



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

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR ,
SAMASTIPUR
C-52875**

**Samastipur
Bihar
848102**

**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:	ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR , SAMASTIPUR Samastipur Bihar 848102	
2.Year of Establishment	2014	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	1	
Permanent Faculty Members:	15	
Permanent Support Staff:	11	
Students:	200	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Good Infrastructure and instructional facilities. 2. Functional Psychology language science and computer labs. 3. Good and clean Eco-friendly environment with extensive greenery.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-02-2024 To : 08-02-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. AJAY KUMAR SINGH	Professor,Assam University Silchar
Member Co-ordinator:	DR. MADUPALLI SURESH KUMAR	Professor,Acharya Nagarjuna University
Member:	DR. ARJINDER SINGH	Principal,Innocent Hearts College Of Education
NAAC Co - ordinator:	Dr. Vinita Sahu	

Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
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.
1.2	Academic Flexibility
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
1.4	Feedback System

Qualitative analysis of Criterion 1

St. Paul Teachers' Training College, Birsinghpur, Samastipur, Bihar is permanently affiliated to Lalit Narayan Mithila University of the State of Bihar. It is situated in 1.1 acres of land with 4004.49 Sq. Mts built in the area. It was established in the year 2014. It is situated in the midst of natural surroundings. Trees around the College Campus provide a refreshing atmosphere to all those studying, working and even to those who come to the college. The schedule and duration of all programmes are based on the NCTE/University/State Government Guidelines norms.

This institute is fully self-financing. The institute follows the syllabus prescribed by affiliating Lalit Narayan Mithila University, Darbanga. The college has no scope to prepare their own curriculum according to their needs since the college is an affiliated one. Instructive delivery of the content by the members of faculty is instructive but not innovative. The academic calendar is prepared by the IQAC in consultation with the academic committee of the college in compliance with the University academic calendar. The college offers B.Ed. Programme in regular face-to-face mode with 100 intake and medium of instruction is Hindi and English. To ensure the effective curriculum delivery, the institute provides needed ICT infrastructure in classrooms, which needs improvement. There are five ICT enabled facilities classrooms. One Hall is digitally equipped with an internet facility. The co-curricular and extracurricular activities have been given the necessary space within its curriculum. Continuous Internal Evaluation (CIE) system should be strengthened for monitoring and evaluating classroom learning.

The college is putting its efforts for skill development in student through various courses. The college not only provides theoretical knowledge but provides experiential and practical experiences to the students through games, sports, art, literary, cultural activities etc. Communication skills, critical thinking and analytical reasoning skills, project-based learning and collaborates with the local expert and community and provision of opportunity to students to apply whatever they learnt to the real world can be improved.

The institute involves the faculty members, Head of the institution, employers, teachers from schools where

students are going for teaching practice programmes, experts and alumni in various bodies and also collect feedback from them. Prospectus is prepared and student-teachers are given an orientation programme. Electives and optional courses are offered as per the syllabus. The course outcomes, programme outcome and programme specific outcomes should be improved.

Bio-metric attendance is in vogue for both staff and students.

Faculty members prepare the student-teachers for internship by giving demonstration lessons. Visits are arranged to all the students to special-needs schools.

Discussion and activities are arranged to know about the diversities in the existing school system. Each student is given a task to visit a government, private or unaided school. He/she has to record all the aspects such as affiliating Board, facilities and infrastructure, assessment procedures.

Students have the opportunity to consolidate professional acumen based on the relevant understanding. Students get the understanding of micro and macro teaching, preparation of TLM, Observation of demonstration lessons given by the teacher educators as well of the lessons taught by experienced teachers in schools, School experience and internship, assessment procedure etc., are in place.

Academic calendar is strictly adhered to. Time-table is well followed and the syllabus is completed on time. There are women development cells, placement cell, grievance cell in the institute. Regular feedback is being taken from the students, parents, alumni and schools.

