INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA COLLEGE OF EDUCATION
C-35084

Ponda
Goa
403401

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	GOA VIDYAPRASARAK MANDAL'S DR. DADA VAIDYA COLLEGE OF EDUCATION Ponda Goa 403401
2.Year of Establishment	1993
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	2
Programmes/Course offered:	3
Permanent Faculty Members:	13
Permanent Support Staff:	16
Students:	306
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. College is permanently affiliated to Goa University and is recognized by UGC under 2f and 12 B. 2. College has received 2 crores under RUSA 1 and RUSA 2 Schemes of Government of India 3. College has SCIFUN Programme funded by department of Science and technology Government of Goa to popularize Science among rural masses.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 08-02-2024 To : 09-02-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. KULDEEP SINGH KATOCH	Professor,H P University Shimla HP
Member Co-ordinator:	DR. MEERA K P	FormerProfessor,University Of Calicut
Member:	DR. DR YASHOVARDHAN G SINGH	Principal,Arts Commerce College Yeoda
NAAC Co - ordinator:	Dr. Wahidul Hasan	

Section II:CRITERION WISE ANALYSIS	
Observations (Strengths and/or Weaknesses) on each qualitative metrices 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 Metrices(QlM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QlM	**Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	**Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**
1.3.2 QlM	**Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**
1.3.3 QlM	**Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**
1.4	Feedback System

Qualitative analysis of Criterion 1

Dr Dada Vaidya College of Education Ponda, Goa was established in 1993 and is affiliated to Goa University, Goa. The college is being managed by Goa Vidyaprasarak Mandal Ponda, Goa and N.C.T.E., has given its recognition to Two unit of B.Ed and One unit of M.Ed. course. At present B.Ed., M.Ed. and Ph.D. courses are being offered by the college. Being an affiliated institution, the college follows the curriculum prescribed by the Goa University. The college has restricted liberty in terms of course revision. To provide suggestions and feedback to the University for Curriculum Modification, the college invites suggestions and comments every year from the stakeholders. The prescribed curriculum is comprehensive in nature but it needs to be revised by the affiliating university in the light of NEP-2020 recommendation. In each year, before the commencement of the academic session, the college organised orientation meeting to the staff with the help of staff council. Organization of workshops and conferences by the institution is also the part of planning and reviewing the curriculum. The college also invites external experts to ensure quality of education and objectivity in the teaching-learning process.

While a low number of value-added courses have been offered in the last five years, the institution encourages students to pursue self-study courses, providing facilities in the timetable, library, computer lab, and academic guidance.

The curriculum is provided by the university and is delivered by the college. Before the commencement of regular classes, the college arranges for induction/orientation programme wherein the programme objectives and outcomes are explained to the stake holders. During the session, faculty members provide theoretical knowledge as well as practical application of different teaching skills, techniques, methods and models of teaching. Then student teacher practiced each and every skill in a small group of peers. To develop different types of competencies, values and attitudes such as- emotional intelligence, critical thinking, communication skills, collaboration and cooperation with others dedicated towards teaching profession etc. The Institution also organises various workshops for enhancing the professional competencies through workshops on reading and reflecting on text, drama and art education, understanding of self, use of ICT in education and preparation

of teaching. The institution familiarised the pupil teachers with the diversity in India by giving information through theory papers, different pedagogical subjects, visit of different schools and community. In the process of preparation of future teachers, the students are made aware about the development of the school system in India by briefing them about the various Commissions, Policies or Acts. They are also made aware about the popular Boards in India like CBSE, ICSE, and State Boards. In the college the in-house innovative lessons expose the students to national and international perspectives. A well designed curriculum helps the studentsto understand the interconnectedness of various learning engagements. The college is making efforts todevelop teaching skills in students through micro teaching and peer teaching.Thestudent teacherplans six micro teaching lessons and 10 peer lessons in an institution andconsolidate these skills in practice teaching lessons according to their pedagogy subjects. The internship asmentioned in the guidelines of NCTE is also completed by each student in real work life environment to makethem familiar with constructivist approach in teaching, identifying learning difficulties of students, preparingand implementing remedial material. In summary, the institution's approach to curriculum planning and execution reflects collaboration, flexibility, and a commitment to providing a well-rounded and enriching educational experience for teacher trainees.

