



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
HINDI TEACHERS' TRAINING INSTITUTE, CUTTACK
C-39785
CUTTACK
Orissa
753001

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:	HINDI TEACHERS' TRAINING INSTITUTE, CUTTACK CUTTACK Orissa 753001	
2.Year of Establishment	1956	
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:	1	
Students:	100	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<p>1. Institution has a long history in the field of Hindi Teacher education and the institute alumni are at significant positions in different fields of life.</p> <p>2. Institute has well qualified teaching staff and authority has to use their potential for more betterment of college and students.</p> <p>3. Institute encourage to students for high expectations of success through knowledge and skill development and it became a center of excellence for Hindi Teacher Education in state.</p>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 19-02-2025 To : 20-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. ASHA SHUKLA	FormerVice Chancellor,Dr B R Ambedkar University Of Social Sciences Mhow Indore Mp
Member Co-ordinator:	DR. RAMESHWAR KOTHAWALE	Professor,Shri Shivaji Mahavidyalaya Barshi
Member:	DR. RAJAGURU SEENI	FormerPrincipal,Sri Ramakrishna Mission Vidyalaya College of Education
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

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	<p>Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.</p> <p>The institution (HTTI) is affiliated to Utkal University, Bhubaneswar. Institute follows curriculum prescribed by the University. Regular curriculum review, the institution actively engages in planning and reviewing curriculum transactions despite limited authority over curriculum revision.Diverse Teaching Strategies required the adoption of group presentations, seminars, workshops, and training enrich the learning experience.Implementation of varied internal assessments should be enhanced.Initiate NEP 2020 implementation and optional courses provide practical, hands-on learning opportunities.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas</p> <p>The institution has skill based courses but they should enhance comprehensive teacher education, equipping educators with essential skills, methodologies. Improve the Skill development & assessment implementation of the 5E teaching model, ICT training, and competency-based assessments ensure students acquire both theoretical and practical knowledge. However, the use of latest ICT tools for teaching learning process is suggestedand innovation is required to be strengthened. The institution has to offer add coercesfocus to cultural integration, life skill development and hands-on experiences.</p>
1.3.2 QIM	<p>Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.</p> <p>The institution addresses the needs of visually impaired students through assistive technology, braille, and other inclusive learning provisions. Institute should have open discussions on diversity-related topics which help students understand different perspectives and develop critical thinking skills. Recognizing various cultural traditions, holidays, and events instills appreciation for diversity and enhances students' global perspectives.</p>
1.3.3 QIM	<p>Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme</p> <p>The institution has Student-Centered Learning approach emphasizes active, cooperative, and inquiry-based learning. Through school visits, practice teaching, and participation in school activities, student-teachers develop real-world teaching skills. Integration of smart classrooms and projectswhich enhances teaching skills, making learning more interactive and technology-driven.Regular seminars, workshops, and expert lectures equip students with advanced teaching methodologies and subject knowledge. It is need to enhanceparticipation in co-curricular activities, competitions, and research projects enhances students' confidence, communication skills, and professional competence.</p>

Qualitative analysis of Criterion 1

Hindi Teacher's Training Institute, Cuttack is affiliated for B.H.E. Equivalent to B.Ed. programme to Utkal

