

FIVE-FRAMEWORK INSTITUTIONAL ASSESSMENT

Institutional Status Report 2026

Chanchal Teachers Training College



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Chanchal Teachers Training College

Kanua · Isadpur · Chanchal · Malda · West Bengal

NEP 2020

NAAC

NIRF

ITEP

MDC

An assessment of institutional readiness against fifty benchmark parameters, with a three-year roadmap to not less than eighty per cent compliance with all five national frameworks.

What this Report Contains

This volume is a complete institutional assessment of Chanchal Teachers Training College against the five national frameworks that presently govern Indian teacher education: the National Education Policy 2020, the assessment and accreditation framework of the National Assessment and Accreditation Council, the National Institutional Ranking Framework, the Integrated Teacher Education Programme, and the requirement of multi-disciplinary course provision.

It moves in a deliberate sequence. Chapter 1 establishes who the institution is. Chapter 2 establishes what the five frameworks require of any Indian teacher education institution. Chapter 3 measures this institution against those requirements, parameter by parameter. Chapter 4 sets out how the shortfalls will be closed, phase by phase. Chapter 5 composes the measurement and the plan into a single formal return, ready for submission to a competent authority without further adaptation.

Every figure in Chapters 3, 4 and 5 is computed from a single source — the fifty benchmark parameters recorded in Section B of the Institutional Data Capture Format for the reference academic year, each with the Number achieved and the Norm prescribed. No value has been estimated, interpolated or adjusted. The status report, the roadmap and the annexure therefore cannot contradict one another: they are three presentations of one arithmetic.

BASIS OF THE REPORT

- Institutional Data Capture Format, Section A — fifteen items of general institutional information
- Institutional Data Capture Format, Section B — fifty benchmark parameters with Number and Norm
- The Methodology annexed to the Format, prescribing the classification of the fifty parameters across the five frameworks
- The institutional website, www.thecttc.org
- The primary framework documents of NEP 2020, NAAC, NIRF, NCTE/ITEP and UGC multi-disciplinary provision

HOW TO READ THIS REPORT

- Readers seeking the institution's standing should begin at Chapter 3 and the dashboard at Section 3.6
- Readers seeking the remedial plan should begin at Chapter 4 and the master roadmap at Figure 4.1
- Readers who require a submission-ready document should use Chapter 5 alone, which is self-contained
- Attainment against every parameter is capped at one hundred per cent, so that strength on one indicator never conceals deficiency on another
- Where a parameter carries no prescribed norm it is excluded from scoring and the exclusion is declared

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Where the Institution Stands

59.74%

Composite compliance

across all five frameworks, against the prescribed norms

78.42%

Strongest framework

Integrated Teacher Education Programme — highly prepared

28.94%

Weakest framework

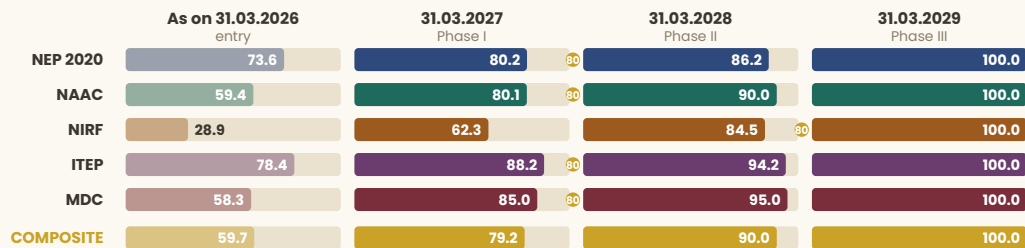
National Institutional Ranking Framework — under prepared

25

Actions in the roadmap

nineteen of them within the institution's own decision

Framework compliance at each reporting date under the adopted roadmap



● indicates the reporting date on which the framework first attains the 80% compliance threshold

Compliance percentage for each framework at entry and at each subsequent reporting date. The National Institutional Ranking Framework is normalised over its nine scored parameters. Computed from Section B of the Institutional Data Capture Format.

Compliance dates undertaken in the roadmap

NEP 2020

73.62% →
80.25%

31 March 2027

NAAC

59.38% → 80.13%

31 March 2027

NIRF

28.94% →
84.49%

31 March 2028

ITEP

78.42% → 88.17%

31 March 2027

MDC

58.33% →
85.00%

31 March 2027

The institution meets or exceeds the prescribed norm wherever compliance depends on what it decides and does internally — curriculum planning, elective provision, mentoring intensity, internal assessment attainment, in-house lectures, outreach programming, best practices, quality-assurance tempo, library holdings and institutional agreements. It falls short wherever compliance depends on engagement with, funding from, or recognition by bodies outside the institution. Four of the five frameworks reach the eighty per cent threshold by 31 March 2027; all five reach it by 31 March 2028.

CHAPTER ONE

01

Institutional Profile of Chanchal Teachers Training College

Kanua · Isadpur · Chanchal · Malda · West Bengal | Established 2013

CHAPTER ABSTRACT

This chapter presents a verified institutional profile of Chanchal Teachers Training College, a co-educational, self-financed teacher education institution recognised by the National Council for Teacher Education and affiliated to Baba Saheb Ambedkar Education University. It is constructed from two primary sources — Section A of the Institutional Data Capture Format, which records the College's general information, and the institution's official website, www.thecttc.org — and is supported throughout by the institution's own annual data return. The profile covers the College's provenance and regional mandate, its vision and academic architecture, its campus and knowledge resources, its faculty and mentoring system, its network of practice-teaching schools, its governance and quality-assurance apparatus, its community engagement, and its declared development horizon. It is written for an international readership of accreditors, ranking bodies, partner institutions and prospective collaborators, and applies the standard such readers require: every claim traceable to a source, every variation between sources disclosed rather than smoothed, and the institution's unfinished work stated as plainly as its achievements.

1.1

At a Glance

Identity, standing and statutory position

1.2

Provenance

Trust, location and regional mandate

1.3

Academics

Vision, mission and programmes

1.4

Campus

Facilities and knowledge resources

1.5

People

Faculty, mentoring, practice schools

1.6

Governance

Quality assurance and the horizon

1.1 The Institution at a Glance

Identity, standing and statutory position

Chanchal Teachers Training College is a co-educational, self-financed teacher education institution situated on the National Highway at Kanua, Isadpur, in the Chanchal subdivision of Malda district, West Bengal. Established in 2013 under the Uttar Banga Educational and Social Welfare Trust, recognised by the National Council for Teacher Education and affiliated to Baba Saheb Ambedkar Education University, the College prepares teachers for the schools of northern West Bengal from a purpose-built campus of one acre carrying more than forty-three thousand square feet of academic accommodation. Its institutional motto — *Empowering Teachers of Tomorrow* — is not a slogan appended to a prospectus but an accurate description of the function the institution performs for a region that has historically had to export its teacher candidates in order to have them trained.

This chapter presents the institutional profile of the College as it stands at the beginning of the 2026–27 academic session. It is constructed from two primary sources: Section A of the Institutional Data Capture Format (IDCF), which records the College's verified general information, and the institution's official website, www.thecttc.org, which documents its academic architecture, governance mechanisms, facilities and public commitments. Where the two sources describe the same fact in different terms, the IDCF record is treated as

authoritative and the divergence is noted rather than smoothed over. The profile that results is intended to be read by an external audience — accreditors, ranking bodies, partner institutions and prospective collaborators across and beyond India — and it is therefore written to the standard such readers apply: verifiable, specific, and candid about what is established and what is still being built.

Table 1.1 · Institutional register: Section A of the Institutional Data Capture Format

Name of the institution	Chanchal Teachers Training College
Affiliating university	Baba Saheb Ambedkar Education University (BSAEU), West Bengal
Year of establishment	2013
Address	NH 31, Kanua, Isadpur, Chanchal, Malda, West Bengal
Telephone	+91 97352 74273
Website and e-mail	www.thecttc.org · cttcollege@gmail.com
Sponsoring body	Uttar Banga Educational and Social Welfare Trust
Secretary	Mr. Asfaque Alam
Type of institution	Co-educational, regular (full-time) mode
Status	Self-financed; recognised by NCTE; affiliated to BSAEU
Campus area	100 decimal (approximately one acre)
Total built-up area	43,126.157 square feet
Hostel and playground	Playground on campus; hostel facility not presently available
NSS and NCC	NSS unit functioning (3 meetings and 3 programmes recorded); NCC unit not established
Practice-teaching schools	10 partner schools

Source: Institutional Data Capture Format, Section A — General Information about the Teacher Education Institution, Chanchal Teachers Training College.

Read as a whole, the register describes an institution with three defining characteristics. It is *regionally embedded*: it sits on a national highway in a subdivisional town, serving a catchment that had no comparable provision. It is *self-financed but publicly regulated*: it carries no recurring government grant, yet operates entirely within the recognition framework of the NCTE and the academic authority of a state university. And it is *densely developed*: a built-up area of 43,126 square feet on a site of roughly 43,560 square feet indicates a vertically developed campus in which almost the entire academic programme is delivered from purpose-built accommodation rather than adapted space. Each of these characteristics is examined in the sections that follow.

1.1.1 A Note on Sources and on Two Recorded Variations

Two variations between the IDCF record and the institutional website deserve to be stated at the outset, because an institutional profile that conceals them is worth less than one that resolves them.

The first concerns the highway designation. Section A records the address on NH 31; the website describes the campus as lying approximately four kilometres from the main town of Chanchal on NH 81. Both are correct. The corridor running north through Malda district carried the designation NH 31 under the earlier national highway numbering and was renumbered NH 81 in the subsequent national rationalisation. The College therefore stands on a single road that is recorded under two valid designations, and the profile uses both where clarity requires it.

The second concerns the year of establishment. Section A records 2013; the institutional website's homepage carries the year 2016. The IDCF record of 2013 is treated here as the establishment year of the institution under its sponsoring trust, with the later date most plausibly marking a subsequent milestone in the institution's operational development. Where an external reader requires a single figure, 2013 is the figure supported by the institution's own primary data return, and it is the figure used throughout this chapter.

These are small matters, but the manner of their treatment establishes the standard of the document. An institutional profile circulated internationally is read by people trained to test claims. Its persuasive force comes not from the absence of complication but from the visible discipline with which complication is handled.

1.2 Provenance, Location and the Regional Mandate

Why the College exists where it stands

Institutions are best understood by the problem they were created to solve. Chanchal Teachers Training College was founded to close a specific and measurable gap: the absence, in the northern subdivisions of Malda district, of a teacher education institution capable of preparing the region's own school teachers within the region itself. The College's own statement of purpose is unambiguous on this point — it records that approximately two thousand aspirants from the catchment were annually obliged to seek teacher training elsewhere for want of local provision. The institution exists to convert that outward flow into local capacity.

1.2.1 The Sponsoring Body

The College is established and maintained by the **Uttar Banga Educational and Social Welfare Trust**, with Mr. Asfaque Alam as Secretary. The Trust's name declares its dual character: it is an educational body and a social welfare body, and the institution it sponsors is designed to discharge both functions simultaneously. The significance of this for an external reader is structural rather than sentimental. A teacher education institution sponsored by a welfare trust operating in its own district has an incentive alignment that a purely commercial provider does not: its sponsor's standing in the community is affected by the quality of the teachers the College sends into that community's schools.

The status recorded in Section A — *self-financed* — should be read with equal precision. The College receives no recurring maintenance grant from the State. Every element of its operation, from faculty salaries to the construction of its academic block, is funded from fee income and trust resources within the fee ceilings prescribed by the affiliating university. That the institution has nevertheless built a campus of over forty-three thousand square feet, assembled a library of more than six thousand volumes, and constituted the full apparatus of committees, cells and quality-assurance mechanisms required of a modern higher education institution, is a statement about institutional intent that no promotional claim could match.

1.2.2 Location and Accessibility

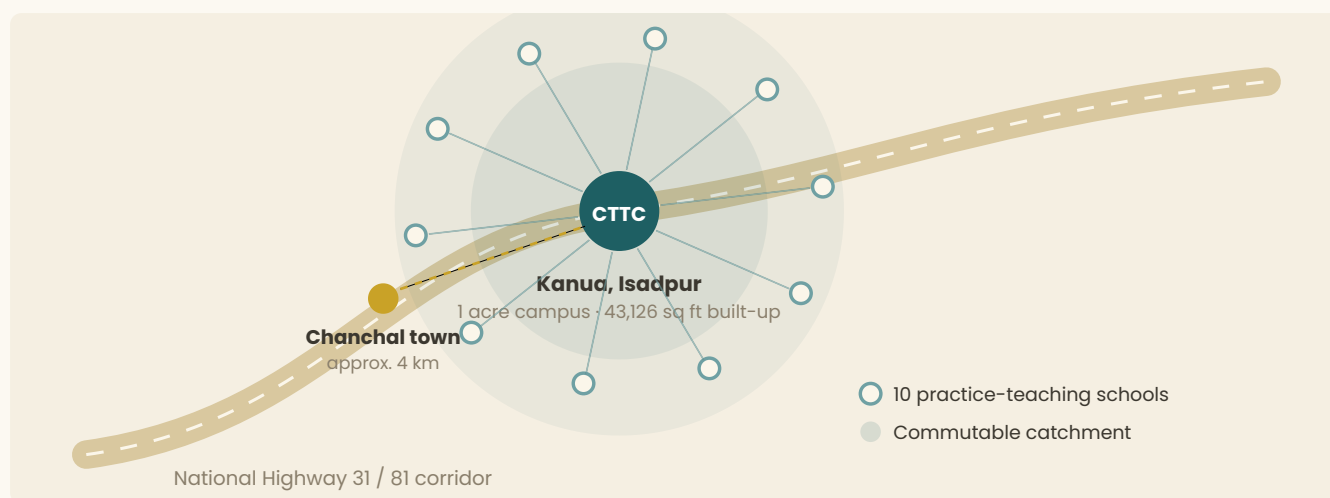
The campus stands at Kanua, Isadpur, on the national highway approximately four kilometres from the main town of Chanchal, in Malda district, West Bengal. Three features of this location are consequential.

Highway frontage. Placement on a national highway corridor rather than within a congested town centre gives the institution direct road access from across the district and from the neighbouring districts of North Dinajpur and beyond. For a residential-free institution — the College does not presently operate a hostel — daily commutability is not a convenience but a condition of access, and highway frontage is what makes a wide catchment commutable.

Peri-urban setting. The four-kilometre separation from the town centre secures a quiet academic environment on a self-contained site while remaining within reach of the town's transport, market and administrative services. The institution describes this deliberately as a peaceful learning environment with the essential amenities available on campus.

Proximity to the practice schools. A teacher education institution's most important external relationships are with the schools in which its trainees learn to teach. The College maintains a network of ten practice-teaching schools, and a location embedded in the school system it serves keeps that network operationally viable across the internship period.

Figure 1.1 · The College in its regional setting: catchment, corridor and school network



Schematic. Source: constructed from IDCF Section A (address, campus, practice-teaching schools) and the institutional website's description of location and catchment. Not to scale.

1.2.3 The Social Mandate

The College states its constituency explicitly. It exists to serve, among others, students from minority, Other Backward Class, Scheduled Caste and Scheduled Tribe communities in a district where such provision has been thin. This is a significant declaration for an institution circulating its profile internationally, and it should be read against the demographic reality of Malda, one of the districts of West Bengal in which educational participation among these communities has historically lagged.

The mandate has a multiplier effect that is specific to teacher education and is often overlooked. When a general degree college enrolls a first-generation learner, it changes one life. When a teacher education institution enrolls the same learner, prepares her as a teacher, and places her in a school in her own locality, it changes the educational experience of every cohort she subsequently teaches. The social return on a teacher education seat is therefore compounded rather than linear, and it is compounded most powerfully in precisely the kind of under-served district in which this College is situated. NEP 2020 recognises this logic directly when

it calls for merit scholarships in rural areas that carry preferential local employment, so that graduates serve as local role models and as highly qualified teachers who speak the local language.

1.2.4 Co-education and Access

Section A records the College as co-educational and operating in the regular, full-time mode. In the context of a rural North Bengal catchment, co-education in professional teacher preparation is itself an access intervention. Teaching has long been among the professions most accessible to women in this region, and a co-educational institution located within daily commuting distance removes two of the three barriers that typically prevent women from entering professional education — distance and the requirement of residence away from home. That the institution operates without a hostel makes the commutable catchment decisive, and it is one of the reasons the highway location matters as much as it does.

Taken together, provenance, location and mandate describe an institution whose geography is not incidental to its mission but constitutive of it. The College was placed where it stands in order to do what it does. That coherence between purpose and place is the foundation on which the academic profile set out in the following section rests.

1.3 Vision, Mission and the Academic Architecture

What the College professes and what it teaches

The College's published vision and mission statements are unusually restrained for the genre. They make no claim to be world-class, no promise of guaranteed employment, and no appeal to rankings. What they assert instead is a conception of the teacher as a person with obligations, and of teacher education as the formation of that person. For an institution whose graduates will work in the government and aided schools of a district where the teacher is often the most educated adult a child will encounter, this is the correct emphasis.

VISION

"To nurture thoughtful, skilled, and socially committed educators who see teaching not just as a profession, but as a responsibility toward society."

MISSION

"To provide purposeful teacher education that blends academic rigor, ethical values, and community awareness, empowering aspiring teachers to create meaningful impact through education."

1.3.1 The Educational Philosophy in Operation

The institution's leadership articulates a developmental philosophy that extends beyond content delivery. The published position is that teacher preparation must address the intellectual, moral, emotional, physical and artistic development of the trainee, and that the institution's first responsibility is to establish a positive learning atmosphere in which students can flourish. This is a recognisably holistic formulation, and it aligns closely with the language of NEP 2020, which requires that teacher preparation involve "formation of dispositions and values, and development of practice under the best mentors."

The philosophy is testable, and the College's own operational record supplies the test. An institution that genuinely pursues five-dimensional development will show it in its calendar rather than only in its prospectus: it will run sports and cultural programmes at scale, observe days of national and social significance, hold in-

house academic lectures beyond the prescribed syllabus, and maintain student support structures. On each of these measures the College's recorded activity is substantial — twenty-six sports and cultural events, twelve special-day observations, fourteen in-house lectures for faculty and students, and twelve professional development and administrative training programmes within a single academic year. The philosophy, in other words, is documented in the institution's own activity record and not merely asserted.

1.3.2 Statutory Standing

The College's academic authority rests on two statutory relationships, and both are recorded in Section A.

Recognition by the National Council for Teacher Education. The NCTE is the statutory body established to achieve planned and coordinated development of the teacher education system and to regulate norms and standards within it. Recognition is granted against three classes of parameters — infrastructural, instructional and financial — and is issued only after inspection by visiting teams: an initial visit against infrastructural norms, a Letter of Intent on a satisfactory report, and a second visit to verify the availability and quality of teaching and non-teaching personnel before the recognition order is issued. That the College holds NCTE recognition is therefore not a formality but evidence that its land, building, staffing and financial base have been independently verified against national norms.

Affiliation to Baba Saheb Ambedkar Education University. BSAEU is West Bengal's dedicated university for teacher education, and affiliation to it places the College's programmes within a single state-wide academic framework governing curriculum, examination, evaluation and award. The College's D.El.Ed. provision operates additionally within the framework of the West Bengal Board of Primary Education. Affiliation is what converts institutional teaching into a recognised qualification; it also means that the College's academic standards are externally moderated every session.

1.3.3 The Programmes Offered

The College offers two programmes, and together they span the full range of school stages at which teachers are separately prepared in the Indian system.

Figure 1.2 · Programme architecture and the school stages served



Source: institutional website, Academics → Courses; stage mapping against the 5+3+3+4 school structure of NEP 2020.

The strategic significance of running both programmes in one institution is considerable and is worth making explicit for an external reader. Most Indian teacher education institutions prepare teachers for a single band of the school system. An institution holding both the elementary diploma and the secondary degree carries, under one roof, the professional knowledge of the entire school trajectory from the foundational stage to the higher

secondary stage. It is therefore structurally positioned to do something NEP 2020 asks of the sector and which few stand-alone institutions can attempt: to prepare teachers who understand the stage that precedes and the stage that follows their own.

1.3.4 Curriculum Governance and Learning Outcomes

Curriculum in an affiliated college is prescribed by the university, but its translation into institutional practice is the College's own responsibility – and this is precisely the distinction that national quality frameworks assess. The College addresses it through a formal curriculum planning mechanism: thirteen meetings for curriculum planning were held in the reference academic year, against a benchmark of twelve. Programme entry is supported by structured induction, with two student induction programmes and two teacher orientation programmes conducted against a norm of one each.

The institution publishes Programme Learning Outcomes and Course Learning Outcomes, defining the knowledge, skills and competencies students are expected to demonstrate on completion of the programme and of each course. It also publishes research work guidelines for trainees and maintains an academic calendar. This outcome-based apparatus is the mechanism through which an affiliated institution demonstrates that it has moved from syllabus coverage to competency attainment – the shift that NEP 2020, NAAC's Quality Indicator Framework and the outcome-based education movement all require. The College's recorded internal assessment performance, in which one hundred students achieved an average of seventy per cent or above, indicates that the outcome framework is operating in practice and not only on paper.

Beyond the prescribed curriculum, the College reports full participation in self-study courses undertaken beyond the syllabus – the entire enrolled cohort, against a benchmark of twenty per cent. Read alongside a value-added course in operation and an institutional subscription to e-resources, this suggests an academic culture in which the prescribed programme is treated as a floor rather than a ceiling.

1.4 The Campus, Its Facilities and Knowledge Resources

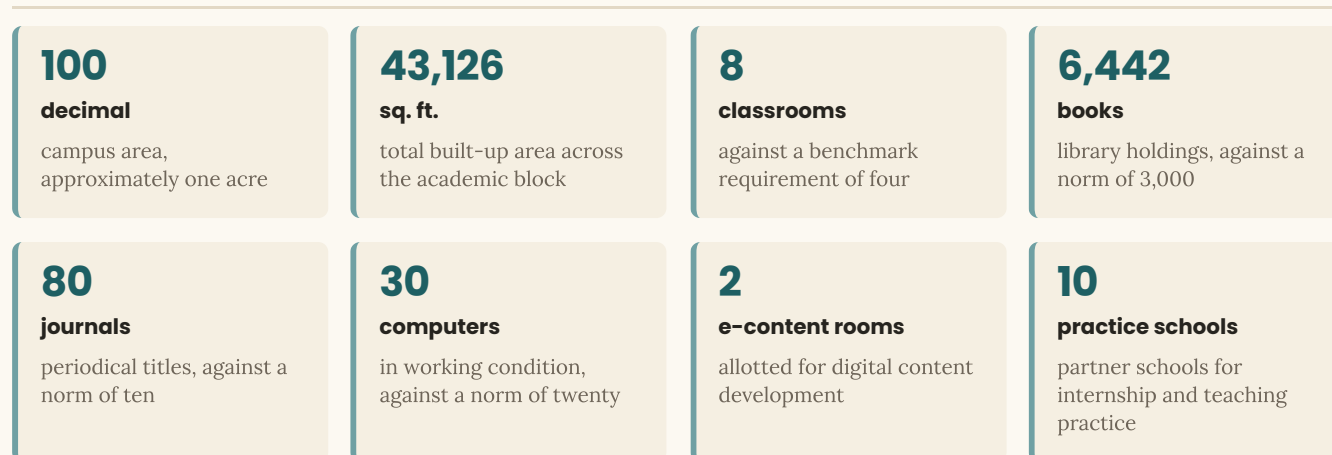
The physical and digital plant of the institution

A teacher education institution is judged externally on two physical questions: whether it has the accommodation its recognised intake requires, and whether that accommodation supports the kind of teaching it claims to deliver. Section A answers the first question with precision. The College occupies a site of 100 decimal – approximately one acre, or some 43,560 square feet – and carries a total built-up area of 43,126.157 square feet.

1.4.1 Reading the Campus Footprint

That pair of figures repays a moment's attention, because the relationship between them is the most informative single fact about the College's physical development. A built-up area almost exactly equal to the site area is only achievable through multi-storey construction; on a single-storey footprint it would be a physical impossibility. The College has therefore developed its site vertically, and has done so to a degree that gives it a floor-space ratio close to unity – a density more characteristic of an urban institutional campus than of a rural college that could have spread horizontally at lower cost.

The practical consequence is that the institution has built academic accommodation rather than acquired land as an asset. For an entirely self-financed institution that carries no recurring public grant, the decision to convert available capital into teaching space rather than into land holding is a meaningful indicator of institutional priority.

Figure 1.3 · The physical and academic plant in numbers

Source: IDCF Section A (campus, built-up area, practice-teaching schools) and Section B institutional data return; benchmark values as stated in the IDCF norm column.

1.4.2 Teaching Accommodation and Learning Environment

The College operates eight classrooms — double the benchmark requirement of four for an institution of its recognised intake — together with a seminar hall. One classroom and the seminar hall are ICT-enabled, and the institution has identified the extension of smart-classroom provision as a declared development priority, a matter returned to in Section 1.6.

Laboratory provision is maintained in accordance with NCTE norms for practical work and teaching practice. Supporting facilities documented by the institution include indoor and outdoor games and sports provision, a campus garden and beautification area, fire safety equipment installed in accordance with safety norms, basic medical facilities with first-aid support, an internal intercom system, computers and printers for academic and administrative use, furniture and seating throughout, and climate control through fans and air-conditioning in selected areas. Campus-wide CCTV surveillance operates on continuous monitoring — a facility that is, for a co-educational institution serving a rural catchment, a substantive safeguarding provision rather than a convenience.

Section A records a playground on campus and confirms that hostel accommodation is not presently available. The institution is transparent about this on its own website, which lists hostel and transport among the facilities it does not provide. That candour is itself a mark of institutional confidence: an institution prepared to publish what it lacks is more credible on what it has.

1.4.3 The Library as the Academic Core

The College's library holds 6,442 books and 80 journal titles, against benchmark norms of 3,000 and 10 respectively. The institution describes the collection as covering education, pedagogy, psychology, methodology and allied subjects — that is, as a working professional collection rather than a general one.