Robust feedback system involved structured feedback from student, Teachers, employers and Alumni. The Institution's approached curriculum planning and execution reflects collaboration, flexibility and a commitment to provide a well rounded and enriching educational experience for the trainee.

In summary, the institution's approach to curriculum planning and execution reflects collaboration, flexibility, and a commitment to providing a well-rounded and enriching educational experience for teacher trainees.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QlM	**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..**
2.3	Teaching- Learning Process
2.3.1 QlM	**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**
2.3.5 QlM	**Continual mentoring is provided by teachers for developing professional attributes in students**
2.3.7 QlM	**Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..**
2.4	Competency and Skill Development
2.4.8 QlM	**Internship programme is systematically planned with necessary preparedness..**
2.4.11 QlM	**Institution adopts effective monitoring mechanisms during internship programme.**
2.5	Teacher Profile and Quality
2.5.4 QlM	**Teachers put-forth efforts to keep themselves updated professionally through** • **In house discussions on current developments and issues in education** • **Sharing information with colleagues and with other institutions on policies and regulations**
2.6	Evaluation Process
2.6.1 QlM	**Continuous Internal Evaluation(CIE) of student learning is in place in the institution**
2.6.3 QlM	**Mechanism for grievance redressal related to examination is operationally effective**
2.6.4 QlM	**The Institution adheres to academic calendar for the conduct of Internal Evaluation**
2.7	Student Performance and Learning Outcomes
2.7.1 QlM	**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**
2.7.3 QlM	**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**
2.7.5 QlM	**Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2
To identify different learning needs of students at entry level and their level of readiness to undergo professional education programme, at entry level the college used to conduct discussion sessions at classroom level which helps in identifying the slow and advanced learners. The college has adopted Mentor- Mentee system, to interact closely with the students. Through Mentor-Mentee system teachers interact with students, motivate and guide them as per their needs, potentials and problems. To identify the level of readiness at the

stage of entry level to undergo professional education programme, the college interviews the students to know their interests, competencies, inherent skills, hobbies, achievement, goals and level of confidence. Student-teachers are given a participatory role in different committees.

The teaching-learning process adopts a multi-modal approach, incorporating experiential learning, participative methods, and online platforms. The integration of Information and Communication Technology (ICT) is high, with 95.83% of teachers using ICT for effective teaching. All students (100%) are encouraged to utilize ICT support for learning, with 278 students using it in the last academic year.

The college is giving opportunities to students to enhance their learning experiences through field visits, School engagement, school internship and action research projects. The college is also introduced some participative activities like- morning assembly, assignments, group discussions, seminars, project writing, brainstorming sessions, debates, quizzes, exhibitions, writing articles, community surveys etc. To develop problem solving skills among the students, opportunities are given to observe, understand, analyze, interpret and find solutions to the problems. Brainstorming method of teaching learning is being used by the teachers through different individual and group activities like essay writing, poetry writing, scripts writing and group discussions. In the college, ICT is also being used in the teaching- learning process partially. Mentoring is provided to students for developing professional attributes. Students those who lack teaching skills are given extra time for preparation, assigned peer tutors, extra assistance in and outside the classroom. The problems of every mentee are recorded in a note book for future reference. Knowledge based assignments and hands on experiences are given to students. The institution ensures to engage students in cognitive and social tasks. Audio visual workshops, SUPW workshops, performing arts, drama and arts workshops are arranged in college to provide a supportive and interactive environment. In ICT and action research workshops opportunity is provided to students to stimulate innovative, intellectual thinking skills, to develop life skills and empathetic outlook. The internship program is arranged in the schools run by the government and private schools that provide internship opportunities to students. The performance of the school interns is monitored and observed by the respective in charge faculty members as well as concern school teachers and feedback is also taken from host organizations. The mentors consistently provide verbal and written feedback to the students. The faculty participate in professional development programmes through participation in workshops, seminars and conferences related to their subject area of teaching. The college has adopted continuous internal assessment that comprises internal tests, term end examinations, personal interviews, reading sessions, group discussions, assignments, seminars reports, projects, class tests etc. After the internal evaluation, students' performance is discussed with the students and necessary suggestions are given for further improvement.