University, Bhubaneswar. The Institute follows regularly plans and reviews curriculum implementation with various teaching methods, assessments, and optional courses. However, the use of ICT and innovative teaching methods are required to be strengthened. The institution should have to be familiarizes students with the diverse school systems in India and globally competitive perspective. Strategies have to be strengthened including culturally responsive teaching, inclusive curricula, and promoting equity, respect, and social cohesion in learning environments. Institute organize more outreach and extension activities of various kinds. It is need to enhance student-centered learning, collaborative research, cultural introspection, technological integration, expert lectures, practice teaching, and co-curricular activities, teaching skills, adaptability and holistic professional growth. All the activities are prepared and approved by IQAC.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Honoring Student Diversity
2.2.1 QIM	<p>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..</p> <p>The admission to the program in institute is through SAMS Odisha entrance exam. The institute informally interacts with students to understand their preparedness for the professional education program. Students are motivated to take part in diverse activities like deliberations, exams and other creative tasks, which help in knowing their skills and talents. There is no specific mechanism in the institute to identify learning need of the students.</p> <p>While the institution offers academic support, it may not be sufficiently personalized or in-depth for students who require specific learning needs. individualized attention, and structured programs specifically designed to develop essential soft skills like communication, teamwork, and leadership. The institute yet to be more focused on mention any structured system for feedback from students about the orientation, academic support, or extracurricular activities.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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</p> <p>The institute employs a variety of student-centered teaching methods, such as group discussions, problem-solving, project work, and online learning, which cater to different learning styles and promote active engagement among trainees. The institute has to be strengthened trainee's hands-on experience by teaching in schools and engaging in real-life tasks, such as student evaluation, action research, and psychological tests, which enhances their teaching skills and provides valuable field experience. The teacher should make use of various methods of teaching –learning and training to improve knowledge, skill of the students. It is need to enhance the inclusion of multiple activities like project work, psychological testing, and action research may overwhelm students, focus on mastering core teaching skills. The institute uses online methods, it is not clear whether these methods are effectively integrated into the curriculum.</p>
2.3.5 QIM	<p>Continual mentoring is provided by teachers for developing professional attributes in students</p> <p>The institute provides a thorough orientation at the start of the term, covering important aspects like the syllabus, evaluation system, and college regulations. The institute has created a supportive and open environment, where students feel comfortable seeking help and suggesting improvements. Mentoring system is present in the institute but its need to be strengthened.</p> <p>However group practice teaching is beneficial, it may not allow for enough individual focus or feedback. Some students may require personalized attention they need to develop their teaching skills more effectively. With students coming from varied streams like Arts, Science, and Commerce, the diverse academic backgrounds may pose challenges. However the college encourages teachers to suggest remedial or reformative steps, there is no clear mention of how these suggestions are implemented systematically.</p>
2.3.7 QIM	<p>Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..</p> <p>The institution encourages innovation in Education, fostering creativity and problem-solving skills among students. The institution has to be integrated ethical and social values along with innovation to ensure all round personality development among students.</p>

	While innovation and intellect are highlighted, the institute should enhance life skills among the students which may overlook the importance of emotional intelligence, practical skills, and diverse learning abilities in student development.
2.4	Competency and Skill Development
2.4.8 QIM	<p>Internship programme is systematically planned with necessary preparedness..</p> <p>The internship program effectively bridges the gap between theory and practice by providing hands-on experience. As per the instruction of the affiliated university and NCTE the institution arranged internship program in nearby schools every year systematically. Before planning, students are given proper instruction and orientation focus to school environment and children's diversity and classroom management. In addition the internship focuses on student's self-development, professional capacities, and teacher sensibilities and confidence building. While the program highlights managerial problem-solving and innovation, it lacks specific mention of addressing challenges, classroom management difficulties and evolving educational technologies, which are crucial for modern teaching.</p>
2.4.11 QIM	<p>Institution adopts effective monitoring mechanisms during internship programme.</p> <p>The institute ensures effective monitoring through subject experts, faculty members and school authorities. This structured observation process helps maintain the quality of lesson delivery and provides student-teachers with constructive guidance. The internship program includes on-the-spot feedback, discussions with observers, and collective institutional feedback, allowing student-teachers to improve their teaching methods in real time. Teachers are engaged in monitoring these internship activities. For observing the student teachers performs in internship program technological tools can be used for providing feedback and monitoring.</p>
2.5	Teacher Profile and Quality
2.5.4 QIM	<p>Teachers put-forth efforts to keep themselves updated professionally through</p> <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 <p>Institute teachers staying updated through formal and informal means such as attending conferences, writing research papers, and participating in discussions. This ensures that teachers remain knowledgeable and adapt to new educational trends. The students have different mindsets from teachers and the emphasis on adapting teaching methods accordingly. Teachers have to understand students' perspectives and cater to their needs effectively. The institute may provide support and promote them to update as per NEP and ICT.</p> <p>The institute has to be provided concrete strategies or examples of how teachers can practically engage with societal changes beyond reflection. More actionable steps could enhance the impact of this aspect.</p>
2.6	Evaluation Process
2.6.1 QIM	<p>Continuous Internal Evaluation(CIE) of student learning is in place in the institution</p> <p>The institute incorporates CIE multiple assessment methods such as assignments, class tests, peer teaching, and hands-on activities, ensuring holistic student development and continuous monitoring of progress.</p> <p>The institute has to be enhanced inclusiveness of peer teaching, group discussions, and subjects like ICT and physical education helps students develop practical teaching skills and real-world application of knowledge. For CIE digital platform should be used.</p>
2.6.3 QIM	<p>Mechanism for grievance redressal related to examination is operationally effective</p> <p>The institution has a well-structured and decentralized examination process with a dedicated</p>