The scale of the excess over benchmark is the point. A collection at more than twice the required book norm and eight times the required journal norm cannot be explained as compliance; it can only be explained as investment. For a teacher education institution, a journal collection of this depth is particularly significant, because periodical literature is where current pedagogical research reaches practitioners, and access to it is what separates a training college from a merely instructional one. The library is supplemented by an institutional subscription to electronic resources, extending the collection beyond the physical shelf.

1.4.4 Digital Infrastructure

The College maintains thirty computers in working condition against a norm of twenty, and has allotted two dedicated rooms for e-content development against a norm of one. The significance of the latter provision is easily underestimated. An e-content development room is not a computer laboratory; it is a production facility in which teacher educators and trainees create digital learning material. Its presence indicates that the institution treats digital pedagogy as something its trainees should be able to *produce*, not merely consume – which is precisely the competence NEP 2020 has in view when it requires teacher preparation to cover educational technology and the institutional development of e-resources.

The College operates a dedicated online Learning Management System, hosted separately from the institutional website, through which academic delivery, resource distribution and student engagement are supported. Alongside the LMS, the institution maintains a substantial public digital presence: an institutional website organised into distinct sections for admission, academics, faculty, infrastructure, institutional disclosures, NAAC documentation, events, governance and alumni; an online admission portal; downloadable academic calendars, mandatory and voluntary disclosures, building completion and fire safety certificates, session-wise enrolled trainee lists spanning the 2021–23 to 2025–27 cohorts, faculty and non-teaching staff details, committee compositions, and placement records by programme.

This is a level of public documentation that materially exceeds what is typical of a rural self-financed institution, and it has a direct bearing on the frameworks examined in the next chapter of this book. Both NAAC's Quality Indicator Framework and NIRF's data-driven methodology rest on the availability of verifiable institutional data; an institution that already publishes its enrolment lists, disclosures, audit certificates and committee structures has, in effect, pre-built the evidentiary base that accreditation and ranking require.

1.5 Faculty, Mentoring and the Practice-Teaching Network

The human architecture of teacher preparation

Buildings and books are necessary conditions of teacher education; they are not sufficient ones. What finally determines the quality of a teacher education institution is the calibre of the people who teach in it, the intensity of the attention they give each trainee, and the quality of the schools in which trainees learn to teach. On each of these three measures the College has built provision that bears external examination.

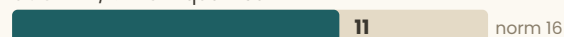
1.5.1 Faculty Qualification and Scholarly Output

The faculty body includes eleven members qualified through the UGC National Eligibility Test or the West Bengal State Eligibility Test, and four members holding the doctorate. These are the two nationally recognised markers of teacher-educator quality, and both are counted explicitly within NIRF's Teaching, Learning and Resources parameter and within NAAC's Teacher Profile and Quality key indicator.

More striking is the faculty's scholarly output. Over the preceding three years, members of the faculty published sixty research papers and articles and forty books or chapters in edited volumes – a combined output of one hundred scholarly items from a single self-financed teacher education college in a rural district. Faculty development activity is correspondingly substantial: ten refresher courses and orientation programmes attended, nine faculty members undergoing Faculty Development Programmes, and twelve professional development and administrative training programmes organised in-house within the reference year.

Figure 1.4 · Faculty qualification and three-year scholarly output**Faculty qualification**

UGC NET / WB SET qualified



Ph.D. degree holders



Refresher / orientation attended · FDPs undertaken

**Scholarly output, last three years**

■ Research papers & articles

■ Books & chapters in edited books

100 scholarly items published by the faculty over three years

12 professional development programmes organised in-house

Source: IDCF institutional data return. Publication figures cover the three years preceding the return. Faculty development figures are for the reference academic year.

The analytical point for an international reader is this. A research profile of this order in an affiliated, self-financed college is unusual, and it matters for reasons beyond prestige. NEP 2020 requires that teacher education be conducted by faculty who combine teaching, field and research experience, and that education departments carry out "cutting-edge research in various aspects of education" alongside their teaching. A faculty that publishes is a faculty that reads current literature, and a faculty that reads current literature teaches a curriculum that has not fossilised. The scholarly record is, in this sense, a proxy for curricular currency.

1.5.2 The Mentoring System

The College operates a formal mentoring system in which every trainee is assigned to a faculty mentor. The institutional website describes a mentor-to-student ratio of approximately one to ten; the IDCF return records the ratio actually achieved as ten to one, against a benchmark norm of fifteen to one. The College therefore operates at a mentoring intensity almost twice as favourable as the benchmark requires, and better than its own published commitment.

The system is administered rather than merely declared. Counsellor-wise roll-number distribution lists are maintained and published for both the B.Ed. and D.El.Ed. cohorts of 2025–27, so that every trainee and every mentor can identify the assignment. Mentors provide personalised academic and holistic support across the trainee's journey. Student feedback published by the institution describes the effect in practical terms: regular guidance from a mentor makes learning easier and more focused.

For an institution preparing teachers, an intensive mentoring system carries a pedagogical argument as well as a pastoral one. Trainees who are mentored closely learn, by direct experience, what individual attention does for a learner — and they carry that model into the classrooms they will subsequently run. The mentoring ratio is thus not only a student-support statistic; it is part of the curriculum.

1.5.3 The Practice-Teaching School Network

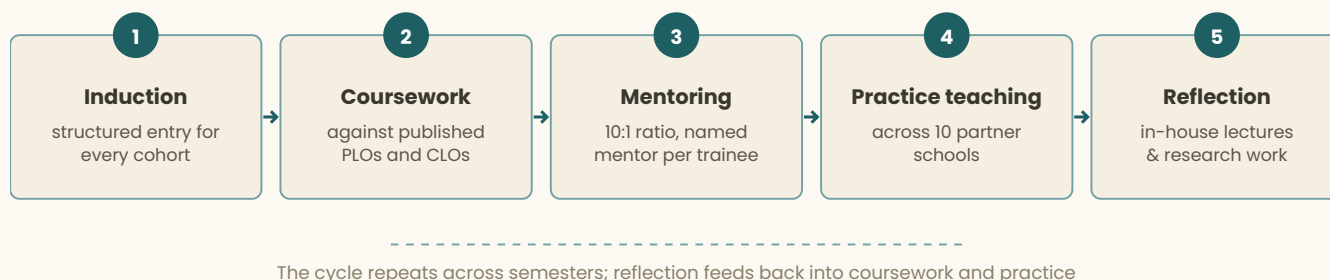
Section A records ten practice-teaching schools. This is the College's most important external asset, and it deserves to be understood in its policy context.

NEP 2020 requires that every higher education institution offering teacher education "ensure the availability of a range of experts in education and related disciplines as well as specialized subjects," and that each institution maintain "a network of government and private schools to work closely with, where potential teachers will student-teach along with participating in other activities such as community service, adult and vocational education." A documented network of ten partner schools is a direct discharge of that requirement. It is also a

scored element under NAAC's Criterion I feedback system, which expressly names Heads of Practice Teaching Schools among the stakeholders whose feedback must be collected, analysed and fed into curriculum revision.

The network's practical function is to convert theory into practice under supervision. Trainees observe experienced teachers, plan and deliver lessons, manage real classrooms, and are assessed on performance rather than on examination alone. The institution supplements this with school internship orientation programmes and practicum-related events organised on campus, so that school experience is framed academically before and after it occurs rather than left as unmediated exposure.

Figure 1.5 · The trainee's professional formation cycle



Constructed from the institutional academic architecture: induction, coursework and outcome framework, mentoring, practice teaching across ten partner schools, and reflective review through in-house lectures and research work.

1.5.4 Student Support and Progression

The College operates a Career Counselling and Placement Cell, constituted on 23 December 2024. Its published functions comprise career guidance sessions, aptitude assessment, resume-building workshops, mock interviews, personality development programmes and campus recruitment drives. Placement records are published separately for the B.Ed. and D.El.Ed. programmes.

Progression support is reinforced by the institution's outcome architecture. Because Programme and Course Learning Outcomes are published in advance, trainees enter each course knowing the competencies against which they will be judged; because internal assessment is conducted continuously, they receive evidence of attainment before the terminal examination. The recorded result — one hundred trainees achieving an average of seventy per cent or above in internal assessment activity — indicates a cohort that is being carried, not filtered.

1.6 Governance, Quality Assurance and the Development Horizon

How the institution governs itself and where it intends to go

The final element of an institutional profile is the one external assessors examine most closely and prospectuses discuss least: how the institution is governed, how it assures its own quality, and whether it has a credible account of its own future. On all three counts the College has built structures that are documented, published and operating.

1.6.1 Governance Architecture

The College is governed by the Managing Committee of the Uttar Banga Educational and Social Welfare Trust, under the secretaryship of Mr. Asfaque Alam, within the regulatory framework of the NCTE and

the academic authority of BSAEU.

Beneath that apex sits an unusually elaborate committee structure. The institution operates **thirty-five dedicated committees** covering academics, administration, student welfare and campus activities, with compositions published for public inspection. The institutional data return records forty committees and sub-committees in total, holding two hundred and eighteen meetings in the reference year against a benchmark of thirty committees and one hundred and twenty meetings. Distributed governance on this scale means that decisions are made in constituted bodies with recorded minutes rather than by individual discretion — the single most important structural condition for institutional accountability.

Statutory cells are constituted and publicly contactable. The Grievance Redressal Cell provides, in the institution's own words, "a fair, transparent, and effective mechanism for addressing grievances" of an academic, administrative, infrastructural or interpersonal nature, operating under strict confidentiality with an explicit undertaking of no victimisation of complainants. Matters of ragging, sexual harassment and disciplinary misconduct are referred to their respective statutory committees. A dedicated anti-ragging helpline, a student support line, an admission office line and a grievance line are each published with named contact numbers.

Figure 1.6 · Governance architecture of the College



Source: institutional website, Governance section, and IDCF institutional data return. Committee and meeting counts are for the reference academic year.

1.6.2 The Internal Quality Assurance Cell

The IQAC was constituted by the Managing Committee on 7 November 2024 and operates under NAAC guidelines as the institution's internal engine of quality enhancement. Its published remit covers budget preparation and oversight, financial planning and strategy, the monitoring of financial performance through review of reports, audits and expenditure patterns, and risk management and regulatory compliance.

The Cell's operational tempo is the most telling figure in the entire institutional return: **twenty-eight IQAC meetings** in a single academic year, against a benchmark of sixteen. An IQAC that convenes more than twice a month is not a committee assembled before an accreditation visit; it is a functioning management system. It is under this Cell's authority that the Alumni Association and the Career Counselling and Placement Cell were both constituted on 23 December 2024, and it is the Cell that maintains the records of extension and outreach activity.

The College also documents five institutional best practices in operation against a benchmark of two — the element of the NAAC framework that carries marks specifically for what an institution does that is prescribed nowhere.

1.6.3 Engagement: Extension, Alumni and Collaboration

Extension work is organised through the NSS unit — recorded in Section A as functioning, with three meetings and three programmes — and through a broader community engagement programme. Published activity categories include awareness campaigns, cleanliness drives, environmental protection work, health and hygiene awareness, and educational outreach in neighbouring communities and schools. The institution recorded fourteen outreach activities in the reference year against a benchmark of four, and its documented events include a Blood Donation Camp and Thalassemia Awareness Programme — a public health intervention of direct relevance in a district where thalassemia carrier prevalence is a recognised concern.

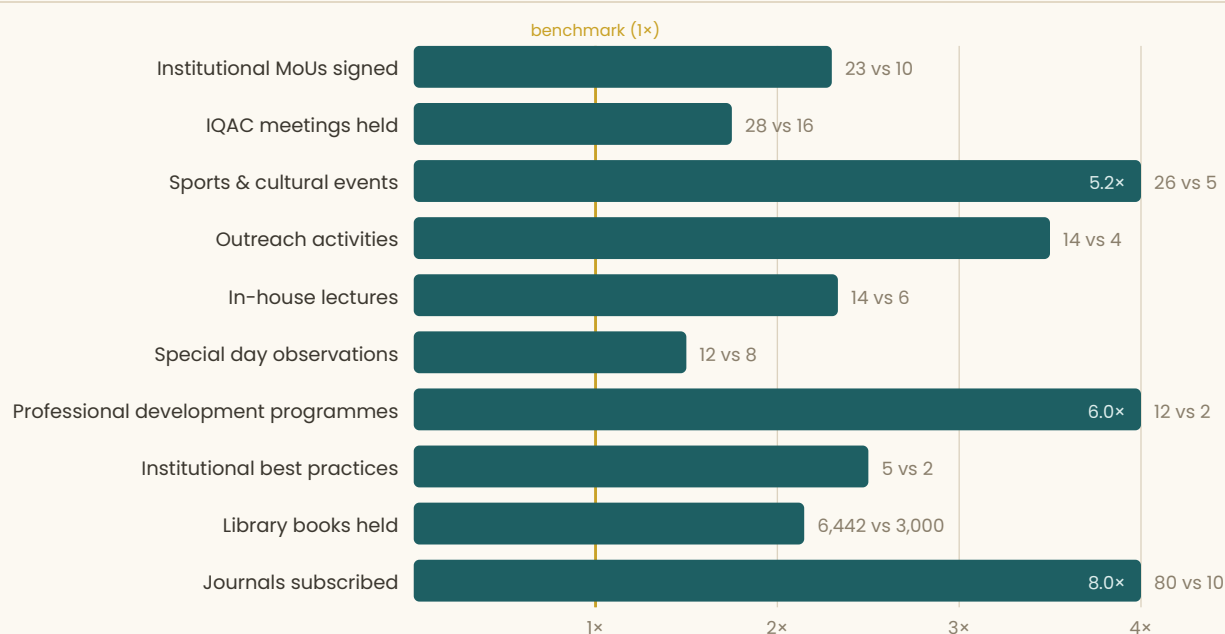
The Alumni Association, constituted on 23 December 2024, operates with a full slate of office bearers: Mrs. Shipra Devi Barman as President, Mrs. Sahanaj Parveen as Vice President, Mrs. Debjani Chakraborty as Secretary, Mrs. Sahanaj Khatun as Joint Secretary and Mr. Md. Minhaj Alam as Treasurer, with Mr. Md. Wasim Tarik and Mr. Md. Ramjan as Executive Members. Its programme comprises reunions, networking events, mentorship, guest lectures, knowledge sharing and career guidance, with online registration open. Three alumni programmes or meetings were held in the reference year.

Institutional linkage is the College's strongest external indicator: **twenty-three Memoranda of Understanding signed** against a benchmark of ten. For a rural institution, a partnership portfolio of this scale represents an unusually wide external footprint, and it establishes the platform on which the institution's declared internationalisation ambition — expressed most visibly in its International Seminar on Global Pathways in Teacher Education — can be built.

1.6.4 Performance Against Benchmark

The Institutional Data Capture Format records, alongside every reported figure, the benchmark norm expected of a teacher education institution for a single academic year. Read as a ratio, the return produces a clear institutional signature: on ten separate indicators the College operates at or well beyond the required standard, in several cases by a factor of three or more. The pattern is not random. It clusters in governance intensity, external linkage, academic culture and library provision — that is, in the areas an institution controls through effort and organisation rather than through capital expenditure.

Figure 1.7 · Institutional performance against benchmark norms (ratio of actual to required)



Source: IDCF institutional data return, reference academic year; benchmark values as stated in the norm column of the Format. Bars are capped at 4x for legibility; the multiple is printed inside the bar where it exceeds the axis.

1.6.5 Institutional Distinctiveness

Four characteristics distinguish this institution within its peer group, and they are the four an external reader should carry away.

01

Full-spectrum teacher preparation

B.Ed. and D.El.Ed. under one roof, covering every school stage from foundational to higher secondary — a breadth few stand-alone institutions hold.

02

A publishing faculty

One hundred scholarly items in three years from a self-financed rural college, with eleven NET/SET-qualified and four doctoral faculty.

03

Governance density

Thirty-five committees, two hundred and eighteen meetings and twenty-eight IQAC sittings in one year — quality assurance as routine, not as event.

04

Radical transparency

Enrolment lists, disclosures, certificates, committee compositions, placement records and outcome frameworks all published for public inspection.

1.6.6 The Development Horizon

A credible institutional profile states its development agenda as plainly as its achievements. The College has itself identified four capital priorities: the extension of smart-classroom provision, the installation of a lift facility, the commissioning of a solar energy system, and additional water storage capacity. To these, the institution's own data return points to a further set of academic priorities: securing externally funded research projects and the grants that accompany them, extending ICT-enabled classrooms from the present one-plus-one to the full complement, converting the twenty-three signed Memoranda into active academic collaborations, expanding add-on and value-added course provision, widening the audit regime beyond the financial audit to the academic, gender, energy and green audits, and raising expenditure on green initiatives and on the maintenance of academic and physical facilities toward benchmark levels.

Stated together, these constitute a coherent five-year programme rather than a list of deficiencies, and they map precisely onto the five national frameworks examined in the chapter that follows. The College's declared intention — to pursue NAAC accreditation, for which its IQAC, disclosures and Self-Study Report apparatus are already in place — is the natural next milestone.

1.6.7 Conclusion

Chanchal Teachers Training College is a young institution — barely more than a decade old — built without recurring public funding, in a district that had no comparable provision, to prepare teachers for schools that badly need them. Within that period it has constructed a vertically developed campus of forty-three thousand square feet, assembled a professional library twice the required size and a journal collection eight times it, put in place a mentoring system operating at nearly twice the required intensity, built a network of ten practice-teaching schools, signed twenty-three institutional partnerships, produced one hundred scholarly publications from its faculty, and constituted a governance and quality-assurance apparatus that meets in constituted committees hundreds of times a year and publishes what it decides.

What the institution has not yet done — secure funded research, complete its ICT build-out, activate its partnerships into collaborations, and present itself for accreditation — is precisely what an institution at this stage of its development would be expected not yet to have done. The profile therefore describes neither a finished institution nor an aspirational one, but a working institution at a legible point on a credible trajectory. That is the most persuasive thing an institutional profile can say, and in this case it has the advantage of being demonstrably true.

THE INSTITUTION AT A GLANCE

Established

2013, under the Uttar Banga Educational and Social Welfare Trust, Chanchal, Malda.

Programmes

B.Ed. and D.El.Ed. — covering every school stage from foundational to higher secondary.

Library

6,442 books and 80 journal titles, with an institutional e-resource subscription.

Mentoring

A named mentor for every trainee at a ratio of 10:1, against a benchmark of 15:1.

Governance

35 committees, 218 recorded meetings and 28 IQAC sittings in a single academic year.

Engagement

14 outreach activities, a functioning NSS unit, and a constituted Alumni Association and Placement Cell.

Standing

Recognised by NCTE; affiliated to Baba Saheb Ambedkar Education University; D.El.Ed. within the WBBPE framework.

Campus

100 decimal site carrying 43,126 sq ft of built-up academic accommodation; 8 classrooms and a seminar hall.

Faculty

11 NET/SET-qualified and 4 doctoral members; 100 scholarly publications over three years.

School network

10 practice-teaching schools supporting internship and teaching practice.

Linkage

23 Memoranda of Understanding signed, against a benchmark of ten.

Next milestone

NAAC accreditation, with IQAC, disclosures and Self-Study Report apparatus already in place.

Guidelines of 5 Frameworks for an Indian Teacher Education Institution

National Education Policy 2020 · NAAC · NIRF · ITEP · Multi-Disciplinary Courses

CHAPTER ABSTRACT

Indian teacher education is being rebuilt on five simultaneous foundations. NEP 2020 redefines what a Teacher Education Institution must be; NAAC determines whether it is *sound*; NIRF establishes where it *stands*; ITEP prescribes what it must *teach*; and multi-disciplinary course design supplies the academic structure through which the other four are delivered. Treated separately, these frameworks read as five compliance burdens; treated together, they describe a single coherent transition — from the single-purpose training college to the research-active, multidisciplinary academic unit embedded in a university and in a network of schools. This chapter reconstructs each framework as a set of operational guidelines, grounded in the primary policy texts, the NAAC *Manual for Teacher Education College*, the *India Rankings 2025* methodology, NCTE and ITEP documentation, and the current Indian research literature. The treatment is analytical rather than descriptive: each framework is examined for the institutional behaviour it rewards, the evidence on how it is actually working, and the strategic choices it forces on institutional leadership before the policy horizon of 2030.

2.1

NEP 2020

Multidisciplinary conversion and the 2030 horizon

2.2

NAAC

Seven criteria and the institutional CGPA

2.3

NIRF

Five parameters and the Colleges re-weighting

2.4

ITEP

The four-year dual-major degree and NCET

2.5

MDC

Transformation models and credit architecture

2.1 Guidelines of the National Education Policy 2020

for the Indian Teacher Education Institution

The National Education Policy 2020 is, for the Indian Teacher Education Institution (TEI), not one reform among many but the constitutional text of a new professional order. Where earlier policy statements addressed teacher preparation as a sub-clause of school education, NEP 2020 devotes an entire chapter (Chapter 15) to teacher education and returns to it repeatedly in Chapter 5 on Teachers. The result is a policy architecture in which the TEI is simultaneously the object of regulation, the instrument of school reform, and the unit whose institutional form must itself change. This section reconstructs that architecture as a set of operational guidelines and examines, analytically, what each guideline demands of an institution that intends to survive and lead beyond 2030.

2.1.1 The Policy Diagnosis: Why the TEI Became the Fulcrum

NEP 2020 opens its treatment of teacher education with an unusually blunt evidentiary claim. Citing the Justice J. S. Verma Commission (2012), constituted by the Supreme Court of India, the Policy records that a majority of stand-alone TEIs — "over 10,000 in number" — "are not even attempting serious teacher education but are

essentially selling degrees for a price" (Para 15.2). It further concedes a regulatory failure of the second order: existing controls "have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector."

Two analytical consequences follow, and both matter for institutional strategy. First, the Policy frames the problem as *systemic and structural* rather than merely one of individual delinquency; the remedy therefore cannot be inspection alone but must be institutional redesign. Second, by acknowledging that regulation has itself suppressed excellence, NEP 2020 licenses a shift from compliance-based to outcome- and accreditation-based governance. The TEI that reads NEP 2020 only as a compliance document has, on the Policy's own logic, misread it.

POLICY ANCHOR

"By 2030, only educationally sound, multidisciplinary, and integrated teacher education programmes shall be in force." — NEP 2020, Para 15.3

2.1.2 Guideline 1 — The Multidisciplinary Mandate

The first and most consequential guideline is structural. Para 15.4 requires that "all teacher education programmes must be conducted within composite multidisciplinary institutions," and that "all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030." Correspondingly, every multidisciplinary university and college is to establish an education department that both conducts research and runs the B.Ed. in collaboration with psychology, philosophy, sociology, neuroscience, Indian languages, the arts, music, history, literature, physical education, science and mathematics.

The reasoning is not administrative but epistemological. NEP 2020 asserts that "teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors" (Para 15.1). A pedagogy severed from psychology, from the philosophy of knowledge, and from the disciplinary content it purports to transmit is, on this reading, not a thin version of teacher education but a different and inferior activity. The multidisciplinary campus is therefore treated as the minimum viable habitat for teacher preparation, not as a desirable amenity.

For the institution, the guideline translates into a binary strategic choice with a hard horizon. A TEI must either (a) transform itself into a multidisciplinary HEI by adding degree-granting programmes in the arts, sciences, commerce or technology; (b) merge into, or affiliate as a constituent department of, an existing multidisciplinary university; or (c) form a cluster with neighbouring single-stream institutions that collectively function as a multidisciplinary entity. These three pathways — upgradation, merger and clustering — are elaborated in Section 2.5 of this chapter. What NEP 2020 forecloses is the fourth option: continuation as a stand-alone B.Ed. college.

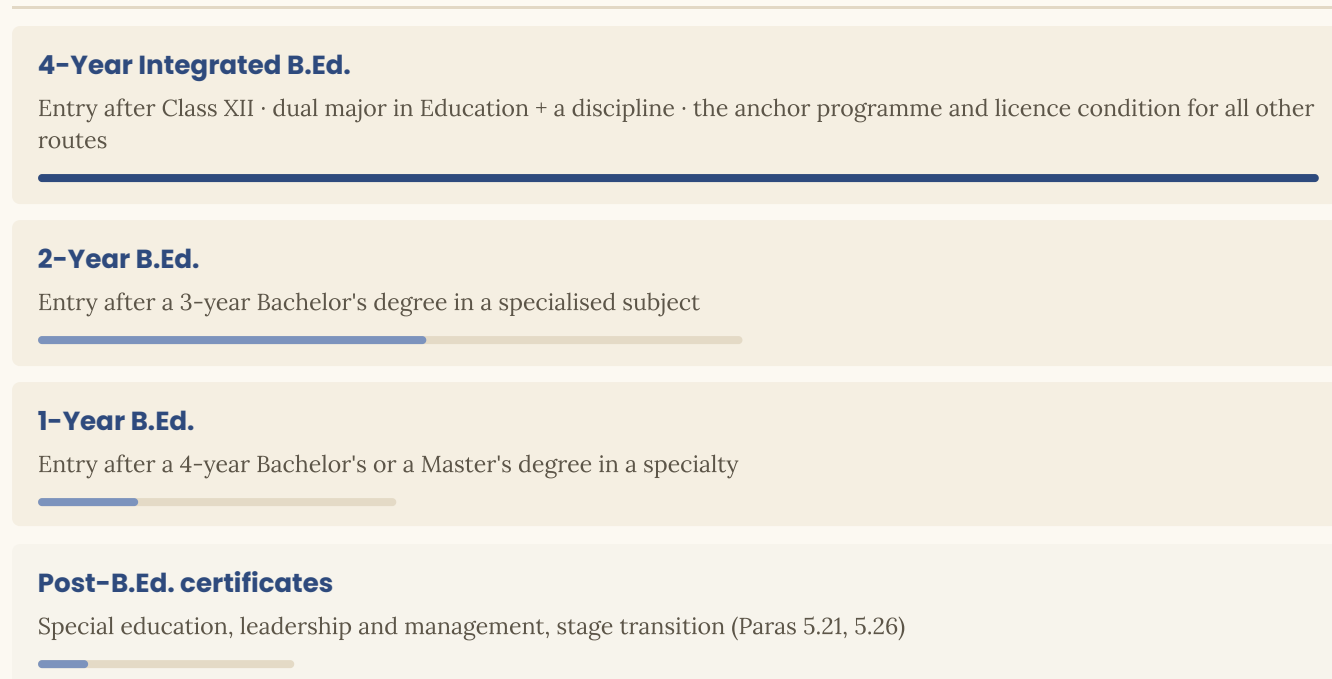
2.1.3 Guideline 2 — Programme Architecture: The 4–2–1 Ladder

Para 15.5 establishes the four-year integrated B.Ed. as "the minimal degree qualification for school teachers" by 2030, structured as a *dual-major holistic Bachelor's degree* in Education and in a specialised subject. The same institution may additionally run a two-year B.Ed. for graduates of a specialised subject and a one-year B.Ed. for holders of a four-year undergraduate degree or a Master's degree in a specialty.

