



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
WEST GUWAHATI COLLEGE OF EDUCATION
C-17121

GUWAHATI
Assam
781012

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

J. S. Kumar 8/11/24
Nalin Prakash 8/11/2024
(DR. NARAIN PRAKASH)
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Section I: GENERAL INFORMATION

1.Name & Address of the institution:	WEST GUWAHATI COLLEGE OF EDUCATION GUWAHATI Assam 781012	
2.Year of Establishment	1992	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	2	
Permanent Faculty Members:	16	
Permanent Support Staff:	7	
Students:	289	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Undergraduate co-Ed education college with student friendly dedicated faculty 2. Nice location on the banks of the Brahmaputra river ghat 3. Private institute OF Education affiliated to a State University.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 07-11-2024 Visit Date To : 08-11-2024	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. MADUPALLI SURESH KUMAR	Professor,Acharya Nagarjuna University
Member Co-ordinator:	DR. NARAIN PRAKASH	FormerDean,Om Sterling Global Universityity
Member:	DR. AMUTHA PANDIAN	FormerPrincipal,NANDANAM GOVT ARTS COLLEGE FOR MEN
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

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(DR. NARAIN PRAKASH)

Section II: CRITERION WISE ANALYSIS

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

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Planning
1.1.1 QIM	Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas
1.3.2 QIM	Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.
1.3.3 QIM	Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme
1.4	Feedback System

Qualitative analysis of Criterion 1

Affiliated to Gauhati University, the West Guwahati College of Education follows the university curriculum. The IQAC plans the Academic calendar through deliberations with the staff members. Course delivery is done through group discussion, seminar, workshops, field activities, community engagement, and webinars. Core subjects and methodologies are taught using the demonstration approach. Peer tutoring, experiential learning, and co-operative learning strategies are utilised. Assessment recording is done through Scholastic Achievement Test and Action Research. The college organizes workshops, seminars, and guest lectures by eminent educators and experts, innovative practices and the latest research in education for professional development. A platform for microteaching skills practice is given before going to practice teaching sessions. A mid course correction is done. Academic and assessment processes are reviewed and discussed with relevance to local context.

One-month Practice Teaching/Internship phases are aligned with school's schedule. The First year students are assigned to the primary level and the lesson plans reflect on preparation for that specific level. They create lesson plans with TLM, including ICT-based, and model lesson format. The second year students are exposed to high school level to reinforce school education skills specific to their chosen specialization. The student Trainees also go for Community work. Four Month Internship is given. The internship is bifurcated into observation phase and on – the – job teaching. Supervision is provided to help student trainees for the improvement of their professional and instructional skills. The interns participate in the extracurricular events, functions, morning assemblies, and celebrations of significant days of the school. Through the add-on courses and the Enhancing Professional EPC courses, students are exposed to the application of concepts and use them in the classrooms.

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Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Honoring Student Diversity
2.2.1 QIM	Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..
2.3	Teaching- Learning Process
2.3.1 QIM	Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning
2.3.5 QIM	Continual mentoring is provided by teachers for developing professional attributes in students
2.3.7 QIM	Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students..
2.4	Competency and Skill Development
2.4.8 QIM	Internship programme is systematically planned with necessary preparedness..
2.4.11 QIM	Institution adopts effective monitoring mechanisms during internship programme.
2.5	Teacher Profile and Quality
2.5.4 QIM	Teachers put-forth efforts to keep themselves updated professionally through • In house discussions on current developments and issues in education • Sharing information with colleagues and with other institutions on policies and regulations
2.6	Evaluation Process
2.6.1 QIM	Continuous Internal Evaluation(CIE) of student learning is in place in the institution
2.6.3 QIM	Mechanism for grievance redressal related to examination is operationally effective
2.6.4 QIM	The Institution adheres to academic calendar for the conduct of Internal Evaluation
2.7	Student Performance and Learning Outcomes
2.7.1 QIM	The teaching learning process of the institution are aligned with the stated PLOs and CLOs.
2.7.3 QIM	The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements
2.7.5 QIM	Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.
2.8	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The college conducts an Induction Program for the newly admitted students. Ice breaking sessions help them understand each other and the community. During the counselling session questionnaire is provided to learn of their readiness to peruse the course. The concept of PEEK (Physical readiness, Emotional Readiness, Experiential readiness, Knowledge Readiness) is explained to understand the goals of the course. Thereafter, through the Mentor Mentee session, 100 students are grouped where at least 10 member student trainees are

