



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION
C-47745

Ranchi
Jharkhand
834006

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

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Section I: General Information

1. Name & Address of the institution:	SHAHEED SHEIKH BHIKHARI COLLEGE OF EDUCATION Ranchi Jharkhand 834006	
2. Year of Establishment	2012	
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:	9	
Students:	200	
4. Three major features in the institutional Context (Asperceived by the Peer Team):	1. Located in rural and tribal area 2. Suffieient physical infrastructure 3. 75 percent girls admission every year	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 21-01-2025 Visit Date To : 22-01-2025	
6. Composition of Peer Team which undertook the on site visit:		
Chairperson	Name	Designation & Organisation Name
	DR. VAIJAYANTA PATIL	Professor, SCHOOL OF EDUCATIONAL SCIENCES SRTMU NANDED
Member Co-ordinator:	DR. ANANDAN KANDASAMY	Former Professor, Bharathidadan University
Member:	DR. DONATUS KUJUR SJ	Principal, ST JOSEPHS COLLEGE
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

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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)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curriculum Planning
1.1.1	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.
QIM	Shaheed Sheikh Bhikhari College of Education, being affiliated, strictly adheres to the syllabus prescribed by the affiliating university. The institution has no provision for independent modification, review, or revision of the syllabus. The institute aligns its curriculum execution with the university's academic calendar. Efforts are made at the institutional level to periodically review the implementation process to ensure effective teaching and learning outcomes. Feedback gathered during these reviews helps identify areas for improvement and better alignment with academic objectives.
1.3	Curriculum Enrichment
1.3.1	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas
QIM	To equip students with essential knowledge, skills, values, and attitudes relevant to various learning areas, regular classroom teaching is conducted under the guidance of Teachers. These Teachers play a vital role in regulating, supporting, and enhancing the learning experience, ensuring that students are well-prepared for their roles as teachers. For first-year students, a four-week teaching internship is organized, while second-year students complete a sixteen-week teaching experience at designated schools. Upon successful completion, students are issued a certificate by the principal of the designated school. The principal also provides an appraisal report evaluating the trainee's performance, offering valuable insights into the student's progress and readiness for professional teaching roles.
1.3.2	In addition to practical teaching experience, the institution organizes a variety of academic enrichment activities. Seminars, lecture series, and interactive sessions with eminent academicians are regularly conducted to broaden students' perspectives and enhance their knowledge base. These engagements provide students with opportunities to learn from experts in the field, gain exposure to contemporary educational trends, and build professional networks. By integrating classroom instruction, hands-on teaching practice, and academic enrichment activities, the institution ensures that students are well-prepared to meet the challenges of modern education.
QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective. The institution makes effort to familiarize students with the diverse school systems in India, providing both national and international comparative perspectives. Students are introduced to the background of education policies during British India, as well as the transformative phases from 1947 to 1986, the 1986 education policy, and subsequent developments, including the framework for public education in modern India. The institution's library serves as a valuable resource for students, housing an extensive collection of policy documents and literature on the latest educational reforms and policies. This repository supports students' academic and research pursuits, enriching their understanding of the

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education landscape.

Workshops and seminars should be organized to familiarize students with India's diverse school systems, covering both national and international curricula. These events will provide insights into various educational boards such as CBSE, ICSE, IB, IGCSE, and state boards. To enhance practical understanding, visits to schools following different boards to be arranged. This exposure will help students appreciate varying teaching methodologies, assessment practices, and academic environments.

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

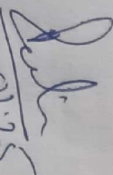
The institute adheres to the curriculum prescribed by the university ensuring that trainees gain a comprehensive understanding of diverse subjects essential for effective teaching. Over the two-year program, students participate in systematic classroom instruction and undergo rigorous teaching practice to bridge theory with practical application. The combination of theoretical learning, hands-on training, and expert guidance equips student trainees with essential skills and competencies for their future roles as educators

Qualitative analysis of Criterion 1

Shaheed Sheikh Bhikhari College of Education, established and managed by the PRSNM Charitable Trust for Human Welfare, is affiliated with Ranchi University, Ranchi. The institution provides quality education through its Bachelor of Education (B.Ed.) program, catering to both male and female students.

The college emphasizes curriculum planning to ensure the holistic development of its students. The faculty, along with the principal, designs the institutional planning and execution of the curriculum to align with the educational objectives and requirements of the affiliating university. During this process, significant attention is given to the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all academic programs offered. These outcomes are clearly defined and communicated to both faculty and students during the induction program.

There is a recognized need to broaden the feedback mechanism by incorporating inputs from other key stakeholders, such as parents, alumni, employers, and academic experts.


