



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
DNYAN GANGA EDUCATION TRUST'S, COLLEGE OF EDUCATION  
B.ED. THANE  
C-33601**

**THANE  
Maharashtra  
400615**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

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**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	DNYAN GANGA EDUCATION TRUST'S, COLLEGE OF EDUCATION B.ED. THANE THANE Maharashtra 400615	
2.Year of Establishment	2008	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	6	
Permanent Support Staff:	3	
Students:	46	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Standalone college 2. Lush green campus 3. Safe and secure campus	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 30-09-2024 Visit Date To : 01-10-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ANIL SHUKLA	Vice Chancellor,Mds University Ajmer
Member Co-ordinator:	DR. ANANDAN KANDASAMY	Former Professor,Bharathidadan University
Member:	DR. RAMA TYAGI	Principal,Institute of Professional Studies Gwalior
NAAC Co - ordinator:	Dr. Devender S Kawday	

*Anand Kandasamy*  
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*Devender S Kawday*  
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## Section II: CRITERION WISE ANALYSIS

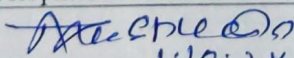
Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

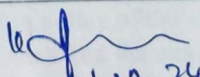
Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curriculum Planning
1.1.1 QIM	<b>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</b>
1.3.2 QIM	<b>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</b>
1.3.3 QIM	<b>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</b>
1.4	Feedback System

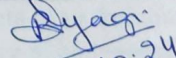
### Qualitative analysis of Criterion 1

Dnyan Ganga Education Trust's College of Education [B.Ed.] is an affiliated college of University of Mumbai. In practice, this college follows the curriculum prescribed by the university. As far as the reviewing and revising curriculum are concerned the college conducts its internal meetings time to time and sends its inputs to the Board of studies members. In the curriculum, sufficient space has been given to develop the skills, values and attitudes required to be a good teacher and also opportunities are provided to demonstrate technical skills in the classroom as well as in the practicing schools. At institutional level, efforts are also been made to familiarize the students with the diversities in the school system, for which inputs have been incorporated in the syllabus. It was reported by the teachers during the discussion that they also refer national and international comparisons to develop the right context and broad understanding. Though ingredients of international education are found very few in the syllabus, but at the time of transaction sufficient efforts are been made to cover this dimension.

Students get sufficient opportunities to develop their professional understanding through the content of the syllabus and are also given scope to practice the gained knowledge of theory in the internship schools and microteaching sessions. It appears that the role of this college is limited in the development of curriculum but cross cutting issues pertaining to professional ethics, gender, human rights, environmental awareness, mental health, career guidance are given due importance in curricular as well as co-curricular activities. In brief, the institution has a regular in-house practice to revise the curriculum but their voices and choices gets a little space in the development of curriculum which is been developed at the university level.

  
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Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion 2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	<b>Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning</b>
2.3.5 QIM	<b>Continual mentoring is provided by teachers for developing professional attributes in students</b>
2.3.7 QIM	<b>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</b>
2.4	Competency and Skill Development
2.4.8 QIM	<b>Internship programme is systematically planned with necessary preparedness..</b>
2.4.11 QIM	<b>Institution adopts effective monitoring mechanisms during internship programme.</b>
2.5	Teacher Profile and Quality
2.5.4 QIM	<b>Teachers put-forth efforts to keep themselves updated professionally through</b> <ul style="list-style-type: none"> <li>• <b>In house discussions on current developments and issues in education</b></li> <li>• <b>Sharing information with colleagues and with other institutions on policies and regulations</b></li> </ul>
2.6	Evaluation Process
2.6.1 QIM	<b>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</b>
2.6.3 QIM	<b>Mechanism for grievance redressal related to examination is operationally effective</b>
2.6.4 QIM	<b>The Institution adheres to academic calendar for the conduct of Internal Evaluation</b>
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	<b>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</b>
2.7.3 QIM	<b>The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements</b>
2.7.5 QIM	<b>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</b>
2.8	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Students are admitted through centralized admission policy of the state. As admission completes, orientation programs are been organized to make students aware about the culture of college and the requirement of the course. On the basis of interaction, the hidden talent of the students is being identified and accordingly groups are made to give them exposure. No evidence was found for the use of any psychological tests for making categorization of students in different academic groups. To identify the academic level of students it was

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reported that teachers do informal interaction with the students and the opinion of the teachers was given priority to identify the advance students and slow learners who needs academic help. Though college does not organize regular remedial classes but as and when few students demand additional academic help, efforts are being made by the college to help them.

In the college, focus is given to use the collaborative teaching methods to ensure the participation of maximum students in the transaction. Lesson plans are being prepared by using constructivist approach. Online content is also provided to the students. College has own YouTube channel and academic content developed by the teachers is regularly uploaded to update the knowledge of stakeholders. Both online and offline approaches are being practiced to develop the professional attributes and mentor-mentee system is being followed for continual mentoring. During discussion with the teachers and the students it was observed that in the classroom situations are created to enhance the creativity and diversified thinking process for the full utilization of the intellectual capabilities of the students. Inside the classroom and outside the classroom, such activities have been introduced which develop life skills and empathy among the students.