A basic level feedback system exists to update academic plans but its analysis and action taken needs further strengthening. The feedback mechanism should be improved as per UGC guidelines. Academic flexibility is constrained due to the affiliating nature of the college. More value-added courses related to teacher education should be introduced.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
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.
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college follows the admission guidelines prescribed by the affiliated University/State Government. Admissions are done through online mode as per counseling conducted one of the state university appointed by Governor of Bihar. Admission reservation policy of the government/ affiliating University is strictly followed by the institution. Most of the students are from the state of Bihar and very few are from the other states. Reserved category students are given admission as per state government rules. Students' preparedness

for the professional programme is assessed by principles of motivation, interaction with the teachers, and observation of the students.

At the beginning of the academic session, the college conducts an induction programme for making the students familiar with the college culture and various aspects like curriculum, the pattern of examination, different extracurricular activities and norms of the college. The identification of slow and advanced learners through the periodic assessment should be improved. The college provides remedial classes for the struggling learners. It is a need that the college should develop suitable mechanism for the slow and advanced learners for their learning needs.

The institute needs to improve other modes of curriculum transactions such as brainstorming, experiential learning, participatory learning, focused group discussion etc. More efforts should be put by the institute for catering to differential needs of the students.

The teachers should improve the use of ICT in their teaching learning process. It is required that the students should be encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning. The college does not provide opportunity for experiential learning for the student in simulated conditions. The teachers mentor their students in using effective strategies throughout the planning and teaching process. The teacher uses multimedia to modify the contents of the material. The school internship is in place and the students complete the weekly diary. The mechanism to assess the interns during internship should be improve, which would certainly add in achieving the objectives of internship. The teachers participate in house discussion with the other teachers. Teachers attend the seminars and workshops for which they should be given financial support. The internal assessment process is there and teachers show the evaluated answer scripts to the students for giving the feedback to the students. But it does not affect their overall grading to be given by the affiliating university. The college follows the academic calendar. The teachers give feedback to the students on their performance but it should be ensured that the students have worked on the feedback.

The institute has to develop such activities and strategies which could nurture creativity, innovativeness, empathy, life skills, intellectual and thinking skills among the students. There is a need to develop e-content and use suitable LMS for innovativeness.

The institute should encourage the faculty members to adopt innovative and creative methods like e-learning, interactive sessions and ICT enabled methods in their classroom teaching. Community service activities develop the feeling of empathy and problem-solving skills.

Internship programme was systematically planned and well executed. An orientation is given and faculty members give necessary instructions to all the student teachers. All the pre-requisites are completed before sending the students for internship. Students are sent in small groups and proper supervision and monitoring was done by the members of faculty. Last year 7 schools were allocated for the Teaching Practice Programme. Very few FDP were attended by the faculty members.

A continuous internal evaluation system for monitoring and evaluating the students' performance is also built into the framework of the college. 20% weightage is given for continuous internal evaluation.

The college has set up a mechanism for redressal of examination grievances. A centralized examination cell handles the grievances of the students related to examinations.

An academic calendar is prepared by the academic council committee at the beginning of each year in line with the university calendar consisting of various curricular, extra and co-curricular activities. It is updated and revised with the respective changes suggested, if any, by the University. The institute adheres to the calendar for conduct of internal evaluation.

There is a need to further refine the PLOs, CLOs. There is no such mechanism to confirm whether the outcomes are realized or not. Pedagogical skills, professional ethics, managerial skills, environmental awareness and social citizenship ethics etc., are emphasized in the programme and course outcomes.

The institute should identify the learning needs of the students at the beginning and are not properly catered to. Some examples are communication skills, expressive skills, assessment skills etc.

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 QIM	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

The institute does not offer PG courses as on date. There are 6 Ph.D. holders among the 15 members of faculty. All the members of faculty appointed are permanent. Bank pass books and acquaintance register is maintained in the institute.