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Criterion 2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion 2)	
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.. The admission process at the institution is conducted through the Common Entrance Test (CET) administered by the Jharkhand Combined Entrance Competitive Examination Board (JCECEB), under the Government of Jharkhand. Upon securing admission, students are oriented to the institution's syllabus, Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and the rules and regulations of the Higher Education Institution (HEI). No formal assessment is conducted at the entry level to evaluate students' aptitude, identify their diverse learning needs, or determine their readiness to pursue a professional education program. To support students holistically, the institution has established a Counselling Cell, led by a senior faculty member. This cell addresses emotional and psychological challenges faced by students in addition to academic concerns. The Counselling Cell plays a pivotal role in creating a supportive environment, ensuring students can focus on their studies while navigating personal and emotional hurdles.
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 Interactive techniques like quizzes, debates, and group discussions are regularly employed to encourage student participation and foster critical thinking. To further enhance learning outcomes, teachers need to adopt problem-solving methodologies that encourage students to analyze and address real-world challenges. Brainstorming sessions are also conducted to stimulate creative thinking and generate innovative ideas. Focused group discussions offer a platform for in-depth exploration of specific topics, enabling students to delve deeper into their subjects and exchange perspectives. The integration of online learning tools and platforms is another significant aspect of the teaching-learning process that teachers need to adopt regularly. Through virtual classrooms, webinars, and e-learning resources, students gain access to a wealth of information and interactive learning opportunities beyond the confines of traditional classrooms. This mode of learning also equips students with digital literacy skills, essential for the modern workforce. This holistic teaching strategy prepares learners to adapt to diverse scenarios, equipping them with the skills needed for academic success and professional growth.
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students At the institutional level, a structured approach is adopted to train students in teaching methodologies, equipping them with both theoretical knowledge and practical experience. The process begins with the preparation of lesson plans, where students, guided by teachers, learn to design effective and engaging lessons. This activity helps them understand the nuances of teaching, including structuring content, setting learning objectives, and selecting appropriate teaching strategies. To ensure holistic professional development, teachers are required to prepare a comprehensive roadmap for nurturing essential teaching attributes in students.
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..

	The technologies combined with question-and-answer sessions, encourage active participation and deeper understanding. Traditional blackboard teaching remains in practice, ensuring a versatile approach to cater to diverse learning preferences. In the Bachelor of Education (B.Ed) program, practical teaching experiences form a vital part of the curriculum. First-year students undertake a one-month teaching assignment, providing an introductory platform to apply theoretical concepts. In the second year, students participate in an extended four-month teaching practice, enabling them to refine their skills and gain in-depth classroom experience.
2.4	Competency and Skill Development
2.4.8 QIM	Internship programme is systematically planned with necessary preparedness.. The Higher Education Institution (HEI) provides a list of 200 students, comprising 100 from the first year and 100 from the second year, categorized based on the teaching methods they have opted for. The Jharkhand Council of Educational Research and Training (JCERT), under the Government of Jharkhand, further assigns students to specific schools, ensuring a systematic distribution of teaching assignments. Before heading to their respective schools, students undergo rigorous training in micro-teaching lessons. These sessions equip them with essential teaching methodologies, including classroom management, lesson planning, preparation of question papers, evaluation of answer sheets, and tabulation of marks. Throughout their tenure at the HEI, students are also trained in the effective use of Information and Communication Technology (ICT) tools. These skills, imparted during classroom teaching, are further utilized during the teaching practice period, enabling trainee teachers to adopt modern and innovative teaching approaches.
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme. The HEI provides each student with a CHECKLIST, which outlines tasks to be completed during their school training. This checklist includes details related to lesson planning, classroom management, teaching methodology, and other academic responsibilities. Upon completion of their training, students must return the completed checklist to the HEI, duly verified and certified by the principal of the assigned school. This ensures accountability and proper documentation of their teaching practice. During the school training period, faculty members from the HEI make scheduled visits to the assigned schools. Faculty members also interact with school authorities to gather feedback on the performance of the trainees. This structured approach ensures that students gain valuable hands-on teaching experience in a real-world environment while maintaining a strong support system through the active involvement of the HEI and its faculty
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations The Higher Education Institution (HEI) has established multiple Memorandums of Understanding (MOUs) with other educational institutions and general colleges to foster collaboration and mutual growth. These MOUs facilitate the exchange of faculty and students, creating

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opportunities for sharing knowledge, best practices, and diverse perspectives.

