



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
KAMLA SHIKSHAK PRASHIKSHAN MAHAVIDHYALAYA DHOLPUR
C-54348
DHOLPUR
Rajasthan
328001**

**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:	KAMLA SHIKSHAK PRASHIKSHAN MAHAVIDHYALAYA DHOLPUR DHOLPUR Rajasthan 328001	
2.Year of Establishment	2015	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	16	
Permanent Support Staff:	8	
Students:	191	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. College catering to marginalised students 2. It is located in the centre of the town 3. It is a co-educational college	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-08-2024 To : 14-08-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. L B LAXMIKANTH RATHOD	Vice Chancellor,PALAMURU UNIVERSITY
Member Co-ordinator:	DR. PUSHPANADHAM KARANAM	Professor,The Maharaja Sayajirao University of Baroda
Member:	DR. SUHAIL AHMED KHAN	FormerPrincipal,MARATHWAD A COLLEGE OF EDUCATION
NAAC Co - ordinator:	Dr. Priya N	

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

Qualitative analysis of Criterion 1

Kamla Shikshak Prashikshan Mahavidyalaya, Dholpur, was established in 2015 as a self-financed institution under the aegis of Raman Society, Dholpur. The college offers two years B.Ed. program in teacher education with an intake of 100 seats, with two units as per NCTE norms. It is a co-educational institution with the medium of instruction as Hindi and English. The syllabus is prescribed by the affiliating university, MS Brij University, Bharatpur.

To enhance professional growth, the institution conducts MSME courses, allowing students to choose from various options based on their aptitude, capacity, skills, and aspirations. The Academic Planning and Time Table Committee oversees the planning and implementation of the curriculum, ensuring a streamlined process. At the beginning of each new session, the committee prepares the timetable, workload, and other administrative tasks to facilitate smooth curriculum implementation.

The faculty members are actively engaged in the curriculum development as the principal is the member of BOS at the University level and some of the faculty members are acting as external examiners for university examinations.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(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..
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
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students
2.3.7 QIM	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 QIM	Internship programme is systematically planned with necessary preparedness..
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme.
2.5	Teacher Profile and Quality
2.5.4 QIM	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
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
2.7.3 QIM	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 QIM	Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Qualitative analysis of Criterion 2

The institution follows the State government's reservation policy during the admission process. Admissions are based on the PTET conducted by the state government. A bilingual approach is employed in the teaching-learning process to cater to diverse student needs.

Students are provided opportunities to develop essential competencies and skills related to school-based

practices, communication, assessment tool creation, event organization, and more. Internships in schools are systematically planned through the Rajasthan government's "Shala Darpan Portal". Adequate opportunities are given to the students to actively engage in social and cultural activities along with the academic program..

To ensure academic and administrative support, the institution has to implement a Mentor-Mentee system through which continuous guidance can be offered to the students. The college has to regularly upgrade its IT infrastructure and encourage students to leverage ICT tools. There is a need to improve ICT facilities in computer lab. College has created various cells for providing academic support to the students. There is a need to institutionalize these practices. Faculty development programs need to be planned at the institutional level and encourage teachers to actively participate in the areas such as innovative pedagogies and digital technologies.

Criterion3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
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3.3	Outreach Activities
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3.3.4 QIM	Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development
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Qualitative analysis of Criterion 3

The institution offers only B.Ed Programme which is an undergraduate program and therefore the research is not properly integrated in the curriculum and its transaction. However, there is a component of Action Research which students identify the practical classroom problems and develop and implement strategies to address them. Research and publications are focused in the college and it requires further strengthening for taking up research projects. The faculty members There is a need to strengthen this research process by promoting research culture in the college. Currently, 5 out of 16 faculty members have completed their Ph.D, 2 are pursuing Ph.D and 4 teachers have qualified UGC-NET examination.

To foster a research culture among teaching staff, the institution has to establish a "Research Committee" under the aegis of IQAC and plan to organize Conferences, Seminars, workshops and various types of Faculty Development programs.

The college has been promoting MoUs, associations, and collaborations with educational institutions, education colleges, schools, and NGOs. However, these collaborations need a through planning, execution and reporting.