	<p>committee for continuous internal evaluation and an Examination-in-charge, ensuring smooth and fair conduct of exams.</p> <p>IEC committee prepare schedule under the guidance of IQAC and redressed the grievance related to examination. Institutions should follow the instruction of affiliated university's grievances redressal instructions.</p>
2.6.4 QIM	<p>The Institution adheres to academic calendar for the conduct of Internal Evaluation</p> <p>The institution follows a well-defined academic calendar, ensuring systematic scheduling of exams, internships, seminars, and co-curricular activities, which helps in the smooth execution of academic programs.</p> <p>Regular monitoring should be needed of teaching-learning activities by the principal, along with strict attendance tracking and follow-ups, ensures discipline and student engagement in academics. While a structured calendar is beneficial, it may also limit flexibility in accommodating unforeseen academic or extracurricular opportunities that arise throughout the year.</p>
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	<p>The teaching learning process of the institution are aligned with the stated PLOs and CLOs.</p> <p>The program integrates various evaluation techniques such as assignments, class tests, group discussions, and peer teaching or aligned with stated PLOs and CLOs ensuring a well-rounded assessment of students' academic and practical skills. The programme-wise and course-wise learning outcomes should be strengthened and assessed in terms of knowledge, skills and attitude.</p> <p>PLOs and CLOs should be communicated to the students through website.</p>
2.7.3 QIM	<p>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</p> <p>The college ensures that both program and course learning outcomes are clearly outlined and aligned, providing a structured framework for student learning and academic success. The institution has to be adopted both direct (assignments, exams, projects) and indirect (course evaluations placement data) assessment methods, ensuring a holistic evaluation of student performance.</p> <p>The institute has to be encouraged academic and extracurricular excellence by recognizing meritorious students, awarding prizes, and publicly displaying achievements, which boosts motivation and engagement.</p>
2.7.5 QIM	<p>Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.</p> <p>The institute have inclusion of micro-teaching workshops, teaching aid preparation and EPC courses helps students enhance their teaching skills, creativity, and professional capacities. Students' shown 100% result in university examination.</p> <p>The more focus should be on ICT skill development enables students to use modern technology effectively in teaching, making their learning experience more interactive and practical.</p>

Qualitative analysis of Criterion 2

The institute has to be created a supportive and open environment, where students feel comfortable seeking help and suggesting improvements. Mentoring system is present in the institute but its need to be strengthened.

Some students may require personalized attention to be developed their teaching skills more effectively. Teachers have to understand students' perspectives and cater to their needs effectively. The institute may provide support and promote them to update as per NEP and ICT.

The programme-wise and course-wise learning outcomes should be strengthened and assessed in terms of knowledge, skills and attitude.

Attainment of LPO and LCO should be improved and proper mapping level is to be used. Students' shown 100% result at university level. . The more focus should be on ICT skill development enables students to use modern technology effectively in teaching, making their learning experience more interactive and practical.

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

3.3	Outreach Activities
3.3.4 QIM	<p>Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development</p> <p>Institute conducts outreach activities such as rallies, Swachhta Abhiyan, and awareness programs on issues like human rights, cancer awareness and blood donation. These initiatives help instill a sense of social responsibility and civic consciousness among students. The celebration of significant National and International days (e.g., Independence Day, Yoga Day, World Environment Day and Hindi day) familiarizes students with cultural values, traditions, and ethical responsibilities, contributing to their holistic development.</p> <p>While multiple outreach programs are conducted, there is no mention of a structured mechanism to evaluate their effectiveness or long-term impact on students and the community. A feedback or assessment system could enhance the sustainability of these efforts. Although the college promotes awareness through assemblies and events, there is no mention of direct engagement with marginalized communities, NGOs, or fieldwork experiences, which could provide students with deeper insights into social issues. Also, it is need to sign more MoUs to strengthened Outreach activities and also organize activities as like women's empowerment, economical literacy for self-help groups in rural areas, environment conservation and digital literacy.</p>