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deputed to one teacher educator who guides them to learn the course material.

To teach pedagogical subjects, experiential learning in the form of geographical survey, visit to historical spots, botanical gardens, zoological parks, science museums, and art galleries is imparted. Hands on training is provided through activities like Thematic Apperception Test and Rorschach Ink Blot Test. Participatory learning is provided through assignments related to curriculum which includes workshops, seminars, field visits, group discussion, role play method, Instructions through online and offline mode and problem solving methodologies. The college nurtures student trainees through peer assisted learning, project based learning, team based learning, group discussions, flipped class room, panel discussions, cooperative learning, mind mapping and ICT teaching aids. The college gives life Skill training also.

The college has the provision of DELNET software in the library through which the students can avail the E-resources. It organizes seminars to teach the use of library. According to the Gauhati University prescribed BED syllabus format, the internship training is carried out in the following way: 1. Selection of schools is made on the basis of the subject and medium of instruction. 2. One day programme is chalked out for the introduction of school principal/teachers. 3. A detailed Orientation is offered to the student trainees before sending them to school. 4. Teacher educators are allotted to supervise the student trainees. 5. Respective teacher educators individually assess the student trainees. 6. Both Government and Private schools are selected for interns for the exposure to variety of school set-ups.

Continuous internal evaluation is based on their ability in theory and teaching practice. The evaluation system comprises various methods including tests, quizzes, assignments, projects, TLM preparation, Seminars and group discussions. The College conducts unit test twice and term end exam in the end of the year. The Internal Exam Committee (IEC) looks after the examination. There is complete transparency. The result of house test is displayed on the notice boards and the students can discuss the results with the teachers. Students can apply for revaluation within 10 days. The IEC takes necessary action.

For the university's final exams, students may submit an application to the Controller of Examinations through the principal within seven days after the declaration of results.

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

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

Qualitative analysis of Criterion 3

The college supports collaborative, multidisciplinary research and publishing by teacher educators and students. The college's current resources, such as research journals, computer labs, the internet, libraries, orientation programs, faculty development initiatives, and short-term programs, enable the faculty to engage in research activities. The student trainees carry action research projects under the guidance of the teacher educators every year in the respective internship schools.

The College promotes College-Neighbourhoods-Community network. Student trainees and a team of committed faculty members engage the neighbourhood Kamrup District with problems of cleanliness, lack of hygiene, malnutrition conditions, and the lack of awareness regarding education. Library service is open on the fourth Sunday, every month for the community.

The College has adopted a village named CHANDRA, 30 km away from the college, and organizes literary camp and book donation camp. Volunteers from the college instil awareness of water conservation, eradication on superstition, awareness of violence against woman, social media uses, drug and alcohol addiction and environmental problems. The college also organizes various outreach activities such as road safety awareness, digitalization programme for community, Swachhata Abhiyan, National equality awareness, and gender awareness, personal hygiene, food diet awareness and voters awareness.

All the important national days are observed. In addition to their internships and occasional practice teaching in schools, the student trainees actively engage in various cooperative projects for the observation of regional festivals and events.

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

Qualitative analysis of Criterion 4

The college has spacious classrooms with audio-visual aids, such as projectors and smart boards. The college has ten labs including language labs, geography labs, science labs, math labs, psychological labs and a multipurpose hall for art, drama, yoga and other recreational activities. The ICT laboratory is equipped with 25 computers. Computers are used in the office for college website up gradation, biometric services and tally operation. There is free Wi Fi on campus as well as fire extinguisher equipment.