As part of its commitment to promoting knowledge and awareness, the HEI organized a seminar titled "Women Empowerment through New Education Policy 2020" on March 21, 2023. The seminar highlighted the transformative aspects of the New Education Policy (NEP) 2020 in empowering women through education. It emphasized the NEP's focus on inclusivity, skill development, and equitable access to educational opportunities for women. Eminent speakers, including educators, policymakers, and social activists, shared their insights on how the policy could bridge gender gaps in education and empower women to contribute effectively to society.

2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution The Higher Education Institution (HEI) conducts Continuous Internal Evaluation (CIE), even though it is not mandated by the university. Faculty members meticulously evaluate the answer sheets, and the results are compiled and displayed on the notice board for students to review. This transparent approach enables students to recognize their strengths and identify areas needing improvement.
2.6.3 QIM	However, there is a need to strengthen formative evaluation practices. Incorporating techniques like peer assessments, reflective journals, group activities, and self-evaluation could significantly enhance the current evaluation framework. Mechanism for grievance redressal related to examination is operationally effective The Higher Education Institution (HEI) has established a well-defined grievance redressal mechanism by its regulations, ensuring transparency and fairness in all academic and administrative processes. A dedicated Grievance Redressal Committee, comprising senior faculty members and administrative staff, oversees the resolution process, ensuring impartiality and adherence to institutional policies.
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation The process of internal examination is not mandatory under Ranchi University norms. However, the Higher Education Institution (HEI) conducts one internal examination every year for the benefit of students. The internal examination typically takes place before the university examinations, serving as a valuable academic exercise to enhance the educational proficiency of the students.
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. During the induction session, the principal plays an essential role in explaining the significance of PLOs and CLOs. The principal emphasizes how these outcomes serve as a roadmap for both students and faculty, guiding the overall educational experience.
2.7.3 QIM	However, there is currently a gap in terms of faculty alignment with these outcomes. While the PLOs and CLOs are introduced to students, there is insufficient emphasis on faculty members aligning their teaching and learning strategies to ensure these outcomes are consistently met. Faculty members are encouraged to develop detailed lesson plans that outline the input (teaching content and methods), process (learning activities and engagement strategies), and output (assessment and expected learning outcomes). By clearly stating these aspects in their lesson plans, faculty can better track student progress and ensure that both PLOs and CLOs are effectively achieved throughout the course. 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

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The Higher Education Institution (HEI) primarily adheres to summative evaluation as prescribed by the university. This evaluation system focuses on assessing students' overall performance at the end of a course or academic term, typically through final examinations or projects. While summative evaluation provides a clear measure of academic achievement, it does not incorporate additional mechanisms to continuously monitor the progressive performance of students throughout the course.

Currently, the institution does not implement any other evaluation methods, such as formative assessments, which could track students' ongoing progress and development of both professional and personal attributes. To foster a more holistic approach to student learning, it is recommended that the institution adopt additional formative assessment techniques.

2.7.5
QIM

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Although the HEI does not currently have a standardized system to specifically identify students' learning needs, faculty members evaluate their performance through internal assessments and end-term examinations conducted by Ranchi University. The HEI consistently achieves a 100% pass rate, with more than 70% of students securing high marks.

Qualitative analysis of Criterion 2

To prepare students for school-based practice teaching and internships, the institution offers a comprehensive set of pre-practice teaching activities aimed at developing essential teaching competencies. These activities begin with orientation and training sessions that provide an overview of expectations, roles, and responsibilities. Simulated sessions allow students to practice communication skills in varied classroom situations, enhancing their ability to engage with learners effectively.

To bridge this gap, the HEI should encourage teachers and students to leverage ICT for their learning and teaching practices. This includes mobile-based learning, accessing online materials, using podcasts, and exploring virtual laboratories and learning applications. By fostering a culture of digital literacy, the institution aims to empower future educators with modern teaching techniques and tools, ensuring they are well-prepared to navigate and innovate in evolving educational landscapes.

Criterion 3 - Research and Outreach Activities (Key Indicator and Qualitative Metrics(QIM) in Criterion 3)

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**

The Higher Education Institution (HEI) is located in a rural, tribal-dominated region with a low literacy rate. Despite widespread mobile phone usage, many locals primarily use their devices for entertainment, such as gaming and listening to music, rather than educational or informational purposes. The college organized a mobile usage outreach program focused on educating students and the community about the responsible and effective use of mobile technology. The college organized an Aid Awareness Program to educate the community on disease prevention, its consequences, and the importance of proactive measures for fostering healthier and more informed lifestyles. The HEI should undertake more initiatives addressing social issues prevalent in the local community.