Qualitative analysis of Criterion 3

The presence of functional committees like the Anti-Ragging Committee, Legal Cell, and Sexual redressed Cell, and IQAC ensures that students are guided and protected while also being made aware of critical societal issues. These structures provide a framework for addressing ethical, legal, and social concerns effectively. The celebration of significant national and cultural days such as Independence Day, Yoga Day, and World Environment Day and Hindi day helps students connect with their heritage and environmental awareness. The organization of rallies on key social issues, cleanliness drives under Swachhta Abhiyan, and health awareness initiatives related to like dengue, Sichel cell Anemiya demonstrate the institution's commitment to community service. Institute has to be need to improve diversified approach enhances students' creativity, confidence, and teamwork skills, contributing to their overall personal and professional growth.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>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</p> <p>The institute provides essential facilities such as well-ventilated and furnished 4 classrooms with one ICT room a done language lab with 10 computers and a projector, a library with a 15000-book collection, and a sportsroom with few equipment. These resources contribute to a supportive learning environment.Facilities like a student common room, washrooms on every floor, CCTV surveillance in classrooms, and drinking water availability enhance student convenience, well-being within the campus.</p> <p>However, the institute a library with a vast collection of books, the sports field may not be sufficient for large-scale events. Additionally, the library’s online access is still in progress, limiting students' ability to utilize digital resources efficiently. It is need to strengthen and moderate the sports, classrooms and laboratory facilities.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p>Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software</p> <p>The institution has plan to implement for automation of library using Integrated Library Management System (ILMS). The library needs to create and maintain an LMS, inflibnet, e-resources like N-list for benefit of teachers and the students.</p>
4.2.2 QIM	<p>Institution has remote access to library resources which students and teachers use frequently</p> <p>The institution does not have remote access facility for students and faculty.Library need to enhance with variety of online resources, including journals, e-books, and educational databases such as DOAJ, Google Scholar, and e-Gyankosh. This enhances learning and research opportunities and supports academic growth.</p>
4.3	ICT Infrastructure
4.3.1 QIM	<p>Institution updates its ICT facilities including Wi-Fi</p> <p>The institution has high speed Wi-Fi and ICT facilities for, enabling both students and teachers to access online resources, research materials, and interactive learning tools. This boosts the overall learning and teaching. experience.</p> <p>However the institute have to be strengthened upgradation in ICT facilitiesand e-learning resources. The students should give proper guidance to use ICT and online learning tools.</p>
4.4	Maintenance of Campus and Infrastructure
4.4.2 QIM	<p>Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place</p> <p>The college has a well-organized system for checking and verifying the stock of equipment in various laboratories and the library. The annual stock check, involving multiple committees, ensures that damaged items and books are identified and properly disposed of or replaced, helping maintain up-to-date resources.The college has a dedicated process for allocating financial resources for the maintenance of infrastructure and resources. Regular meetings and quarterly reports ensure transparency and effective management of academic and infrastructureissues.</p> <p>However, college has to strengthen the existing procedure for minting and utilising academic and infrastructure facilities.</p>

Qualitative analysis of Criterion 4	
<p>The institution has ICT facilities, including Wi-Fi and interactive projectors. This improves connectivity, enhances the teaching and learning experience, and facilitates access to online resources and tools for both students and faculty. The institution has plan to have automation library using Integrated Library Management System (ILMS). The usages ratio of the library by students and faculty is to be improved. The library needs to create and maintain an LMS, infolibnet, e-resources like N-list for benefit of teachers and the students. However, the institute have to be strengthened for the up gradation in ICT facilities.</p> <p>While the sports field and library offer valuable resources, the sports field is not suitable for large-scale events, and the library's online access is still in progress, limiting students' ability to fully utilize digital resources. Proper orientation to be provided the students in using advanced ICT tools.</p>	

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.3	Student Participation and Activities
5.3.1 QIM	<p>Student council is active and plays a proactive role in the institutional functioning</p> <p>The institute actively fosters holistic student development by offering diverse opportunities beyond academics through faculty-supervised student council associations. Although a formal Students' Council is not mandated by the affiliating university, the institute has established a structured system by selecting Representatives for cultural activities, sports activities, college magazine preparation, classroom activities and student General Secretary. The council and its representatives are always a part of preparatory meeting of each activity. Student representatives participate in decision-making bodies, ensuring their voices are heard and implemented through institutional channels. More transparency and inclusions are needed to enhance proactive role on the intuitional functioning.</p>
5.4	Alumni Engagement
5.4.1 QIM	<p>Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.</p> <p>The college maintains a strong rapport with its alumni through regular interactions and institutional engagements. The Unregistered Alumni Association plays a vital role in fostering alumni participation and contributing to various institutional initiatives. The association supports the institute in key areas such as career guidance, curriculum development, sports and cultural activities and National festivals. Additionally, it helps teacher trainees cultivate discipline in both their professional and personal lives while exploring diverse career opportunities. The institute should use alumni for offering valuable insights to enhance students' professional perspectives and overall growth.</p>
5.4.4 QIM	<p>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.</p> <p>The alumni of the institution actively contribute by conducting interactive sessions and raising placement awareness among student teachers. Furthermore, the alumni community plays a significant role in enhancing institutional quality through mentorship, professional engagement, and institutional support. Designated alumni representatives are included in the institution's statutory bodies, ensuring alumni involvement in key decision-making processes. It is suggested that the alumni network should be strengthen to provide provides a valuable platform for knowledge exchange, fostering continuous learning and professional growth. Structured alumni networks, job placement assistance, or industry collaborations that could provide more tangible career benefits.</p>