This college adopts proper monitoring mechanism during internship programs and pupil teachers, along with their mentors, make in-house discussions and share information with colleagues of university and different colleges to keep them updated about developments taking place in the field of teacher education. Continuous internal evaluation is an internal part of syllabus and sufficient focus has been given by the college to complete it in time. Feedback mechanism and grievance redressal system has been developed to deal with the issues not only related to examination but for other dimensions too. The university prescribed syllabus though has not developed PLOs and CLOs yet, but performance mapping of the students is being observed through objectives laid down in the curriculum. The college adheres to the academic calendar given by the university as well as developed by the college at own level. During the whole year, performance of students is being assessed for examination purposes but preparation of plan to cater the identified learning needs are yet to be prepared.

In short, the transaction system in the college is participative and linkages were established between the curricular and co-curricular activities to make students more humane and vibrant.

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

#### Qualitative analysis of Criterion 3

Teachers of this college appeared engaged in doing research at both internal and external level. At the internal level, they are engaged in identifying different social and academic issues which are significant in local context. As far as the publication work is concerned, it is limited and publications in good journals need to be promoted and facilitated by the college. Few younger faculty was also observed engaged in doing formal research. For that, necessary provisions has been made by the management. Outreach and community activities are good. They have enough evidences about their outreach programs which has been planned and executed not only to sensitize the students and nearby committee population but to make them competent to handle such problems effectively. Social issues like women empowerment, drug abuse, environmental issues,

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inclusive growth, collaboration with nearby schools have been dealt on priority basis.

In a nut shell, outreach activities are effective but for publication of research papers college needs to do more systematic efforts to mark its presence in the canvas of academic field.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</b>
4.2.2 QIM	<b>Institution has remote access to library resources which students and teachers use frequently</b>
4.3	ICT Infrastructure
4.3.1 QIM	<b>Institution updates its ICT facilities including Wi-Fi</b>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<b>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place</b>

#### Qualitative analysis of Criterion 4

Thane is an adjacent area of metropolitan city Mumbai where availability of land has been a great challenge. But in this college proper area of land that is more than 46,000 sq. feet, is available and it has been maintained adequately. In the campus, they have adequate classrooms, laboratories, sports arrangement, computing facilities and space for administrative offices. Classes have sufficient infrastructure and are techno enabled. Arrangement has also been made for the classes of pedagogical subjects and examination rooms where question papers are printed digitally on the directions of the university.

This college has E-Granthalaya in Library along with O-pack system for students and N-list system for teachers. The books have been barcoded and digital system of issuing and depositing books is in operation. The remote access of library resources has to be planned systematically to provide 24-hours access of these resources to both teachers and students who live in far flung areas. Wi-Fi and other ICT facilities are not only available in the college, but are also being affectively used. For some facilities like ICT lab, Multipurpose ground annual maintenance contract has been given by the college but to maintain other facilities experts are being called on daily basis to keep the facilities in order. In total, the infrastructural facilities are very satisfactory and maintained in a regular order.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.1 QIM	<b>Student council is active and plays a proactive role in the institutional functioning</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</b>
5.4.4 QIM	<b>Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.</b>

#### Qualitative analysis of Criterion 5

In the college student council is active and direct elections take place every year to elect the different office bearers for student council. In this college the election of students is quite different. The student who scores the highest votes is given the responsibility of general secretary and accordingly on the basis of obtained votes, office of different activities in student council is allotted to empanelled students. The role of students was observed active and positive. Their involvement in different activities in the college was quiet encouraging. Though alumni association is not registered yet but was found functional. The alumnus of this college who came in the college for interaction were proud of the time they spent here and have many different developmental plans for this college. They want to keep regular contact with the students to guide and nurture them for different vocational streams and academic issues. The Alumni association appears very potential and expressed it's urge to see this college as a very prestigious college of Thane. They want to provide not only the academic guidance, but were also eager to contribute financially to offer some scholarships and financial help to the needy students of the institutions. During discussion, it was promised by the present alumnus that they will conduct their elections regularly and will keep the records of all financial and academic activities. To conclude, it can be said that the role of student council and alumni association was very constructive and participative.