Qualitative analysis of Criterion 3

Over the past five years, faculty members at the college have published one research paper in journal listed on the UGC website. . To promote physical and mental well-being, the institution conducted yoga sessions, encouraging both faculty and students to participate. These sessions emphasized holistic health, stress management, and mindfulness, aligning with the college's commitment to fostering a balanced academic environment.

The college has established five Memoranda of Understanding (MoUs) with other esteemed institutions, facilitating faculty and student exchange programs, collaborative research projects, and academic linkages. These partnerships have provided valuable opportunities for cross-disciplinary learning and innovation.

The college should introduces seed funding for small research projects. Faculty and students are encouraged to undertake innovative research and form collaborations with external institutions. This initiative not only enhances research output but also cultivates an ecosystem that supports discovery and knowledge-sharing, reinforcing the institution's reputation as a hub for academic excellence

Criterion 4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion 4)	
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 The Higher Education Institution (HEI) is equipped with infrastructure and facilities to support a diverse and engaging learning environment. The institution has six classrooms, each equipped with whiteboards to facilitate traditional teaching. In addition to these, there are two smart classrooms designed to enhance interactive learning. The institution's laboratories are equipped with the necessary tools and resources to support practical learning. These include a wide range of equipment, chemicals, and models essential for hands-on experiments and demonstrations. The laboratories are designed to foster a comprehensive learning experience, with water-running sinks and specialized devices such as psychological testing equipment for relevant courses. The sports facilities inculcates indoor games like table tennis, chess, Ludo, and carrom. For outdoor activities, the campus has facilities for volleyball. The institution has an ICT room that is equipped with 20 sets of computers, each connected to the internet via Wi-Fi.
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 The library houses a collection of 5,600 books, covering a wide range of subjects to support the academic needs of students. In addition to books, the library also offers 11 journals, magazines, and daily newspapers, ensuring that students have access to a diverse array of print resources. For digital learning, the library provides access to an E-library through the link www.delnat.in, available with the username: jhrur. This valuable resource, provided by the University, allows students to access an extensive collection of online journals, e-books, and other academic materials
4.2.2	Institution has remote access to library resources which students and teachers use

QIM	frequently The university has provided a specific link for accessing the E-library, which is prominently displayed in the college library for easy reference. This facility allows both students and teachers to access a collection of approximately 66,000 books, covering a wide array of subjects and academic disciplines.
	However, to further enhance the utility of this resource, the college library must ensure remote access for both students and teachers. This would allow users to access the E-library from anywhere at any time, especially beneficial for those who cannot always visit the campus library due to time constraints or other reasons.
4.3	ICT Infrastructure
4.3.1 QIM	Institution updates its ICT facilities including Wi-Fi The campus is connected through a reliable BSNL landline service and Jio service provider, ensuring seamless connectivity for both staff and students. To further enhance accessibility, the entire campus is Wi-Fi enabled, providing internet connectivity across various departments and areas, including the library, computer lab, and the IQAC (Internal Quality Assurance Cell) room. The computer lab at the HEI is with 25 functional computers, each connected to the Wi-Fi network, offering students easy access to online learning resources, research tools, and digital academic platforms. To maintain uninterrupted service, the college regularly pays the renewal fee for Wi-Fi continuity, ensuring that there are no disruptions in the facility's availability.
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 While the college effectively makes use of its physical, academic, and support facilities such as laboratories, libraries, sports facilities, computers, and classrooms, there is currently no formal system or procedure in place for maintaining and utilizing these resources efficiently. The lack of logbooks or similar tracking mechanisms for these facilities means that there is no documented record of usage, maintenance schedules, or any related issues. To improve the utilization and maintenance of these facilities, the institution needs to implement structured systems and procedures. This could include creating logbooks or digital tracking systems for each facility to record usage, maintenance, and any repairs or issues. By doing so, the college can ensure that its resources are well-maintained and utilized effectively, helping to prevent service disruptions and ensure that all facilities are available when needed.

Qualitative analysis of Criterion 4

Currently, the institution does not have a subscription to e-resources or membership/registration for e-journals, such as e-Shodh Sindhu or similar academic platforms. This limits access to a wide range of digital academic resources, which are critical for students and faculty to stay updated with the latest research and developments in their respective fields. Without access to these valuable e-journals and digital resources, students may face challenges in conducting in-depth research or accessing high-quality academic content. The institution lacks facilities for e-content development, such as a Studio/Live Studio or a Lecture Capturing System (LCS). While the Placement Cell exists, there is potential for it to be further strengthened. By establishing robust partnerships with industry, expanding internship opportunities, and providing career counselling services, the college can enhance the employability of its students and ensure they are well-prepared for the workforce.