Qualitative analysis of Criterion 5	
<p>The institute is committed to fostering holistic student development by offering diverse opportunities beyond academics through faculty-supervised welfare associations. There is an informal Students' Council, implemented representatives for various institutional activities. These representatives play a pivotal role in preparatory meetings and actively participate in decision-making bodies, ensuring that student voices are effectively heard and integrated into institutional processes. More transparency and inclusions are needed to enhance proactive role on the institutional functioning.</p> <p>The Unregistered Alumni Association serves as a crucial platform for alumni involvement, contributing to various institutional initiatives. The institute should have a registered alumni association.</p> <p>The alumni community plays a vital role in institutional development through professional engagement, and overall institutional support. Structured alumni networks, job placement assistance, or industry collaborations that could provide more tangible career benefits.</p>	

Criterion 6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics (QIM) in Criterion 6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission</p> <p>The institution is dedicated to empowering students by fostering excellence in the teaching profession, aligning its governance framework with its core vision and mission. It aspires to become a center of excellence for Hindi Teacher Education in Eastern India by continuously enhancing learning resources. The institution's statutory bodies play a vital role in ensuring effective administration, assisting the principal in decision-making and delegating responsibilities. Additionally, the academic calendar is designed to maintain efficiency while integrating modern teaching-learning methodologies. While the institution has a strong vision and mission but does not specify concrete steps or initiatives taken to achieve these goals.</p> <p>Although the governance model includes stakeholder participation, there is no mention of how students, teachers, and alumni contribute to decision-making.</p> <p>There is no reference to mechanisms for assessing the effectiveness of governance, academic programs, or leadership initiatives over time.</p>
6.1.2 QIM	<p>Institution practices decentralization and participative management</p> <p>The institution promotes shared decision-making by involving faculty and students in academic and co-curricular activities. Teachers have the flexibility to adjust timetables and introduce innovative teaching methods, enhancing the learning experience.</p> <p>While the institute emphasizes decentralization, but it does not provide concrete examples of significant decisions taken through this process. The institute does not explain how the effectiveness of decentralized decision-making is monitored or evaluated. For effective decentralization the institution should have a decentralized structure of administration. The IQAC of the college functioning from the two years and concentrating on academic activities, research and extension activities.</p>
6.1.3	The institution maintains transparency in its financial, academic, administrative and other

QIM	<p>functions</p> <p>The institution operates as a government entity, maintaining financial, academic, and administrative transparency through well-established mechanisms. Regular CAG audits are conducted in accordance with the affiliating university and state government directives to ensure accountability. Academic transparency is upheld by following university guidelines, preparing an academic calendar in advance, and systematically organizing assessments. The integration of technology enhances the administration process, while structured examinations, admissions, academic evaluations, purchases, and inventory management are properly documented and audited. The institution depends entirely on government funding and guidelines, which may limit flexibility in financial decision-making. Various committees should be strengthen students welfare measures with strategic plan.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>The institutional Strategic plan is effectively deployed</p> <p>The institution is committed to providing high-quality teacher education and skill development, aligning its strategic and long-term plans with key developmental themes. A well-structured and balanced approach ensures steady progress toward institutional success. The plan focuses on improving academic and support facilities to enhance student achievement. Acting as a roadmap for institutional growth, the perspective plan aims to strengthen student outcomes and overall college development. With a structured and forward-thinking strategy, the institution remains adaptable to evolving educational needs while upholding excellence in academics and skill-based human resource development. The institution is committed to providing high-quality teacher education and skill development, aligning its strategic and long-term plans with key developmental themes. A well-structured and balanced approach ensures steady progress toward institutional success. The plan focuses on improving academic and support facilities to enhance student achievement. Acting as a roadmap for institutional growth, the perspective plan aims to strengthen student outcomes and overall college development. With a structured and forward-thinking strategy, the institution remains adaptable to evolving educational needs while upholding excellence in academics and skill-based human resource development. However the plan includes co-curricular activities, there is no specific mention of how these activities contribute to skill development, student engagement, or overall personality growth.</p>
6.2.2 QIM	<p>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</p> <p>The institution has well-defined academic, administrative, and extension programs, ensuring structured and efficient management. As a government institution, it strictly adheres to appointment and service procedures. Various committees play a vital role in decision approval, policy ratification, and budget allocation for institutional activities. Additionally, government scholarships are offered to support students. The principal has the authority to establish committees based on institutional needs, fostering collaborative decision-making through regular meetings with faculty and staff. The IQAC supervises all meetings and decisions, assisting the principal in enhancing academic excellence, ensuring effective policy implementation, and driving continuous institutional development.</p> <p>While committees are formed but there is no mention of a structured monitoring system and effectiveness to evaluate their effectiveness.</p>
6.2.4 QIM	<p>Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.</p> <p>The institute carried out various activities in accordance with the guidelines provided by the affiliating university from time to time. All decisions made by the committees are documented.</p>

