conducting performance appraisal of the teachers and supporting staff for every session. The IQAC collects feedback informations from all the stake holders, viz students, teachers, parents and members of alumni association systematically and comprehensively.

The IQAC collect data from all the stakeholders, analyzed the data scientifically, prepare a detailed report regarding the performance of each faculty member and each supporting staff member. This practice provides a clear understanding about each of the faculty's strength and areas for development. Similarly, the strength and weakness of non-teaching staff are also observed. Rigorous data analyses were performed to create the individual performance reports. The principal held meetings with each staff appreciating their strength and provided constructive suggestions for this improvement. Data are Collected through Google-forms and analyzed with the help of software. On the basis of the feedback obtained through this mechanism the employees were appraised of their performance. The feedback helps in taking decisions about increment and promotions of the teaching and non-teaching staff. The performance of teachers and supporting staff may be improved. Further goals and standard are set for each and every staff. The feedback also helps in organizing training for employees. It helps in improving the overall performance of the college.

6.4 Financial Management and Resource Mobilization

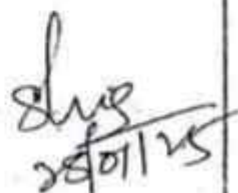
6.4.1 Institution conducts internal or/and external financial audit regularly
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The college conducts internal as well as external audit annually by a registered Chartered Accountant. Being a private organization it is not mandatory for the institute to get its account audited from the auditors deputed by Accountant General's office. Complete transparency is maintained in the accounts of income and expenditures Annual Budget is prepared by Management Committee in collaboration with College Development Committee. Internal audit is conducted by a committee appointed by the management of the institute. Strict financial discipline is observed in the expenditures for all heads allocated in the budget for every year. The internal audit committee prepares internal audit reports. All ledgers were found well maintained.

Finally, as external audit mechanism a chartered accountant certifies the account statement. No data has been made available with regard to the contribution of Employees Provident Fund and Group Insurance Schemes. The institute employs a dual signatory system for bank accounts.

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.
QIM



The college is run by a private society, viz Chopda Education Society. The college runs B.Ed course in self-finance system. No grant from the government is available. Limited financial resources in terms of tuition fees and other fees, alumni and gratitude funds are available. The institute is putting effort to obtain funds from the state government so that quality of teaching -learning process as well as overall quality is enhanced. Tuition Fees and Miscellaneous fees are the main regular sources of income. Alumni Association also helps in mobilizing funds in terms of donations from local philanthropist. The college utilize these financial resources optimally in the following heads-

1. Library Books - The college purchased a number of books regularly in every sessions so that a rich learning resource is created for the benefit of students and teachers.
2. Infrastructural Improvement - The college utilizes the funds, mobilized from fees collection, in enhancing the infrastructural facilities.
3. For the optimal use of funds the college procures teaching aids such as charts, graphs, posters, instruments and stationeries etc.
4. The funds are used in making the campus green and environmentally free from pollution.
5. In order to make the campus safe and secured and specially to ensure the security of girl students the funds are used in obtaining security services.
6. A sufficient amount is spent on maintenance of building and campus and on repairing work.
7. Sufficient amount has been paid against subscription of Wi-Fi facility.

6.5 Internal Quality Assurance System

6.5.1 QIM Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

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The IQAC of the Chopda College of Education is a dedicated body committed to ensure the quality of education and holistic development of students. The cell plays a vital role in the development of academic, administrative, co-curricular and extracurricular functions of the institute. The cell is Continuously and consistently working to achieve the institutional goals and fulfilling the vision and mission of the institute. The college prioritizes holistic development of students through a variety of programmes organized by IQAC, including skill development workshops, orientations for freshers, content enrichment courses, the overall learning experiences by conducting various skill enhancement workshops on communication, creativity and social responsibility, gender sensitization etc. The cell also helps the teachers to develop new ideas and strategies with regard to teaching-learning process and course curriculum.

The IQAC play significant role reviewing teaching-learning process and suggests constructive measures for the improvement in the process. The IQAC keeps records of all documents related to quality improvement. The cell collects feedback from all the stake holders viz. students, teachers, parents, teaching and non-teaching staff and members of alumni association on a variety of quality parameters related to academic and administrative matters, analyze the data, prepare reports and communicate to the concerned teachers and supporting staff for further improvement in their functioning. Suggestions are also given for the enhancement of infrastructural facilities.