No project was taken up in the last five years. There is no mobilization of funds for research from Government or non-Government agencies. There is a need to constitute a committee for mobilization of resources for good research.

There is support from the institute to encourage the faculty members by giving seed money for post-doctoral studies, undertaking projects, publication of papers, incentives for research publications in reputed journals, organizing research circles and conducting seminars. The faculty members of the college should put extra efforts to undertake research projects from various Govt. and non-governmental funding agencies. The college is yet to develop research policy and research culture. The college administration and management should motivate the teachers to pursue their PhD degree.

Despite the little support, few papers were published by the institute in the last five years. Some books have been published by the faculty in the last five years. It should be designed and faculty should be encouraged to continue research by granting incentives. There is a need to develop a proper ecosystem for innovation. College magazine was published every year.

The institute has organized outreach programmes for the last five years. However, Students have participated in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Women empowerment during the last five years. No award was won by the students with respect to outreach programmes.

Three MOUs were signed by the institute in the last five years. They should be made more active. There is no

incubation center.

The college should formulate a policy and an action plan for collaboration with the academic institute of repute at national level.

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 adequate infrastructure and learning facilities for teaching and learning activities. The college is being maintained very neat and clean including lawns. There is one digitized multipurpose Hall with projector and internet facility. ICT enabled class rooms are available and functional.

There is a shared Library cum reading room with Adatiya Infosys software, which is fully functional/automated. There are 6430 with books with 3904 titles. This year 37 journals were subscribed. There are 11 encyclopedias, 585 reference books in the library. Remote access to the students is not available in the institute. There is yearly allocation of funds for learning resources like books, journals, and other online resources. Library has subscribed NList and Delnet facilities. The library facility is being used by students and staff.

Physical Science lab, Biological Science lab, Mathematics lab are available but needs improvement. The institute has updated computer facilities and the configurations are updated according to the developments that are taking place time and again. There are 37 computers in ICT room, 6 in the library, 25 in the computer lab and 4 in the office, one in hall and 3 laptops. Pupil computer ratio is 5:1 which is very high. All the computers are having network connectivity with Ethernet LAN with 30 mbps speed. The other teaching and learning technologies like Radio, Television, camera, OHP etc. are present. The institute has a Wi-Fi facility and requires ICT support which is being used by all stakeholders.

The institute has a provision to play Shuttle Badminton, Volleyball and cricket. Adequate sports equipment for both indoor & outdoor games is found. Total infrastructure facilities are well maintained. The institute has well defined rules, regulations and procedures for the maintenance. Faculty and staff are being used to the fullest extent for maintenance of class rooms. The lab in-charge is responsible for the maintenance of each lab.

System administrator has to maintain all the computers. Documentation of all these needs to be done and yearly external audits are conducted by the institute. The institute has started to develop basic facilities like solar power panels, e-waste management. The institute has water harvesting plant.

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	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	
<p>The institute is providing capacity building and skill enhancement initiatives. Career and personal counselling should be given to the students. Skill enhancement is provided to the students by way of micro and macro teaching, school experience and internship.</p> <p>There are various committees in the college. Student representation to various committees of the institution such as admission committee, academic council committee, cultural committee, sports committee should be increased.</p> <p>Academic council committee provides feedback on all aspects of the programs and respective courses, which needs improvement. Academic council committee meetings are held regularly each year.</p> <p>The institute provides various student support facilities such as vehicle parking, recreational facilities, separate common waiting rooms for both girls and boys, transport facility, girls 'toilets, safe drinking water etc.</p> <p>The institute has a grievance redressal committee which attends to the grievances of the students and timely redressal is being done. Good number of student teachers got placements and got qualified at national/state level examinations such as BTET/CTET etc.</p> <p>The number of students participating in sports and cultural events is sufficient. Initiatives for growth and development of students' careers are to be taken care of. Sufficient cultural/sports events were organized by the institute during the last 5 years.</p> <p>There is an alumni association, whose registration is in process. The deed for registration of alumni association has been registered (No. AV982504 dated 11-1-2024). However, informal meetings have been conducted. More interaction and support are expected from the Alumni association with the college.</p>	