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

#### Qualitative analysis of Criterion 6

The management of the college is supportive in its nature and participative in its actions. Mostly in the management of this college office bearers are related with teaching profession, thus they are very open and kind to the issues of students, teachers and non-teaching staff. The management wants to develop this institution as an educational complex where education is been provided to different discipline. The decision making related to academic and financial activities, is being done with the help of different committees in which college's teaching and non-teaching staff has fair representation. Internal and external audits for academic, financial and administrative functions take place time to time to keep the records updated and maintained. Different facilities are provided to the employes of this college but proper documentation of these facilities and competent bodies is yet required. Leaves, PF, employment taxes are been allowed to the employes as per rules of the state and appointment to the teachers is given as per University of Mumbai

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procedures. Records are maintained in the form of minutes of meeting and execution was carried out of the resolutions that were passed in the management meetings. The college does not have any formal mechanism of performance appraisal. Only the recommendation of principal and observation of management are taken into consideration. Funds management of this college requires to take an expert guidance; as this college is in developmental stage, so mostly funds are diverted for the construction purposes and to expand the facilities which are needed urgently. In total, the vision of college is progressive, friendly and voices of the stakeholders are given due consideration.

The IQAC has contributed significantly for qualitative and infrastructural development of the college. The coordinator of IQAC looks vibrant, full of new ideas and has a good number of quality assurance strategies in planning. Meetings of IQAC take place from time to time and aid the college administration for incremental improvements though quality assurance initiatives.

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

#### Qualitative analysis of Criterion 7

This college has energy audit certificate, green audit certificates. The college has its own stated energy policy and accordingly solar panel system, sensor systems have been installed in the college. Though proper planning has been done for waste management, but effective work on the field was in process. For e-waste management, college has a contact with municipality to collect e-garbage time to time and dispose them as per municipality policies. Local environment is healthy surrounded by the small hills and local natives. In the college campus medicinal plants and horticulture have been maintained in a systematic way. Students are motivated to take active part in the maintenance of plants, waste management and to create a pollution free environment in the campus. As this area is surrounded with local tribes village, so efforts are also been made to identify their distinctiveness and align the co-curricular practices along with their community practices. College is the part of a green initiative started with in the collaboration of DHE and UNESCO under Sustainable youth stewardship project for a period of 3 years. In short, this institution has stated energy policy, showed its commitments to execute environment friendly initiatives and has a good rapport with the local committee and local resources.

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College follows different good practices keeping in mind the format given by the NAAC on its website. For reference a few practices are being given as below;

1. Establishment of VENTEL cell under the guidance and support of MGNCRE, to spread the values of Mahatma Gandhi particularly women empowerment. Nai-Taleem based education planning was also done in the association of this institute and lesson planning, material preparation, delivery system and evaluation procedure was developed accordingly.
2. 2 Aanganwadi centers are adopted by the college to provide them manpower, academic and infrastructural support to ensure quality in early childhood education as per national education policy practices.

In its vision, the college has promised to develop this institution as an academic complex. So in this field, now it is seen that efforts are being made to open the institutes and schools to fulfil the requirements of this area.

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

#### Overall Analysis

#### Strength:

1. Lush green campus surrounded with beautiful hills, providing a pollution free environment.
2. College has own ICSE affiliated school system, thus easy to conduct practical, internship, practice teaching within campus.
3. Supportive and transparent management take care of every one, thus happy and conducive environment.
4. Outreach activities have collaboration at local as well national level too.
5. E-services of the college are efficient.

#### Weaknesses:

1. Shortage of Teaching faculty.
2. More emphasis to be given to enhance the research output.
3. Stand alone college needs to be converted as a multidisciplinary institution immediately.
4. Proper plans for service conditions of the Teacher & Non-Teaching staff has yet to be developed.

#### Opportunities:

1. This college can be converted in the form of multidisciplinary institute and it is the demand of area too.
2. Make efforts to start ITEP with the approval of NCTE.
3. Can act as a resource centre for other local institutes working in this area for primary & secondary education.
4. Can develop partnership with Thane Municipal co-operation & local NGOs to ensure the education of government policies particularly related to education & social dimensions.
5. Mostly it is surrounded by a tribal area, thus new initiatives for tribal welfare can be taken as a priority areas of the college.

#### Challenges:

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1. Standalone college needs to be converted into multi-disciplinary institution.
2. Research culture needs to be enhanced.
3. Appointment of teachers in time.
4. Synthetization of online and offline courses.
5. Limited role in curriculum development.

#### 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)

- Faculty to be encourage for more research.
- Library to be fully digitalized and more reference books to be increased.
- Alumni association to be registered.
- Integrated teacher education programme to be introduced
- Proper policies be prepared for service condition and their execution be made.

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

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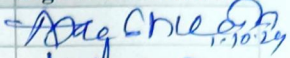
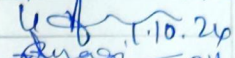
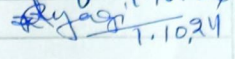
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Signature of the Head of the Institution

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Seal of the Institution



Sl.No	Name		Signature with date
1	DR. ANIL SHUKLA	Chairperson	 1.10.24
2	DR. ANANDAN KANDASAMY	Member Co-ordinator	 1.10.24
3	DR. RAMA TYAGI	Member	 1.10.24
4	Dr. Devender S Kawday	NAAC Co - ordinator	

Place THANE

Date 1.10.24