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Criterion 5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion 5)	
5.3	Student Participation and Activities
5.3.1 QIM	Student council is active and plays a proactive role in the institutional functioning As per the regulations of Ranchi University, elections to the student council have not taken place for the last five years. Instead, student participation in college activities and representation is managed through class representatives. While this system ensures some level of student involvement, it limits broader student engagement in decision-making processes and reduces the opportunity for a structured platform where students can actively contribute to the governance and development of the institution. To enhance student participation and foster a sense of responsibility, it is recommended that the college take proactive steps to initiate the formation of a formal student council. A student council would provide a structured forum for students to voice their opinions, represent their peers, and collaborate with faculty and administration in various institutional activities. It would also serve as a valuable tool for leadership development, helping students acquire skills in governance, teamwork, and communication.
5.4	Alumni Engagement
5.4.1 QIM	Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution. The Alumni Association of the institution is functional. The alumni members contribute to the institution's growth by providing valuable feedback and support. The Alumni Association operates under a set of Bylaws that have been notarized, ensuring transparency and accountability in its functioning. A bank account in the name of "Shaheed Sheikh Bhikhari College of Education - Alumni Association" has been opened at Punjab & Sind Bank, Ranchi.
5.4.4 QIM	The college has instituted a fixed registration fee of Rs. 50 per student, which is collected at the time of admission. This amount is directed towards the Alumni Association fund, with each student receiving a receipt for the payment. 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. Occasionally, counselling sessions are conducted by the alumni in the counselling room to motivate students as needed. Some alumni help the student teachers during their internship and practice teaching. Alumni participation may be strengthened.

Qualitative analysis of Criterion 5

Over the past five years, only two students from the institution have been successfully placed as teachers or teacher educators. While this number highlights the need for strengthening placement initiatives, the institution is committed to improving these outcomes by providing support to both students and teachers.

The college actively supports faculty development by offering financial assistance to teachers for attending seminars, workshops, and other professional development programs. This not only enhances their teaching skills but also keeps them updated with the latest developments in education, ultimately benefiting the students.

The institution takes steps to establish a seed fund for scholarships aimed at supporting students in need. This initiative would ensure that financial constraints do not hinder deserving students from achieving their academic goals, encouraging inclusivity and equal opportunities. Alumni should strengthen its role in the

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institutional development

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	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
S.S.B. College of Education operates under a three-tiered governance structure, ensuring efficient management, regulatory compliance, and holistic development of the institution. The first tier oversees daily activities and is led by the principal, who employs a collaborative and participatory management style. The second tier is the Governing Body of the college, which includes a University Representative nominated by the Hon'ble Vice-Chancellor. This body is responsible for monitoring compliance with the norms and regulations set by the University Grants Commission (UGC) and Ranchi University. The third tier comprises the Trustee of the PRSNM Charitable Trust, under whose guidance the college operates.	
6.1.2 QIM	Institution practices decentralization and participative management
The college has formed several functional committees, each tasked with specific responsibilities to ensure comprehensive management and coordination. These include committees for academics, examinations, cultural events, sports, grievances, and routine planning, among others. Faculty members and students participate in these committees, fostering a collaborative environment that enhances decision-making and execution.	
Meetings are conducted periodically to review progress and make necessary adjustments. The collaborative effort ensures that all academic and administrative activities are completed within stipulated timelines, aligning with institutional goals and regulatory requirements.	
6.1.3 QIM	The institution maintains transparency in its financial, academic, administrative and other functions
The academic transparency at S.S.B. College of Education is effectively demonstrated through the diligent functioning of various committees that collectively contribute to the smooth operation of the institution. These committees, comprising faculty, administrative staff, and student representatives, ensure that all academic and administrative activities are conducted in a structured and transparent manner.	
Other functional committees, such as the Academic, Examination, and Grievance Redressal Committees, further enhance transparency. The Academic Committee oversees curriculum delivery and ensures the timely completion of syllabi, while the Examination Committee manages the seamless conduct of internal and external evaluations. The institution also maintains financial transparency through internal financial audits conducted regularly. These audits ensure proper utilization of funds and adherence to financial norms, safeguarding accountability in all financial operations.	
6.2	Strategy Development and Deployment
6.2.1 QIM	The institutional Strategic plan is effectively deployed
As part of its strategic development plan, the college has begun steps to introduce the Diploma in Elementary Education (D.El.Ed) program, acknowledging the increasing demand for professionally trained elementary educators. Additionally, the college intends to launch a four-year integrated B.Ed course in line with the National Education Policy (NEP) 2020. This program	

will combine undergraduate education with teacher training, equipping students to meet the dual challenges of academic excellence and pedagogical expertise.