In addition, the institution conducts extension activities and outreach programs on Women empowerment, Environmental conservation, social issues, Literacy awareness and Health and hygiene. Documentation in this regard needs improvement. College has partially equipped computer lab , which needs to be further upgraded. College provides seed money for the faculty members to attend conferences and seminars for their professional development.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	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 QIM	Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software
4.2.2 QIM	Institution has remote access to library resources which students and teachers use frequently
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi
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

Qualitative analysis of Criterion 4

The college has an area of 5250.36 square meters with 3341.17 sq. meters as built-up area. Adequate classrooms, multipurpose hall, laboratories, library etc., are created. The B.Ed. college has its own building. The college has spacious and airy classrooms, a spacious library, a multipurpose hall, laboratories, resource centers, a seminar hall, staff rooms, separate common rooms for girls and boys, indoor and outdoor sports facilities, canteen, drinking water, uninterrupted power supply, internet, etc. The college is having boys hostel and can also create the provision of girls hostel as well because of the number of girl students are more.

Additionally, the college is equipped with fire safety measures, greenhouse, water conservation unit and CC TV cameras in classroom for enhanced security.

The library is partially automated having around 9000 books out of which around 3,400 titles, around 1500 are reference books, 5 sets of encyclopedias and journals. It is Wi-Fi enabled. Adequate space is created for students and staff members to sit in the library and read. The college annually allocates money for buying new books and for the subscription of the new journals.

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

Qualitative analysis of Criterion 5

The College is providing students with opportunities for career and personal counseling, placement and skill development. To address student concerns, a transparent and robust mechanism has been established, comprising:

- Grievances Redressal Cell
- Women's Cell
- Anti-Ragging Committee

The registered alumni of the college is supporting the students for the placement and skill development activities. After completion of the program, students are continuing their further studies and few of them are getting employment in various government and private schools. Faculty members are providing support to the students social and emotional wellbeing.

The college offers tutoring and mentoring programs to assist students in overcoming academic challenges. These programs are well-structured, with faculty members and senior students serving as mentors. However, the participation rate is moderate, indicating a need for increased awareness and encouragement.

Students have access to a wide range of learning resources, including a library, online databases, and e-learning platforms. Feedback from students suggests that these resources are adequate, though there is room for improvement in the availability of digital resources and research materials. Library requires further expansion.

Faculty members are generally responsive and supportive, providing academic guidance and feedback.

The college provides counseling services to support students' mental health and well-being. The counseling center is staffed with qualified professionals and offers services ranging from stress management workshops to individual counseling sessions. The utilization rate of these services is relatively low, with many students unaware of the available support. Increasing the visibility and accessibility of counseling services could improve student engagement.

Students who have used the counseling services report positive outcomes, including improved mental health and better academic performance. There is a clear correlation between the use of these services and student success.

Career counseling services are available to help students plan their careers and prepare for the job market. These services include resume workshops, mock interviews, and career fairs. Feedback indicates that these services are highly valued, but there is a demand for more specialized guidance tailored to the teaching profession.

The job placement rate for graduates needs improvement. There is a need to enhance partnerships with schools to increase job placement opportunities.

The college needs to offer a range of scholarships and grants to support students from low-income backgrounds. These financial aids are crucial in helping students complete their education without undue financial stress.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
6.1.2 QIM	Institution practices decentralization and participative management
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed
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.
6.2.4 QIM	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 QIM	Effective implementation of welfare measures for teaching and non-teaching staff is in place
6.3.5 QIM	The institution has a performance appraisal system for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.
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
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism
6.5.5 QIM	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 Governing Body of Kamla B.Ed College is composed of members from diverse backgrounds, including education, business, and public service. This body is responsible for setting the strategic direction of the college, overseeing financial management, and ensuring compliance with regulatory standards. The Governing Body meets regularly and plays a crucial role in guiding the college's long-term goals. However, there are concerns regarding the involvement of stakeholders in governance matters.

The Principal of Kamala B.Ed College, supported by a team of administrators, is responsible for the day-to-day management of the college. This team oversees academic programs, student services, faculty development, and administrative operations.

The principal is recognized for providing leadership, particularly in academic and curricular matters. The administrative team comprising of faculty members works efficiently to implement policies and manage college operations. However, some areas, such as research culture and professional development, require more attention.