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 governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. There is a very clear vision and mission of the institute. The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The governing body delegates authority to the Manager and Principal who, in turn share it with the different levels of functionaries in the college. The teachers, the conveners of various committees and cells along with the staff representatives on higher decision-making bodies play an important role in determining the institutional policies and implementing the same. There is a strategic and prospective plan for the institute. Teachers are involved in the decision-making process.

The institution practices decentralization by functioning of various committees constituted by the institute.

Academic council, students' council and other committees play an important role in decentralization and participatory management.

Financial transparency is being maintained by external audit. Academic committee takes care of the academic transparency and administrative transparency by the principal.

This institute needs to strengthen their institutional developmental plan. There should be more focus on the placement cell. Institute has to work on its strengths and weaknesses.

The committees have to define objectives and effective participation. Believing in democratic values the institution has de-centralized and participative management procedures. The academic and administrative autonomy is given to the principal. No service rule book is maintained. Rules for appointment of staff and service rules are transparent.

The institute offer welfare measures to faculty and staff which may include festival advance and festival bonus, for education and marriages and house construction; faculty Awards, for their performance, paid leaves etc.

The institute has a performance system for both faculty and supporting staff. The performance is assessed based on the self-appraisals; feedback collected from the stakeholders of the institute. Analysis mechanisms should be developed and actions accordingly.

The institute conducts an external audit by the authorized chartered accountant once in a year.

The institute mobilizes funds only through admissions, tuition fees, admission fee etc., only.

IQAC cell is established in the institute and promotes the quality assurance steps. IQAC needs to be active for academic and administrative audit and analysis of feedback, and to review teaching learning processes.

Institution should keep track of incremental improvements that are required to enhance the quality parameters. There should be some improvements like a lift for divyangas, enhanced community related activities etc.

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 institute should have an energy policy and some steps to initiate in this regard. The institute discourages wasteful practices, minimizes pollution and re-using material. The Ethics and code of conduct committee arranges various lectures and activities to sensitize the students, staff and faculty with regards to waste management and optimal use of energy. The institute is declared as a plastic-free campus. Mapping electricity switches, automatic tripping system, and UPS protection for computers are in place.</p> <p>The institute needs a ‘Green audit committee’ which should do a green audit every year. The institute has a waste management system. Two bins are kept at designated places to drop Bio-degradable and non biodegradable wastes. The institute initiated measures to maintain cleanliness and sanitation in the campus. Different boards and posters are kept at appropriate places. The institute segregates the waste up to some extent.</p> <p>There is Vermi compost in the institute. There is a provision for waste water recycling. Pedestrian-friendly roads are found in the institute.</p> <p>Community services are encouraged in the institute. Students organize rallies on various issues such as the ban of plastic in the local surroundings. Special lectures were arranged on Women’s Day, Swatchhata Abhiyan, Traffic measures and tree plantation etc. The institute claims ‘Women Empowerment through Holistic development’ and ‘Teaching Learning Methods Promoting skill based Education and Enterprenureship’ are the two best practices.</p>	

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

1. Wi-Fi enabled campus.
2. Community service integrated education is provided.
3. Participatory decision-making process is in place.
4. Indoor and outdoor games and sports facilities are available.
5. Good infrastructure and instructional facility.
6. Eco friendly and clean environment.
7. Psychology, language and science labs are functional.

Weaknesses:

1. IQAC is functional and should be empowered.
2. E-governance should be more strengthened.
3. No efforts were put into fundraising for research and development.
4. Collaborations with other institutions and industries is not adequate.
5. No PG-courses (M.Ed.) started as on date.
6. Lack of skill-development courses.
7. More FDPs should be attended by Faculty.
8. Solar energy unit, waste management to establish.
9. Less welfare measures are provided to the staff.