These planned expansions reflect the institution's commitment to academic excellence and its proactive approach to aligning with emerging educational trends. By diversifying its programs and strengthening its infrastructure, the college aims to become a leading hub for teacher education and professional development.

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.

The records of S.S.B. College of Education demonstrate the efficient and systematic functioning of all institutional bodies in alignment with the policies set by the trust. The Governing Body of the College and the Management Committee of the Trust convene regularly, typically every 3-4 months, to review the college's operations and assess its progress. These meetings serve as a platform for discussing academic, administrative, and financial matters to ensure the smooth running of the institution. Decisions taken during these meetings are effectively implemented within stipulated timelines, reflecting the institution's commitment to maintaining accountability and adhering to its governance framework.

The appointment procedures for faculty and staff are transparent and strictly follow the norms prescribed by the University Grants Commission (UGC), the State Government, and Ranchi University, the affiliating body. Each step, from advertisement and application review to interviews and final selection, is meticulously documented and aligns with the established guidelines.

6.2.4
QIM

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

At S.S.B. College of Education, all committees are formally constituted and duly notified by the Secretary and Principal of the college. Each committee operates within a clearly defined framework, ensuring transparency and accountability in its functions. Every committee maintains a separate meeting register, where the proceedings are meticulously documented. This includes the date of each meeting, the agenda discussed, and the decisions taken. These records serve as a valuable reference for monitoring the progress of institutional activities and for maintaining institutional memory. The structured approach to committee functioning ensures that all academic, administrative, and extracurricular activities are aligned with the institution's goals.

6.3

Faculty Empowerment Strategies

Effective implementation of welfare measures for teaching and non-teaching staff is in place

S.S.B. College of Education is committed to the welfare of its students, particularly those from marginalized communities. To support the education of Scheduled Tribe (ST) and Scheduled Caste (SC) students, the college provides a fee concession of ₹3,000. This financial assistance is designed to alleviate economic barriers and foster greater inclusion and participation in higher education among underprivileged groups. By addressing financial constraints, the college aims to empower students from these communities to achieve their academic and career aspirations.

6.3.1
QIM

The college has implemented various welfare measures such as health schemes and EPF benefits to support the professional growth and well-being of its staff.

The institution has a performance appraisal system for teaching and non-teaching staff

The performance appraisal is to be conducted by the Principal or the Secretary of the Trust. An appropriate performance appraisal system should incorporate both quantitative and qualitative criteria, focusing not only on job performance but also on aspects such as professional

6.3.5
QIM

development, teamwork, communication skills, and contributions to the academic environment.

Once the feedback is collected, a thorough analysis should be conducted and communicated to the faculty or staff member in question. Constructive feedback should be provided to help staff improve their skills and professional development. Regular follow-up appraisals should also be planned to track progress and offer ongoing support.

6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal or/and external financial audit regularly The financial records of S.S.B. College of Education, covering the ten years from 2012-13 to 2021-22, were comprehensively reviewed during the financial year 2022-23. This review, conducted by an independent Chartered Accountant, aimed to ensure accuracy, transparency, and compliance with relevant financial laws and standards.
6.4.3 QIM	Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. The primary source of income for S.S.B. College of Education is the fees paid by students. This fee collection forms the core of the institution's financial resources, which are carefully managed to support academic, infrastructural, and administrative needs. The college adheres to proper financial planning under the guidance of the Trustee to ensure that funds are utilized efficiently and by the institution's goals.
6.5	To ensure transparency and accountability in the utilization of funds, the college needs to constitute a Purchase Committee. This committee would be responsible for overseeing all purchasing activities, ensuring that funds are spent judiciously and that all acquisitions meet the requirements of the college.
6.5.1 QIM	Internal Quality Assurance System Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies The Internal Quality Assurance Cell (I.Q.A.C.) at S.S.B. College of Education was constituted in 2018 to enhance the quality of education and overall institutional development. Through focused efforts, the I.Q.A.C. has overseen the implementation of quality initiatives that have led to visible improvements within a short period. The cell should work closely with faculty, staff, and students to align institutional goals with academic outcomes and ensure effective teaching-learning practices
6.5.2 QIM	The institution reviews its teaching-learning process periodically through IQAC or any other mechanism The college has developed a mechanism to continuously assess and monitor the academic standards and performance of the institution. This system ensures that the college maintains educational standards and provides an environment conducive to learning. The academic achievement is reviewed, allowing the college to keep track of student's progress and identify areas that need improvement. The completion of the syllabus and course content is given top priority as per the academic calendar to ensure the timely delivery of the curriculum.
6.5.5 QIM	The Internal Quality Assurance Cell (I.Q.A.C.) plays a role in ascertaining the academic achievements of the college and it is actively involved in overseeing the implementation of the curriculum and providing support where necessary Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

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To further enhance the academic development of faculty members, the college management actively encourages and supports their participation in seminars, symposiums, workshops, and conferences. Faculty members are to be given opportunities to present papers and share research findings, contributing to their professional growth and keeping them updated with the latest trends in education.