The college has a sports complex and a sports field with facilities for various indoor and outdoor sports such as basketball, volleyball, badminton, and cricket. There is a fitness centre.

The Upadhyay library of the college is automated. It is digitally linked with the KC Das Commerce College through an MOU. The library has texts and reference volumes covering all subjects, as well as journals, newspapers and magazines. E-resources are accessible via DELNET and NDLI . There is CCTV surveillance cameras with OPAC system. The college has installed SOUL 3.0 software to help with the issue and return processes.

The Library Advisory Committee with the Chairperson and the Librarian as member secretary along with two senior faculty members maintain all the issues of the library. Photocopy machine is set up for the use of the students.

The institution also has a sick room, a conference room, canteen, boys' and girls' common rooms, auditorium hall, counseling room, vermi-compost pits, mushroom production room, folk museum, and green house.

The College development committee, the IQAC cell, the construction committee formed by the Governing Body supervise the utilization of the physical academic and support facilities of the college. Grade IV staffs are assigned to keep the campus clean.

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

Qualitative analysis of Criterion 5

The College often hosts panel discussions, workshops, advice programs, and counselling sessions for students to educate them about current concerns and problems in education.

The college organizes sports, yoga classes, mindfulness training, and health camps for their mental and physical development. Students take part in college-sponsored cultural events and university's inter-college festivals. Students are members of a variety of committees such as the Grievance Redressal Committee, the Anti-ragging Committee, the Sexual Harassment Committee, the Students' Union, and the Mentoring Committee.

The Alumni association of the college assists current students with TET counselling, offers advice at induction sessions, donates books to the library, organizes events during orientation programs, leads field trips etc. To equip and empower students with the knowledge, abilities, and attitudes they need to succeed in the ever-changing and increasingly diverse world.

There are various committees in the college. Student representation to various committees of the institution such as admission committee, academic council committee, cultural committee, sports committee should be increased.

Academic council committee provides feedback on all aspects of the programs and respective courses, which needs improvement. Academic council committee meetings are held regularly each year.

The institute provides various student support facilities such as vehicle parking, recreational facilities, separate common waiting rooms for both girls and boys, transport facility, girls 'toilets, safe drinking water etc.

The institute has a grievance redressal committee which attends to the grievances of the students and timely redressal is being done. Good number of student teachers got placements and got qualified at national/state level examinations such as BTET/CTET etc.

The number of students participating in sports and cultural events is sufficient. Initiatives for growth and development of students' careers are to be taken care of. Sufficient cultural/sports events were organized by the institute during the last 5 years.

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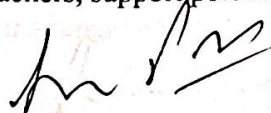
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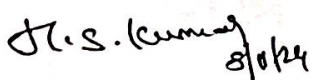
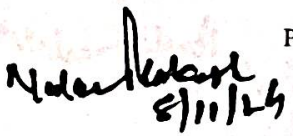
Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission
6.1.2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

Qualitative analysis of Criterion 6

The Governing Board supports participative management and decentralization practices. The IQAC, Admission Committee, Anti-Ragging Committee, Guidance and Counselling Cell, Mentor-mentee Committee, Energy Committee, Sexual Harassment Committee, Add-on Course Committee, Examination Committee, Remedial Coaching Committee, Child Protection Committee, Students' Monitoring Committee, Campus Discipline Committee, Library Advisor Committee, and Child Protection Cell are formed to practice decentralization. The IQAC comprises both teaching and non-teaching staff members and is active.

The management plans carefully to use of the available resources and responds quickly. The empowered group that includes the principal, members of the IQAC, teachers, support personnel, and students assists in creating and carrying out plans and policies.