6.5.2 The institution reviews its teaching-learning process
QIM periodically through IQAC or any other mechanism


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The college reviews its teaching learning process periodically. IQAC along with several other committees and cells reviews the process of teaching – learning. Various measures are taken to ensure the quality of teaching and standard of learning. Several bodies of the institute are instrumental to meet this end, such as Library committee, Alumni Association, Research committee and sports committee etc. Apart from regular teaching with the help of ICT equipments various seminars, workshops and tutorial classes are also held time to time to improve teaching-learning process. Exhibition related to pedagogy and poster presentation were also used as supporting measures.

In order to provide experiential learning input field visits of students were also organized by IQAC. This practice also contributes in enhancing the quality of teaching – learning process. The IQAC also encourages teachers for attending FDP programmes. Many questions based on curriculum aspects are included in feedback forms. The corrective actions were taken by the IQAC. Through self appraisal proforma several questions were asked from the faculty members regarding teaching - learning process, use of ICT and use of study materials also helped the teachers as well as students in facilitating teaching-learning process, ICT enabled class rooms, availability of internet connection and 24x7 Wi-Fi connection of 510 MBPS strength contribute in teaching-learning process.

Through Comprehensive and continues evaluation system, organization of special classes and invited lectures the institute is able to achieve the goal of effective teaching- learning process. Remedial classes were also arranged for the slow learners.

6.5.5
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Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

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The incremental improvements in the academic and administrative domain of the institute are seen through its performance over the last five years. The Internal Quality Assurance Cell of the college has been seriously involved in ensuring quality in accordance with the norms of NAAC. The IQAC of the institute is comprised of the representatives from diverse stake holders, viz. faculty members, administrators, senior members of alumni association, student representatives and experts. The cell is committed to enhance quality in curriculum designing, teaching- learning process assessment and evaluation of the academic performance of students apart from administrative efficiency. Incremental progress in these areas are discerned through the records of IQAC. The regular monitoring and feedback analyses Contribute significantly to the continuous improvement in academic quality.

The IQAC periodically reviews the teaching - learning process, on the basis of review of the teaching -learning process the IQAC suggests constructive measures to the teachers for gradual improvement in the process. The internal quality is also ensured through the regular upgradation of teaching aid materials, equipments and infrastructures.

Qualitative analysis of Criterion 6

For fulfillment of its vision and mission, the college has an effective and committed leadership. The Managing committee and the College Development Committee are at the top of organizational structure. The academic and administrative functions of the institute have been found satisfactory. The college functions in a democratic principle based on decentralization and participative management style. The college is serious about the welfare of students, teaching and non-teaching staff. The college helps in availing loans from banks or other financial institutions. Various insurance schemes are also made available for them. Leave for attending seminars, conference, workshop, FDP and maternity leave for ladies have been made available by the Institute. The system of performance appraisal for teaching and no-teaching staff is in place.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1 Institutional Values and Social Responsibilities

7.1.1
QIM

Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

As a measure of energy saving and energy conservation, energy audit is conducted by the Institute time to time. The Institute Consumed a total of 125 KWH power energy. To meet this requirement the college purchase electrical energy by State Power Supply department. The institute has taken many initiative for energy saving heat inside. Thus, save energy to reduce heat. Energy efficient equipments are used in the institute. To reduce energy consumption the institute use LED bulbs. The Energy efficient lighting system has been promoted in the college campus. The students are instructed to switch off bulbs and fans in the class rooms when it is not required. Posters have been pasted showing this message near switch boards. Energy saving awareness programmes have been organized in the institute for teachers, students and supporting staff.

To reduce the use of papers, the teachers share study materials through digital platforms such as through whats app etc. For water conservation the students are instructed to close the knobs of water tap as and when it is not required. There is a need to organize more seminars and awareness programmes for energy saving and energy conservation. To reduce the transfer loss of electrical energy master switches are installed at every floor. These switches are kept off during non- working hours. This practice has saved electrical energy substantially.