The performance of students during internships is assessed by various persons, including self, peers, teachers, and principals. The comprehensive appraisal considers effectiveness in classroom teaching, competency in the evaluation process, involvement in school activities, regularity, initiative, commitment, and job readiness.

In terms of the teacher profile and quality, the college reports a full-time teacher percentage of 66.06, 27.78% of full-time teachers holding a Ph.D. degree, and an average teaching experience of 11.05 years. Faculty members engage in continuous learning, attend workshops and conferences, read research journals, join professional associations, participate in webinars, and undergo faculty development programs to stay updated in their fields.

The grievances of the students related to examinations are well addressed at two levels- i.e. College and University, depending upon the nature of the grievances. The grievance redressal mechanism of the college related to examinations is effective and transparent. The college follows the academic calendar provided by the university. The academic calendar includes the dates of internal examination, school internship, school

engagement, sports calendar, cultural events/activities etc. The affiliating university prescribes the overall framework of examination schedule, admission schedule etc. The PLOs and CLOs of the B.Ed programme and course wise PLO's and CLO's are clearly stated and the college needs to display the same at prominent places to create awareness to students as well as all stake holders. Various curricular and extra-curricular activities like psychological experiments, yoga education, and project related to community experience, performing arts are also organised in the college with the purpose to develop overall personality of teacher trainees. Students also participate in various co-curricular activities/competitions outside the college at University and State Level. The progressive performance of the students is measured through microteaching and integrating teaching skills and simulation of lessons. The students are assessed through peer evaluation, self-evaluation and teacher evaluation through learning of integrating drama, art, self and yoga into education. Periodic monitoring is also done by teachers to improve the teaching skills, mastery of the subject matter and to enhance interpersonal and intra personal skills of students with the teachers and peers. These strategies are employed by the college in monitoring the progress of students.

At the entry level, through different informal and formal assessment and curricular and extracurricular measures the college assessed the language proficiency, knowledge and application of ICT in teaching - learning process, level of confidence, inherent skills, critical thinking, problem solving, participatory and collaboration skills etc. of students. During the programme, performance of students was assessed through various activities such as internal tests and term end exams, seminar presentations, interactions and discussions, language exercises, writing of assignments, micro teaching exercise etc. Along with this, efforts were also made to assess students through presentation of simulated lessons by using ICT, practice in field teaching, action research projects, internship programme, field assignments, development of teaching learning materials etc. These activities reflect that the college is working towards catering to the initially identified learning needs of students.

In the student satisfaction survey regarding the teaching-learning process, the college received a score of 3.09. Overall, the institution demonstrates a commitment to effective teacher training, continuous improvement, and student satisfaction.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications
3.3	Outreach Activities
3.3.4 QlM	**Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**
3.4	Collaboration and Linkages

Qualitative analysis of Criterion 3
To enhance research activities, the college has taken initiatives for establishing research promotion cell, information and communication technology infrastructure. The college has a Research Centre for Education where in the research scholars are registered for PhD in the college. During the assessment period, the teachers of the college have published 23 research papers in UGC listed and in peer reviewed journals and presented 24 papers in conference proceedings and books. The college has to make some more serious efforts to enhance the quantity and quality of research publications and research facilities for the research scholars. The faculty has contributed an average of 0.07 research papers/articles per teacher published in UGC-notified journals, and an average of 1.39 books/chapters in edited books or papers in conference proceedings per

teacher.

In terms of influencing and sensitizing students to social issues and contribute to community development, the college has conducted certain outreach activities in the community. Activities are also organized by the college to develop a sense of social and civic responsibility, to imbibe core values of life and to make them self-reliant. Visits to special schools, orphanage and old age homes are organised by the college. The students voluntarily got involved in the activities like blood donation, health and hygiene awareness, environment conservation, cleanliness drives, etc. Activities like cleanliness in and around the campus, maintenance of green, vermin-composting, plastic eradication drive, etc. are the part and parcel of their extracurricular activities. The college organizes activities on health and hygiene and gender discrimination. Facilities like girl's common room, self-defence courses etc. are organized to empower the students culturally and socially. Classes on yoga and meditation, communication, life skills etc are also organised for the holistic development of students. The students contribute to the social cause and have visited several schools to know about the inclusive education and practices. In the institution, community based activities are the part of B.Ed. curriculum. The college has a healthy tradition of organizing extension activities in the neighbourhood communities. The prospective teachers are also sensitized about the social and environmental issues like-cleanliness, health, and hygiene, malnutrition, open defecation, deforestation and problems of pollution. The college has also developed linkages with some teaching practice schools and other educational agencies to conduct local community based activities and practice teaching /internship.