	The Cultural Committee is responsible for organizing college events and assemblies, while the Examination Committee manages assessments, planning, and evaluation, contributing to academic excellence and institutional growth through continuous monitoring and regular meetings. The institute need to mention the committee/cell performance activities reports with evidences and should be monitored by IQAC cell.
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>Effective implementation of welfare measures for teaching and non-teaching staff is in place</p> <p>The institution implements extensive welfare measures for both teaching and non-teaching staff, promoting their professional and personal well-being. It offers training programs, workshops, and Faculty Development Programs (FDPs) on various topics. Faculty members receive duty leave for academic engagements, recognition for professional achievements and encouragement for career advancement. Increments and promotions are granted in accordance with state government norms, while various leave benefits and financial support are provided as per government regulations. While training in computer and software management given but there isn't a detailed plan for the continuous professional development of non-teaching staff in other relevant areas of their work, which could limit their effectiveness and growth.</p>
6.3.5 QIM	<p>The institution has a performance appraisal system for teaching and non-teaching staff</p> <p>The institution follows a well-structured Performance Appraisal System for both teaching and non-teaching staff, strictly adhering to government regulations. Annual performance evaluations ensure an objective assessment, identify areas for improvement and foster professional growth. Faculty performance is evaluated based on the Odisha government's criteria, with assessments focusing on teaching effectiveness and confidential reports gathered from various sources.</p> <p>IQAC should have PAR effective mechanism and its implementation.</p> <p>Since the appraisal system follows a confidential reporting method, employees may not receive direct feedback on their performance. This can limit their ability to understand areas of improvement and take corrective measures proactively. The appraisal system primarily relies on hierarchical reporting, but self-assessment or peer evaluation should be strengthen.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institution conducts internal or/and external financial audit regularly</p> <p>The institution upholds a transparent and reliable financial management system, ensuring strict compliance with Accountant General (AG) of Odisha regulations through regular external audits. The AG office of Odisha conducts financial audit, thoroughly reviewing the balance sheet, revenues, and payments. All expenditures follow a structured approval process, with the principal authorizing expenses before fund disbursement. The institution should have prioritized fore-payments and transparency. While external audits are well-defined and managed by the AG audit party, there is no clear mention of an internal financial audit system. An internal audit process could help in identifying discrepancies at an early stage before they are flagged externally.</p>
6.4.3 QIM	<p>Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.</p> <p>The institute follows government-approved financial regulations, ensuring transparency in budgeting, expenditure, and transactions. This reduces the risk of financial mismanagement.</p> <p>While the institute ensures proper financial planning, there is no mention of efforts to generate additional funds through grants, donations, industry collaborations or alumni contributions, which could strengthen financial sustainability.</p>

6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies</p> <p>IQAC actively organizes meetings at the beginning of the academic year to plan and implement quality enhancement strategies, ensuring a structured approach to institutional and student development. The cell conducts expert lectures, motivational sessions, and practical education programs, including school lessons and internships, fostering both academic and professional growth among trainees.</p> <p>Continuous training programs, peer evaluations, or research-based initiatives to enhance faculty competencies yet to be strengthen. Although IQAC monitors student progress through mentors, structured mechanism yet to be strengthen mentioned for collecting feedback from students, faculty, or stakeholders to assess and refine the effectiveness of quality assurance strategies. IQAC should have overall monitoring mechanism of different activities conducted by the institute as administrative and academic level.</p>
6.5.2 QIM	<p>The institution reviews its teaching-learning process periodically through IQAC or any other mechanism</p> <p>Faculty employ various teaching techniques, reference materials, and active learning strategies, ensuring an engaging and effective learning experience for trainees. The institution supports students in preparing for competitive exams like OSSTET, OTET, CTET, and NET, demonstrating a commitment to their career development beyond academic learning.</p> <p>While teaching methods and resources are updated periodically but there is no mention of a formal feedback system or periodic assessments conducted by IQAC or any other mechanism to evaluate the effectiveness of teaching strategies. The IQAC have to be incorporating the digital tools, e-learning platforms, or online resources, which could enhance the teaching-learning process and make it more interactive and accessible.</p>
6.5.5 QIM	<p>Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives</p> <p>The Internal Quality Assurance Cell (IQAC) has to play a crucial role in maintaining a well-rounded academic environment by overseeing teaching-learning, extension activities, best practices, and financial management. It should actively identify areas for institutional enhancement and suggests appropriate corrective actions. The IQAC should play more effective role for developing the academic calendar, evaluating faculty performance, assessing infrastructure, and managing the feedback system. The institute has to promote innovation and adaptable education policies, it periodically reviews the teaching-learning process and recommends steady improvements, upgrades and additions to materials, equipment, with infrastructure. While the institute engages in various quality assurance activities, there is a lack of detailed documentation or evidence showcasing the specific incremental improvements achieved over time in both academic and administrative areas.</p>