Read analytically, this is not three programmes but one qualification ladder with three entry points, governed by a single principle: *the duration of professional preparation varies inversely with prior disciplinary depth*. The four-year route builds content and pedagogy simultaneously from Class XII; the two-year route adds pedagogy to existing content; the one-year route adds pedagogy to advanced content. Crucially, Para 15.5 and Para 5.23

both stipulate that the two-year and one-year variants may be offered *only* by institutions that already run the four-year integrated programme. The integrated programme is thus the licence condition for the others – a design that prevents institutions from harvesting the shorter, cheaper programmes while avoiding the demanding one.

Figure 2.1 · The NEP 2020 qualification ladder for school teachers



Source: constructed from NEP 2020, Paras 5.23–5.26 and 15.5. Bar length indicates programme duration; all routes must be housed in an accredited multidisciplinary HEI offering the four-year integrated programme.

2.1.4 Guideline 3 — Curricular Substance and the NCFTE 2021

NEP 2020 is unusually specific about curricular content, and a TEI that treats the syllabus as an affiliating university's problem will fail the Policy's test. Para 15.5 requires that teacher education include "grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions." Para 5.24 adds pedagogy for multi-level teaching and evaluation, for children with disabilities, for children with special talents, educational technology, and learner-centred and collaborative learning; it further requires that every B.Ed. programme emphasise the Fundamental Duties under Article 51A and integrate environmental awareness and sustainability.

These requirements are consolidated by Para 5.28, which mandates a new National Curriculum Framework for Teacher Education (NCFTE 2021), formulated by the NCTE in consultation with NCERT, made available in all regional languages, and revised every five to ten years in step with revisions to the National Curriculum Frameworks for school education. The design intent is a *coupled system*: when the school curriculum moves, teacher education is contractually obliged to move with it. For the institution, the operational implication is that curriculum revision ceases to be episodic and becomes a standing function requiring a permanent internal mechanism — a curriculum committee with school-facing membership, not a decadal exercise.

2.1.5 Guideline 4 — Admission, Faculty and the School Network

Three enabling guidelines complete the academic core.

Admission. Para 15.7 requires that entry to pre-service teacher preparation be "through suitable subject and aptitude tests conducted by the National Testing Agency," standardised in view of the country's linguistic and cultural diversity. This transfers the gatekeeping function from the institution to a national instrument —

realised as the National Common Entrance Test (NCET) – and thereby removes admission capacity from the set of variables a weak institution can manipulate. Institutional differentiation must henceforth be earned on quality, not on ease of entry.

Faculty. Para 15.8 requires the faculty profile of Departments of Education to be deliberately diverse, drawing in specialists from psychology, child development, linguistics, sociology, philosophy, economics and political science alongside science, mathematics, social science and language education, while valuing teaching, field and research experience highly. Para 15.9 extends this logic upward: *all* fresh Ph.D. entrants, irrespective of discipline, must take credit-based courses in teaching, pedagogy and academic writing and must accumulate a minimum number of hours of actual teaching experience. Teacher preparation thus ceases to be the exclusive business of education departments and becomes a university-wide responsibility.

The school network. Para 15.6 obliges every HEI offering teacher education to maintain "a network of government and private schools to work closely with," where student-teachers practise alongside community service, adult and vocational education. This converts the practising school from an informal courtesy arrangement into a required institutional asset – one that must be documented, governed by memoranda of understanding, and audited.

2.1.6 Guideline 5 – Standards, Mentoring and Continuous Professional Development

Para 5.20 directs the NCTE, in its restructured form as a Professional Standard Setting Body under the General Education Council, to develop National Professional Standards for Teachers (NPST) covering role expectations and competencies at each stage of expertise, together with standards for periodic performance appraisal. The Policy is explicit that the NPST "will also inform the design of pre-service teacher education programmes" and that, once adopted by States, "promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal."

The analytical significance for the TEI is that the NPST supplies, for the first time, a common currency linking programme design, graduate attributes and career progression. A TEI can now map its course learning outcomes directly onto the competency statements against which its graduates will later be appraised – and it becomes accountable when that mapping fails.

Alongside standards, NEP 2020 institutionalises continuing education. Para 5.15 establishes an expectation of "at least 50 hours of CPD opportunities every year" for every teacher, with a parallel obligation for principals and school-complex leaders (Para 5.16). Para 15.10 directs the use of technology platforms such as SWAYAM and DIKSHA for online teacher training at scale, and Para 15.11 creates a National Mission for Mentoring drawing on a pool of outstanding senior and retired faculty, including those able to mentor in Indian languages. Read together, these paragraphs open a substantial and largely uncontested market: the TEI that positions itself as a regional CPD and mentoring hub converts a policy obligation into an institutional revenue and reputation stream.

2.1.7 Guideline 6 – Regulatory Consequence

NEP 2020 pairs its developmental guidelines with an explicit enforcement clause. Para 15.3 empowers the regulatory system "to take stringent action against substandard and dysfunctional teacher education institutions that do not meet basic educational criteria, after giving one year for remedy of the breaches," and Para 5.29 states that such action includes "shutting them down, if required." The one-year remedy window is analytically important: it constructs a due-process pathway rather than an arbitrary sanction, and it implies that the burden of demonstrating soundness rests with the institution. Accreditation – the subject of Section 2.2 – becomes the natural evidentiary vehicle for that demonstration.

2.1.8 Synthesis: A Readiness Grid for the Institution

The six guidelines can be operationalised as an institutional readiness grid. Empirical work on TEI responses to the Policy consistently identifies the same three constraints – infrastructure and resource inadequacy, faculty capacity gaps, and stakeholder resistance to change – and the same three enablers: collaboration with schools and other departments, expansion into continuing professional development, and the credibility dividend of accreditation. The grid below converts the Policy's paragraphs into auditable institutional deliverables.

Policy guideline	Institutional deliverable	Evidence of compliance	Principal risk if deferred
Multidisciplinary conversion (15.4)	Approved transition plan: upgrade, merger or cluster	Governing-body resolution; UGC/NCTE filing	Loss of recognition after 2030
Four-year integrated B.Ed. (15.5)	ITEP curriculum, dual-major faculty, NCET participation	NCET approval; NCET seat matrix	Ineligibility to run 2-year and 1-year B.Ed.
NCFTE-aligned curriculum (5.28)	Standing curriculum committee with school membership	Minutes; revision log; syllabus mapping	Drift from school curricular reform
Faculty diversification (15.8–15.9)	Recruitment plan across allied disciplines	Faculty profile matrix; Ph.D. pedagogy credits	Multidisciplinarity in name only
School network (15.6)	Formal MoUs with government and private schools	Signed MoUs; internship records	Weak practicum; poor graduate readiness
NPST alignment and CPD (5.15–5.20)	Outcome map to NPST; 50-hour CPD offering	Outcome–competency matrix; CPD registers	Forgone leadership of the regional CPD market

The strategic reading of NEP 2020 is therefore straightforward. The Policy does not ask the Indian TEI to improve incrementally; it asks it to change category – from a single-purpose training college to a research-active, multidisciplinary academic unit embedded in both a university and a network of schools. Institutions that begin that migration early will find the remaining four frameworks of this chapter – accreditation, ranking, integrated programming and multidisciplinary course design – mutually reinforcing. Those that defer it will encounter each framework separately, and as a penalty.

KEY GUIDELINES AT A GLANCE

Convert or combine

Every stand-alone TEI must become, join or cluster into a multidisciplinary institution by 2030 (Para 15.4).

Follow the school curriculum

Curriculum revision becomes continuous under NCFTE 2021, coupled to revisions of the school framework (Para 5.28).

Hold a school network

A documented network of government and private schools is a required institutional asset (Para 15.6).

Anchor on the four-year degree

The integrated B.Ed. is the minimum qualification by 2030 and the licence condition for the two-year and one-year routes (Para 15.5).

Diversify the faculty

Education departments must draw on psychology, sociology, linguistics, philosophy and the subject disciplines (Paras 15.8–15.9).

Standards and CPD

Map programme outcomes to the NPST and build a 50-hour annual CPD offering (Paras 5.15, 5.20).

2.2 Guidelines of the National Assessment and Accreditation Council

for the Indian Teacher Education Institution

If the National Education Policy 2020 supplies the Indian Teacher Education Institution with a direction of travel, the National Assessment and Accreditation Council (NAAC) supplies the instrument by which movement is measured. NAAC's significance for the TEI has changed qualitatively since NEP 2020: accreditation is no longer a voluntary badge of distinction but the principal evidentiary mechanism through which an institution demonstrates the "basic educational criteria" whose absence, under Para 15.3, invites closure. This section reconstructs NAAC's guidelines as they apply specifically to teacher education, using the Council's dedicated *Manual for Teacher Education College*, and analyses the strategic behaviour the framework rewards.

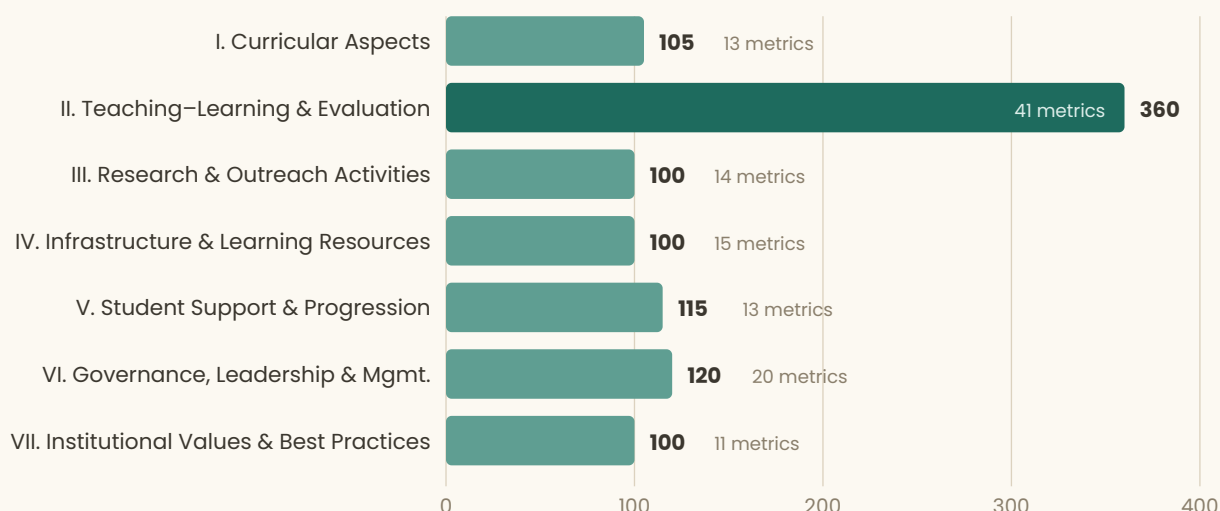
2.2.1 Why Teacher Education Needs a Separate Manual

NAAC's core value framework — contributing to national development, fostering global competencies among students, inculcating a value system, promoting the use of technology, and the quest for excellence — applies to all higher education institutions. The Council nevertheless issues a distinct manual for TEIs, and the reason is methodological rather than ceremonial. As the manual observes, teacher education is "a network of varied teacher preparation and teacher development programmes" spanning pre-school and Montessori certification, Early Childhood Care and Education, elementary preparation through the D.El.Ed. and B.El.Ed., and secondary preparation through the B.Ed. and the four-year integrated route. Assessing this network with instruments designed for general degree colleges produces a systematic distortion.

The critique is well documented in the research literature. Studies of TEI accreditation in Bihar and Jharkhand argue that "the Colleges of Teacher Education cannot be assessed on the quality parameters adopted for general colleges," identifying disproportionate weightage to research in undergraduate colleges and the penalising of public institutions "for aspects not within their control, such as curriculum, infrastructure and governance." The dedicated TEI manual is NAAC's structural answer to that critique: the seven-criterion architecture is retained for comparability, but the Key Indicators and metrics beneath it are re-specified for teacher preparation. Terminologically, the manual is explicit — "Institution" means TEI, "Student" means student-teacher, and "Teacher" means teacher educator.

2.2.2 The Quality Indicator Framework: Seven Criteria, Thirty-Two Key Indicators

The Quality Indicator Framework (QIF) for teacher education organises assessment under seven criteria: Curricular Aspects; Teaching-Learning and Evaluation; Research and Outreach Activities; Infrastructure and Learning Resources; Student Support and Progression; Governance, Leadership and Management; and Institutional Values and Best Practices. These are disaggregated into 32 Key Indicators and 127 metrics — 82 quantitative (QnM) and 45 qualitative (QlM) — carrying a total of 1,000 marks.

Figure 2.2 · Distribution of the 1,000-mark NAAC weightage across the seven criteria for TEIs

Source: computed from NAAC, *Manual for Teacher Education College*, Table 2 (Distribution of metrics and weightages across Key Indicators). Criterion II alone carries 36 per cent of the total score.

The distribution is the single most consequential fact in the framework, and it is frequently misread. Criterion II – Teaching–Learning and Evaluation – carries 360 of 1,000 marks across 41 metrics, more than three times the weight of research. Within it, *Competency and Skill Development* alone carries 100 marks across 13 metrics and the *Student Satisfaction Survey* carries 50 marks on a single metric. Criterion III, Research and Outreach Activities, carries only 100 marks. The framework therefore contradicts the widespread institutional belief that accreditation rewards publication above pedagogy. For a TEI, the evidence is unambiguous: the return on investment is highest in the classroom, in the practicum, and in the demonstrable competence of the graduating student-teacher.

This weighting also answers, at least partially, the research critique noted above. By capping research at a tenth of the total and elevating competency development, the TEI manual explicitly rebalances the framework away from the general-college template.

2.2.3 The Criteria as Institutional Obligations

Criterion I – Curricular Aspects (105 marks). The manual draws a careful distinction between universities, which design curricula, and affiliated colleges, for which curricula are "givens" prescribed by the parent university. It then makes a demanding move: even where the syllabus is given, "every TEI plans for meaningfully translating curriculum into activities." This process of *institutional curriculum planning* – deciding who teaches what, how, and with what emphasis, in the light of institutional goals, resource potential, local culture and student profile – is what the criterion actually assesses. The four Key Indicators are Curriculum Planning, Academic Flexibility, Curriculum Enrichment and the Feedback System. On feedback, the manual is precise: a compliant TEI does not merely collect responses from students, teachers, employers, alumni and heads of practice-teaching schools; it analyses them, draws "pertinent pointers," and feeds them into subsequent revision.

Criterion II – Teaching–Learning and Evaluation (360 marks). Its eight Key Indicators run from Student Enrolment and Profile through Honouring Student Diversity, the Teaching–Learning Process, Competency and Skill Development, Teacher Profile and Quality, the Evaluation Process, Student Performance and Learning Outcomes, to the Student Satisfaction Survey. The manual's framing of competency is notably forward-looking: "Gone are the days when teacher competence pertained merely to pedagogic aspects," it argues, requiring instead a range extending from effective communication to discerning learner variation and engaging stakeholders. On the teaching–learning process it treats dual-mode, blended and multi-mode engagement,

familiarity with Learning Management Systems and the institutional generation of e-resources as "real requirements rather than desirable elements."

Criteria III to VII. Research and Outreach Activities (100) covers resource mobilisation for research, publications, outreach and collaboration – the last of these a natural home for the school-network obligation under NEP Para 15.6. Infrastructure and Learning Resources (100) covers physical facilities, the library, ICT and campus maintenance. Student Support and Progression (115) covers support, progression, participation and alumni engagement. Governance, Leadership and Management (120) covers vision and leadership, strategy, faculty empowerment, financial management and the Internal Quality Assurance System. Institutional Values and Best Practices (100) covers institutional values and social responsibility (60), Best Practices (20) and Institutional Distinctiveness (20).

The last of these deserves emphasis. Forty marks are reserved for what an institution does that is *not* prescribed anywhere. In a framework otherwise dominated by standardisation, this is the space in which a TEI can convert local character – a tribal-language pedagogy laboratory, an inclusive-education resource centre, a rural school-cluster partnership – into scored institutional distinctiveness.

2.2.4 The Assessment Process and the Arithmetic of the CGPA

Assessment proceeds in three phases: self-assessment by the TEI reported as a Self-Study Report (SSR); the Student Satisfaction Survey; and assessment by a Peer Team. Procedurally, the institution registers with NAAC, files an Institutional Information for Quality Assessment (IIQA), and on acceptance submits the SSR with fees within 45 days. Quantitative metrics then pass through Data Validation and Verification (DVV). The SSS is run concurrently with DVV, with the system selecting 60 per cent of the student population by stratified random sampling and closing the survey one month after initiation.

Two thresholds govern progression. First, a TEI scoring 25 per cent or above on quantitative metrics, excluding the SSS score, clears the *Pre-qualifier* stage; failure requires a fresh IIQA and a six-month wait. Second, the Peer Team visit – ordinarily two days with three expert reviewers – is confined to the 30 per cent qualitative metrics, the team's role being "very specific and limited" to reviewing intangible aspects. Institutions whose metrics are found to be deviated face forfeiture of the first fee instalment, referral to statutory authorities and possible legal action; an SSR once submitted cannot be withdrawn.

The final Cumulative Grade Point Average is computed from three sources: system-generated scores on quantitative metrics, which constitute approximately 70 per cent of the total; Peer Team scores on qualitative metrics; and the Student Satisfaction Survey. These are collated against benchmarks on a five-point scale (0–4) and mapped to a seven-point letter grade.

Figure 2.3 · The NAAC accreditation pathway and the resulting grade scale

1 Registration & IIQA	
2 SSR within 45 days 127 metrics	
3 DVV + Student Satisfaction Survey 60% sample	
4 Pre-qualifier ≥ 25% on QnM	
5 Peer Team visit 2 days · 3 reviewers · QIM only	
6 Outcome PTR + quality profile + grade sheet	

CGPA range	Grade	Status
3.51 – 4.00	A++	Accredited
3.26 – 3.50	A+	Accredited
3.01 – 3.25	A	Accredited
2.76 – 3.00	B++	Accredited
2.51 – 2.75	B+	Accredited
2.01 – 2.50	B	Accredited
1.51 – 2.00	C	Accredited
≤ 1.50	D	Not accredited

Source: NAAC, *Manual for Teacher Education College*, Sections VI–IX; grade scale as published by NAAC.

The accreditation outcome is issued in three parts: a Peer Team Report containing a qualitative criterion-wise analysis, an overall SWOC analysis and no more than ten recommendations; a system-generated graphical quality profile on quantitative metrics; and an Institutional Grade Sheet. Display of the complete outcome on the institutional website is mandatory.

2.2.6 The Internal Quality Assurance Cell as the Operating Mechanism

NAAC's own institutional history explains why the Internal Quality Assurance Cell (IQAC) is the pivot on which TEI accreditation turns. Among the Council's post-accreditation initiatives are the establishment of IQACs, the state-wise analysis of accreditation reports for policy purposes, and the initiation of student involvement in quality enhancement. The IQAC's mandated functions are the development of quality benchmarks, the dissemination of information on quality aspects, the organisation of workshops, seminars and quality circles, the recording and monitoring of quality measures, and acting as the institution's agency for all quality-related activity. In the QIF this is not advisory language: the Internal Quality Assurance System is a scored Key Indicator carrying 30 marks and five metrics under Criterion VI.

For a teacher education college, the practical translation is a small set of standing systems rather than a committee. Enrolment, diversity, faculty qualification, practicum, placement and progression data must be captured in the academic year in which they occur; feedback from the five stakeholder groups named in Criterion I must be gathered, analysed and minuted each cycle; the Annual Quality Assurance Report must be filed as a genuine record rather than reconstructed retrospectively. Where these systems exist, the SSR becomes an act of compilation. Where they do not, it becomes an act of construction — and it is precisely such construction that the Data Validation and Verification stage is designed to detect and penalise.

Two structural criticisms of the framework nevertheless remain live in the literature and deserve acknowledgement in any balanced account. The first is the absence of a continuous grade-review mechanism, which encourages episodic rather than sustained quality effort. The second concerns re-accreditation: researchers report that appeals against awarded grades are rejected in the overwhelming majority of cases,

leaving institutions with limited recourse. Neither criticism weakens the case for accreditation; both strengthen the case for treating the first cycle as decisive and for building the evidentiary base early.

2.2.7 Analytical Observations and Institutional Strategy

Three observations follow from the framework's design, each with a corresponding institutional implication.

First, the framework is data-led, not narrative-led. With roughly 70 per cent of the CGPA generated from validated quantitative metrics and the Peer Team confined to qualitative indicators, the decisive work occurs long before the visit. Field studies of TEIs record precisely the failure this produces: institutions in which "the information of AQAR and SSR is not properly maintained," and which begin preparing for the next cycle only a year in advance — a practice one study characterises as malpractice. The institutional implication is that the Internal Quality Assurance Cell must function as a continuous data system with year-round custody of metric evidence, not as a pre-visit committee.

Second, the framework rewards the student's voice. Fifty marks — five per cent of the total — rest on a single metric administered directly to a 60 per cent random sample of students, entirely outside institutional control. No amount of documentary preparation can substitute for the lived quality of teaching, and no other metric offers so high a return for genuine improvement.

Third, accreditation performance in teacher education is empirically weak, which makes it strategically valuable. Regional studies report a persistent "mismatch between institutional capacity and quality of teacher educators" and mean CGPAs clustering just above the midpoint of the scale, with grades of B and B+ predominating and A grades rare. In a field where the distribution is compressed at the centre, a TEI that scores well on the heavily weighted teaching–learning criterion and on institutional distinctiveness gains disproportionate differentiation. Under NEP 2020, that differentiation is no longer reputational alone: it is the documented evidence of soundness on which recognition, ranking eligibility under the framework discussed in Section 2.3, and institutional survival now rest.

KEY GUIDELINES AT A GLANCE

Weight follows teaching

Criterion II carries 360 of 1,000 marks; research carries 100. Invest where the marks are.

Clear the pre-qualifier

A minimum of 25 per cent on quantitative metrics, excluding the satisfaction survey, is required to reach the visit.

Run the IQAC continuously

Evidence must be captured in the year it occurs; the DVV stage is designed to detect retrospective construction.

Seventy per cent is data

Most of the CGPA is system-generated from validated quantitative metrics before the Peer Team arrives.

Fifty marks belong to students

The Student Satisfaction Survey samples 60 per cent of students directly and cannot be managed.

Claim distinctiveness

Forty marks reward Best Practices and Institutional Distinctiveness — the space for local character.

2.3 Guidelines of the National Institutional Ranking Framework

for the Indian Teacher Education Institution

Accreditation asks whether an institution is good enough; ranking asks how it compares. The National Institutional Ranking Framework (NIRF), approved by the Ministry of Education and administered through the annual *India Rankings*, supplies Indian higher education with its first sustained, data-driven answer to the second question. For the Teacher Education Institution the framework is doubly relevant: it offers a route to national visibility that accreditation alone does not confer, and its parameter structure functions as a diagnostic instrument that exposes precisely the weaknesses NEP 2020 identifies in the sector. This section sets out the framework's architecture, its metric logic and its strategic implications for a TEI.

2.3.1 Origins, Scale and Design Philosophy

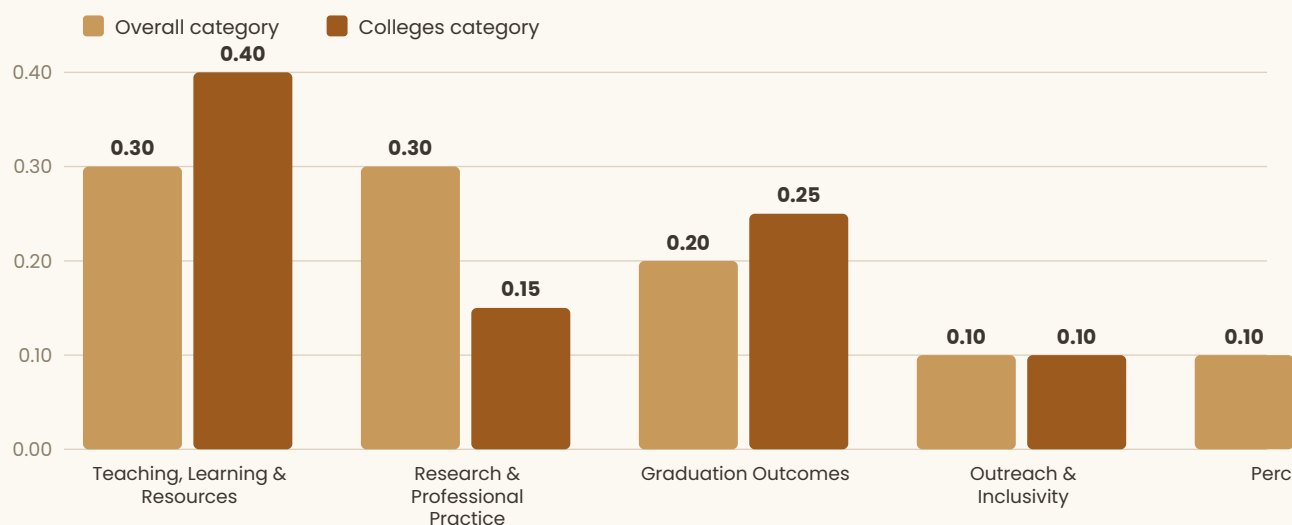
NIRF originates in a Ministry of Education workshop of August 2014 and a sixteen-member Core Committee appointed in October 2014 under the chairmanship of the Secretary (Higher Education). Its remit was to design a ranking methodology appropriate to India's diverse higher education landscape, with separate rankings for categories of institutions assessed within their own peer groups. The portfolio has expanded steadily: universities and three subject domains in 2016; the Overall category and General Degree Colleges in 2017; law, medicine and architecture in 2018; dental and research institutions in 2020 and 2021; agriculture and innovation in 2023; open universities, skill universities and state public universities in 2024; and Sustainable Development Goals in 2025, taking the framework to seventeen rankings across nine categories and eight subject domains.