The college has an average of 1.4 linkages for faculty exchange, student exchange, and research. Additionally, it has functional Memorandum of Understanding (MoUs) with eight institutions of national and/or international importance, universities, industries, and corporate houses. The college has active linkages with schools and other educational agencies, jointly organizing local community-based activities, practice teaching/internships, events, and collaborative efforts for innovative practices.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**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**
4.2	Library as a Learning Resource
4.2.1 QlM	**Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software**
4.2.2 QlM	**Institution has remote access to library resources which students and teachers use frequently**
4.3	ICT Infrastructure
4.3.1 QlM	**Institution updates its ICT facilities including Wi-Fi**
4.4	Maintenance of Campus and Infrastructure
4.4.2 QlM	**Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place**

Qualitative analysis of Criterion 4
By maintaining and making use of academic support facilities, the college's infrastructure and other learning resources are effectively used for the teaching-learning process. By implementing the proper policies and

procedures and making use of the college infrastructure, the quality of the teaching-learning process is maintained. The college has enough space to meet the needs of its academic staff, administrative personnel and students. The institution features an LCD projector, personal computers, scanner-printers, Wi-Fi, and well- maintained computer lab cum Language Lab that are useful for regular classroom instruction and promote more complete and compatible learning. The computer lab is also used by students as the language lab. The college has subscribed to a Language Software "Orell Talk". There are all classrooms are smart class room. The college library needs to be upgraded in order to serve better the academic needs of its staff, research scholars, and students by offering up-to-date books, print journals, magazines, and reference materials. The college faculty and students have made the best use of the available facilities, which include the labs, computer and ICT facilities. Teaching facilities should be improved with student teachers' digital capabilities in order to meet the demands of the modern era.

All library-related information's are available for students to view on the college website, https://www.gvmcollege.com, on a regular basis. E-Granthalaya software for library automation is installed in the library. e- Granthalaya library automation software has allowed the library to operate digitally. The collection comprises about 11477 books, 6 journals and 7860 reference books. However, additional updates and upgrades are required to meet the demands of upcoming educators by providing them with the most recent titles and reputable international publications. OPAC, the online public access catalogue, is available at the library. The newest bar coding technology has been purchased by the library to barcode every book for convenient distribution. The college library is well-stocked and expanding quickly. identifying and cataloguing. There are good number of reference books, scientific journals, periodicals, scientific abstracts, general magazines, and newspapers in Hindi, Marathi, and English available in the reading area. Doctorate students have access to a separate reading room. A library committee was formed to guarantee efficient operations. The college has taken a decent step to meet the digital demands of students by providing well-displayed QR codes that allow access to eBooks on different areas.

The college library encourages students to acquire, assess, and identify knowledge as well as become aware of the current trends in knowledge in order to pursue further education and master new subjects. By providing information resources like books, journals, periodicals, teacher publications, subscribed and open access e-journals, a collection of e-books, educational articles, B.Ed. and M.Ed. seminar question papers, and more, the library supports the academic needs of students, research scholars, and faculty at the college. The library can serve As a Centre for Learning Resources, bolstering the institute's research and educational initiatives by giving faculty and student's access to intellectual resources for their studies and instruction. The campus features uninterrupted internet access, Wi-Fi, printers, scanners, and LCD projectors that are efficiently utilized in regular classroom instruction to enhance the compatibility and scope of teaching and learning. To improve the efficiency of instruction and learning in the classroom, an interactive whiteboard can be installed.

Additionally, training on how to utilize digital resources for teaching and learning must be given to the students. The college has a good number of computers, but they need to be updated so that both faculties and students can use them.