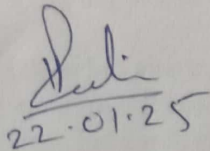
The institution provides Employee Provident Fund (EPF) benefits, personal accident insurance, and coverage through the Employees' State Insurance Corporation (ESIC), safeguarding the welfare and security of all employees.

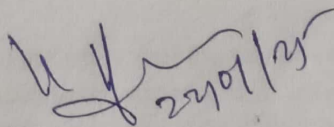
Qualitative analysis of Criterion 6

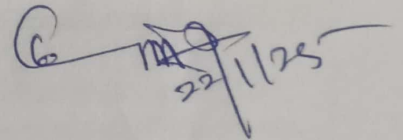
The college strives to provide a holistic approach to learning, emphasizing academic achievement, skill development, and personal growth. The aim is to shape future educators who will contribute positively to the field of education and society at large.

The decision-making bodies of the institution involve participation from various stakeholders, including teachers, students, and non-teaching staff. Their inclusion ensures that all perspectives are considered, fostering a democratic and inclusive environment. Faculty members, students, and non-teaching staff have a role in the planning and execution of key decisions, thereby promoting shared responsibility and accountability within the institution.

In terms of faculty development, less number of teachers have undergone online and face-to-face Faculty Development Programs (FDPs). These include Orientation Programs, Refresher Courses from Academic Staff Colleges (ASC) or Human Resource Development Centers (HRDC), and Short-Term Courses designed to enhance academic and administrative skills. The Academic Administrative Audit (AAA) should be conducted.


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Criterion 7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion 7)	
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 To ensure an uninterrupted power supply and address load-shedding issues, the college has installed an inverter to maintain a continuous electricity flow for essential services. Additionally, the college uses a silent Genset to provide backup power in the event of a disruption in the main power supply. Its silent operation ensures minimal disturbance, preserving a conducive learning environment. The college has implemented a few solar-powered lights.
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management The college has made efforts to ensure proper waste management by constructing two designated waste collection pits on the campus: one for wet waste and the other for dry waste. The wet waste pit is used for organic waste such as food scraps, while the dry waste pit accommodates non-biodegradable materials such as plastics, paper, and glass. The cleaning process is supported by a payment support system provided by the Ranchi Municipal Corporation, ensuring that the waste management practices align with local sanitation regulations and standards
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment To ensure the cleanliness of the campus, the college has taken several proactive measures. Two Grade-IV female staff members are employed specifically to maintain the cleanliness of the buildings. These staff members sweep the floors regularly and ensure that furniture and other equipment remain dust-free on a rotational basis, maintaining a hygienic and comfortable environment for everyone on campus. To enhance women's health and hygiene, the college has also partnered with Punjab & Sind Bank, which has provided the college with a sanitary vending machine under their Corporate Social Responsibility (CSR) initiative. This vending machine has been installed in the ladies' toilet area to provide easy access to sanitary products, supporting the well-being of female students and staff. The college has also made efforts to ensure that the campus remains a pollution-free zone. The entire campus is fenced, which adds to the security and cleanliness of the premises. Furthermore, the college has made efforts to green the campus by planting fruit trees and flowering plants.
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. The college has implemented a multi-tier cropping system to enhance the sustainability and aesthetics of the campus. This system includes plants and crops, providing a balance between agricultural production and environmental benefits. In addition, fruit species like Guava, Mango, and Papaya have been planted on the campus, adding diversity to the plant life. The HEI needs to tap into local talent, use sustainable materials, and incorporate cultural insights, fostering a stronger connection and impact. By promoting innovation and collaborating with local stakeholders, the institution also may tackle critical issues such as educational gaps, environmental degradation, and healthcare disparities.
7.2	Best Practices
7.2.1	Describe at least two institutional best practices (as per NAAC format given on its website)

QIM

The institution has taken a significant step in contributing to the community by adopting a primary school in the village of Sutyambe, Pithoria, Kanke Ranchi. Every year, the institution actively supports the school by distributing essential study materials such as charts, slates, chalk, play boxes, alphabet calendars, and animal calendars, along with basic pen and pencil sets to the students in need.

To further support the educational development of these children, the institution has adapted to the challenges posed by the COVID-19 pandemic. As part of the online learning initiative, study materials were shared through a WhatsApp group created for the students and teachers. This initiative has helped maintain the academic session despite disruptions caused by the pandemic.