7.1.2 **Institution has a stated policy and procedure for**
QIM **implementation of waste management**

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For waste management the college has taken a number of steps. A well structured policy and procedure has been adopted by the institute. In order to make the environment of the campus pollution free and free from the hazardous effects of waste materials the college has taken many initiatives. Bins of different colors to differentiate dry and wet garbage have been kept at different places to collect garbage. The remains of plants kitchen wastes are collected and kept at a specific place to dispose them off. These waste materials of kitchen has been used as manure for garden. The institute has also made some efforts to prepare vermi compost organic fertilizer. For disposing off e-waste materials special arrangements have been made. The college is very sensitive about the hazardous effects of e-waste materials. All the e-waste materials such as parts of defunct computers, electronic equipment and old wires, bulbs and tube lights are kept at a specific lonely place and dispose off carefully. The guidelines of the Government of Maharashtra for e- waste management are strictly followed by the institute.

Various steps have been taken to make the Campus free from the pollution due to plastic materials. The institute made aware its students about the hazardous effects of plastic. A number of awareness programmes have been organized regarding the issue by the students of the college periodically. The students and staff of the college are sincerely involved in making the campus plastic free.

7.1.5
QIM

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

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The campus of the college is neat, clean. The level of environmental pollution is also very low. The college organizes Swachhta Abhiyan time to time. This practice helps the institute to reduce the hazardous effects of dust particles and other hazardous materials. Use of plastic materials and gutka are completely banned in the college campus. Students council of the college has taken many initiatives to make campus clean and free from environmental pollution such as organizing essay competitions, poster presentations and cleanliness drives etc. Students, teaching and non-teaching staff of the college use dust bins and garbage bins without fail. There is a general practice to wash hands before eating. Smoking is also prohibited in the college campus. For keeping the campus clean the college has appointed many workers.

The workers are discharging their duties honestly and sincerely. Sanitizers are kept in every department and laboratory. Proper arrangements have been made to dispose off waste water. Boys and Girls wash rooms were found neat and clean. Arrangements for safe drinking water has been made by the institute. Sufficient number of water coolers have been installed for students, teacher, parents and other visitors. Many tree plantation drive have been conducted by the college. Many promotional signage are put in the campus area to promote awareness among students to avoid littering in open spaces. It is observed that the college is serious about making the campus clean and green.

7.1.8
QIM

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

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Chopda College of Education top local recourses in various curricular and co-curricular activities. The college invites resource persons in its seminars and workshops. The college also make use of the expertise of its alumni in various activities of the college such as organizing cultural programs, observing the occasions of National importance such as Independence Day, Republic Day and Gandhi Jayanti etc. In organizing awareness programs on the issue like gender sensitization, literacy awareness, environmental issues local experts are regularly invited to make use of their knowledge and skills.

Local sport persons, experts of music and performing arts have also rendered their services to the college for imparting their knowledge and skills with the students of the college. Local esteemed members of the society have been nominated in important committees of the institute. For practice teaching and other teaching related activities local schools have extended their hands of helps to the institution.

The students of college organizes various community services camp in local villages such as correction in Aadhar Cards, helps in preparation of ration cards, help in vaccination etc. Thus, the college has been discharging its social responsibilities significantly. The college is well connected with the state road, so the students of nearby college have easy access to the college. The bus stop is also near the college campus. Conveyance is easily available to the students. Thus, it is observed that the institution is making optimum use of local resources in the interest of students.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

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Career Guidance and counseling and mission green are two best practices of Chopda College of Education. In order to make the students aware about various avenues and motivate students for their academic progress and further higher education the college has established a career guidance and counseling cell in the college campus. Teachers of the college provide career related informations to the students through this cell. For the encouragement of students motivational lecture are also organized by the college time to time. For the over all personality development of the students the teachers delivers lectures on different social and life skills. The students of the college have also been made aware of various health related issues and their solutions. The career guidance and counseling cell also helped students in their placements.

The next best practice of the college of Education, Chopda is Mission Green. Through this mission the college is able to achieve its mission making the campus green with flora and fauna. Plantation drive is a regular feature of the college. Students, teachers and supporting staff all are involved in this mission. The college look after the growth of plants, trees and flowers meticulously. Continuous efforts are made to maintain the greenery in the college premises. Through this practice the college has created environmental consciousness and values among students.