There is also a need for better communication and coordination between different administrative departments.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in coordinating quality-related activities by developing a systematic method of documentation and internal communication.

Faculty members play a significant role in academic leadership, particularly in curriculum design, research, and student mentoring.

There is a need to foster a more inclusive environment where all faculty members, can contribute to academic leadership. Additionally, professional development opportunities for faculty should be expanded to enhance their leadership capabilities.

Student representation in governance is in place. There are student councils and committees, but their influence on policy and governance needs further strengthening.

Increasing student involvement in governance through active participation in key committees and councils can provide valuable insights and ensure that student needs and perspectives are considered in decision-making. Community and alumni engagement in governance can provide additional resources, support, and feedback.

While accountability mechanisms are in place, they could be strengthened to ensure that leaders are held responsible for their decisions and actions. This includes more regular and transparent reporting to stakeholders.

The college regularly conducts internal and external financial audits by the Chartered Accountant.

There are some mechanisms in place for gathering feedback from faculty, students, and staff, but these are not consistently utilized. Regular evaluations of governance and leadership practices are essential for continuous improvement.

Implementing a more systematic approach to feedback collection and evaluation can help in identifying areas for improvement and ensuring that governance and leadership are aligned with the college's vision, mission and goals.

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

Qualitative analysis of Criterion 7	
<p>The institution is dedicated to promoting sustainable development and environmental conservation, addressing emerging challenges and critical issues. To achieve this, the college is implementing various programs such as conservation and management of water resources on campus, vermicompost, green house and rainwater harvesting to replenish groundwater. Value and moral education are integral to college culture.</p> <p>The college has established relationships with the local community and alumni, but these connections could be stronger. Students are encouraged to take part in various social activities to sensitize community on different social issues.</p>	

Section III:Overall Analysisbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)	
Overall Analysis	
Strength:	
<ol style="list-style-type: none"> 1. There is a cordial working environment in Kamla Shikshak Prashikshan Mahavidhayalaya. 2. Along with qualitative education, emphasis is also given to the inculcation of moral values. 3. Focuses on skill development programs. 4. A special objective of the college is to provide education to students who are from economically weaker sections of society. 	

5. Learner-centered teaching approaches are being practiced.
6. The passing percentage is 90%-98%.
7. The college has a computing laboratory, projector, and smart classrooms.
8. The college campus has internet connectivity and Wi-Fi.
9. Several student developments programs through community out-reach
10. A well-organized dispensary is available for first aid facility. A designated medical officer is available in the campus.
11. The annual handwritten magazine "Srijan" is edited in the college.
12. There is a provision of playground in the college.

Weaknesses:

1. Hostel facility for girl students
2. Academic flexibility due to the affiliating nature of the college.
3. Global exposure to the staff and the students.
4. Research and publications by the staff.

Opportunities:

1. Supportive Management.
2. Safe campus for female students.
3. Knowledge and Learning of ICT can be enlightening for rural students.
4. Student internship opportunities through school-college-society interface.
5. Designing and Developing value added courses
6. Conducting professional development programs for the teachers of neighboring schools
7. Community support for developmental activities in the college
8. Publishing journal of Kamla Shikshak Prashikshan Mahavidhyalaya.

Challenges:

1. Placement of the Students
2. Improving communication skills.
3. Developing the research culture and motivating faculty for publications.
4. Linkages with Government organizations and various institutions at National and International levels.
5. External funding facility is not available.

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)

- Institution need to focus more on innovative pedagogies for teacher education
- More job oriented and ICT based certificate or value added courses may be offered.
- institution may offer M.Ed /M.A (Education) program
- Al though the instituion has welfare measure for teaching and administrative staff, it would be appreciated if those measure were implemented through a clear policy and procedure
- Copnnecting the instituion to regional, national and international organisations for better exposure to the students

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

Sl.No	Name		Signature with date
1	DR. L B LAXMIKANTH RATHOD	Chairperson	
2	DR. PUSHPANADHAM KARANAM	Member Co-ordinator	
3	DR. SUHAIL AHMED KHAN	Member	
4	Dr. Priya N	NAAC Co - ordinator	

Place

Date