The scale is now substantial. For India Rankings 2025, 8,863 institutions registered and 7,692 submitted data, producing 14,163 participations across categories and domains — 4,045 in Overall and 4,030 in Colleges. Regionally, participation is markedly uneven: 5,268 from the South and 4,702 from the West against 2,304 from the North and 1,889 from the East.

The framework's design philosophy is explicitly stated and is important for TEIs. NIRF "continues to emphasize on the collection, verification, and use of reliable data, in contrast to global rankings that often give disproportionate weightage to perception and internationalization." In a system as large and heterogeneous as India's, the framework argues, reliance on perception alone "can be misleading and subject to manipulation." The consequence is a framework built on nineteen parameters organised into five generic groups, of which only ten per cent rests on perception — and in which India-specific concerns of regional diversity, gender equity and the inclusion of disadvantaged groups are given standing weight.

2.3.2 The Five Parameters and Their Weightages

All NIRF rankings rest on five parameter groups: Teaching, Learning and Resources (TLR); Research and Professional Practice (RP); Graduation Outcomes (GO); Outreach and Inclusivity (OI); and Perception (PR). Each is marked out of 100 and combined using category-specific weights. The distinction between the Overall and the Colleges weighting is decisive for teacher education institutions, most of which are affiliated or constituent colleges rather than large comprehensive universities.

Figure 2.4 · NIRF parameter weightages: Overall category compared with the Colleges category

Source: NIRF, *India Rankings 2025*, Summary of Ranking Parameters and Weightages (Overall and Colleges). The Colleges framework raises teaching to 0.40 and graduation outcomes to 0.25 while reducing research to 0.15.

The re-weighting is the single most useful fact in this section for a TEI. Under the Colleges framework, teaching, learning and resources carry 0.40 and graduation outcomes 0.25 – jointly 65 per cent of the score – while research falls to 0.15. This mirrors, almost exactly, the NAAC rebalancing described in Section 2.2, and it means that the two national frameworks are pulling in the same direction. An institution that invests in faculty strength, faculty qualification, financial utilisation, examination performance, placement and higher-study progression is simultaneously optimising for accreditation and for ranking.

2.3.3 Metric Structure: What Each Parameter Actually Measures

Teaching, Learning and Resources. In the Colleges framework, TLR comprises Student Strength including doctoral students (20 marks), Faculty–Student Ratio with emphasis on permanent faculty (30), a combined metric for Faculty with Ph.D. or equivalent and Experience (20), and Financial Resources and their Utilisation (30). Two design features repay attention. The emphasis on *permanent* faculty penalises the widespread TEI practice of staffing through short-term and guest appointments. The measurement of financial *utilisation*, not merely allocation, penalises the equally widespread practice of under-spending sanctioned budgets. In the Overall framework for 2025 the parameter is broadened further, adding Online Education (10 marks) and a combined metric for Multiple Entry and Exit, the Indian Knowledge System and regional languages (5 marks) – a direct importation of NEP 2020 priorities into the ranking instrument.

Research and Professional Practice. For Colleges this comprises publications (70 marks) and quality of publications (30); the Overall framework adds patents and research projects. Publication and citation data are drawn from Scopus and Web of Science rather than institutional self-report. India Rankings 2025 introduced a negative marking system based on retracted publications for the Overall, Engineering, Universities and Research Institutions categories, and continued the elimination of institution-level self-citations first applied in 2024. The message to institutions is unambiguous: volume without integrity is now actively penalised.

Graduation Outcomes. For Colleges: placement and higher studies (40), university examination performance (40), and median salary (20). This is the parameter on which teacher education has the most compelling and least exploited story to tell. A B.Ed. or integrated programme graduate who enters school teaching is, by any reasonable definition, placed; a graduate who proceeds to an M.Ed. or a doctorate has progressed to higher study. What is typically missing is not the outcome but the record of it – verifiable, year-wise, auditable data on where graduates go.

Outreach and Inclusivity. Region diversity (30), women diversity (30), economically and socially challenged students (20), and facilities for physically challenged students (20). Many TEIs already perform strongly here without recognising it: teacher education enrolls a high proportion of women and of first-generation and rural learners. The parameter converts an existing social profile into ranking score, provided the data are captured. Facilities for physically challenged students, by contrast, require capital investment and are frequently the weakest sub-metric.

Perception. A single metric of 100 marks drawn from academic peers and employers; for universities, 70 per cent peer perception and 30 per cent accreditation. This is the one parameter that cannot be engineered from internal data, and its partial dependence on accreditation for universities creates an explicit link between the NAAC grade of Section 2.2 and the NIRF score of this section.

2.3.4 Eligibility, Process and the Question of Category

Participation begins with pre-registration: institutions that applied in the previous cycle are automatically pre-registered and invited to participate again, while new institutions register through the NIRF portal following public advertisement, with data submitted online in a prescribed format by 31 January. Institutions are ranked only where they have graduated at least three batches in full-time undergraduate or postgraduate programmes of not less than three years' duration. Eligibility for the Overall category requires a minimum of 1,000 students enrolled in undergraduate and postgraduate programmes taken together.

That threshold has a direct structural consequence for teacher education. A stand-alone B.Ed. college with an annual intake of one or two units cannot approach the Overall threshold and will typically compete, if at all, in the Colleges category. A TEI that has completed the multidisciplinary conversion required by NEP Para 15.4 – whether by upgrading, by merging into a university, or by clustering – may find the threshold within reach as part of a larger entity. Ranking eligibility is therefore not independent of the structural reform discussed in Sections 2.1 and 2.5; it is one of its dividends.

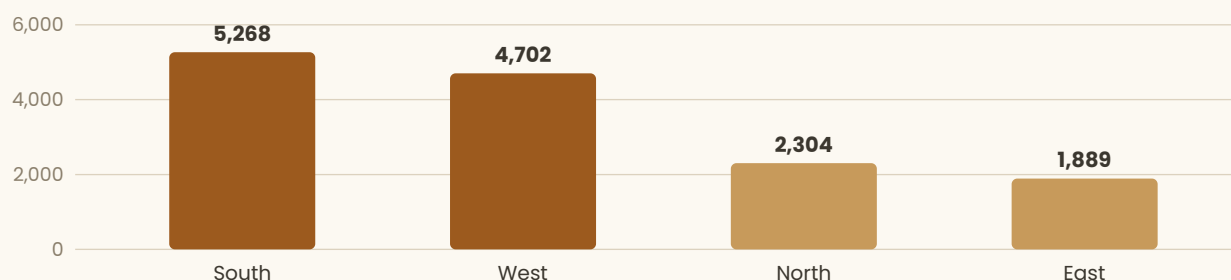
On data integrity, NIRF is candid about the division of responsibility. The NIRF team performs limited validation; publication and citation data come from external indexing sources; perception data come from employers and peers; the general public may comment on submitted data through press advertisement and the web portal, with queries passed to the institution concerned. But "responsibility for the accuracy and authenticity of the data lies with the institutions supplying it," and final data are published on the NIRF portal. Public submission of verifiable institutional data is thus a reputational act with consequences well beyond the rank obtained.

2.3.6 A Self-Audit Instrument Derived from the Colleges Framework

Because every NIRF sub-metric is publicly defined, the framework can be operated in reverse as an internal audit. The table below restates the Colleges parameter set as a set of institutional questions a TEI can answer from its own records in a single working week, together with the improvement lever attached to each. Scored honestly and repeated annually, it produces a trend line that is more valuable to institutional planning than any single year's rank.

Parameter (weight)	Sub-metrics	Internal audit question	Principal lever
TLR (0.40)	SS 20 · FSR 30 · FQE 20 · FRU 30	What share of sanctioned posts is filled by permanent, doctorally qualified faculty, and what share of the sanctioned budget was actually spent?	Regularise appointments; complete capital utilisation within the financial year
RP (0.15)	PU 70 · QP 30	How many indexed publications per faculty member in the last three years, and in what quality tier?	Practitioner and action research anchored in the school network
GO (0.25)	GPH 40 · GUE 40 · GMS 20	Where did each graduating cohort go, and can it be verified?	A graduate destination register maintained from the year of exit
OI (0.10)	RD 30 · WD 30 · ESCS 20 · PCS 20	What is the enrolment profile by region, gender and socio-economic category, and is the campus barrier-free?	Capture existing diversity as data; invest in accessibility
PR (0.10)	Peer and employer perception 100	Do the schools that employ our graduates, and peer institutions, know what we do?	Accreditation grade, publication visibility, school partnerships

Figure 2.5 · Region-wise participation in India Rankings 2025 (all categories and domains)



Source: NIRF, *India Rankings 2025*, Table 3. Of 14,163 participations, 70 per cent came from the South and West. Under-representation in the North and East is a participation gap, not a performance gap.

One further observation concerns geography. The regional distribution of India Rankings 2025 participation — 5,268 institutions from the South and 4,702 from the West, against 2,304 from the North and 1,889 from the East — indicates that non-participation, rather than poor performance, is the binding constraint in large parts of the country. For an institution in an under-represented region, the marginal cost of entry is low and the marginal visibility gained is correspondingly high.

2.3.7 Analytical Implications for the Teacher Education Institution

Four implications follow.

The absence of a teacher education category is itself informative. NIRF ranks seventeen categories and domains, including specialised professional fields such as pharmacy, dental sciences, law, architecture and planning, and

agriculture. Teacher education is not among them. TEIs consequently compete either within Colleges or within the ranking of their parent university. The strategic reading is that visibility for teacher education must currently be earned inside general frameworks — and that a strong, well-documented education department contributes to a parent university's TLR, GO and OI scores rather than sitting outside the ranking economy.

The framework is a management dashboard before it is a league table. Because each sub-metric is defined and public, an institution can compute its own scores without submitting anything. Faculty–student ratio, proportion of permanent faculty, proportion of faculty with doctorates, budget utilisation, examination pass rates, progression to employment and higher study, regional and gender diversity: these are institutional health indicators first and ranking inputs second. Used internally, NIRF converts NEP's qualitative aspirations into arithmetic.

The 2025 revisions signal the direction of travel. The addition of online education, multiple entry and exit, Indian Knowledge Systems and regional languages to TLR, and the introduction of an SDG ranking, show the framework absorbing NEP 2020's priorities into its metrics. Institutions that implement the Policy substantively will find future ranking cycles progressively more favourable to them.

Participation has an option value independent of rank. The discipline of assembling NIRF data annually — verifiable, in a prescribed format, open to public challenge — produces exactly the evidentiary base that the NAAC Self-Study Report requires and that the NEP one-year remedy window under Para 15.3 presumes. For a TEI, the rational sequence is to build the data system once and let it serve accreditation, ranking and regulatory defence simultaneously.

KEY GUIDELINES AT A GLANCE

Know your category

The Colleges framework weights teaching at 0.40 and graduation outcomes at 0.25, with research at only 0.15.

Spend the budget

Financial Resources and their Utilisation measures expenditure, not allocation.

Diversity is already yours

Region, gender and socio-economic diversity are strengths of teacher education that go unscored unless captured.

Permanent faculty count

The faculty–student ratio metric explicitly emphasises permanent appointments over guest staffing.

Record every destination

Placement and higher-study progression is 40 of 100 marks in Graduation Outcomes — but only if verifiable.

Use it internally first

Every sub-metric is public, so the framework can be run as an annual self-audit without submitting anything.

2.4 Guidelines of the Integrated Teacher Education Programme

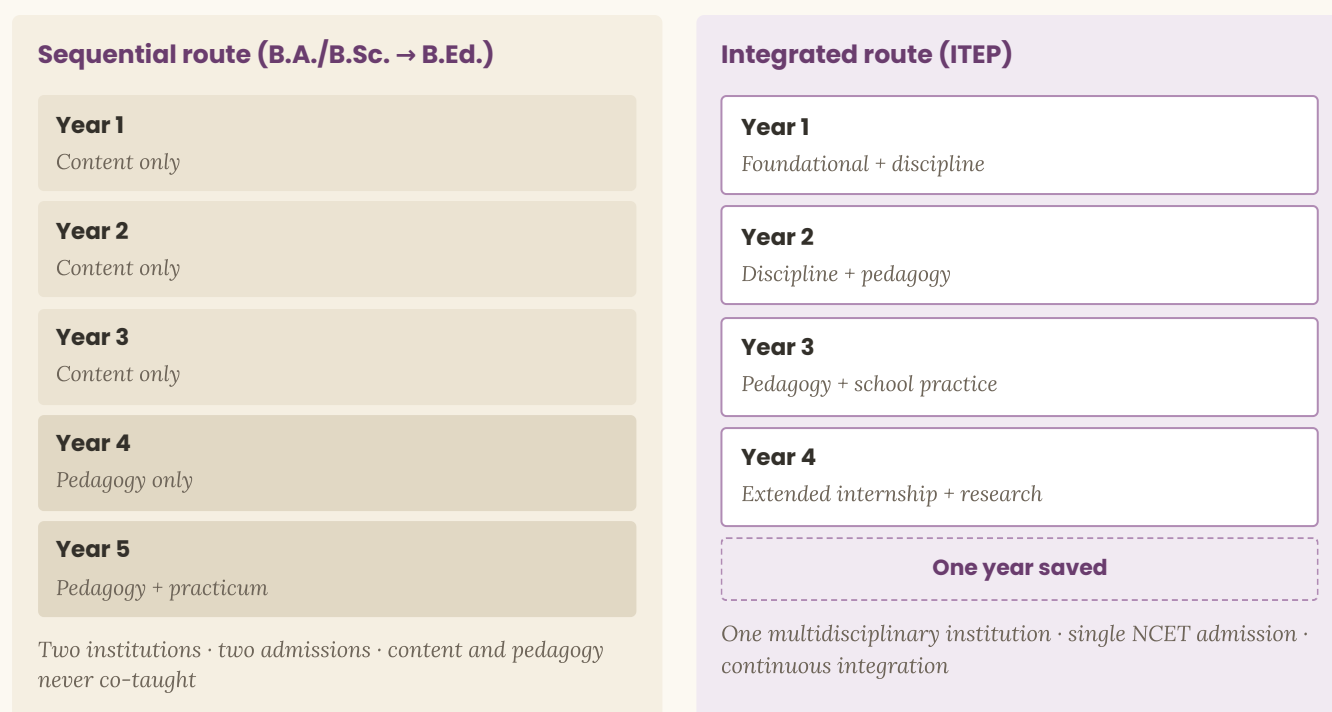
for the Indian Teacher Education Institution

The Integrated Teacher Education Programme (ITEP) is the point at which the National Education Policy 2020 stops describing a vision and begins issuing a specification. Where the frameworks examined so far govern institutional form, quality assurance and comparative standing, ITEP governs the curriculum itself – who may enter teacher preparation, for how long, through what admission instrument, and with what combination of disciplinary and pedagogical content. Launched by the National Council for Teacher Education in fifty-seven institutions from the academic session 2023–24, ITEP is the operational form of the four-year integrated B.Ed. that Para 15.5 of the Policy makes the minimum qualification for school teaching by 2030. This section sets out its guidelines and evaluates the evidence on its early reception.

2.4.1 The Programme in Outline

ITEP is a four-year dual-major undergraduate programme that integrates general education in the arts, sciences, social sciences or commerce with professional teacher education, so that prospective teachers "develop both subject expertise and pedagogical skills simultaneously." Its degree forms are the B.A. B.Ed., B.Sc. B.Ed. and B.Com. B.Ed. Entry is directly after Class XII from a recognised board, in any stream – humanities, science, commerce or other. The regulatory body is the NCTE; the admission instrument is the National Common Entrance Test (NCET), conducted annually by the National Testing Agency in computer-based mode, in fulfilment of the requirement in NEP Para 15.7 that admission to pre-service teacher preparation be through subject and aptitude tests conducted by the NTA.

The structural claim made for the programme is one of compression without loss: students "complete their studies within a condensed timeframe of four years, as opposed to the conventional five-year duration" of a three-year Bachelor's degree followed by a two-year B.Ed. The saving of one academic year is real, but it is not the primary argument. The primary argument is integrative: in the sequential model, content and pedagogy are learned in separate institutions, from separate faculties, in separate periods of a student's life, with no structural requirement that they ever be brought into contact. ITEP makes that contact continuous across four years.

Figure 2.6 · The sequential route and the integrated route compared

Source: constructed from NEP 2020 Paras 15.5 and 5.23, and NCTE/ITEP programme documentation. Year labels indicate the dominant emphasis of each year, not exclusive content.

2.4.2 Curricular Architecture

The ITEP curriculum is organised around four components. *Foundational courses* build understanding of education, psychology, communication and child development. *Subject specialisation* provides depth in a chosen discipline — mathematics, the sciences, the social sciences, languages, commerce or the humanities. *Pedagogical training* covers teaching methods, classroom management, assessment strategies and educational technology. *Practical experience* comprises classroom observation, school visits, teaching practice, community engagement and extended internships.

Beyond this scaffolding, the programme carries a distinctive content mandate drawn directly from NEP 2020. It is required to ground student-teachers in early childhood care and education, foundational literacy and numeracy, inclusive education, multilingualism, digital literacy, experiential learning, and "a deep understanding of India's values, ethos, art, and traditions." The emphasis on foundational literacy and numeracy is not decorative: it aligns teacher preparation with the single most urgent priority of Indian school education, and it does so at the point of pre-service formation rather than through remedial in-service training later.

Stage specificity is a further design feature. ITEP prepares teachers for a designated stage of the 5+3+3+4 school structure — foundational, preparatory, middle or secondary — rather than producing a generic secondary-school teacher. At IIT Bhubaneswar in 2023–24, for instance, fifty students pursued a B.Sc. in physics, chemistry, mathematics or economics together with a B.Ed. imparting the skills to teach at the secondary stage.

2.4.3 Admission: The NCET Gateway

Admission proceeds in five steps: registration on the NCET portal during the NTA registration window; the computer-based examination; release of results and scorecards; institutional counselling and seat allocation against merit lists prepared by participating universities; and document verification with fee payment. Eligibility requires completion of Class XII from a recognised board, satisfaction of the institution's minimum percentage requirement, qualification in NCET, and any additional condition announced by the participating university. NCET is mandatory: admission to ITEP is not available through any other route.

The participating base has grown quickly. From fifty-seven institutions at launch in 2023–24, some 223 institutions — central and state universities, IITs, NITs, Regional Institutes of Education and private universities — now accept NCET scores. Fee levels vary considerably by institutional type, from roughly ₹20,000–40,000 a year at central universities and ₹15,000–60,000 at state universities to ₹70,000–1,00,000 at NITs, ₹80,000–1,50,000 and above at IITs, and ₹50,000–2,00,000 and above in the private sector.

Two analytical observations follow. First, the presence of the IITs and NITs in a teacher-preparation programme is a deliberate status intervention: it places teacher education, for the first time, inside institutions that command the top of the national aspiration hierarchy. Second, the fee range is wide enough that public provision remains decisive for equity — a point that connects directly to the evidence on awareness examined below.

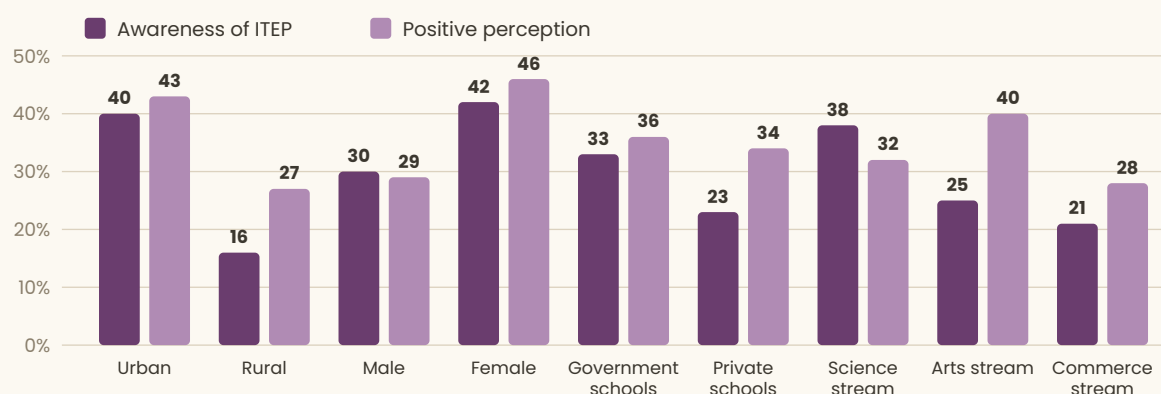
2.4.4 The Empirical Record: Effectiveness and Awareness

Two strands of recent Indian research allow a preliminary evaluation of ITEP. The first concerns perceived effectiveness among those inside the programme. A study of pre-service teachers and teacher educators reports mean scores above 4.0 on a five-point scale for multidisciplinary learning ($M = 4.17$, $SD = 0.65$), teaching competency ($M = 4.06$, $SD = 0.71$) and classroom readiness ($M = 4.10$, $SD = 0.69$), with low dispersion indicating consistent agreement. An independent-samples t -test finds pre-service teachers significantly more favourable than teacher educators ($M = 4.14$ against $M = 3.84$; $t = 2.13$, $p = 0.035$), and one-way analysis of variance confirms that professional experience shapes attitudes ($F = 5.27$, $p = 0.015$). Most importantly for the programme's central hypothesis, multidisciplinary learning and teaching competency correlate strongly ($r = 0.71$).

That correlation is the empirical core of the case for ITEP. It supports the Policy's contention that exposure to multiple disciplines is not a general enrichment but a specific driver of professional competence. The divergence between students and educators is equally informative: it suggests that the principal implementation risk lies not with learners but with the faculty expected to deliver an integrated curriculum — a finding consistent with the same study's identification of inadequate infrastructure, limited faculty training and resistance to new methods as persistent obstacles.

The second strand concerns awareness among prospective entrants, and here the findings are considerably less comfortable. A descriptive survey of senior secondary students in Sitamarhi district, Bihar — an aspirational district under the NITI Aayog programme — records awareness of ITEP at 40 per cent among urban students against 16 per cent among rural students, and positive perception at 43 per cent against 27 per cent.

Figure 2.7 · Awareness and positive perception of ITEP among senior secondary students, by demographic variable



Source: survey of senior secondary students, Sitamarhi district, Bihar (2025). Values are percentages of respondents within each category.

The disaggregation repays close reading. Female students record higher awareness (42 per cent) and markedly higher positive perception (46 per cent) than male students (30 and 29 per cent). Government-school students are better informed (33 per cent) than private-school students (23 per cent), a reversal of the usual direction of educational advantage, attributable to the formal circulation of policy communications through government school systems. Most strikingly, awareness and intention diverge by stream: science students are the best informed (38 per cent) but the least inclined (32 per cent), while arts students are less informed (25 per cent) but the most inclined (40 per cent). Awareness, in other words, is not the same as attraction; the science cohort knows about ITEP and chooses engineering or medicine instead.

2.4.5 Programme Specification at a Glance

The programme's defining parameters can be stated compactly, and it is useful for an institution to hold them in one view when planning approvals, staffing and student communication.

Particular	Integrated Teacher Education Programme	Conventional sequential route
Duration	4 years	5 years (3 + 2)
Point of entry	Directly after Class XII, any stream	After a Bachelor's degree
Admission instrument	NCET, conducted by NTA (mandatory)	State or university-level B.Ed. entrance
Degree awarded	B.A. B.Ed. / B.Sc. B.Ed. / B.Com. B.Ed. (dual major)	Bachelor's degree, then a separate B.Ed.
Institutional setting	Multidisciplinary HEI only	Often a stand-alone TEI
School exposure	Continuous across all four years	Concentrated in the B.Ed. years
Regulatory body	NCTE, under NEP 2020	NCTE, under the earlier regulations
Status by 2030	Minimum qualification for school teaching	Retained only as 2-year and 1-year variants

Career destinations follow the stage specialisation: primary and secondary school teaching, educational administration and coordination, curriculum and content development, educational technology, counselling and, for those continuing to postgraduate and doctoral study, teacher education itself. The dual-major structure also preserves disciplinary mobility — an ITEP graduate holds a recognised Bachelor's degree in a subject as well as a teaching qualification, which materially reduces the career risk that has historically deterred able Class XII students from committing early to teaching.

A final caution is warranted. The compression of five years into four is achieved by removing duplication, not by removing content, and the burden of that compression falls on curricular design. Where an institution simply co-locates an existing Bachelor's syllabus and an existing B.Ed. syllabus within four years, the result is intensification without integration — the very outcome the reform was intended to prevent. Genuine integration requires jointly designed courses in which disciplinary content is taught with its pedagogy, assessed together, and rehearsed in the partner school in the same semester in which it is learned.

2.4.6 Institutional Guidelines and Strategic Implications

For the TEI, six operational guidelines follow from the foregoing.

Eligibility precedes everything. ITEP may be offered only within a multidisciplinary institution, because the dual major requires degree-granting authority in the disciplinary half of the programme. An institution's ITEP

strategy is therefore inseparable from its NEP Para 15.4 conversion strategy.

Faculty capability is the binding constraint. The evidence that teacher educators are significantly less positive than their students, coupled with the recurring finding that educators lack preparation for multidisciplinary and outcome-based teaching, identifies faculty development as the first investment rather than a later one. Team teaching across departments, structured orientation and sustained interdisciplinary collaboration are the recommended instruments.

The school partnership is a curricular necessity. Extended internships, teaching practice and community engagement run through all four years. This requires a stable network of partner schools governed by formal agreements – the same asset required by NEP Para 15.6 and rewarded under NAAC Criterion III.