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

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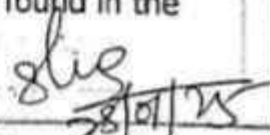
Chopda College of Education, is known for giving training of self defense to its girl students. The self confidence and sense of security are developed among girl students through this training. Apart from this distinctiveness the college provide quality education to its students for their over all development and good career opportunities. The academic standard of the college is satisfactory. The college is also known for maintaining discipline in the college campus. The organization of various awareness programmes on diverse issues such as gender sensitization, literacy campaign, environmental issues etc are also made the college famous and popular in the community. The College is also sensitive about the problems of student and has been seriously and sincerely making efforts to solve the problems of students through grievance redressal cell.

Teachers of the college also extend their hands of helps to the students in getting jobs. Placement cell of the college is actively involved in searching opportunities and making these opportunities available to the students. For providing job opportunities to its pass outs this college is known in the nearby areas. 24x7 free Wi-Fi facility, uninterrupted internet service, ICT enabled class rooms are the distinguished features of the college.

The institute has developed and maintained its distinctiveness in quality education which is evident from the performance of its students in the university examination. Rich co-curricular and extra curricular activities also contribute in its distinctiveness.

Qualitative analysis of Criterion 7

The Campus is neat, clean. The liquid wastes are segregated from solid wastes. The sewage and drainage systems are working properly. The disposal of e-waste is as per government norms. The institute promotes plantation. The green campus is well maintained and is free from pollution. The institute has facility to ensure safety and security of its students, teachers and supporting staff. Programms on various social and cultural issues have been organized by the institute. The college is very sensitive about the placement of its pasouts. Alumni association of the college is functional and very active. Guidance and counseling cell of the college is working well, devoted to develop soft skills among students. Use of organic fertilizer and vermi composting are the special feature of the college. The energy saving initiatives, human values, gender sensitization, environmental consciousness, disciplined functioning and pro-social activities are found in the institute.


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Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

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Strength:

- Clean and Green Campus.
- Quality teaching since 1990.
- Multicultural environment in the campus.
- Fastening a culture of eco-friendly practices.
- Well experienced faculty members.
- Integration of Indian knowledge system.
- Active supportive management

Weaknesses:

- Space constraints for expansion.
- Limited recourse in the use of ET.
- Limited scope in enhancing Research practices.
- Poor facilities for disabled student.
- Lack of permanent staff.
- Lack of participation in National/ International seminar.

Opportunities:

- Introduction of P.G Program.
- Scope to expand into area.
- Focus should be on improving research activities.
- Community outreach activities to be strengthen.
- Introducing P.G. Course in campus.
- To introduce CBCS Course.
- Organize seminars/ conferences.
- Scope to promote rural art/ culture.

Challenges:

- Curriculum Planning and curriculum development is not under control.
- First generation Learners.
- Reading facilities is not available.
- Admission and Examination are controlled by the University.
- Capacity buildup workshop to teaching and No-teaching Staff.
- Filling of Vacant sectional post.
- Strengthening of IQAC.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

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- 1. Implementation of NEP-2020
- 2. Upgradation ICT based infrastructure and facilities.
- 3. Registration of Alumni Association
- 4. Collaborations and MoUs with different organization
- 5. Digital Competency based capacity building programmes
- 6. Provision of seed money for faculty research program.
- 7. Upgrading waste management practices
- 8. Seek for more Labs. Sports and sectional instruments.
- 9. Some villages and slums should be adopted.
- 10. Resource mobilization needs to be strengthened.
- 11. Collaboration with other educational institution be established.

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



Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

| Sl.No | Name | | Signature with date |
|-------|----------------------|---------------------|-------------------------------|
| 1 | RAMESH PRASAD PATHAK | Chairperson | <i>[Signature]</i> 28/01/2025 |
| 2 | BASHEER HASAN | Member Co-ordinator | <i>[Signature]</i> 28.01.25. |
| 3 | TAPAN KUMAR SAHU | Member | <i>[Signature]</i> 28/01/25 |
| 4 | Dr. Vinita Sahu | NAAC Co-ordinator | |

Place: Date

Chhapra, Jalgaon
PIN-425107

28/01/2025

[Signature]
28/01/2025

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28.01.25

[Signature]
28/01/25

PEER TEAM ANALYSIS

1 Curricular Aspects

1.1 Curriculum Planning

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 1.1.1 | Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. | 2 |

1.3 Curriculum Enrichment

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 1.3.1 | Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas | 3 |
| 1.3.2 | Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective. | 2 |
| 1.3.3 | Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme | 3 |