Opportunities:

1. There are opportunities to get teacher jobs both in Government schools as well in private schools
2. Four year integrated B.Ed. Programme (ITEP) may be explored in view of NEP 2020.
3. The institute has completed 9 years and can apply for M.Ed. programme and M.Ed. programmes with specializations.
4. Since the college is situated in the rural backward area with a majority of minority population with poor financial background helps in mobilizing the funds from various sources.
5. It gives opportunities for the graduates to go for further studies to other places.

6. The institute may go for autonomous status.
7. Inservice training for professional development of teaching and non-teaching staff.
8. Strength of alumni can be channelized.

Challenges:

1. Since the institute is completely self-financed it would be difficult to get any funds or assistance from the UGC and other such organizations.
2. Since college does not offer any PG Programme (M.Ed.) as on date students are not able to perceive PG degrees due to distance.
3. The institute is governed by rules and regulations of university and government so there is limited freedom to the institute
4. Coping with the ever-changing knowledge domain of the subject and meeting the industry's expectations is a challenge.
5. Providing better placements to passing out graduates is difficult.
6. Communication skills in English has become a barrier to the students to get teacher jobs in English medium schools.
7. Teacher should be motivated for professional development and research.
8. Participation in sports activity at state and national level.

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)

- Strengthening of IQAC, collaboration from other colleges should be more effective.
- Inservice training programmes for non-teaching staff should be implemented and more scope should be created for professional development of teachers.
- Hostel facility should be provided.
- Group health insurance, Cooperative society for teaching and non-teaching staff are to be arranged.
- M.Ed. programme/ITEP may be commenced as the faculty are qualified.
- Develop Research eco-system and organize more seminars, workshops etc. and Encouragement of faculty for publications/ Research Work.
- Strengthen Placement services and Alumni Association.
- Conduct extension activities for marginalized sections of people.
- Guidance and skill development center is to be strengthened especially for various competitive exams like BTET/CTET etc.
- Sanitary pad vending machines and toilet facilities are to be improved.

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. AJAY KUMAR SINGH	Chairperson	
2	DR. MADUPALLI SURESH KUMAR	Member Co-ordinator	
3	DR. ARJINDER SINGH	Member	
4	Dr. Vinita Sahu	NAAC Co - ordinator	

Place

Date

NAAC

Institutional Assessment and Accreditation

(Effective from July 2017)

Accreditation - (Cycle: 1)

**ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR ,
SAMASTIPUR, Samastipur, Bihar, 848102**

Track ID : BRCOGN111654

AISHE-ID : C-52875

Visit dates : 07 - 02 - 2024 to 08 - 02 - 2024

Grade Sheet



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Name of the Institution: ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR ,
SAMASTIPUR

Type of the Institution: Teacher Education Institutions

Dates of Visit: 07 - 02 - 2024 to 08 - 02 - 2024

No	Criteria	Weightage (W_i)	Criterion-wise weighted Grade Point (CrWGP _i)	Criterion- wise Grade Point Averages (CrWGP _i / W_i)
1	Curricular Aspects	105	310	2.95
2	Teaching-learning and Evaluation	360	1117	3.1
3	Research and Outreach Activities	100	185	1.85
4	Infrastructure and Learning Resources	100	265	2.65
5	Student Support and Progression	115	262	2.28
6	Governance, Leadership and Management	120	360	3
7	Institutional Values and Best Practices	100	273	2.73
Total		$\sum_{i=1}^7 (W_i) = 1000$	$\sum_{i=1}^7 (CrWGP_i) = 2772$	2.77

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (CrWGP_i)}{\sum_{i=1}^7 (W_i)} = \frac{2772}{1000} = 2.77$$

Grade: B++

Name of the Institution: ST. PAUL TEACHERS' TRAINING COLLEGE BIRSINGHPUR ,
SAMASTIPUR