Awareness building is an institutional responsibility. A programme entered directly from Class XII depends on Class XII students knowing it exists. With rural awareness at 16 per cent, school-facing outreach and career counselling are not marketing but a condition of the programme's viability – and, given the rural–urban gap, a condition of its equity.

Recruit where intention is highest, inform where awareness is lowest. The stream data suggest differentiated outreach: arts and commerce cohorts require information, science cohorts require a persuasive account of teaching as a career of standing.

Build monitoring in from the outset. The recommendation recurring across the evidence is for systematic, continuous evaluation of programme effectiveness. An institution that instruments its own ITEP cohorts – tracking competency development, internship quality and graduate destinations – generates precisely the data that NAAC Criterion II and the NIRF graduation-outcome parameter require, and contributes to a national evidence base that remains, at present, thin.

KEY GUIDELINES AT A GLANCE

Multidisciplinary status first

ITEP requires degree-granting authority in the disciplinary half of the dual major.

Integrate, do not co-locate

Content and its pedagogy must be jointly designed, jointly assessed and rehearsed in the same semester.

Awareness is an institutional duty

Rural awareness of ITEP stands at 16 per cent against 40 per cent in urban areas.

NCET is the only door

Admission runs exclusively through the NTA's National Common Entrance Test.

Faculty capability is the constraint

Teacher educators rate the programme significantly lower than their students do ($t = 2.13$, $p = 0.035$).

Differentiate the outreach

Arts and commerce cohorts need information; science cohorts need a case for teaching as a career.

2.5 Guidelines of Multi-Disciplinary Courses

for the Indian Teacher Education Institution

Multi-disciplinarity is the connective tissue of the four frameworks already examined. It is the structural condition NEP 2020 imposes on the Teacher Education Institution, the epistemic assumption behind the Integrated Teacher Education Programme, the flexibility that NAAC scores under Academic Flexibility and Curriculum Enrichment, and the credit architecture that NIRF has now begun to reward. This final section treats multi-disciplinary courses in their own right — as a curricular design problem, an institutional transformation problem, and a question of equity — and sets out the guidelines by which a TEI can implement them well rather than nominally.

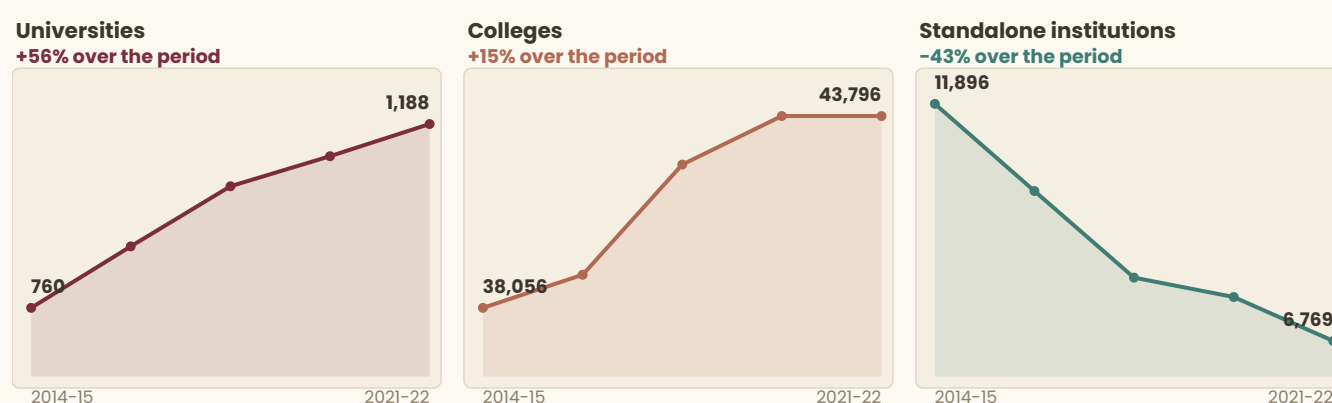
2.5.1 The Policy Foundation

NEP 2020 envisages a higher education ecosystem in which rigid disciplinary barriers are dismantled and students select courses across domains through a flexible, credit-based structure. By 2040, all higher education institutions are expected to operate as multidisciplinary spaces oriented to experiential learning, skill enhancement and employability; by 2030, the Policy proposes at least one multidisciplinary institution in every district. Standalone colleges — engineering, medical, law and, explicitly, teacher education — are to transition into multidisciplinary universities or form academic clusters.

The Policy's intellectual case is both prospective and retrospective. Prospectively, it holds that combinations such as physics with music, mathematics with philosophy, economics with data science or biology with history produce creativity, problem-solving capacity and critical thinking of a kind that single-discipline study does not. Retrospectively, the literature locates the model in India's own tradition: Takshashila and Nalanda taught philosophy, mathematics, the arts and medicine within one institution, so that NEP 2020's reform represents "both continuity with India's heritage and a modern educational transformation."

Institutionally, the Policy proposes a threefold classification — Research Universities, Teaching Universities and Autonomous Degree-Granting Colleges — supported by Multidisciplinary Education and Research Universities (MERUs), the National Research Foundation for interdisciplinary research funding, and clusters of institutions functioning collectively as multidisciplinary universities. The National Institute of Educational Planning and Administration summarises the recommendations as three: transform existing institutions, create MERUs, and develop institutional clusters.

Figure 2.8 · Growth of higher education institutions in India, 2014–15 to 2021–22



Source: institutional data reported in the reviewed literature on NEP 2020 and multidisciplinary education. Standalone institutions fell from 11,896 to 6,769 — a decline of 43 per cent — while universities rose from 760 to 1,188.

The trend data are instructive and should be read carefully. Between 2014–15 and 2021–22 the number of universities grew from 760 to 1,188 and colleges from 38,056 to 43,796, while standalone institutions fell from 11,896 to 6,769. The consolidation of the standalone sector was therefore already under way before NEP 2020; the Policy accelerates and formalises a movement the system had begun on its own. For a stand-alone TEI, this is the most sobering figure in the chapter: the category is contracting by design and by drift simultaneously.

2.5.2 Three Models of Institutional Transformation

The NCTE guidelines specify three routes by which a standalone TEI — defined as an institution providing only NCTE-recognised teacher education programmes — may become part of a multidisciplinary ecosystem.

MODEL A Merger or integration The TEI is merged into, or integrated with, an existing multidisciplinary university or HEI, sharing infrastructure, faculty expertise and research opportunities. Best suited to: small and mid-sized TEIs located near an established university.	MODEL B Upgradation A larger TEI with adequate infrastructure and capacity for expansion becomes a full multidisciplinary institution in its own right, adding programmes in the arts, sciences, technology, commerce or social sciences alongside teacher education. Best suited to: large TEIs with land, capital and governance capacity.	MODEL C Cluster or collaborative model Smaller TEIs form a cluster with neighbouring institutions offering different programmes, operating collectively as a single multidisciplinary entity with shared faculty, resources and research facilities — for example, a teacher education college partnering with a commerce and a science college in the same city. Best suited to: small TEIs, including those in rural and semi-urban locations.
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The three models are not ranked; the guidelines are explicit that the choice depends on context and on the capacities of the individual institution. What matters analytically is that Model C exists at all. Without it, the reform would function as a straightforward instruction to small institutions to close, with consequences examined below.

2.5.3 Curricular Design: What a Multi-Disciplinary Course Actually Requires

Structural conversion does not by itself produce multi-disciplinary education. The curricular apparatus comprises four elements. First, *curriculum integration*: diverse subjects and skills — the arts, sports, coding, vocational education — embedded from the school level upward, and in higher education realised as major-minor combinations and cross-listed electives. Second, *multiple entry and exit*: a certificate after one year, a diploma after two, a Bachelor's degree after three, and a four-year Bachelor's degree with research specialisation. Third, the *Academic Bank of Credits*, supporting the Choice-Based Credit System, credit storage and credit transfer across institutions and modes, including recognised credits from MOOCs, distance learning and open universities under defined quality-control guidelines. Fourth, the *synergy of vocational and academic streams*, with skill-based learning, internships and apprenticeships embedded in mainstream curricula.

Figure 2.9 · The multiple entry and exit structure of the undergraduate programme

Source: NEP 2020 implementation provisions and the UGC Curriculum and Credit Framework for Undergraduate Programmes. For teacher education, the four-year route with research specialisation is the pathway that carries the integrated B.Ed.

For teacher education specifically, this apparatus has a distinctive application. The multi-disciplinary courses a student-teacher takes are not a general-education garnish; they are the disciplinary content the graduate will teach, and the allied sciences – psychology, sociology, linguistics, neuroscience, philosophy – through which teaching is understood. A well-designed multi-disciplinary offering in a TEI therefore looks less like a menu of unrelated electives and more like a deliberately constructed constellation: a subject major, an allied social-scientific minor, a technology or language component, and a vocational or arts strand that maps onto the school curriculum the graduate will encounter.

2.5.4 A Critical Assessment: Benefits Against Risks

The research literature on the transition from standalone TEIs to multidisciplinary HEIs is unusually balanced, and a globally credible account of the reform must reproduce both sides of it.

Documented benefits	Documented risks
Student-teachers engage with the sciences, social sciences, humanities, arts and technology, supporting integrated and experiential pedagogy at school level	Pedagogical focus may be diluted: within large HEIs, teacher education can become secondary, reducing attention to practical training and classroom realities
The academic and professional status of teacher education rises, attracting better students and faculty	Academic marginalisation: fields with higher research visibility or market demand attract institutional priority, weakening curriculum design and school-based practicum
A stronger research culture through collaboration with other departments and access to research infrastructure	Institutional capacity limits: inadequate infrastructure, shortage of trained teacher educators, high student-teacher ratios, limited administrative support
Efficient use of resources through shared infrastructure, libraries, laboratories and academic expertise	Faculty adjustment and workload: educators require retraining for interdisciplinary work; transition-phase burdens affect morale and effectiveness
Improved teacher competence and employability through exposure to multiple disciplines, digital tools and research practice	Reduced access for disadvantaged groups: many standalone TEIs serve rural and semi-urban women, first-generation learners and marginalised communities
Curriculum redesign integrating theory, practice, research and technology, aligned with school education reform	Widening regional disparity, resistance and implementation fatigue, and over-standardisation that overlooks local languages and contexts

The equity risk deserves particular emphasis because it is the one the framework's own logic can most easily overlook. Standalone TEIs are disproportionately located in rural and semi-urban India and disproportionately serve women and first-generation learners. Closure or merger without a local successor removes not a redundant institution but a district's only route into the teaching profession. This is the strongest argument for

the cluster model, for scholarship schemes targeted at disadvantaged entrants, and for deliberate regional planning of where multidisciplinary provision is created.

2.5.5 Evidence on Readiness and the Digital Divide

Research on institutional adoption reports a consistent pattern that qualifies the optimism of the policy documents. Multidisciplinary learning is confirmed as central to NEP 2020, and students are found to prefer flexible entry and exit, which increases confidence and reduces dropout pressure by allowing learners to continue at their own pace and in their own circumstances. Integration of skills with academics – vocational education, digital skills, entrepreneurship, critical thinking – is found to strengthen employability, and holistic assessment is found to improve learning quality while reducing examination stress.

Against these findings stand three constraints. Institutional readiness is uneven: infrastructure, administrative preparedness and faculty engagement vary widely between institutions adopting the same reform on the same timetable. Teachers report insufficient training in multidisciplinary methods, outcome-based education and technology integration – the same faculty-capacity finding that emerged from the ITEP evidence in Section 2.4, now appearing independently in a different literature. And the digital divide persists: unequal access to devices and connectivity creates barriers for rural and low-income students precisely where multi-disciplinary provision depends most on online credit transfer and blended delivery.

Read together with the growth data in Figure 2.8, these findings suggest that the reform's binding constraint is not policy design but implementation capacity, distributed unevenly across regions and institution types. This is an argument for sequencing rather than for delay: an institution that builds faculty capability and digital infrastructure first will find curricular flexibility comparatively straightforward, whereas one that announces flexible pathways before it can staff or support them will produce choice without substance.

2.5.6 Implementation Guidelines for the Institution

Eight implementation strategies emerge consistently from the policy and research literature, and they constitute the operational core of this section.

1. Identification and evaluation. Institutions already offering multi-disciplinary programmes must be identified, and single-stream colleges assessed for their potential to expand. **2. Formation of academic clusters.** Institutions offering different subject areas can be consolidated into clusters with shared resources and collaborative learning. **3. Data collection and accreditation review.** Detailed institutional data, expressly including NAAC and NIRF standing, are required to determine readiness for transformation – a direct dependency linking this section to Sections 2.2 and 2.3. **4. Infrastructure and financial support.** Government funding is essential for upgrading infrastructure, technology and facilities, with explicit provision for rural and semi-urban institutions so that the reform does not marginalise them further.

5. Faculty training and interdepartmental coordination. Teacher educators require interdisciplinary training to connect their subjects with other fields; team teaching that combines pedagogical expertise with subject expertise is the recommended instrument, alongside recruitment of scholars from varied academic backgrounds. **6. Recognition of online and distance credits.** Institutions need clear guidelines for accepting MOOC, distance and open-university credits with quality control. **7. Technology and the Academic Bank of Credits.** Technology must support the Choice-Based Credit System, timetable integration and credit storage. **8. Common institutional framework and revision of job eligibility.** A unified structural framework is required to support multiple entry and exit, and employment eligibility norms must be revised to recognise interdisciplinary qualifications – without which flexible degrees become unemployable degrees.

To these should be added three safeguards specific to teacher education: protecting the school-based practicum as a non-negotiable curricular core within any larger institution; establishing a quality-assurance

mechanism that governs the transformation process itself; and strengthening school–HEI partnerships so that interdisciplinary breadth is continuously disciplined by classroom reality.

2.5.7 Conclusion to the Chapter

The five frameworks examined in this chapter are not five compliance regimes but one system observed from five positions. NEP 2020 states the direction; NAAC verifies whether an institution is travelling in it; NIRF measures how far it has travelled relative to others; ITEP specifies the curriculum that carries it; and multi-disciplinary course design supplies the structure without which the other four cannot function. The empirical evidence assembled here — the compression of NAAC grades in teacher education around the middle of the scale, the regional imbalance in NIRF participation, the 16 per cent rural awareness of ITEP, the 43 per cent contraction of the standalone sector, and the significant gap between how students and their educators judge integrated programmes — describes a system in transition rather than a system transformed. The institution that treats these five frameworks as a single, coherent programme of work, beginning with the data systems they all require, will find that each one reinforces the others. The institution that meets them one at a time, and late, will meet them as five separate reckonings.

KEY GUIDELINES AT A GLANCE

Choose a transformation model

Merger, upgradation or cluster — the guidelines rank none of them; context decides.

Build the credit architecture

Multiple entry and exit, the Academic Bank of Credits and recognised online credits are prerequisites, not extras.

Guard access

Standalone TEIs disproportionately serve rural women and first-generation learners; consolidation must not close that door.

Design constellations, not menus

A student–teacher's electives should map onto the school curriculum they will teach.

Protect the practicum

School-based practice must remain a non-negotiable core inside any larger institution.

Sequence capability before choice

Faculty training and digital infrastructure must precede the announcement of flexible pathways.

CHAPTER THREE

03

Institutional Status Report: Readiness for Five Frameworks

NEP 2020 · NAAC · NIRF · ITEP · Multi-Disciplinary Courses

CHAPTER ABSTRACT

This chapter converts Section B of the Institutional Data Capture Format — fifty institutional parameters, each with an observed Number and a prescribed Norm — into a Five-Framework Institutional Readiness Index. Following the Format's own Methodology, ten parameters are assigned to each framework, giving a hundred-mark diagnostic per framework. The assessment proceeds in two steps for every framework: Step One reads the Number column as a statement of institutional activity; Step Two compares it with the Norm column to produce a capped attainment ratio, an indicator score, a framework readiness percentage and its complementary gap. Each framework is analysed separately in not less than fifteen hundred words, supported by a complete scorecard, an attainment chart and a gap-composition analysis. Section 3.6 compiles the five results into a composite institutional dashboard, examines the eleven contextual parameters lying outside the primary classification, and ranks corrective actions by their cross-framework return.

3.0 Method Classification, scoring rule, bands	3.1 NEP 2020 73.62% · moderate	3.2 NAAC 59.38% · moderate	3.3 NIRF 28.94% · under	3.4 ITEP 78.42% · high	3.5 MDC 58.33% · moderate	3.6 Composite 59.74% · moderate
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3.0 Methodology of the Readiness Assessment

How the 50 institutional data points become five framework scores

This chapter converts an institution's raw annual data return into a diagnostic instrument. Section B of the Institutional Data Capture Format records fifty institutional parameters for a single academic year, each reported as an observed *Number* and each carrying a prescribed *Norm*. Read as a list, those fifty rows are an inventory. Read through the classification set out in the Format's own Methodology, they become a Five-Framework Institutional Readiness Index — a structured statement of how prepared the institution is for NEP 2020, NAAC accreditation, NIRF ranking, the Integrated Teacher Education Programme, and multi-disciplinary course provision.

3.0.1 The Classification Principle

The Methodology assigns ten of the fifty parameters to each of the five frameworks, so that every framework is assessed on an equal base of ten indicators carrying ten marks each — a hundred-mark diagnostic per framework. The assignment is a *primary classification*: each indicator is allocated to the one framework whose purpose it most directly serves, so that the fifty-point score does not double-count.

The Methodology is explicit that this classification is a proposed conceptual alignment rather than a verbatim reproduction of any regulator's official criterion numbering. That candour is methodologically important and is preserved here. What follows is a readiness *index* constructed from the institution's own data against the Format's own norms; it is not, and does not claim to be, an accreditation grade or a ranking score. Its value lies in diagnosis and in the sequencing of corrective action.

Table 3.1 · Primary classification of the fifty parameters across the five frameworks

Framework	Marks	IDCF item numbers assigned	Primary focus
NEP 2020	10 × 10	3, 5, 9, 10, 13, 18, 20, 25, 40, 48	Holistic, inclusive, technology-enabled and research-oriented education
NAAC	10 × 10	1, 8, 11, 17, 27, 28, 30, 38, 44, 49	Quality assurance, teaching-learning, research, governance, infrastructure, best practices
NIRF	10 × 10	6, 12, 14, 15, 16, 21, 23, 26, 42, 43	Teaching resources, research, graduation outcomes, outreach and perception
ITEP	10 × 10	1, 3, 4, 8, 14, 17, 32, 40, 47, 48	Teacher-education curriculum, professional preparation, ICT, practice teaching, faculty development
MDC	10 × 10	3, 5, 31, 33, 35, 36, 37, 42, 43, 45	Multidisciplinary, elective and value-added learning; interdisciplinary exposure and collaboration

Source: Institutional Data Capture Format, Methodology – 50-Point Five-Framework Classification and Complete 50-Point Master Matrix.

3.0.2 Cross-Mapping: Why Ten Indicators Recur

The Methodology recognises that several indicators legitimately serve more than one framework, and treats this as desirable rather than as a defect: an institution's ICT provision, research activity, faculty development, collaboration and multidisciplinary work "should not be artificially isolated into only one framework." It therefore prescribes two classifications running simultaneously – a primary classification that assigns each point to one framework for scoring, and a cross-mapping classification under which the same point generates evidence for two to four frameworks.

In this institution's return, ten of the fifty parameters carry cross-framework weight. Item 3 (optional and elective courses) supplies evidence to three frameworks – NEP 2020, ITEP and MDC. Nine further items serve two frameworks each: items 1, 5, 8, 14, 17, 40, 42, 43 and 48. Thirty-nine of the fifty parameters are therefore used in the primary scoring; the remaining eleven – items 2, 7, 19, 22, 24, 29, 34, 39, 41, 46 and 50 – are retained as cross-cutting contextual evidence and are analysed separately in Section 3.6.

The practical consequence of cross-mapping is that corrective action is leveraged. Raising ICT-enabled classroom provision (item 40) improves the NEP and ITEP scores together; converting signed Memoranda into active collaborations (item 43) improves NIRF and MDC together. The gap analysis that follows identifies these leveraged interventions explicitly.

3.0.3 The Scoring Rule

Two steps convert a data row into a score, and both are applied uniformly across all fifty parameters.

Step 1 – Activity analysis. The observed *Number* is read as a statement of institutional activity: what the institution actually did in the reference academic year. This step is descriptive and framework-specific, and it occupies the first half of each of the five analyses that follow.

Step 2 – Gap analysis. The observed *Number* is compared with the prescribed *Norm* to produce an *attainment ratio*. For the great majority of indicators, higher is better and attainment is calculated as $\text{Number} \div \text{Norm}$. For ratio indicators where a lower value denotes better performance – the student-mentor ratio, item 8 – attainment is calculated inversely as $\text{Norm} \div \text{Number}$, so that a ratio of 10:1 against a norm of 15:1 is correctly read as over-attainment. Every attainment ratio is capped at 100 per cent, so that exceptional performance on one indicator cannot mask deficiency on another. Each capped ratio is multiplied by ten to yield the indicator score.

The framework readiness percentage is the sum of its ten indicator scores expressed against the hundred marks available. The gap percentage is its complement. Where an indicator carries no prescribed norm in the Format – as with item 6, institutional intake capacity, which is a structural descriptor rather than a performance target – it is excluded from scoring and the framework is normalised over its remaining scored indicators, with the exclusion declared in the analysis.

STEP 1 Read the **Number** column → institutional activity, framework by framework

STEP 2 Compare with the **Norm** column → attainment ratio, capped at 100%

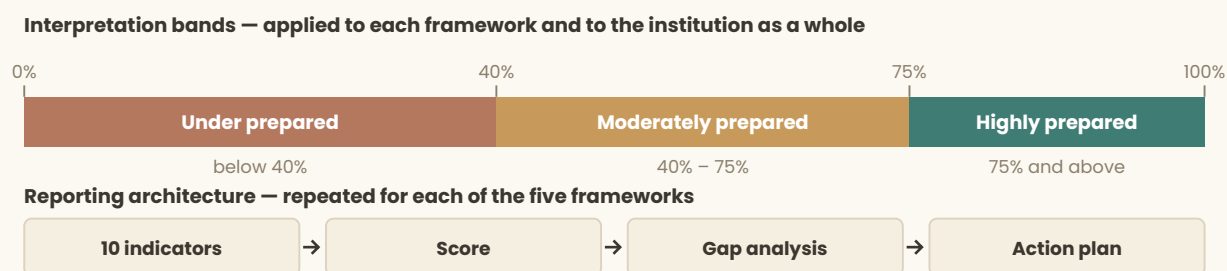
SCORE Capped ratio × 10 → indicator score; sum of ten → framework readiness %

GAP 100% – readiness % → framework gap, and the action plan that follows from it

3.0.4 The Interpretation Bands

The Methodology prescribes a single three-band interpretation, applicable to each of the five frameworks individually and to the institution as a whole: a score of 75 per cent and above indicates that the institution is **highly prepared**; a score between 40 and 75 per cent indicates that it is **moderately prepared**; and a score below 40 per cent indicates that it is **under prepared**.

Figure 3.1 · The readiness scale and the reporting architecture



Source: IDCF Methodology — Suggested Final Institutional Dashboard and Recommended Reporting Architecture. Each framework report follows the sequence: ten indicators → score → gap analysis → action plan.

The five analyses that follow apply this architecture in the order prescribed by the Methodology. Each opens with the activity analysis of its ten indicators, presents a complete scorecard, computes the framework readiness and gap percentages, identifies the structure of the gap, and closes with the corrective sequence the data imply. Section 3.6 then compiles the five results into a composite institutional dashboard.

3.1 Readiness for the National Education Policy 2020

Framework 1 · IDCF items 3, 5, 9, 10, 13, 18, 20, 25, 40, 48

The NEP 2020 cluster asks a single diagnostic question: is the institution moving toward the holistic, multidisciplinary, inclusive, technology-enabled, research-oriented and learner-centred vision the Policy sets out? The ten indicators assigned to this framework test that movement across four distinct domains — curricular flexibility and learner outcomes, research culture, community engagement, and professional and technological capacity. The institution's return produces a readiness score of **73.62 per cent** against a gap of **26.38 per cent**, placing it in the upper reach of the moderately prepared band and within striking distance of the highly prepared threshold.

3.1.1 Step One: The Activity Analysis

Curricular flexibility and learner outcomes (items 3, 5, 9). Three indicators test whether learners are being given choice and whether they are attaining. On item 3, the institution offers twenty optional, elective and pedagogy courses across its two programmes — seven in one and thirteen in the other — against a combined norm of eight. This is two and a half times the required provision, and it is the single clearest structural evidence that the institution has internalised the Policy's insistence on choice-based and diversified learning rather than a fixed prescribed track.

On item 5, the entire enrolled cohort — one hundred per cent — has enrolled in or completed self-study courses beyond the prescribed curriculum, against a norm of twenty per cent. The Policy's language of lifelong learning and learner autonomy is difficult to operationalise, and most institutions report figures in the low double digits. Universal participation is an exceptional return and indicates that beyond-curriculum learning has been embedded as an institutional expectation rather than offered as an option.

On item 9, one hundred students achieved an average of seventy per cent or more in internal assessment activities, against a norm of ten. Read alongside the institutional intake of one hundred, this indicates that the institution's competency-based

internal assessment is functioning as a developmental instrument rather than a filter — precisely the shift from summative to formative, competency-oriented assessment that the Policy requires.

Research culture (items 10, 13). Two indicators test the Policy's demand for a research-oriented academic ecosystem, and they separate sharply. On item 13, faculty published sixty research papers and articles over the preceding three years against a norm of ninety-six — an attainment of 62.5 per cent. This is a substantial scholarly output for a self-financed teacher education college, and it establishes that a publishing culture exists; what it does not yet reach is the volume the norm anticipates.

On item 10, however, the institution reports zero research projects funded by government or non-government agencies against a norm of one. This is a complete non-attainment, and its significance exceeds its single-indicator weight. A funded project is the mechanism through which research moves from individual scholarly effort to institutional capacity: it brings external validation, budget, equipment, research assistance and a documented institutional research record. Its absence means the institution's research activity is entirely faculty-borne and institutionally unfunded.