Qualitative analysis of Criterion 6

The governance of the institute is aligned with vision and mission. For effective decentralization the institution should have decentralized structure of administration. The institute should have need to strengthen staff and students' welfare measures with strategic plan. The institute should have plan includes co-curricular activities, there is no specific mention of how these activities contribute to skill development, student engagement, or overall personality growth. The institution provides hands-on teaching experience through

internships in government schools. Newly admitted students undergo **induction programs**, helping them transition smoothly into the academic environment. While committees are formed but there is no mention of a structured monitoring system and effectiveness to evaluate their effectiveness. The IQAC have to be incorporating the digital tools, e-learning platforms, or online resources.

There is **no reference to the use of digital tools, e-learning platforms, or online resources**, which could enhance interactive learning. Teaching methodologies strictly follow the university-prescribed syllabus **for innovation or customization**.

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	<p>Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements</p> <p>The institution's Energy Management practices prioritize optimizing energy efficiency through conservation strategies. LED bulbs are used throughout the campus to enhance energy savings, while an inverter provides an alternative power source. The institute has to plan for plans implementing a structured energy policy focused with renewable energy sources. Additionally, the institution emphasizes sustainability education by incorporating environmental considerations into planning and decision-making, aiming to become a pollution-free campus. A structured and broader energy policy could include improvements, and energy audits for comprehensive sustainability required.</p>
7.1.2 QIM	<p>Institution has a stated policy and procedure for implementation of waste management</p> <p>The institution has a mentioned well-defined policy statement promoting waste management through reduction, reuse, recycling, and recovery. While the policy outlines broad strategies, it does not specify actionable steps, responsible authorities, or performance monitoring methods. There is no mention of how compliance will be enforced among students and staff. The setup of general waste treatment plants is mentioned. Institute should have awareness and training programs for students and staff to ensure effective waste management policy.</p>
7.1.5 QIM	<p>Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment</p> <p>The institution involves students, faculty, and non-teaching staff in maintaining cleanliness and greenery, fostering environmental responsibility and community engagement. The campus garden is regularly maintained, enhancing green cover and promoting sustainability. Observing World Environment Day (June 5) helps raise awareness among students and staff about nature conservation and environmental protection.</p> <p>While cleanliness and greenery are emphasized, the institute does not mention formal waste management policies, pollution control measures, or sustainability initiatives (e.g., water conservation, waste segregation, or renewable energy use). The institute does not mention about monitoring mechanisms to assess the long-term effectiveness of cleanliness and environmental efforts.</p>
7.1.8 QIM	<p>Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.</p> <p>The college actively engages with the local environment, organizing environment awareness rally, role play programs and cleanliness sessions for local school students. It also addresses</p>