Type of the Institution: Teacher Education Institutions

Dates of Visit: 07 - 02 - 2024 to 08 - 02 - 2024

No	Criteria and Key Indicators	Key Indicator Weightage (W _i)	Key Indicator Wise Weighted Grade Points (KIWGP) _i
Criterion 1: Curricular Aspects			
1.1	Curriculum Planning	25	92
1.2	Academic Flexibility	40	98
1.3	Curriculum Enrichment	25	75
1.4	Feedback System	15	45
Total		∑ W₁=105	∑ (KIWGP)₁ =310
Calculated CrGPA₁ = ∑ (KIWGP)₁ / ∑ W₁ = 310 / 105 = 2.95			
Criterion 2: Teaching-learning and Evaluation			
2.1	Student Enrollment and Profile	15	53
2.2	Honoring Student Diversity	30	78
2.3	Teaching- Learning Process	70	214
2.4	Competency and Skill Development	100	279
2.5	Teacher Profile and Quality	30	92
2.6	Evaluation Process	25	80
2.7	Student Performance and Learning Outcomes	40	141
2.8	Student Satisfaction Survey	50	180
Total		∑ W₂=360	∑ (KIWGP)₂ =1117
Calculated CrGPA₂ = ∑ (KIWGP)₂ / ∑ W₂ = 1117 / 360 = 3.1			
Criterion 3: Research and Outreach Activities			
3.1	Resource Mobilization for Research	30	33
3.2	Research Publications	15	7
3.3	Outreach Activities	30	79
3.4	Collaboration and Linkages	25	66
Total		∑ W₃=100	∑ (KIWGP)₃ =185
Calculated CrGPA₃ = ∑ (KIWGP)₃ / ∑ W₃ = 185 / 100 = 1.85			
Criterion 4: Infrastructure and Learning Resources			
4.1	Physical Facilities	30	110
4.2	Library as a Learning Resource	30	46
4.3	ICT Infrastructure	25	73
4.4	Maintenance of Campus and Infrastructure	15	36

No	Criteria and Key Indicators	Key Indicator Weightage (W _i)	Key Indicator Wise Weighted Grade Points (KIWGP) _i
Total		$\sum W_4=100$	$\sum (KIWGP)_4 =265$
Calculated CrGPA₄ = $\sum (KIWGP)_4 / \sum W_4 = 265 /100 = 2.65$			
Criterion 5: Student Support and Progression			
5.1	Student Support	40	110
5.2	Student Progression	25	44
5.3	Student Participation and Activities	20	28
5.4	Alumni Engagement	30	80
Total		$\sum W_5=115$	$\sum (KIWGP)_5 =262$
Calculated CrGPA₅ = $\sum (KIWGP)_5 / \sum W_5 = 262 /115 = 2.28$			
Criterion 6: Governance, Leadership and Management			
6.1	Institutional Vision and Leadership	15	60
6.2	Strategy Development and Deployment	25	95
6.3	Faculty Empowerment Strategies	30	66
6.4	Financial Management and Resource Mobilization	20	52
6.5	Internal Quality Assurance System	30	87
Total		$\sum W_6=120$	$\sum (KIWGP)_6 =360$
Calculated CrGPA₆ = $\sum (KIWGP)_6 / \sum W_6 = 360 /120 = 3$			
Criterion 7: Institutional Values and Best Practices			
7.1	Institutional Values and Social Responsibilities	60	153
7.2	Best Practices	20	60
7.3	Institutional Distinctiveness	20	60
Total		$\sum W_7=100$	$\sum (KIWGP)_7 =273$
Calculated CrGPA₇ = $\sum (KIWGP)_7 / \sum W_7 = 273 /100 = 2.73$			
Grand Total		1000	2772

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (\text{CrWGP}_i)}{\sum_{i=1}^7 (W_i)} = \frac{2772}{1000} = 2.77$$