Community engagement (items 18, 20). Two indicators test constitutional values, social responsibility and national development. On item 18, the institution organised fourteen outreach activities against a norm of four — three and a half times the requirement, and evidence of an active, sustained community programme rather than token compliance. On item 20, however, student participation in national priority programmes stands at thirty-five per cent against a norm of eighty per cent, an attainment of 43.75 per cent.

The juxtaposition is the most instructive pair in the entire NEP cluster. The institution organises abundantly but engages partially: it runs far more activities than required, yet fewer than half the students the norm expects are participating in national priority programmes. The constraint is not institutional will or programme supply; it is mobilisation.

Professional and technological capacity (items 25, 40, 48). Three indicators test continuous professional development and technology integration. On item 25, nine teachers underwent Faculty Development Programmes against a norm of ten — ninety per cent attainment, and effectively full compliance. On item 48, two rooms are allotted for e-content development against a norm of one, doubling the requirement; this is a production capability, indicating that the institution treats digital pedagogy as something its trainees create rather than merely consume.

On item 40, ICT-enabled classrooms and seminar halls stand at one classroom plus one seminar hall — two spaces in total — against a norm of four classrooms plus one seminar hall, or five. At forty per cent attainment, this is the institution's most significant technological deficit, and it sits directly athwart the Policy's technology-enabled education agenda.

Scorecard · NEP 2020 readiness: ten indicators, 100 marks

Item	Indicator	Number	Norm	Attainment	Score /10
3	Optional / elective / pedagogy courses	20 (7 + 13)	8 (4 + 4)	100.00%	10.00
5	Self-study courses beyond curriculum	100%	20%	100.00%	10.00
9	Students at 70%+ in internal assessment	100	10	100.00%	10.00
10	Funded research projects	0	1	0.00%	0.00
13	Research papers / articles (3 yrs)	60	96	62.50%	6.25
18	Outreach activities organised	14	4	100.00%	10.00
20	Participation in national priority prog.	35%	80%	43.75%	4.38
25	Teachers undergoing FDPs	9	10	90.00%	9.00
40	ICT-enabled classrooms & halls	2 (1 + 1)	5 (4 + 1)	40.00%	4.00
48	E-content development rooms	2	1	100.00%	10.00
Framework total				73.62 / 100	

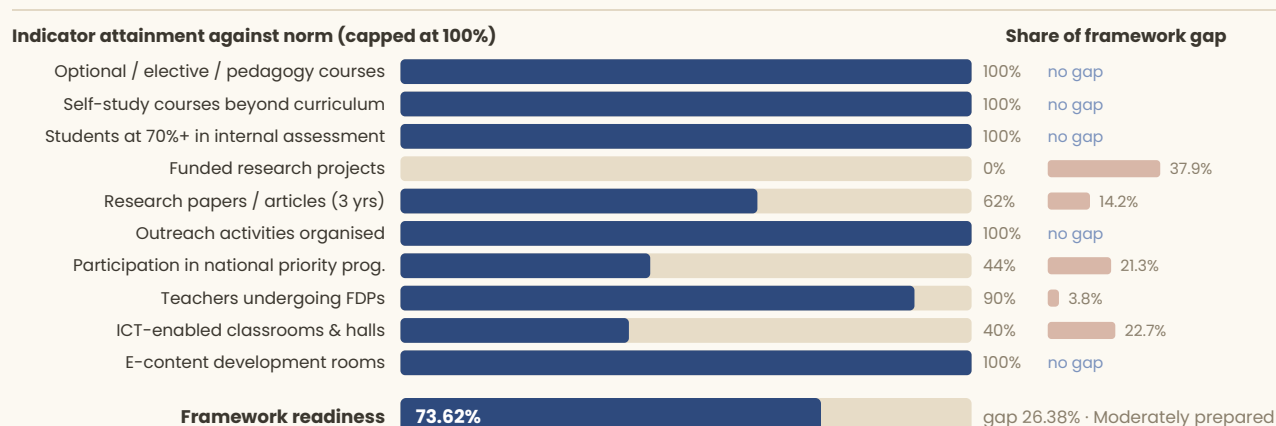
Attainment is capped at 100 per cent; item 8 is computed inversely as norm ÷ number. Readiness = $73.62 \div 100 = 73.62\%$ · gap = 26.38%. Source: computed from IDC Section B.

3.1.2 Step Two: The Gap Analysis

Applying the scoring rule to the ten indicators yields a framework total of **73.62 marks out of 100**. The NEP 2020 readiness percentage is therefore **73.62 per cent** and the framework gap is **26.38 per cent**. Against the Methodology's interpretation

bands, the institution is **moderately prepared** for NEP 2020 — but only 1.38 percentage points below the threshold at which it would be classified as highly prepared.

Figure 3.2 · NEP 2020 readiness: indicator attainment and the composition of the 26.38 per cent gap



Left: attainment of each of the ten indicators against its norm, capped at 100 per cent. Right: the share of the total framework gap contributed by each shortfall indicator. Source: computed from IDC Section B.

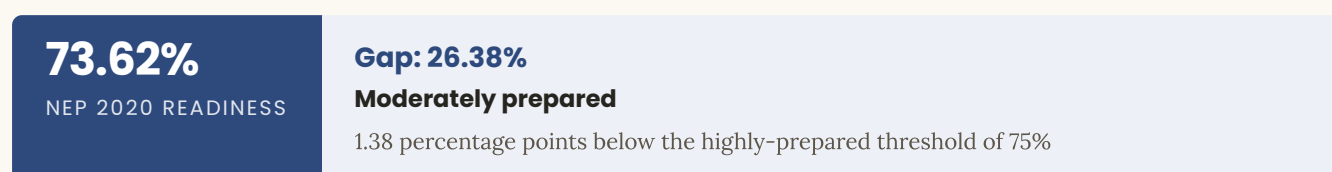
3.1.3 The Anatomy of the Gap

The gap is not distributed across the cluster; it is concentrated in four indicators, and five of the ten indicators contribute nothing to it at all. Items 3, 5, 9, 18 and 48 all attain the full ten marks, and in each case the institution's actual performance exceeds the norm by a substantial multiple — from two times on e-content rooms to ten times on internal assessment attainment. Item 25 contributes only a tenth of a mark to the gap.

The 26.38 percentage points of shortfall therefore decompose as follows. Item 10, funded research projects, contributes ten points — 37.9 per cent of the entire framework gap from a single indicator, and the largest single deficit in the cluster. Item 40, ICT-enabled classrooms, contributes six points, or 22.7 per cent. Item 20, student participation in national priority programmes, contributes 5.63 points, or 21.3 per cent. Item 13, faculty publications, contributes 3.75 points, or 14.2 per cent. Item 25 contributes the residual one point, or 3.8 per cent.

Three of these four principal deficits share a characteristic that matters for the action plan: they are *threshold* deficits rather than *capacity* deficits. The institution does not lack a research culture — it has sixty publications; it lacks the single funded project that would convert that culture into institutional research capacity. It does not lack outreach programming — it runs fourteen activities; it lacks the participation mechanism that would carry students into them at the required rate. It does not lack digital capability — it operates two e-content development rooms and thirty computers; it lacks ICT installation in three further classrooms.

3.1.4 Readiness Verdict and Corrective Sequence



The corrective sequence indicated by the gap structure is unusually clear, because a single intervention crosses the threshold. Securing **one funded research project** — the norm requires exactly one — would add ten marks and carry the framework to 83.62 per cent, comfortably into the highly prepared band. No other single action in the entire fifty-point return delivers a comparable return on effort.

The second priority is **ICT-enabled classroom extension**, requiring three additional installations to reach the norm of four classrooms plus one seminar hall. Because item 40 is cross-mapped to ITEP as well as NEP 2020, this investment improves two frameworks simultaneously, and it is the leveraged infrastructure intervention of the entire assessment.

The third priority is **student mobilisation for national priority programmes**, raising participation from thirty-five to eighty per cent. Since the institution already organises fourteen outreach activities, the requirement is not additional programming but structured participation — cohort-wise allocation, credit or attendance recognition, and documented individual participation records.

The fourth is the continued growth of faculty publication toward the norm of ninety-six over three years, an increment of thirty-six items that a faculty already producing sixty is well positioned to achieve. Taken together, these four interventions account for the whole of the 26.38-point gap: delivered in full they would carry NEP 2020 readiness to 100 per cent, and delivering the first two alone — one funded project and three ICT installations — would reach 89.62 per cent, well inside the highly prepared band.

3.2 Readiness for the National Assessment and Accreditation Council

Framework 2 · IDC items 1, 8, 11, 17, 27, 28, 30, 38, 44, 49

The NAAC cluster tests whether the institution can demonstrate a quality culture: curricular planning, student support, research resourcing, faculty development, the internal quality-assurance mechanism, institutional accountability, best practice, alumni engagement and the sustainability of academic infrastructure. These are the domains in which an accreditation Peer Team looks for evidence, and they are the domains in which an unprepared institution is exposed. The return produces a readiness score of **59.38 per cent** against a gap of **40.62 per cent** — squarely within the moderately prepared band, with a distinctive internal structure that is examined below.

3.2.1 Step One: The Activity Analysis

Curricular planning and student support (items 1, 8). On item 1, the institution held thirteen meetings for curriculum planning against a norm of twelve. Since an affiliated college receives its syllabus from the university, what NAAC actually assesses under Curricular Aspects is the institution's own translation of that syllabus into practice. Thirteen documented planning meetings — effectively one a month across the academic year — establish that this translation happens in a constituted forum with a record, rather than by individual improvisation.

On item 8, the student-mentor ratio stands at 10:1 against a norm of 15:1. Because a lower ratio denotes better performance, attainment is computed inversely and the institution over-attains substantially: it operates at 187.5 per cent of the required mentoring intensity, capped for scoring at 100 per cent. Every trainee has a named mentor with a caseload roughly half the permitted maximum. Under NAAC's Quality Indicator Framework for teacher education, student support and mentoring is a scored key indicator, and this is among the institution's strongest positions anywhere in the return.

Research resourcing and faculty development (items 11, 17). Two indicators test whether quality is resourced. On item 11, grants received for research projects stand at zero against a norm of one lakh rupees — a complete non-attainment that mirrors the zero recorded for funded projects in the NEP cluster. The two indicators are the same institutional fact observed from two frameworks: no external research funding has entered the institution.

On item 17, ten refresher courses and orientation programmes were attended by faculty against a norm of sixteen — 62.5 per cent attainment. Faculty development is therefore active but sub-normative. Read against the NEP cluster's finding that nine of ten faculty underwent Faculty Development Programmes, the picture is of an institution that sends its teachers to development activity consistently but not yet at the frequency the norm anticipates.

The internal quality-assurance mechanism (items 27, 28). These two indicators are the heart of the NAAC cluster and they diverge sharply. On item 28, the IQAC held twenty-eight meetings against a norm of sixteen — 175 per cent of the required tempo, and one of the highest over-attainments in the entire return. An IQAC convening more than twice a month is a functioning management system rather than a pre-accreditation committee.

On item 27, however, quality initiatives taken by the IQAC number two against a norm of four — fifty per cent attainment. The contrast between twenty-eight meetings and two initiatives is the single most diagnostic finding in this framework. The Cell meets intensively but converts that deliberation into formally recorded quality initiatives at half the expected rate. The deficit is not one of engagement; it is one of *documentation and formalisation* — of translating discussion into named, minuted, evidence-generating initiatives that an assessor can inspect.

Accountability, best practice and alumni (items 30, 38, 44). On item 30, the institution has completed one audit report against a norm of five — twenty per cent attainment. The Format contemplates financial, academic, gender, energy and green audits; the institution has the financial audit in place and the remaining four outstanding. On item 38, institutional best practices number five against a norm of two, an over-attainment of 250 per cent — and a direct contribution to the NAAC criterion that reserves marks specifically for Best Practices and Institutional Distinctiveness. On item 44, three alumni association programmes or meetings were held against a norm of five, sixty per cent attainment; given that the Alumni

Association was constituted only in December 2024, three programmes in its first full year is a creditable start from a standing position of zero.

Academic infrastructure sustainability (item 49). Expenditure incurred exclusively on the maintenance of academic support facilities stands at 0.04 per cent against a norm of three per cent — an attainment of 1.33 per cent, and the single lowest attainment recorded anywhere in the fifty-point return. This indicator measures whether an institution reinvests in the upkeep of the academic plant it has built, and the recorded figure indicates that maintenance expenditure is currently absorbed within general heads rather than accounted for and reported as a distinct academic-maintenance line.

Scorecard · NAAC readiness: ten indicators, 100 marks

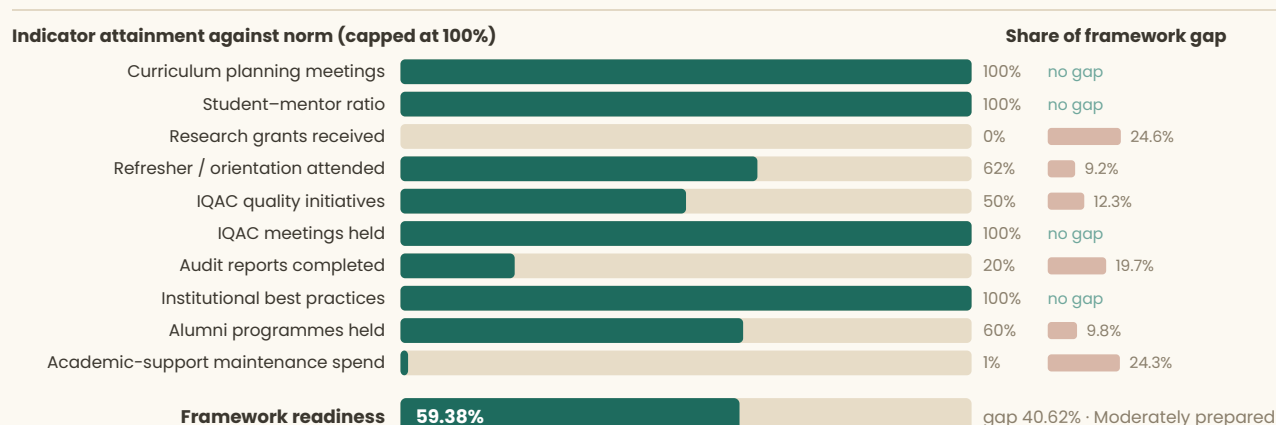
Item	Indicator	Number	Norm	Attainment	Score /10
1	Curriculum planning meetings	13	12	100.00%	10.00
8	Student-mentor ratio	10 : 1	15 : 1	100.00%	10.00
11	Research grants received	Rs. 0	Rs. 1,00,000	0.00%	0.00
17	Refresher / orientation attended	10	16	62.50%	6.25
27	IQAC quality initiatives	2	4	50.00%	5.00
28	IQAC meetings held	28	16	100.00%	10.00
30	Audit reports completed	1	5	20.00%	2.00
38	Institutional best practices	5	2	100.00%	10.00
44	Alumni programmes held	3	5	60.00%	6.00
49	Academic-support maintenance spend	0.04%	3%	1.33%	0.13
				Framework total	59.38 / 100

Attainment is capped at 100 per cent; item 8 is computed inversely as norm ÷ number. Readiness = $59.38 \div 100 = 59.38\%$ · gap = 40.62%. Source: computed from IDC Section B.

3.2.2 Step Two: The Gap Analysis

The ten indicators yield a framework total of **59.38 marks out of 100**. NAAC readiness is therefore **59.38 per cent**, with a framework gap of **40.62 per cent**. The institution is **moderately prepared** for accreditation — positioned near the centre of the band, some 15.6 percentage points below the highly prepared threshold.

Figure 3.3 · NAAC readiness: indicator attainment and the composition of the 40.62 per cent gap



Left: attainment of each indicator against its norm, capped at 100 per cent. Right: share of the total framework gap contributed by each shortfall indicator. Source: computed from IDC Section B.

3.2.3 The Anatomy of the Gap

Four indicators attain full marks — items 1, 8, 28 and 38 — and in each case the institution exceeds the norm. The remaining six indicators account for the entire 40.62 percentage points of shortfall, and they distribute in a revealing pattern.

Item 11, research grants, contributes ten points, or 24.6 per cent of the framework gap. Item 49, academic maintenance expenditure, contributes 9.87 points, or 24.3 per cent. Together these two indicators account for almost half the total shortfall, and both are *financial* rather than academic. Item 30, audit reports, contributes eight points or 19.7 per cent; item 27, IQAC initiatives, five points or 12.3 per cent; item 44, alumni programmes, four points or 9.9 per cent; and item 17, faculty refresher courses, 3.75 points or 9.2 per cent.

The structural reading is important and, for institutional planning, encouraging. Nothing in the NAAC gap indicates a deficiency in teaching, mentoring, curricular process or institutional quality culture — the four indicators that test those domains all attain full marks. The gap is located almost entirely in *resource mobilisation, financial reporting and formal documentation*. These are administrative capabilities, and administrative capabilities can be built substantially faster than academic ones.

This distinction matters for accreditation strategy specifically. NAAC's teacher education framework allocates 360 of its 1,000 marks to Teaching–Learning and Evaluation and only 100 to Research — the heaviest weight falls precisely where this institution is strongest. An institution scoring well on mentoring, curricular planning and quality culture, and weakly on grants and audit documentation, is better positioned for accreditation than the composite figure alone suggests.

3.2.4 Readiness Verdict and Corrective Sequence

59.38%

NAAC READINESS

Gap: 40.62%

Moderately prepared

Gap concentrated in financial reporting and documentation, not in academic process

Four interventions, in sequence, address the whole of the identified gap.

First, complete the audit regime. Four audits — academic, gender, energy and green — are outstanding against an existing financial audit. Each is a defined, time-bound exercise that can be commissioned and completed within one academic year, and together they return eight marks. This is the fastest available gain in the framework.

Second, account for academic maintenance expenditure as a distinct line. The recorded 0.04 per cent almost certainly understates actual maintenance activity, because expenditure absorbed within general or infrastructure heads does not appear against this indicator. Reconstituting the budget so that maintenance of academic support facilities is separately budgeted, incurred and reported would recover a substantial part of the 9.87-mark deficit, and would additionally strengthen the institution's position on item 50.

Third, formalise IQAC output. With twenty-eight meetings already held, the requirement is to convert deliberation into two further named, documented quality initiatives with defined objectives, timelines, evidence and closure reports. The deliberative capacity plainly exists; only its formal expression is short.

Fourth, secure research grant income — the same intervention that dominates the NEP cluster, here generating a second ten-mark return. Because items 10 and 11 are cross-framework expressions of one institutional fact, a single successful funded project improves NEP 2020 and NAAC readiness simultaneously. These four actions account for 32.87 of the 40.62 points of shortfall and would carry NAAC readiness from 59.38 to 92.25 per cent; adding two further alumni programmes and six further faculty refresher courses closes the remainder. Even partial delivery — the four audits and the maintenance reallocation alone — would reach 77.25 per cent and cross the highly prepared threshold.

3.3 Readiness for the National Institutional Ranking Framework

Framework 3 · IDCF items 6, 12, 14, 15, 16, 21, 23, 26, 42, 43

The NIRF cluster concentrates on measurable institutional performance in teaching resources, research output, external resource mobilisation, institutional achievement and academic linkage. It is, by design, the most demanding of the five frameworks, because ranking is comparative rather than threshold-based: an institution is measured not against a minimum standard but against every other institution that submits data. The return produces a readiness score of **28.94 per cent** against a gap of **71.06 per cent**, placing the institution in the **under prepared** band. This is the most consequential finding of the entire assessment, and the section that follows examines both what produces it and why it is more tractable than the headline figure suggests.

3.3.1 A Note on Scoring Item 6

Item 6, institutional intake capacity, is recorded as one hundred and carries no prescribed norm in the Format. It is a structural descriptor of institutional scale rather than a performance target, and no attainment ratio can be computed against an absent benchmark. In accordance with the scoring rule set out in Section 3.0.3, it is therefore excluded from scoring and the framework is normalised over its nine remaining indicators, giving a maximum of ninety marks.

The exclusion is declared because it affects the arithmetic but not the conclusion. Had item 6 been scored at full marks — on the argument that the institution operates at its sanctioned capacity — the framework score would be 36.04 per cent rather than 28.94 per cent. Both figures fall below the forty per cent threshold, and the under-prepared classification is robust to either treatment. The Methodology's own caution is pertinent here: these indicators form a NIRF Institutional Performance Readiness Index rather than actual NIRF ranking parameters.

3.3.2 Step One: The Activity Analysis

Faculty quality (items 15, 16). Two indicators test the faculty base that NIRF's Teaching, Learning and Resources parameter measures. On item 15, eleven faculty members hold the UGC National Eligibility Test or the West Bengal State Eligibility Test against a norm of sixteen — 68.75 per cent attainment, and the highest partial attainment in the cluster. On item 16, four faculty members hold the doctorate against a norm of eight — fifty per cent attainment. The institution therefore has a substantially qualified faculty at roughly two-thirds and one-half of the respective norms: a real base, incompletely built.

Research output and ecosystem (items 12, 14). On item 14, forty books and chapters in edited volumes were published over three years against a norm of ninety-six — 41.67 per cent attainment. Read together with the sixty research papers recorded under the NEP cluster, the faculty has produced one hundred scholarly items in three years, which is a genuine publication record for an institution of this type.

On item 12, however, zero teachers received in-house academic support for their own research work against a norm of four. This is the institutional counterpart of the funded-project deficit identified in the two preceding frameworks. The faculty publishes without institutional research support: no seed funding, no study leave provision, no internal grant, no reduced load for research. That one hundred items were nevertheless produced indicates that the output is being sustained by individual effort rather than by an institutional research ecosystem — which is precisely what item 12 is designed to detect.

External resource mobilisation and recognition (items 21, 23, 26). Three indicators return zero. On item 21, no awards or honours were received for outreach activities against a norm of one — notwithstanding fourteen outreach activities organised, a point of some significance discussed below. On item 23, no teachers were provided with financial support to attend seminars, conferences or workshops against a norm of five. On item 26, no funds were received from non-government bodies, individuals or philanthropists against a norm of fifty thousand rupees.

These three zeros describe a single institutional condition: the College operates on a closed financial circuit. Its income is fee income; its expenditure is internally generated; no external money — competitive, philanthropic or sponsored — enters the institution, and no institutional funds flow outward to support faculty external engagement. For a self-financed institution this is understandable; for NIRF readiness it is disabling, because external resource mobilisation and professional engagement are precisely what the framework measures.

Institutional linkage (items 42, 43). The final pair produces the sharpest contrast in the entire fifty-point return. On item 42, the institution has signed twenty-three Memoranda of Understanding against a norm of ten — 230 per cent attainment, capped at full marks, and one of the strongest single results anywhere in the assessment. On item 43, collaborations made stand at zero against a norm of ten.

Twenty-three signed agreements have produced no recorded collaboration. This is not a resource deficit and it is not a capability deficit; it is an *activation* deficit. The institutional relationships already exist in signed form. What has not occurred is their conversion into joint academic work — shared teaching, joint research, faculty or student exchange, co-organised events, collaborative publication. The platform is built and unused.

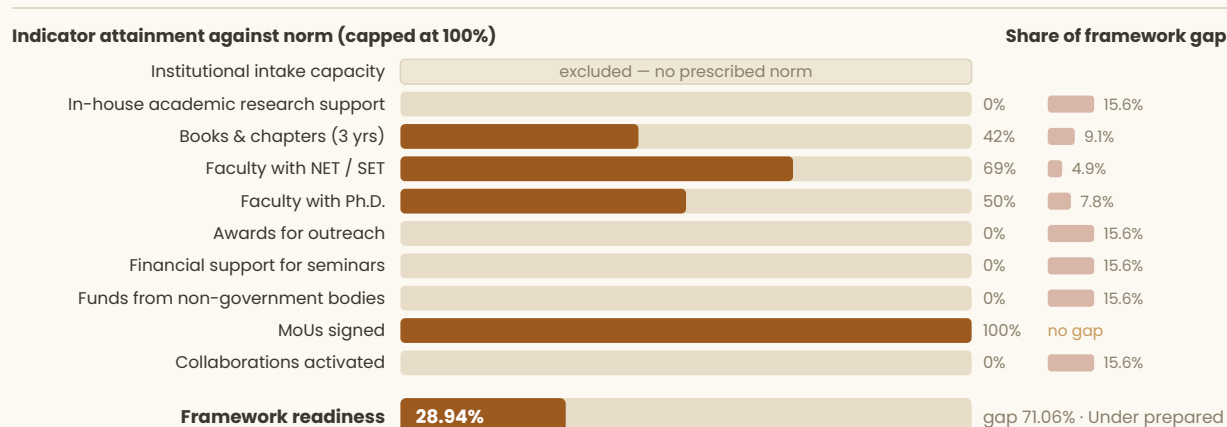
Scorecard · NIRF readiness: ten indicators, 90 marks

Item	Indicator	Number	Norm	Attainment	Score /10
6	Institutional intake capacity	100	—	—	not scored
12	In-house academic research support	0	4	0.00%	0.00
14	Books & chapters (3 yrs)	40	96	41.67%	4.17
15	Faculty with NET / SET	11	16	68.75%	6.88
16	Faculty with Ph.D.	4	8	50.00%	5.00
21	Awards for outreach	0	1	0.00%	0.00
23	Financial support for seminars	0	5	0.00%	0.00
26	Funds from non-government bodies	Rs. 0	Rs. 50,000	0.00%	0.00
42	MoUs signed	23	10	100.00%	10.00
43	Collaborations activated	0	10	0.00%	0.00
Framework total					26.04 / 90

Attainment is capped at 100 per cent; item 8 is computed inversely as norm ÷ number. Readiness = $26.04 \div 90 = 28.94\%$ · gap = 71.06%.
Source: computed from IDCf Section B.

3.3.3 Step Two: The Gap Analysis

The nine scored indicators yield a framework total of **26.04 marks out of 90**. NIRF readiness is therefore **28.94 per cent**, with a framework gap of **71.06 per cent**. The institution is **under prepared** for NIRF participation, falling 11.06 percentage points below the moderately prepared threshold.

Figure 3.4 · NIRF readiness: indicator attainment and the composition of the 71.06 per cent gap

Left: attainment of the nine scored indicators; item 6 is excluded as carrying no prescribed norm. Right: share of the total framework gap contributed by each shortfall indicator. Source: computed from IDCf Section B.