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The college has given Rs. 30 lakhs to Bharat Seva Sangha (2020), 10,000 for the Chief Ministers' Relief Fund during COVID-19, 4,000 to the Local Bihu Committee (2019), 10,000 to the Flood Relief Camp (2022), 3,000 to the local club for celebrating Biswakarma Puja (2022), and 5,000 to the local club for celebrating Bihu festival (2022). 10,000 for the celebration of the local festival in 2018, 10,000 for the Pandu Durga Puja celebration in 2019, and 1000 for the Pandu Sahitya Sabha in 2019.

The university provides seminars for faculty development through IQAC. The management additionally motivates employees to further their qualifications. Teachers are eligible for duty leave. The administration supports publication by the staff members.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements
7.1.2 QIM	Institution has a stated policy and procedure for implementation of waste management
7.1.5 QIM	Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment
7.1.8 QIM	Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC format given on its website)
7.3	Institutional Distinctiveness
7.3.1 QIM	Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Qualitative analysis of Criterion 7

The college envisions a future where education transforms lives and empowers educators to create meaningful and inclusive learning experiences.

The college is making efforts to educate members of all social classes. Through a variety of events and activities that are appropriately structured at the start of the session, students, staff, and faculty members are involved and given opportunity to extend their footprints in the neighbouring communities and the environmental eco-system.

The college educates its students on gender equity, about the need of treating everyone with respect regardless of gender. The college organizes workshops, discussions, plays, panel discussions and special awareness camps and lecture series to sensitize gender equity. Through gender related programs, the students are able to create awareness on gender related issues among the children of the twinning schools and the community.

By planning outreach initiatives with local communities and internship schools, the college promotes life skills in student trainees to build work culture, critical thinking, problem solving, and decision-making. The activities specifically help the teacher trainees to realize their strength and weaknesses, to set appropriate goals

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and to manage stress and time effectively. The various activities help them to be equipped with essential competencies beyond academic knowledge.

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

Overall Analysis

Strength:

1. Lush green pollution free residential neighbourhood campus
2. Good ambiance for teacher candidates.
3. Dedicated Management and Trust.
4. Student centric learning and environment.
5. Well-guarded and safe environment for students on campus, Emphasis on holistic Development of students.
6. MoU with Schools and colleges for student internship & other activity centric programs.

Weaknesses:

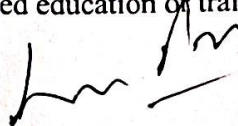
1. Number of faculties with Ph.D qualifications is to be enhanced.
2. Number of funded research projects to be enhanced.
3. Quality Publications in Scopus indexed journals/UGC Care listed journals are to be improved.
4. More space required for expansion of facilities and physical activities.
6. Lack of adequate number of Hostels and Transport facilities for students.

Opportunities:

1. Master of Education Program is possible and can be started.
2. Teacher students can be benefited from the Extension of local traditional skills of the tribals.
3. The institution should have interact with other surrounding institutions for student-faculty Exchange program.
4. The institution has also opportunity to start other Skill-based education or training.

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5. To generate of funds from external / other sources for research projects / trainings.
6. Establish students diversity in the campus.

Challenges:

1. To run the integrated courses.
2. The college is following annual system because it is an affiliated college to the University of Gauhati.
3. Cope up with the late admission process by the state government.
4. Linkages with Government organisations and various institutions at National and International levels.
5. To get solution of decreasing opportunities for Assami medium (Regional language) schools.
6. Motivating faculty for research by getting research grants from various funding agencies.