Policies and procedures are developed for the upkeep and use of academic and support facilities such as labs, libraries, computers, classrooms. Contracts have been signed annually with various parties to ensure the upkeep of the infrastructure facilities. Periodically, renovation projects are completed, and at the start of the academic year, demands for books, journals, and other library materials are collected from all department heads and college faculty members, and requests are fulfilled in accordance with the requirements. To provide the students with clean water, there are water supply tanks equipped with RO facilities. There is an accessible toilet for CWSN. Annual maintenance contracts with external agencies are used to maintain and repair

computers that were purchased under different schemes. The college staff regularly maintains the sports facilities, and they report about any requirements to the management, who takes care of them based on the funds available.

Facilities for e-content development, such as studios, content distribution systems, lecture capturing systems, teleprompters, and editing units, are available. This promotes the creation of high-quality educational materials.

In terms of maintenance, the institution has spent 49.97 lakhs over the last five years. Systems and procedures are in place for maintaining and utilizing physical, academic, and support facilities, encompassing laboratories, libraries, sports complexes, computers, and classrooms. Regular inspections, safety measures, and training programs ensure the effective utilization of these facilities, supporting a conducive learning environment.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QlM	**Student council is active and plays a proactive role in the institutional functioning**
5.4	Alumni Engagement
5.4.1 QlM	**Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**
5.4.4 QlM	**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.**

Qualitative analysis of Criterion 5
As per university regulations, the College of Education has an active student council. The student council is represented on the college's College Development Committee and IQAC committee. The needs of the concerned students are addressed by a number of committees, including the library committee, the cultural committee, the sports committee, the grievance committee, the discipline committee, the student welfare committee, the hostel committee, the BC cell, and the anti-ragging committee. All these committees have student representatives. Under the auspices of the student council, students volunteered for blood drives, blood drives, health checks, and blood donation camps. They also actively participated in the editorial boards of college magazines. The college hosts several topic clubs, each of which actively involves student participation in planning events, contests, and publications pertaining to various subjects. Additionally, the students actively take part in field-based programs and camps that raise awareness of environmental and societal issues. Various academic field visits are arranged by the institution during entire year and students have representations in planning, implementation of the visits.

Transparent mechanisms for timely redressal of student grievances, including sexual harassment and ragging cases, are in place. This involves approved guidelines, available committee details on the website, awareness programs, online/offline grievance submission, regular committee meetings, and addressing grievances within seven days.

In terms of student progression, 8.35% of students are placed as teachers/teacher educators, 27.27% progress to higher education, with 33 progressing from Bachelor to PG, 3 from PG to Ph.D., and none from PG/M.Phil

to Ph.D. The percentage of students qualifying state/national level examinations in the last five years is 0.36.

The Process of registration of Alumni Association by the Institution is initiated. The Alumni Association has held two meetings in the last five years and acts as an effective support system in motivating students and recognizing special talents.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	**The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission**
6.1.2 QlM	**Institution practices decentralization and participative management**
6.1.3 QlM	**The institution maintains transparency in its financial, academic, administrative and other functions**
6.2	Strategy Development and Deployment
6.2.1 QlM	**The institutional Strategic plan is effectively deployed**
6.2.2 QlM	**The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**
6.2.4 QlM	**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**Effective implementation of welfare measures for teaching and non-teaching staff is in place**
6.3.5 QlM	**The institution has a performance appraisal system for teaching and non-teaching staff**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution conducts internal or/and external financial audit regularly**
6.4.3 QlM	**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies**
6.5.2 QlM	**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**
6.5.5 QlM	**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

Qualitative analysis of Criterion 6
The college operates in a systematic manner by having a knowledgeable governing council, a committed principal, and dynamic,-committed faculty members. This is in accordance with the college's vision and mission, which provides a healthy environment for students' all-around development and to impart qualitative and valuable services in the field of teacher education by providing well-trained and responsible teachers to

the society in the field of education. An academic audit with experts can made fully functional to check yearly whether the functioning of the college are in accordance with the vision and mission of the college. The institutional practices are planned so that all faculty and administrative staff can participate and contribute by providing high-quality work towards the college improvement. Staff members are encouraged to offer suggestions for improving the practices. Additionally, there is a good degree of transparency in management, which contributes to the harmonious and conducive atmosphere of the college.