2 Teaching-learning and Evaluation

2.2 Honoring Student Diversity

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 2.2.1 | Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students.. | 3 |

2.3 Teaching- Learning Process

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 2.3.1 | Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning | 3 |
| 2.3.5 | Continual mentoring is provided by teachers for developing professional attributes in students | 3 |
| 2.3.7 | Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.. | 4 |

2.4 Competency and Skill Development

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 2.4.8 | Internship programme is systematically planned with necessary preparedness.. | 4 |
| 2.4.11 | Institution adopts effective monitoring mechanisms during internship programme. | 3 |

2.5 Teacher Profile and Quality

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 2.5.4 | Teachers put-forth efforts to keep themselves updated professionally through <ul style="list-style-type: none"> In house discussions on current developments and issues in education Sharing information with colleagues and with other institutions on policies and regulations | 3 |

2.6 Evaluation Process

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 2.6.1 | Continuous Internal Evaluation(CIE) of student learning is in place in the institution | 3 |
| 2.6.3 | Mechanism for grievance redressal related to examination is operationally effective | 3 |
| 2.6.4 | The Institution adheres to academic calendar for the conduct of Internal Evaluation | 3 |

2.7 Student Performance and Learning Outcomes

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 2.7.1 | The teaching learning process of the institution are aligned with the stated PLOs and CLOs. | 2* |
| 2.7.3 | The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements | 2 |
| 2.7.5 | Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. | 3 |

3 Research and Outreach Activities3.3 Outreach Activities

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 3.3.4 | Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to | 4 |

| Metric ID | Metrics | Score |
|-----------|-----------------------|-------|
| | community development | |

4 Infrastructure and Learning Resources

4.1 Physical Facilities

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 4.1.1 | The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered | 3 |

4.2 Library as a Learning Resource

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 4.2.1 | Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software | 2 |
| 4.2.2 | Institution has remote access to library resources which students and teachers use frequently | 2 |

4.3 ICT Infrastructure

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 4.3.1 | Institution updates its ICT facilities including Wi-Fi | 3 |

4.4 Maintenance of Campus and Infrastructure

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 4.4.2 | Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place | 3 |

5 Student Support and Progression

5.3 Student Participation and Activities

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 5.3.1 | Student council is active and plays a proactive role in the institutional functioning | 3 |

5.4 Alumni Engagement

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 5.4.1 | Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution. | 3 |
| 5.4.4 | Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. | 4 |

6 Governance, Leadership and Management

6.1 Institutional Vision and Leadership

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 6.1.1 | The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission | 3 |
| 6.1.2 | Institution practices decentralization and participative management | 3 |
| 6.1.3 | The institution maintains transparency in its financial, academic, administrative and other functions | 4 |

6.2 Strategy Development and Deployment

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 6.2.1 | The institutional Strategic plan is effectively deployed | 2 |
| 6.2.2 | The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. | 3 |
| 6.2.4 | Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions. | 3 |

6.3 Faculty Empowerment Strategies

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 6.3.1 | Effective implementation of welfare measures for teaching and non-teaching staff is in place | 3 |
| 6.3.5 | The institution has a performance appraisal system for teaching and non-teaching staff | 2 |

6.4 Financial Management and Resource Mobilization

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 6.4.1 | Institution conducts internal or/and external financial audit regularly | 3 |

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| Metric ID | Metrics | Score |
|-----------|---|-------|
| 6.4.3 | Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. | 2 |

6.5 Internal Quality Assurance System

| Metric ID | Metrics | Score |
|-----------|---|-------|
| 6.5.1 | Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies | 3 |
| 6.5.2 | The institution reviews its teaching-learning process periodically through IQAC or any other mechanism | 3 |
| 6.5.5 | Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives | 3 |

7 Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 7.1.1 | Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements | 4 |
| 7.1.2 | Institution has a stated policy and procedure for implementation of waste management | 4 |
| 7.1.5 | Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment | 4 |
| 7.1.8 | Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. | 4 |

7.2 Best Practices

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 7.2.1 | Describe at least two institutional best practices (as per NAAC format given on its website) | 3 |

7.3 Institutional Distinctiveness

| Metric ID | Metrics | Score |
|-----------|--|-------|
| 7.3.1 | Performance of the institution in one area of distinctiveness related to its vision, priority and thrust | 3 |