3.3.4 The Anatomy of the Gap

Only one indicator in this cluster attains full marks. Five indicators — items 12, 21, 23, 26 and 43 — return zero, and together they contribute fifty of the 63.96 marks of shortfall, or **78.2 per cent of the entire framework gap**. Each of the five carries an identical 15.6 per cent share. The three partial attainments contribute the remaining 21.8 per cent: item 14 at 9.1 per cent, item 16 at 7.8 per cent and item 15 at 4.9 per cent.

This is a structurally different gap from those found in the NEP and NAAC clusters. There, shortfalls were distributed across partial attainments with a small number of zeros. Here, the framework fails predominantly because five indicators have never been commenced at all. The distinction is decisive for planning: a gap composed of partial attainments requires incremental improvement across many activities, whereas a gap composed of absolute zeros requires the *initiation* of a small number of activities — a different and, in the short term, more achievable task.

Consider what the five zeros actually require. One in-house research support scheme, applied to four teachers, closes item 12. One award application, submitted for outreach work the institution has already performed fourteen times, addresses item 21. A budget line supporting five teachers' conference attendance closes item 23. Fifty thousand rupees of philanthropic or non-government funding closes item 26. Ten collaborations activated from twenty-three existing Memoranda closes item 43. None of these requires new academic capability; all require an administrative decision and a modest budget allocation.

It is worth stating the implication plainly, because it is easily obscured by the headline figure. The institution's NIRF weakness does not reflect weak teaching, weak mentoring or weak curricular process — none of which this cluster measures. It reflects the absence of an outward-facing institutional posture: seeking funds, seeking recognition, supporting external engagement and activating partnerships.

3.3.5 Readiness Verdict and Corrective Sequence

28.94%

NIRF READINESS

Gap: 71.06%

Under prepared

78.2% of the gap arises from five indicators standing at absolute zero

First and most leveraged: activate the twenty-three Memoranda. Converting ten of the existing agreements into documented collaborations returns ten marks in this framework and a further ten in MDC, where item 43 is cross-mapped. No other action in the assessment yields a twenty-mark return across two frameworks from work already contracted.

Second: constitute an in-house research support scheme. Supporting four teachers with internal seed funding, study time or research assistance closes item 12 and directly enables the funded-project applications on which NEP and NAAC readiness also depend.

Third: create a faculty external engagement budget. Financial support for five teachers to attend seminars and conferences closes item 23, and simultaneously advances item 17 in the NAAC cluster, since conference attendance and refresher participation reinforce one another.

Fourth: pursue recognition and external funding. An institution with fourteen documented outreach activities is a credible candidate for an outreach award, and one with twenty-three institutional partners is a credible candidate for philanthropic support; items 21 and 26 require submission and solicitation rather than new activity.

Fifth: continue building the faculty base toward sixteen NET/SET-qualified and eight doctoral members. This is the one genuinely long-horizon item in the cluster, and it should be pursued through recruitment and through supported doctoral registration for serving faculty. The first four actions together return fifty marks and would carry NIRF readiness from 28.94 to 84.49 per cent — from under prepared to highly prepared — within a single planning cycle. Even the first action alone, activating ten collaborations from agreements already signed, lifts the framework to 40.05 per cent and out of the under-prepared band.

3.4 Readiness for the Integrated Teacher Education Programme

Framework 4 · IDCF items 1, 3, 4, 8, 14, 17, 32, 40, 47, 48

The ITEP cluster is the most teacher-education-specific component of the assessment. Its purpose is to establish whether the institution possesses the academic, professional, technological and school-practice ecosystem that contemporary integrated teacher education requires — the ecosystem NEP 2020 makes the minimum condition of teacher preparation by 2030. The return produces a readiness score of **78.42 per cent** against a gap of **21.58 per cent**. This is the institution's strongest framework result and the only one of the five to reach the **highly prepared** band.

3.4.1 Step One: The Activity Analysis

Curriculum planning and pedagogic specialisation (items 1, 3). Both attain full marks. Thirteen curriculum planning meetings against a norm of twelve establish a functioning academic planning cycle. Twenty optional, elective and pedagogy courses against a norm of eight give the institution two and a half times the required pedagogic specialisation. For an integrated programme, in which trainees must combine disciplinary depth with pedagogic method from the first year, breadth of pedagogy course provision is not an enrichment but a structural prerequisite. The institution has it.

Professional mentoring (item 8). The student–mentor ratio of 10:1 against a norm of 15:1 delivers over-attainment of 187.5 per cent, capped at full marks. In integrated teacher education the mentor relationship carries a load it does not carry in a conventional degree: the mentor supervises the trainee's practice teaching, reads reflective records, and mediates between campus learning and school experience across four years rather than two. A caseload of eight makes that supervision practicable. Read together with the ten practice-teaching schools recorded in Section A of the Format – which the Methodology expressly identifies as a cross-cutting institutional and ITEP indicator to be retained rather than discarded – the institution possesses both halves of the school-practice apparatus: the partner schools, and the supervisory capacity to use them.

Academic enrichment (item 32). Fourteen in-house lectures for faculty and students were organised against a norm of six – 233 per cent attainment, capped at full marks. An in-house lecture programme running at more than twice the required frequency indicates an institution that treats the prescribed syllabus as a floor and supplements it with a continuing academic conversation on campus. For ITEP, where trainees must be exposed to disciplinary content beyond their own specialisation, this is directly on-purpose.

ICT infrastructure (items 47, 48). Both attain full marks. Thirty computers in working condition against a norm of twenty deliver 150 per cent attainment; two rooms allotted for e-content development against a norm of one deliver 200 per cent. The institution therefore has the hardware base and, more significantly, a dedicated digital production capability. An e-content development room is a facility in which teacher educators and trainees *create* digital learning material, and its duplication indicates deliberate investment in digital pedagogy as a competence to be practised rather than described.

Digital pedagogy delivery (item 40). Against that hardware strength stands the cluster's principal contradiction. ICT-enabled classrooms and seminar halls number two – one classroom and one seminar hall – against a norm of five, an attainment of forty per cent. The institution has thirty computers and two e-content production rooms, but only one classroom in which technology-enabled teaching can actually be demonstrated to a full cohort. The digital capability exists upstream of the classroom and has not yet reached it.

Resource utilisation (item 4). Hours per week allocated for the library and computer laboratory stand at four against a norm of ten – forty per cent attainment, and the joint-largest deficit in the cluster. The institution holds 6,442 books, eighty journal titles and thirty computers; it timetables four hours a week of structured access to them. This is a scheduling decision rather than a resource constraint, and it is the clearest instance in the entire fifty-point return of an asset being under-utilised rather than absent.

Faculty scholarship and development (items 14, 17). Forty books and chapters against a norm of ninety-six gives 41.67 per cent attainment; ten refresher and orientation programmes against a norm of sixteen gives 62.5 per cent. Both indicators recur from earlier frameworks – item 14 from NIRF, item 17 from NAAC – and in the ITEP context they test whether teacher educators are themselves practising scholars and continuing learners. The answer is affirmative but sub-normative on both counts.

Scorecard · ITEP readiness: ten indicators, 100 marks

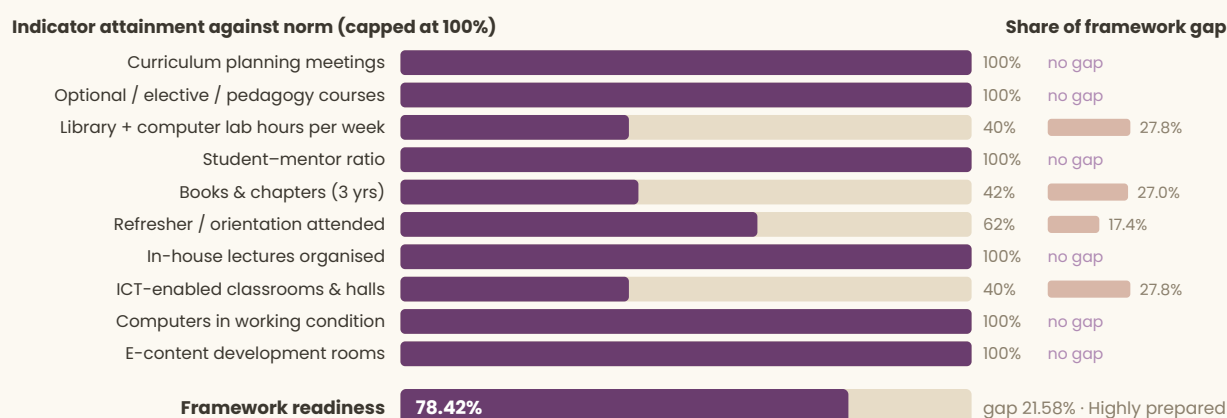
Item	Indicator	Number	Norm	Attainment	Score /10
1	Curriculum planning meetings	13	12	100.00%	10.00
3	Optional / elective / pedagogy courses	20 (7 + 13)	8 (4 + 4)	100.00%	10.00
4	Library + computer lab hours per week	4	10	40.00%	4.00
8	Student–mentor ratio	10 : 1	15 : 1	100.00%	10.00
14	Books & chapters (3 yrs)	40	96	41.67%	4.17
17	Refresher / orientation attended	10	16	62.50%	6.25
32	In-house lectures organised	14	6	100.00%	10.00
40	ICT-enabled classrooms & halls	2 (1 + 1)	5 (4 + 1)	40.00%	4.00
47	Computers in working condition	30	20	100.00%	10.00
48	E-content development rooms	2	1	100.00%	10.00
Framework total				78.42 / 100	

Attainment is capped at 100 per cent; item 8 is computed inversely as norm ÷ number. Readiness = 78.42 ÷ 100 = 78.42% · gap = 21.58%. Source: computed from IDC Section B.

3.4.2 Step Two: The Gap Analysis

The ten indicators yield a framework total of **78.42 marks out of 100**. ITEP readiness is therefore **78.42 per cent**, with a framework gap of **21.58 per cent**. The institution is **highly prepared** for integrated teacher education, exceeding the seventy-five per cent threshold by 3.42 percentage points.

Figure 3.5 · ITEP readiness: indicator attainment and the composition of the 21.58 per cent gap



Left: attainment of each indicator against its norm, capped at 100 per cent. Right: share of the total framework gap contributed by each shortfall indicator. Source: computed from IDCF Section B.

3.4.3 The Anatomy of the Gap

Six of the ten indicators attain full marks — items 1, 3, 8, 32, 47 and 48 — the highest count of any framework in the assessment. The gap of 21.58 percentage points is produced entirely by four indicators, and it distributes almost evenly among them: item 4, library and laboratory hours, contributes six points or 27.8 per cent; item 40, ICT-enabled classrooms, contributes six points or 27.8 per cent; item 14, books and chapters published, contributes 5.83 points or 27.0 per cent; and item 17, refresher courses attended, contributes 3.75 points or 17.4 per cent.

Two features of this distribution are significant. First, no indicator in the cluster returns zero. Every dimension of ITEP readiness is at least partially in place, which is true of no other framework in this assessment. Second, and more striking, two of the four deficits — items 4 and 40, together 55.6 per cent of the entire framework gap — are deficits of *deployment* rather than of *possession*. The institution owns the library, the journals, the computers and the e-content rooms; it has not scheduled sufficient access to them, and it has not extended ICT into enough teaching spaces.

This is a materially different diagnosis from a resource shortfall, and it carries a materially different cost. Increasing timetabled library and computer laboratory hours from four to ten hours a week returns six marks at essentially no capital cost. This is the single cheapest six-mark gain available anywhere in the fifty-point return, and it converts existing holdings — 6,442 books, eighty journals, thirty computers — into measured academic use.

It is worth registering why this framework outperforms the other four. The ITEP cluster is composed predominantly of indicators that measure *internal academic process and institutional infrastructure* — planning, mentoring, curriculum breadth, computers, lecture programmes. It contains no indicator of external funding, no indicator of grants, no indicator of awards, and no indicator of collaboration. Those are precisely the domains in which this institution is weakest, and their absence from this cluster is what allows its underlying academic strength to register undiluted.

3.4.4 Readiness Verdict and Corrective Sequence

78.42%

ITEP READINESS

Gap: 21.58%

Highly prepared

The only framework above the 75% threshold; 55.6% of its gap is deployment, not resource

First, revise the timetable. Raising structured library and computer laboratory access from four to ten hours a week returns six marks at essentially no capital cost. This is the single cheapest six-mark gain available anywhere in the fifty-point return, and it converts existing holdings — 6,442 books, eighty journals, thirty computers — into measured academic use.

Second, extend ICT into three further classrooms. Because item 40 is cross-mapped to NEP 2020, this single capital intervention returns six marks in ITEP and six in NEP simultaneously, and it resolves the cluster's central contradiction between upstream digital capability and downstream classroom delivery.

Third, raise faculty refresher and orientation participation from ten to sixteen programmes, returning 3.75 marks here and an equal amount in NAAC, where item 17 is cross-mapped.

Fourth, continue building the book and chapter record toward the norm of ninety-six over three years, returning 5.83 marks here and 5.83 in NIRF. Delivered in full, these four actions carry ITEP readiness to 100 per cent; the first two alone, both achievable within one academic year, carry it to 90.42 per cent.

3.5 Readiness for Multi-Disciplinary Courses

Framework 5 · IDCF items 3, 5, 31, 33, 35, 36, 37, 42, 43, 45

The MDC cluster assesses the institution's capacity to provide multidisciplinary, interdisciplinary, elective, value-added, skill-oriented and collaborative learning opportunities – the curricular flexibility on which NEP 2020's vision of higher education rests, and the structural condition a stand-alone teacher education institution must satisfy in order to survive the 2030 conversion requirement. The return produces a readiness score of **58.33 per cent** against a gap of **41.67 per cent**, placing the institution in the **moderately prepared** band.

3.5.1 Step One: The Activity Analysis

Choice and learner autonomy (items 3, 5). Both attain full marks and both recur from the NEP cluster, where they serve the same diagnostic purpose from a different angle. Twenty optional, elective and pedagogy courses against a norm of eight give the institution 250 per cent of the required choice architecture. Universal participation in self-study courses beyond the curriculum – one hundred per cent against a norm of twenty – establishes that learning beyond disciplinary boundaries is an institutional expectation rather than an elective indulgence.

These two results are the foundation of the institution's MDC position, and they are strong. Multidisciplinarity begins with the availability of choice and the habit of learning outside a prescribed track; the institution has demonstrably established both.

Interdisciplinary academic exposure (items 31, 33). The two indicators diverge. On item 33, twelve special day observations were organised against a norm of eight – 150 per cent attainment, capped at full marks. Special day observations are the institution's most consistent vehicle for cross-disciplinary and social learning, connecting curricular content to national, environmental, health and cultural themes that no single discipline owns.

On item 31, however, seminars and workshops organised number two against a norm of four – fifty per cent attainment. This is the more academically demanding of the two indicators: a seminar or workshop requires external resource persons, a defined intellectual agenda and a documented output, where a special day observation can be delivered internally. The institution is therefore performing strongly on the accessible interdisciplinary vehicle and at half rate on the demanding one.

Additional and value-added competence (items 35, 36). On item 35, add-on courses running or completed stand at zero against a norm of one – a complete non-attainment. On item 36, one value-added course is running against a norm of two – fifty per cent attainment. Together these two indicators test whether the institution builds competence beyond the prescribed programme through structured, certificated provision. One value-added course exists; the add-on category has not been commenced.

The distinction between the two categories is worth preserving because it is often collapsed in institutional practice. A value-added course enriches the discipline the learner is already studying; an add-on course adds a competence outside it – a language, a digital skill, a vocational capability. It is the add-on category that most directly delivers the multidisciplinary widening the framework is designed to measure, and it is precisely the category standing at zero.

Holistic student development (item 37). Student support activities available number two against a norm of six – 33.33 per cent attainment, and the lowest partial attainment in the cluster. This indicator measures the breadth of the support environment surrounding the learner: counselling, remedial provision, career guidance, health support, financial assistance, grievance mechanisms and skill development. The institution operates a mentoring system at an exceptional 10:1 ratio and has constituted a Career Counselling and Placement Cell, yet records only two support activities against the six the norm anticipates. As with the IQAC finding in the NAAC cluster, the deficit is plausibly one of formal constitution and documentation as much as of substantive provision.

Networking and collaboration (items 42, 43). The cluster's decisive contrast, and a direct repetition of the NIRF finding. On item 42, twenty-three Memoranda of Understanding have been signed against a norm of ten – 230 per cent attainment, capped at full marks. On item 43, collaborations made stand at zero against a norm of ten.

In the MDC context this contrast carries a specific meaning that it does not carry in NIRF. For multidisciplinary provision, external partnerships are not merely a marker of institutional standing; they are the *mechanism* through which a single-discipline teacher education institution accesses disciplines it does not itself house. A College with twenty-three partners and no activated collaboration has contracted for access to multidisciplinary capacity and has not yet drawn on it. This is the most consequential single finding in the framework.

Access to diverse knowledge resources (item 45). Institutional subscriptions for e-resources number one against a norm of two – fifty per cent attainment. Electronic subscription is the least capital-intensive route to disciplinary breadth available to any institution, and a single subscription against a norm of two is a modest and readily closable shortfall.

Scorecard · MDC readiness: ten indicators, 100 marks

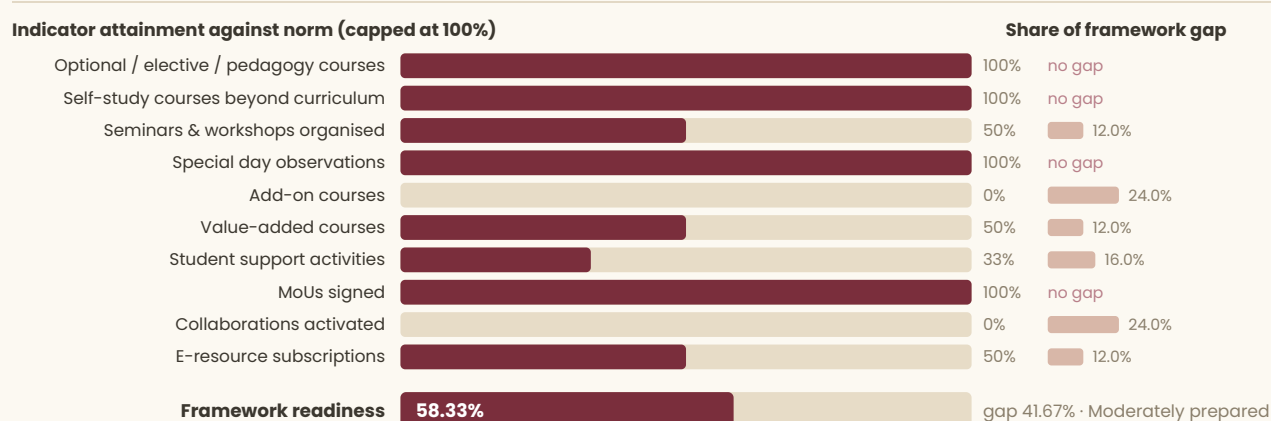
Item	Indicator	Number	Norm	Attainment	Score /10
3	Optional / elective / pedagogy courses	20 (7 + 13)	8 (4 + 4)	100.00%	10.00
5	Self-study courses beyond curriculum	100%	20%	100.00%	10.00
31	Seminars & workshops organised	2	4	50.00%	5.00
33	Special day observations	12	8	100.00%	10.00
35	Add-on courses	0	1	0.00%	0.00
36	Value-added courses	1	2	50.00%	5.00
37	Student support activities	2	6	33.33%	3.33
42	MoUs signed	23	10	100.00%	10.00
43	Collaborations activated	0	10	0.00%	0.00
45	E-resource subscriptions	1	2	50.00%	5.00
Framework total				58.33 / 100	

Attainment is capped at 100 per cent; item 8 is computed inversely as norm ÷ number. Readiness = $58.33 \div 100 = 58.33\%$ · gap = 41.67%.
Source: computed from IDCf Section B.

3.5.2 Step Two: The Gap Analysis

The ten indicators yield a framework total of **58.33 marks out of 100**. MDC readiness is therefore **58.33 per cent**, with a framework gap of **41.67 per cent**. The institution is **moderately prepared** for multi-disciplinary course provision, positioned near the centre of the band and 16.67 percentage points below the highly prepared threshold.

Figure 3.6 · MDC readiness: indicator attainment and the composition of the 41.67 per cent gap



Left: attainment of each indicator against its norm, capped at 100 per cent. Right: share of the total framework gap contributed by each shortfall indicator. Source: computed from IDCf Section B.

3.5.3 The Anatomy of the Gap

Four indicators attain full marks — items 3, 5, 33 and 42 — and each exceeds its norm by a substantial multiple. Six indicators produce the 41.67 percentage points of shortfall. Two zeros dominate: item 35, add-on courses, and item 43, collaborations, each contributing ten points, or 24 per cent of the framework gap apiece — together 48 per cent. Item 37, student support activities, contributes 6.67 points or 16 per cent. Items 31, 36 and 45 each contribute five points, or twelve per cent apiece.

The gap has an internally coherent structure that repays interpretation. Every indicator on which the institution attains full marks measures *provision the institution controls internally* — the courses it designs, the study habits it cultivates, the days it observes, the agreements it signs. Every indicator on which it falls short measures either *externally dependent activity* (seminars requiring resource persons, collaborations requiring partners, e-resources requiring subscription) or *formally constituted additional provision* (add-on courses, value-added courses, documented student support activities).

The institution is, in other words, strong at what it can do by internal decision and weak at what requires either external engagement or the formal constitution of additional structures. This is the same underlying pattern identified in the NIRF cluster, appearing here in curricular rather than in resource terms — and its recurrence across two frameworks makes it the central institutional finding of this chapter, developed further in Section 3.6.

3.5.4 Readiness Verdict and Corrective Sequence

58.33%

MDC READINESS

Gap: 41.67%

Moderately prepared

48% of the gap arises from two indicators at zero: add-on courses and collaborations

First, activate collaborations from the existing Memoranda. Ten documented collaborations drawn from twenty-three signed agreements return ten marks here and ten in NIRF — the highest-yield single action in the entire assessment, and one that requires no new agreement, no new partner and no new expenditure. For MDC specifically it also delivers the disciplinary breadth the framework is designed to measure, by giving trainees structured access to departments and institutions the College does not itself house.

Second, introduce an add-on course. The norm requires one. A single certificated add-on course — in a language, a digital competence or a vocational skill outside the education discipline — returns ten marks and establishes the category. Adding a second value-added course returns a further five.

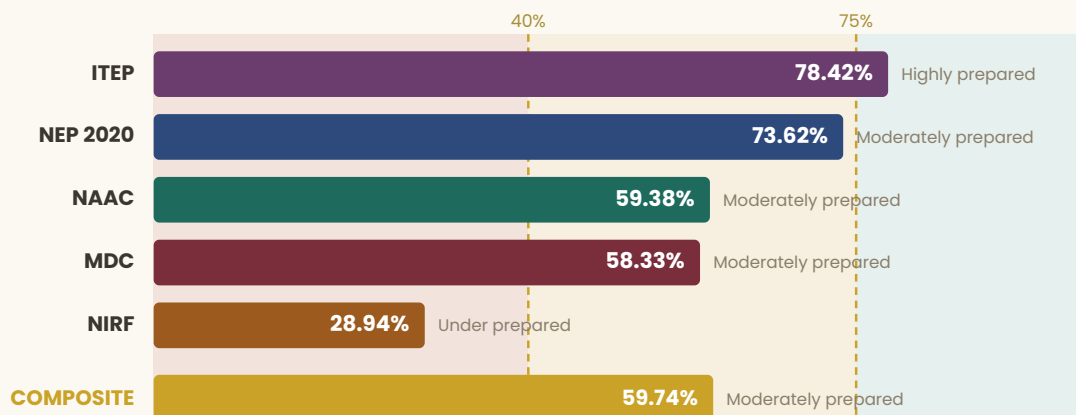
Third, formalise and document the student support environment. Raising recorded support activities from two to six is likely, on the evidence of the institution's mentoring ratio and placement cell, to be substantially a matter of constituting and documenting provision that already operates informally — returning 6.67 marks.

Fourth, double the seminar and workshop programme from two to four, and **add a second e-resource subscription**, returning five marks each. Delivered in full, these five actions close the entire 41.67-point gap and carry MDC readiness to 100 per cent; the first two alone carry it to 83.33 per cent and into the highly prepared band.

3.6 The Composite Institutional Dashboard

Compiling five framework scores into one institutional status

The Methodology prescribes that the three-band interpretation applies not only to each framework individually but to the institution as a whole. Compiling the five framework results gives a **composite institutional readiness of 59.74 per cent** against a composite gap of **40.26 per cent**. The institution is **moderately prepared** across the five-framework landscape — but the composite figure is the least informative number in this chapter, because it averages a highly prepared framework at 78.42 per cent with an under-prepared one at 28.94 per cent. What matters is the shape of the distribution, not its mean.

Figure 3.7 · The five-framework institutional readiness dashboard

Readiness percentage for each framework against the Methodology's three interpretation bands. Source: computed from IDCf Section B; NIRF normalised over nine scored indicators.

3.6.1 Reading the Distribution

The five results span 49.48 percentage points, from 28.94 to 78.42 per cent. One framework is highly prepared, three are moderately prepared, and one is under prepared. That spread is itself the finding: the institution is not uniformly developed, and a single institutional improvement programme applied evenly across all five frameworks would be a misallocation of effort.

The frameworks sort into two distinct groups, and the sorting principle is consistent. **ITEP (78.42 per cent) and NEP 2020 (73.62 per cent)** are composed predominantly of indicators measuring internal academic process and institutional infrastructure — curriculum planning, elective provision, mentoring, in-house lectures, computers, e-content rooms, internal assessment attainment, self-study participation. On these the institution performs strongly, frequently exceeding norms by multiples of two to ten.

NIRF (28.94 per cent), MDC (58.33 per cent) and NAAC (59.38 per cent) each contain a substantial component measuring externally dependent activity — research grants, non-government funding, awards, collaborations, financial support for external engagement, seminars requiring outside resource persons, audits requiring external auditors. On these the institution performs weakly, and in five cases records absolute zero.