As per the government's rules and regulations of the auditing, the college annual financial statements are done and maintained. Display of audited financial statements along with all other relevant college information on the website. For the purpose of organizing, carrying out, and assessing various forms of financial, academic, and administrative work, IQAC was formed at the college level. Additionally, a number of cells and committees are established and given greater participation in college operations, bringing about the necessary transparency in the institution's operation. Every year, the college plans various activities and implement it for the best interest of the B.Ed. trainees and M.Ed. students by preparing a well structured academic calendar and have different committee's to monitor the execution process. Also they organized national seminar on NEP 2020, workshops on research methodology and International conferences to enhance the knowledge of the students nationally and globally.

As the college is an aided institution, the administrative policies are framed by the Government and well supervised by the governing council. The faculties are informed about the schemes and changes in the career development scheme, orientation programs, refresher courses, etc. The college follows the rules and regulation of the UGC, NCTE, Goa University Goa , Government of Goa and concern authorities. Various cells and bodies constituted in different perspectives in the planning, implementation, and evaluation of various functions of the college as per requirements. As a part of administrative set up, they have proper working distribution among teaching and non teaching staff members of the college. Various committees were formed at college level to address the needs of the college in a phased manner. The meetings were conducted periodically according to the need and minutes were recorded and forwarded to the higher authorities for execution. The resolutions made in the meeting are discussed with authorities and implemented as per the funds available with the management. The welfare measures for the teaching and non teaching members are made aware of them at beginning of every year and sanctioned according to the request and need of the concern person. Maternity leave, sick leave, and all other welfare measures are well implemented by the authorities of the college. Institution has prepared performance appraisal form for the teaching and non teaching staff separately. Through these PA forms, they evaluate the performance of the teaching and non teaching staff yearly and improve their quality of work. This system inspires their staff members to contribute more and have satisfaction towards their work. Moreover, it makes staff members conscious and committed towards their duties.

Every year, a financial audit of the college is conducted in accordance with the rules and regulations framed by the Government authorities. The college's accounts are routinely maintained and subject to external auditing by a third-party organisation. Although there is no internal audit mechanism, the authorities maintain the financial accounts in an organized manner and with openness. Every year, a government audit is carried out following the rules and regulations, and the auditing statements are displayed on the college website.

Institutional initiatives for securing funding and making the best use of available resources are carried out systematically. Although the college has very little fund, it is allocated wisely, according to needed, and used effectively.

The staff members and students are motivated and encouraged to organize numerous extracurricular and co-

curricular activities at college level by the IQAC and other cells established in the college. The IQAC solicits proposals from the students and the faculty members for the review of the teaching-learning process and has formal and informal discussions about it with them. The IQAC meets regularly to examine the teaching and learning process. No particular system is used to review the teaching and learning process on a regular basis. The university has given the responsibility to the college, where they conduct workshops and seminars on research methodology, the task of carrying out the coursework preparation for all students admitted by the university.

The college follows a systematic approach to mobilize and utilize funds, considering sources such as student fees, government grants, RUSA grants, and sports-related grants. The college has used 2 cores received from RUSA to improve its physical facilities and the college has now applied for PM USHA Scheme. Transparent budgeting, compliance with guidelines, and audits ensure responsible financial management.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has a stated energy policy streamlining ways of energy conservation,use of alternate sources of energy for meeting its power requirements**
7.1.2 QlM	**Institution has a stated policy and procedure for implementation of waste management**
7.1.5 QlM	**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment**
7.1.8 QlM	**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.**
7.2	Best Practices
7.2.1 QlM	**Describe at least two institutional best practices (as per NAAC format given on its website)**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

Qualitative analysis of Criterion 7
The College strives to instill and nurture the fundamental values, integrity, and patriotism, work culture and ethical living among students through its various academic and non-scholastic activities. The college makes continuous effort for conservation of energy by minimizing the consumption of energy. It has created an eco-friendly environment by the use of solar panels, LED bulbs, waste management, vermi compost, and such practices. E-Granthalay software is installed at the library to issue- return books. To reduce the usage of paper, the administrative office uses Campus-ERP software for maintaining official records. The college has water management and conservation initiatives in the form of rain water harvesting etc. It is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

The green practices in the institution are visible through Green landscaping with trees and plants, encouraging the use of E-vehicles etc. Teachers and students are committed to keeping the college campus clean, plastic free and safe for everyone. The college provides all students a platform to develop reflective thinking minds and strong cultural base of the Indian knowledge systems.