The HEI is required to identify and clearly outline two best practices following the provided format.

7.3 Institutional Distinctiveness

7.3.1 **Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

QIM

The fundamental motto of the institution is "Education for All", which reflects the commitment to ensuring that every student has access to quality education. With this vision in mind, the college management continually strives to minimize the dropout rate and aims to bring it to zero.

To support this objective, the institution has implemented initiatives. First, to ease the financial burden on students, the college has introduced instalment facilities for fee payment, allowing students to pay their fees in manageable chunks rather than in a lump sum. This ensures that students who may face financial challenges are not deterred from continuing their education due to a single large payment.

Additionally, the college provides financial assistance to students from economically disadvantaged backgrounds, particularly those who belong to the Below Poverty Line (BPL) category. For these students, the college offers a waiver of up to 10% of the tuition fees, making education more affordable and accessible.

Qualitative analysis of Criterion 7

The institution maintains a green and eco-friendly campus, beautified with a variety of plants and flowers, fostering a serene and healthy environment for both students and staff. In line with its commitment to environmental sustainability, the institution needs to plan to implement an E-waste management policy.

Water management is another key focus for the institution. To conserve water and reduce reliance on external sources, the college has to adopt rainwater harvesting systems. This initiative would capture and store rainwater for daily usage, minimizing the need for groundwater or municipal water for non-potable uses.

The college also upholds a well-defined Code of Conduct for students, teachers, administrators, and staff. Regular programs and workshops are to be conducted to raise awareness and assess adherence to this code, ensuring a respectful and disciplined environment for all.

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

Overall Analysis

Strength:

- The college has a diversity of students, especially from rural areas
- Good physical infrastructure facility.
- Library with good ICT facility, sizeable collection of Books and journals, and availability of reading rooms for students and teachers
- Organized Internship opportunities and teaching practice for students in the Govt schools of Ranchi.
- The management encourages the faculties by way of providing financial and other supports for their higher studies.

Weaknesses:

- Extension activities are limitedly undertaken by the institution.
- Lack of research publications in the UGC care-listed journals.
- Inadequate use of technology for teaching and learning
- There are no local and national collaborations and partnerships for research and academic.
- Absence of Academic audit and performance appraisal for the staff.

Opportunities:

- Initiate students' projects to address neighbourhood environment and societal problems.
- Starting skill-oriented courses.
- Enhanced alumni engagement in the curricular and co-curricular activities of the college.
- Collaborations with other educational institutions and industry.
- Encourage faculty to participate in the faculty development programmes for the professional growth of teachers.
- More investment in ICT facilities to promote blended learning.

Challenges:

- Strengthening research opportunities for the faculty in the college.
- Recruitment of qualified faculty members with NET/Ph D .
- Network and collaborate with National/ International Colleges/ Institutions for advanced learning.
- A multi-disciplinary pedagogical approach to nurture creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students.
- Running girls hostel in the rural areas.

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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)

- Workshop/seminar should be organised.
- Analyzing and mapping program learning outcomes (PLOs) and course learning outcomes (CLOs) by semester to assess outcomes overtly.
- Create opportunity for seed money for conducting small research projects in the college.
- Encourage faculty to engage in research projects and collaborations with other institutions, fostering innovation.
- Establish a systematic feedback mechanism involving students, faculty, and other stakeholders to identify areas for improvement and make data-driven decisions
- Action is needed to enhance vibrant and active alumni involvement.
- Teachers and students must be encouraged to leverage ICT
- More faculty must be encouraged to publish in the UGC care listed journals

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

Signature of the Head of the Institution



Sam
22/09/2025

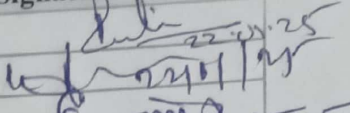
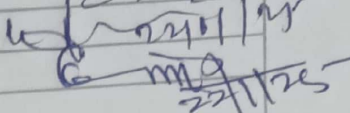
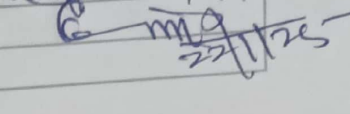
Seal of the Institution

Principal
Shaheed Sheikh Bhikhari
College of Education
Sutiyambe, Pithoria
Kanke, Ranchi

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Sl.No	Name		Signature with date
1	DR. VAIJAYANTA PATIL	Chairperson	
2	DR. ANANDAN KANDASAMY	Member Co-ordinator	
3	DR. DONATUS KUJUR SJ	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Ramohi

Date

22/1/2025