	<p>community issues, promoting social responsibility through outreach programs. Environmental awareness is raised through events like public awareness programmes. Health and wellness practices are encouraged through the regular activities for students and the community, further solidifying the college's commitment to societal welfare.</p> <p>While various activities like health treatment, rallies, and cleanliness programs are mentioned, there is no structured system for tracking their effectiveness or impact. The IQAC have to be take initiatives to incorporating the digital tools, e-learning platforms, or online resources.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe at least two institutional best practices (as per NAAC format given on its website)</p> <p>Best Practice 1</p> <p>The institution organizes blood donation camps in collaboration with the Central Red Cross Centre, State Branch of Odisha. Active participation from students (both boys and girls), faculty, and the principal reflects a strong culture of social responsibility</p> <p>The institute does not specify of the number of donors, units of blood collected, or beneficiaries, which could help in measuring the camp's success. The institute has to strengthened more blood donation camps should be organized and also internship programme activities should be specified.</p> <p>Best Practice 2</p> <p>Internship programme developed and practiced by the institution for enhancing teaching-learning skill among student teachers.</p> <p>The institution should implement innovative processes in teaching and learning to enhance the internship program, develop teaching-learning methods, promote skill-based education and encourage the use of teaching-learning materials.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Performance of the institution in one area of distinctiveness related to its vision, priority and thrust</p> <p>The existing approach of the institution aligns with the institute's vision of producing proficient Hindi Teacher Educators who respect cultural heritage while embracing contemporary methods. The organization of workshops and seminars with prominent Hindi authors and scholars fosters a deeper understanding of Hindi language. This emphasis on cultural immersion strengthens students' linguistic and historical knowledge, making them more effective educators.</p> <p>While the institute highlights curriculum updates and research but there is no mention of specific outcomes or student success metrics to evaluate effectiveness.</p> <p>The institute should have special distinctiveness activities which are outcome based and beneficial to students, teachers and stakeholders.</p>

Qualitative analysis of Criterion 7

The use of **LED lighting** helps in **reducing energy consumption, lowering maintenance** The institution is dedicated to providing value-based education with a strong focus on socio-economic relevance, aiming to contribute to the nation through Hindi teacher education. It seamlessly integrates career-oriented programs to

enhance skill development. Its mission is to create a dynamic learning environment through skilled educators, incorporating life skills while addressing educational, environmental, and social challenges. Notable features include awareness programs on energy conservation, blood donation camps, and career development services to support students' growth and future opportunities.

The **internship program** provides **real-world teaching experience**, allowing students to **apply modern pedagogical techniques like simulations, documentaries, and mind maps**. Exposure to the **latest developments in education** helps **develop soft skills, leadership, and communication abilities**, making graduates **more competent educators**.

The institute should have special distinctiveness activities which are outcome based and beneficial to students, teachers and stake holders.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

- The institution has a strong faculty base with well-qualified and eligible educators.
- Faculty members hold the required academic credentials and professional expertise.
- The institution uses performance assessment outcomes to implement training sessions, research encouragement, and faculty mentoring programs.
- The institution's is situated in urban area and easy access to the students, teachers and community.
- The institution actively engages students in community service and outreach programs. Special initiatives, such as leadership training, personality development, and teamwork activities, contribute to holistic student growth.

Weaknesses:

- Boys Hostel under construction.
- Library is required to be improved and updated in terms of digitization of resources and procurement of updated academic materials with research Journals
- The institution and hostel have to be improved with lift facility and ramp for accommodating students with differently abled.
- Research facilities are to be upgraded, establish research labs, fund projects, and encourage faculty development programs.
- The institute should have created adequate playground facilities and sports equipment.

Opportunities:

- The institution has an strong opportunity to offers Master in Hindi Education (M. H. Ed).
- Providing research facilities to both faculty and trainees fosters innovation.
- The institute has an opportunity to undertake research projects with the financial assistance of national level apex bodies.

- Being a Unique Hindi Teacher Training Institute in the state of Odisha, consultancy services to the other institutions are beneficial.
- As per need and demand of student, one more unit of B.H.Ed. course should be started.

Challenges:

- Inadequate non-teaching faculty hindering regular activities of institution.
- Limited involvement of alumni in infrastructure growth.
- Being a government institution, the policy does not allow generating fund through donation and other sources.
- Being an affiliated institution of university curriculum flexibility has limited scope

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)

- 1. The Educational Laboratory could be strengthened in terms of modern ICT and IT related equipment.
- The welfare measures of teaching and non-teaching staff could be enhanced.
- 3. Feedback mechanisms should be effective for student progress evaluation and need to be analysis with implementation.
- 4. IQAC should be more proactive in all respect of identifying quality, development and the key performance indicators.
- 5. The library facilities should be strengthened in terms of books. E-books reference books, research journals. ILMS and ICT facilities with automation is to be needed.
- 6. Institute has strong alumni for engagement and development of institute registered alumni association should be formed.
- 9. Institute need to be start M.H.Ed, one more unit of B.H.Ed. course, Translation Course in Hindi, Short term Course in Hindi and regional languages.
- Ramp facilities and barrier free environment should be made available for students with differentiable requirements.
- On the basis of demand in job market the strength of B.H,Ed. Should be increased.
- Sports-cultural facilities should be developed more and Participation of students in sport and cultural activities should be enhanced.

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. ASHA SHUKLA	Chairperson	
2	DR. RAMESHWAR KOTHAWALE	Member Co-ordinator	
3	DR. RAJAGURU SEENI	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date