The institution has a comprehensive waste management policy that includes segregation of waste at source, cleanliness drives, and initiatives for responsible disposal of e-waste. The college also promotes the reduction of waste, following the 4 R's (Reduce, Reuse, Recycle, Refuse). The use of compost pits and awareness programs within the coursework further enhance waste management practices.

The college has initiatives for rainwater harvesting, wastewater recycling, reservoirs/tanks/bore wells, and promotes economical usage to reduce wastage.

The institution has a prescribed Code of Conduct for students, teachers, administrators, and staff. The adherence is ensured through periodic orientation, committee monitoring, and professional ethics programs.

The annual sports meet combines theory and practical aspects over two days, focusing on nutrition, health education, and fostering physical education literacy. The practice has been well-received, promoting a healthy lifestyle among students.

The institution offers a diverse range of educational programs, from pre-primary teacher education to Ph.D. in Education, fulfilling its commitment to the professional development of teachers. It is the only institution in Goa offering B.Ed, M.Ed, Diploma in Pre-primary Teacher Education, MA Education, and Ph.D. in Education under one roof. The college's unique features include a Research Centre, Department of Extension Services, and a Counseling and Career Planning Centre. It has earned accolades for its distinct contributions to teacher education, research, and community engagement. The college publishes a quarterly reports with all the activities and the report is sent to all the colleges in the state.

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

Strength:

Strong teacher - student bondage. Transparent and proactive management.

Good physical infrastructure facilities and well trained and qualified human resources.

Students are given opportunity to develop their talents and leadership skills through curricular, co curricular activities.

Clean, green and conducive environment for teaching–learning process. Effective methods of conservation, preservation and usage of energy system, Effective waste management system and practices.

Weaknesses:

Barrier free physical environment for students with disabilities for all the floors. Transportation facility is not provided by the Institution for students and faculty. However state government transport facility is available.

Limited efforts for generation of funds for the development of the college.

Inadequate research projects and research publications.

No seed money is provided by the management to carry out research activities by the staff.

Opportunities:

Adding new academic programmes like 3 Years B.Ed M.Ed. and 4 year Integrated B.Ed. Programme. Organizing job fairs regularly for B.Ed. and M.Ed. students.

Starting skill development programmes particularly for local youth and girls.

Offering more Value added courses on Indian Knowledge Systems.

Challenges:

Attracting more students from other states.

Obtaining funds from different agencies for conducting research.

Due to Goa Government rule of 15 Years of residency and Knowledge of Konkani language ,the eligible candidates are not availaible for regular recruitment.

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)

- Coaching Classes can be given to students in Competitive examinations like SET and NET.

- Make use of the expertise of Alumni in offering Academic support.

- The Registration of Alumni Association has to be done.

- Multi-Purpose Hall has to be Air conditioned.

- The process to become Multi Disciplinary Institutions must be initiated with the Government of Goa so that NEP 2020 related courses can be introduced like ITEP.

- Girls Hostel must be provided.

- Faculty members should try to get more Financial Assistance for research projects from state and central government organizations as well as from non governmental organizations. Research Publications should be enhanced by the faculty members in national and international Peer reviewed journals.

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

Signature of the Head of the Institution

Sl.No	Name		Signature with date
1	DR. KULDEEP SINGH KATOCH	Chairperson	
2	DR. MEERA K P	Member Co-ordinator	
3	DR. DR YASHOVARDHAN G SINGH	Member	
4	Dr. Wahidul Hasan	NAAC Co - ordinator	

Place

Date

Sl.No	Name		Signature with date
1	DR. KULDEEP SINGH KATOCH	Chairperson	
2	DR. MEERA K P	Member Co-ordinator	
3	DR. DR YASHOVARDHAN G SINGH	Member	
4	Dr. Wahidul Hasan	NAAC Co - ordinator	

15-02-2024 03:39:01