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)

- M.Ed. programme may be commenced as the faculty are qualified.
- Strengthening of IQAC, collaboration form other colleges should be more effective.
- More Hostels should be provided.
- Develop Research eco-system and organize more seminars, workshops etc. and Encouragement of faculty for publications/ Research Work
- Strengthen Placement services and Alumni Association.
- 6. Develop Research eco-system and organize more seminars, workshops etc. and Encouragement of faculty for publications/ Research Work.
- 4. Group health insurance, Cooperative society for teaching and non-teaching staff are to be arranged

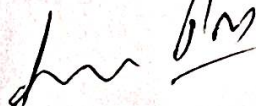
I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

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J. S. Kumar

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No	Name		Signature with date
1	DR. MADUPALLI SURESH KUMAR	Chairperson	Dr. S. Kumar 8/11/24
2	DR. NARAIN PRAKASH	Member Co-ordinator	Narain Prakash 8/11/24
3	DR. AMUTHA PANDIAN	Member	Amutha Pandian 8/11/24
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date



(Dr. Gitanjali Choudhury)
8/11/24

Dr. Gitanjali Choudhury
Principal
West Guwahati College of Education
Templeghat, Pandu, Guwahati-12

VISIT SCHEDULE OF THE PEER TEAM

(WEST GUWAHATI COLLEGE OF EDU. GUWAHATI)

Scope of the Visit:

The Core agenda of peer team visit will be to validate claims in the SSRs pertaining to Qualitative Metrics (QM).

Guidelines for the Visit:

- As the team may randomly choose the visit to departments or may decide to cover all the departments of the institute. Institutions are advised that all the departments are ready for taking the visit.
- The team may split into two or more teams and have interactions with various academic and administrative units and other stakeholders simultaneously. Arrangements for simultaneous meetings may be made by the Institution.

Day 0 (Pre-Visit):

- Pre-Visit Discussion (Peer Team Members) at place of stay

Day 1

09:00 - 10:00 hrs: Presentation by the Principal

10:00 - 10:30 hrs: Presentation of IQAC activities and
Discussion with members of IQAC (at IQAC office)

10:30- 13:00 hrs: Visit to practice teaching schools

- Observation of Practice Teaching Sessions
- Interaction with the Principal and staff of Practice Teaching Schools

13:00 - 14:00 hrs: Lunch on meeting with the members of GC/EC/Management

14:00 - 15:00 hrs: Visit to Departments continues

1. Presentation by the HOD (06 minutes) followed by interaction and visit to Lab/Facilities
2. The team will spend around 30 minutes in each of the selected Department. HoDs are requested to organize the time and showcase the major achievements and facilities of the Departments.

M. S. Kumar
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(D. NARAIN PRAKASH)
Amrta Pandey
(AMRITA PANDAY)

3. Visit to the Department and other academic facilities may be organized keeping in mind their proximity so that the peer team members may move across the campus sequentially.
4. Local Co-ordinators to accompany the team(s) to be decided by the Institution

15:00 – 15:45 hrs: Visit to Library

15:45 – 16:20 hrs: Interaction with students

16:20 – 17:00 hrs: Interaction with Alumni/Parent

17:00 – 17:30 hrs:

TEAM A	TEAM B
Interaction with Finance Officer and Staff	Interaction with Administration Officer and Staff

18:00 – 18:45 hrs: Cultural Programme (optional-if the institution wants to organize showcasing the talent of the students)

20:00 hrs onwards: Peer Team Discussion at the place of stay and report writing

Day 2:

09:00 – 10:00 hrs:

TEAM A	TEAM B
Meeting with and Visit to Career Guidance and Counselling Services/Placement Cell and Director-Student Affairs	Visit to Health centre/Canteen/ Sports facilities, Hostel, NCC, NSS units etc.

10:00 – 11:00 hrs: Sharing Concerns with the Principal

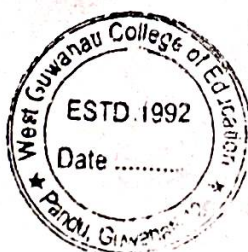
11:00 – 13:00 hrs: Report writing.

13:00 – 14:00 hrs: Lunch

14:00 – 16:00 hrs: Sharing the report with the Principal.

16:00 – 17:00 hrs: Finalizing the Peer Team Report

17:00 hrs... Exit Meeting and Departure of Peer Team Members



J. S. (Counselor)
8/11/24
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