CENTRAL FINDING

The institution is strong wherever performance depends on what it decides and does internally, and weak wherever performance depends on engagement with, funding from, or recognition by the world outside its campus. Its readiness gap is not academic. It is a gap of external posture.

This diagnosis is supported by the internal evidence of the five analyses. Twenty-three Memoranda signed and zero collaborations activated. Fourteen outreach activities organised and no award applied for. One hundred scholarly publications produced and no research grant sought. Twenty-eight IQAC meetings held and two initiatives formally recorded. In each pair, the institution has done the substantive work and has not taken the outward step that converts that work into externally recognised institutional performance.

3.6.2 The Eleven Cross-Cutting Contextual Indicators

Thirty-nine of the fifty parameters carry primary framework assignments; the remaining eleven — items 2, 7, 19, 22, 24, 29, 34, 39, 41, 46 and 50 — are retained by the Methodology as cross-cutting institutional evidence. Scored on the same rule, the ten of these that carry norms return a mean attainment of **66.79 per cent**, materially above the composite framework score.

Table 3.2 · The eleven contextual indicators outside the primary classification

Item	Parameter	Number	Norm	Attainment	Reading
2	Student induction + teacher orientation programmes	4	2	100%	Exceeds
7	Students enrolled from reserved categories	14	50	28.00%	Critical
19	Students participating in outreach (%)	25%	80%	31.25%	Critical
22	Sports and cultural events organised	26	5	100%	Exceeds 5.2×
24	Professional development programmes organised	12	2	100%	Exceeds 6×
29	Expenditure on green initiatives (%)	0.2%	3%	6.67%	Critical
34	Committees / sub-committees and meetings	40 / 218	30 / 120	100%	Exceeds
39	Total classrooms	8	4	100%	Exceeds 2×
41	Expenditure on salary and infrastructure (%)	60% + 15%	—	not scored	No norm
46	Books and journals in the library	6,442 / 80	3,000 / 10	100%	Exceeds
50	Expenditure on maintenance of physical facilities (%)	0.06%	3%	2.00%	Critical

Mean attainment of the ten scored contextual indicators: 66.79 per cent. Item 41 carries no prescribed norm and is excluded. Source: computed from IDCf Section B.

Three of these indicators demand attention beyond their unscored status. Item 7, enrolment from reserved categories, stands at fourteen against a norm of fifty – twenty-eight per cent attainment. For an institution whose stated constituency includes minority, Other Backward Class, Scheduled Caste and Scheduled Tribe communities, this is the most serious equity finding in the return and it warrants examination independent of any framework score. Item 19, student participation in outreach, at 31.25 per cent, reinforces the mobilisation deficit identified under NEP item 20. And items 29 and 50, green and physical-facility maintenance expenditure at 6.67 and 2 per cent respectively, confirm the financial-reporting pattern identified under NAAC item 49: expenditure heads that the Format expects to be separately accounted are being absorbed elsewhere.

3.6.3 The Leverage Matrix

Because ten parameters carry cross-framework weight, corrective actions differ sharply in their return. The table below ranks the principal interventions by total marks returned across all five frameworks.

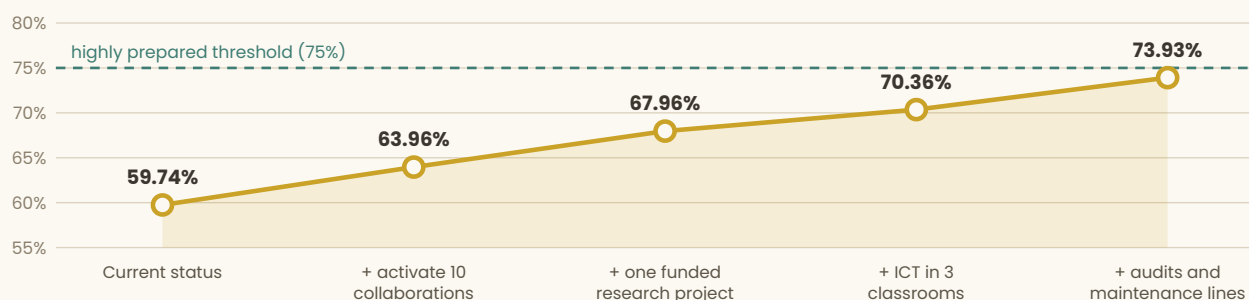
Table 3.3 · Corrective actions ranked by cross-framework return

Item	Action required	Frameworks improved	Marks returned	Nature of the action
43	Activate 10 collaborations from the 23 signed Memoranda	NIRF MDC	20.00	Activation — no new agreement or expenditure
10 / 11	Secure one funded research project and its grant	NEP NAAC	20.00	External application against an existing publication record
40	Extend ICT to three further classrooms	NEP ITEP	12.00	Defined capital item
14	Raise books and chapters from 40 to 96 over three years	NIRF ITEP	11.67	Continuation of existing scholarly activity
49 / 50	Account for maintenance expenditure as distinct budget lines	NAAC	9.87	Financial reclassification
30	Complete the academic, gender, energy and green audits	NAAC	8.00	Four defined, time-bound exercises
17	Raise refresher and orientation participation from 10 to 16	NAAC ITEP	7.50	Scheduling and nomination
4	Raise timetabled library and laboratory hours from 4 to 10	ITEP	6.00	Timetable revision — no cost
20	Raise participation in national priority programmes to 80%	NEP	5.63	Mobilisation of existing programmes
35	Introduce one certificated add-on course	MDC	10.00	New provision, single course

Marks returned are computed across all frameworks in which the item carries primary weight. Items 10 and 11, and 49 and 50, are paired because a single institutional action satisfies both. Source: computed from IDCF Section B and the Methodology's cross-mapping classification.

3.6.4 The Improvement Trajectory

Sequencing the four highest-leverage actions produces a measurable trajectory in composite institutional readiness. Activating ten collaborations alone lifts the composite from 59.74 to 63.96 per cent and, critically, carries NIRF out of the under-prepared band to 40.05 per cent. Adding one funded research project with its grant lifts the composite to 67.96 per cent. Extending ICT to three further classrooms lifts it to 70.36 per cent and carries NEP 2020 to 89.62 per cent and ITEP to 84.42 per cent. Completing the audit regime and reclassifying maintenance expenditure lifts the composite to **73.93 per cent**, with NAAC at 87.25 per cent.

Figure 3.8 · Composite readiness trajectory under four sequenced interventions

Cumulative effect on composite institutional readiness of the four highest-leverage interventions, applied in sequence. Source: computed from IDCF Section B.

Four interventions, none of which requires new academic capability and only one of which requires meaningful capital expenditure, would carry the institution from 59.74 to 73.93 per cent — to the threshold of the highly prepared band. The residual gap thereafter is concentrated almost entirely in NIRF, where the faculty qualification base and the external funding and recognition indicators require a longer horizon.

3.6.5 Conclusion of the Status Report

59.74%

COMPOSITE INSTITUTIONAL READINESS

Composite gap: 40.26%

Moderately prepared

ITEP 78.42% · NEP 73.62% · NAAC 59.38% · MDC 58.33% · NIRF 28.94%

This status report finds an institution whose academic foundations are materially stronger than its composite score suggests, and whose weaknesses are concentrated, identifiable and structurally tractable. It exceeds its norms — often by large multiples — on curriculum planning, elective provision, mentoring intensity, internal assessment attainment, self-study participation, in-house lectures, outreach programming, best practices, IQAC tempo, computers, e-content rooms, library holdings, classrooms, committee governance, sports and cultural provision and institutional agreements. It records absolute zero on funded research projects, research grants, in-house research support, outreach awards, financial support for faculty external engagement, non-government funding, add-on courses and activated collaborations.

The two lists describe the same institution from inside and from outside. Everything it can accomplish by its own decision, it has accomplished, frequently in excess. Everything that requires it to seek, apply for, activate or account for something beyond its own walls remains undone. That is a correctable condition, and the leverage matrix above states the correction in sequence. The five framework analyses of this chapter, taken with the guidelines set out in the chapter that follows, constitute the evidentiary basis for the institutional roadmap.

CHAPTER FOUR

04

Institutional Roadmap to 80% Compliance with Five Frameworks

NEP 2020 · NAAC · NIRF · ITEP · MDC | Phased over 2026–27 to 2028–29

CHAPTER ABSTRACT

The gap analysis of Chapter 3 established the institution's position against each of the five frameworks and quantified, indicator by indicator, the marks separating it from the norm. This chapter converts that diagnosis into a plan. For every framework a roadmap is set out in three annual phases, each action tied to the specific IDCF indicator it closes, the marks it returns and the cumulative readiness it produces, so that compliance is arithmetically demonstrable rather than asserted. The plan is governed by one sequencing principle: *actions the institution can execute by its own decision come first, and actions depending on an external outcome are reserved as margin*. On that principle four of the five frameworks reach the eighty per cent threshold within the first session, and NIRF — entering at 28.94 per cent, the only framework in the under-prepared band — reaches 84.49 per cent at the close of the second. Where an action carries weight in more than one framework, it is scheduled in the same phase in both, so that a single institutional act discharges every obligation it can.

Phase I · 2026–27

Decide and document

Activation, documentation, timetable, nominations, audits. Composite 59.74% → 79.16%.

Phase II · 2027–28

Invest and mobilise

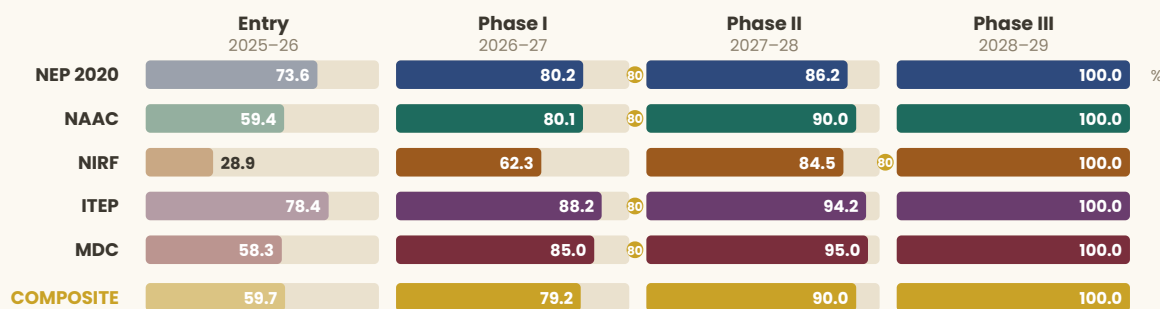
ICT build, financial reclassification, external funding and recognition. Composite → 89.98%.

Phase III · 2028–29

Consolidate

Funded research, scholarly output, faculty qualification, new courses. Composite → 100%.

Figure 4.1 · Master roadmap: framework readiness at the close of each phase



● marks the phase in which the framework first reaches the 80% compliance threshold

Readiness percentage for each framework at entry and at the close of each annual phase. NIRF is normalised over its nine scored indicators.

Source: computed from IDCF Section B and the phased action plan set out in this chapter.

4.1 Roadmap for NEP 2020 Compliance

From 73.62% to 80% in Phase I · IDCF items 3, 5, 9, 10, 13, 18, 20, 25, 40, 48

The National Education Policy cluster enters this roadmap in the strongest position of any framework requiring intervention. Five of its ten indicators already attain full marks, and the institution stands at 73.62 per cent — 6.38 marks below the eighty per cent threshold and 1.38 marks below the seventy-five per cent band that would classify it as highly prepared. The roadmap for this framework is therefore not a reconstruction but a completion: a small number of defined actions, none of them capital-intensive, carry the institution across the threshold within a single academic session.

4.1.1 The Arithmetic of Eighty Per Cent

Eighty per cent of a hundred-mark framework is eighty marks. The institution holds 73.62 and must add **6.38 marks**. Only five indicators carry any deficit at all: item 10, funded research projects, at ten marks; item 40, ICT-enabled classrooms, at six; item 20, participation in national priority programmes, at 5.62; item 13, faculty research papers, at 3.75; and item 25, teachers undergoing Faculty Development Programmes, at one. The total available recovery is 26.38 marks against a requirement of 6.38,

which means the framework can be brought to compliance in more than one way. The sequence adopted here is chosen on a single principle: *close the cheapest and fastest deficits first, so that compliance is secured before any action that depends on an external decision.*

This principle matters because two of the five deficits — the funded research project and, to a lesser extent, the publication increment — depend on outcomes the institution does not control. A funding application may be unsuccessful; a journal may reject. A roadmap that placed compliance on those two actions would place it outside institutional control. The plan below therefore reaches eighty per cent using only actions the institution can execute by its own decision, and treats the externally dependent actions as the means of moving from compliance to excellence in later phases.

4.1.2 Phase I · 2026–27: Securing the Threshold

Action 1 — Item 25: enrol the tenth teacher in a Faculty Development Programme (+1.00 mark). Nine of the ten teachers the norm anticipates already completed FDPs in the reference year. The residual deficit is a single nomination. This is the smallest action in the entire roadmap and should be discharged in the first quarter of the session through the institution's existing FDP nomination process, drawing on the SWAYAM and DIKSHA platforms that NEP 2020 expressly commends for large-scale standardised teacher training.

Action 2 — Item 20: raise participation in national priority programmes from 35 to 80 per cent (+5.62 marks). This is the decisive action of the phase, and it is important to understand why it is achievable. The institution already organises fourteen outreach activities against a norm of four — three and a half times the required programming. The deficit is not one of supply but of mobilisation: fewer than half the students the norm expects are being carried into the programmes the institution already runs.

Three mechanisms close this gap without new programming. First, *cohort-wise allocation*: each national priority programme is assigned to a defined group of trainees at the start of the session, so that participation is planned rather than voluntary. Second, *recognition*: participation is recorded against the trainee's internal assessment or attendance profile, giving the activity academic standing. Third, *individual documentation*: a participation register maintained per student, which is simultaneously the evidence NAAC's Criterion V and NIRF's outreach parameter require. Delivering these three mechanisms carries the framework to **80.25 per cent** and secures compliance by the close of the first session.

4.1.3 Phase II · 2027–28: The Technology Build

Action 3 — Item 40: extend ICT provision to three further classrooms (+6.00 marks). The institution operates one ICT-enabled classroom and one ICT-enabled seminar hall against a norm of four classrooms and one hall. It already holds thirty computers in working condition and two rooms dedicated to e-content development; the digital capability exists upstream of the classroom and has not reached the point of delivery.

This is the roadmap's principal capital item for the framework, and it is placed in Phase II for two reasons. It requires a budget cycle in which the expenditure can be planned and sanctioned, and it is the one NEP action that also carries weight in a second framework: item 40 is cross-mapped to ITEP, where the same three installations return an identical six marks. A single procurement therefore advances two frameworks simultaneously, and the roadmap sequences it so that both benefit in the same session. The framework closes Phase II at **86.25 per cent**.

4.1.4 Phase III · 2028–29: Research Consolidation

Action 4 — Item 10: secure one externally funded research project (+10.00 marks). The norm requires exactly one. The institution's faculty has published sixty research papers and forty books or chapters over three years — a hundred scholarly items — entirely without institutional research funding. The evidentiary base for a competitive application therefore already exists; what has been absent is the act of applying.

The action is placed in Phase III because it is preceded in the wider roadmap by the in-house research support scheme constituted under the NIRF plan in Phase I and the external-engagement budget created in the same phase. Those two measures build the institutional research infrastructure — seed funding, protected time, conference exposure — that materially improves the probability of a successful external application. Sequencing matters: applying for external funding from an institution with no internal research support is a weaker proposition than applying from one that has demonstrably invested in its own researchers.

Action 5 — Item 13: raise faculty research papers from 60 to 96 over three years (+3.75 marks). An increment of thirty-six papers across a three-year rolling window, from a faculty already producing sixty, requires approximately twelve additional papers a year. Distributed across the faculty body, and supported by the in-house research support scheme, this is an incremental rather than a transformational demand. The framework closes Phase III at **100 per cent**.

Roadmap · NEP 2020: phased action plan, 73.62% → 100% (compliance target 80%)

Phase I	2026–27	Phase II	2027–28	Phase III	2028–29
25	Enrol the tenth teacher in an FDP +1.00	40	Extend ICT to three further classrooms +6.00 +6.00 also in ITEP	10	Secure one externally funded research project +10.00
20	National priority participation 35% → 80% +5.62			13	Research papers 60 → 96 over three years +3.75
80.25%	at phase close	86.25%	at phase close	100.00%	at phase close

Numbers in the left column are IDCF Section B item numbers; the right column is the marks the action returns. Cumulative readiness is expressed against the framework's 100-mark base, of which 80 marks is the eighty per cent compliance threshold. Source: computed from IDCF Section B.

4.1.5 Delivery, Ownership and Risk

Delivery of this framework rests with three institutional bodies. The IQAC owns the participation register and the documentation architecture under Action 2, and reports progress at its scheduled meetings — of which the institution already holds twenty-eight a year, so no new governance capacity is required. The academic committee responsible for outreach owns cohort allocation. The Governing Body owns the Phase II capital sanction and the Phase III research funding strategy.

Two risks warrant explicit management. The first is that student mobilisation under Action 2 is treated as an administrative instruction rather than an academic commitment, producing recorded participation without educational substance; the mitigation is the recognition mechanism, which ties participation to assessment and therefore to trainee interest. The second is that the Phase III funding application does not succeed at the first attempt. The roadmap absorbs this risk by design: compliance is achieved in Phase I and does not depend on Phase III, and an unsuccessful application leaves the framework at 86.25 per cent — still comfortably above the eighty per cent requirement and within the highly prepared band.

Verification is built into the plan rather than appended to it. Each of the five actions produces a documentary artefact that can be inspected without further preparation: an FDP completion certificate for Action 1; a per-student participation register for Action 2; procurement records, installation certificates and classroom photographs for Action 3; the sanction letter and utilisation statement for Action 4; and the annual publication list, with digital object identifiers, for Action 5. Because these artefacts are precisely those that the Institutional Data Capture Format requires in its next annual return, the roadmap does not generate parallel paperwork — it generates the return itself. Progress against the framework can therefore be recomputed at any point in the cycle from evidence the institution is already obliged to hold.

The framework's trajectory is therefore 73.62 per cent at entry, 80.25 at the close of 2026–27, 86.25 at the close of 2027–28 and 100 at the close of 2028–29, with the compliance requirement satisfied in the first year and every subsequent gain constituting margin rather than necessity.

4.2 Roadmap for NAAC Compliance

From 59.38% to 80.13% in Phase I · IDCF items 1, 8, 11, 17, 27, 28, 30, 38, 44, 49

The NAAC cluster requires the largest first-year effort of any framework that can be brought to compliance within a single session. The institution stands at 59.38 per cent and must add 20.62 marks. The gap analysis of the preceding chapter established that this shortfall lies almost entirely in financial reporting, external resourcing and formal documentation rather than in academic process — the four indicators testing curriculum planning, mentoring, IQAC tempo and best practices all attain full marks. The roadmap accordingly reads as an administrative programme rather than an academic one, and this is what makes twenty marks recoverable in twelve months.

4.2.1 The Arithmetic of Eighty Per Cent

Six indicators carry deficit. Item 11, research grants, stands at ten marks; item 49, academic-support maintenance expenditure, at 9.87; item 30, audit reports, at eight; item 27, IQAC quality initiatives, at five; item 44, alumni programmes, at four; and item 17, faculty refresher and orientation participation, at 3.75. The total recoverable is 40.62 marks against a requirement of 20.62.

Four of these six are wholly within institutional control: audits can be commissioned, initiatives can be documented, alumni programmes can be scheduled, faculty can be nominated. Together they return 20.75 marks — 0.13 marks more than the threshold requires. The roadmap therefore places all four in Phase I and achieves compliance without recourse to either the financial reclassification or the external grant, both of which are reserved for later phases as margin.

4.2.2 Phase I · 2026–27: The Documentation Year

Action 1 — Item 30: complete the academic, gender, energy and green audits (+8.00 marks). The institution has completed the financial audit; four of the five audits the Format contemplates remain outstanding. Each is a defined, time-bound exercise with an established methodology and a deliverable report. The academic audit reviews programme delivery against stated learning

outcomes; the gender audit examines participation, representation, facilities and safeguarding; the energy and green audits examine consumption, waste and environmental practice. Commissioned together at the start of the session and reported by its close, they constitute the single largest available gain in the framework.

Two of these audits carry a secondary benefit that the roadmap deliberately exploits. The green audit generates the baseline against which the institution's green-initiative expenditure — currently 0.2 per cent against a norm of three — can be planned, and the energy audit produces the evidence on which the solar installation identified among the institution's own development priorities can be justified and sized.

Action 2 — Item 27: formalise two further documented IQAC quality initiatives (+5.00 marks). The diagnostic finding here is unusually clear: the Cell held twenty-eight meetings against a norm of sixteen but recorded only two quality initiatives against a norm of four. Deliberative capacity is not the constraint; formal expression is. Each initiative requires a stated objective, a named owner, a timeline, an evidence set and a closure report. The two initiatives most naturally available are the student participation register created under the NEP roadmap and the academic-maintenance accounting reform scheduled for Phase II — both are substantive institutional improvements that would otherwise pass unrecorded.

Action 3 — Item 44: hold two further alumni association programmes (+4.00 marks). The Alumni Association was constituted in December 2024 and held three programmes in its first full year against a norm of five. Two further events — a reunion and a structured mentorship or career-guidance session, both already within the Association's published programme — close the deficit and simultaneously strengthen the institution's position under NAAC's Criterion V key indicator on alumni engagement.

Action 4 — Item 17: raise refresher and orientation participation from 10 to 16 programmes (+3.75 marks). Six additional nominations across the faculty body over one session. Because item 17 is cross-mapped to ITEP, the same six nominations return an identical 3.75 marks in that framework. The phase closes at **80.13 per cent** — compliance achieved in the first year, entirely through actions the institution can execute by internal decision.

4.2.3 Phase II · 2027–28: The Financial Reform

Action 5 — Item 49: account for academic-support maintenance as a distinct budget line (+9.87 marks). Expenditure on the maintenance of academic support facilities is recorded at 0.04 per cent against a norm of three — an attainment of 1.33 per cent, the lowest figure anywhere in the fifty-point return. It is improbable that an institution maintaining eight classrooms, a library of 6,442 volumes, thirty computers and two e-content development rooms spends four hundredths of one per cent of its budget on their upkeep. The far likelier explanation is that maintenance expenditure is being absorbed within general administrative or infrastructure heads and is therefore invisible to this indicator.

The action required is accordingly a reform of financial classification rather than an increase in spending, though both are likely to be needed to reach the three per cent norm. The institution should establish, from the opening of the 2027–28 financial year, a discrete budget head for the maintenance of academic support facilities; charge library, laboratory, ICT and classroom upkeep against it; and report it separately in the annual accounts. The same reform applied to item 50, maintenance of physical facilities — recorded at 0.06 per cent against the same three per cent norm — strengthens the institution's contextual profile at no additional administrative cost. The framework closes Phase II at **90.00 per cent**.

4.2.4 Phase III · 2028–29: External Research Resourcing

Action 6 — Item 11: realise grant income of one lakh rupees (+10.00 marks). This is the same institutional event as Action 4 of the NEP roadmap, observed from a second framework: a single successful funded project generates both the project (item 10, NEP) and the grant (item 11, NAAC), returning twenty marks across two frameworks from one application. Its placement in Phase III reflects the sequencing logic already stated — the in-house research support scheme and external-engagement budget created under the NIRF roadmap in Phase I materially strengthen the application — and carries the framework to **100 per cent**.

Roadmap · NAAC: phased action plan, 59.38% → 100% (compliance target 80%)

Phase I	2026–27	Phase II	2027–28	Phase III	2028–29
30	Complete academic, gender, energy, green audits	49	Academic-maintenance as a distinct budget line	11	Realise grant income of Rs. 1,00,000
27	Formalise two further IQAC quality initiatives				
44	Hold two further alumni programmes				
17	Refresher / orientation 10 → 16 programmes +3.75 also in ITEP				
80.13%	at phase close	90.00%	at phase close	100.00%	at phase close

Numbers in the left column are IDCf Section B item numbers; the right column is the marks the action returns. Cumulative readiness is expressed against the framework's 100-mark base, of which 80 marks is the eighty per cent compliance threshold. Source: computed from IDCf Section B.

4.2.5 Delivery, Ownership and Risk

The IQAC is the natural owner of this entire framework, and its existing tempo of twenty-eight meetings a year is more than sufficient to govern delivery without additional structure. The Cell should adopt the six actions as a standing agenda item with a named responsible officer for each, and should treat the audit programme of Phase I as its own principal quality initiative for the session — which, usefully, is itself one of the two initiatives required under Action 2.

The principal risk is that the four Phase I audits are commissioned late and reported after the close of the reference year, in which case eight marks fall out of the annual return despite the work being done. The mitigation is scheduling: the audits should be commissioned in the first quarter and reported by the third, leaving the fourth quarter for corrective action arising from their findings. A secondary risk attaches to Action 5, where a change in accounting classification without a corresponding review of actual maintenance provision would improve the reported figure without improving the facilities; the mitigation is that the academic audit under Action 1 independently examines the condition of academic support facilities, and would expose any divergence between the accounting reform and the physical reality.

One sequencing point deserves emphasis. The four Phase I actions are independent of one another and can therefore run in parallel rather than in series: the audits can be commissioned while the alumni programmes are scheduled and the faculty nominations are filed. This matters because the entire compliance requirement for this framework falls in a single session, and a serial plan would consume the year. The IQAC should accordingly open the session with all four actions initiated, and use its meeting cycle to track them concurrently rather than sequentially.

Verification for this framework is unusually straightforward, because five of the six actions produce a formal external document: four audit reports, an alumni programme record, refresher course certificates, audited annual accounts showing the new budget head, and a sanction letter. The framework's trajectory is 59.38 per cent at entry, 80.13 at the close of 2026–27, 90.00 at the close of 2027–28 and 100 at the close of 2028–29.

4.3 Roadmap for NIRF Compliance

From 28.94% to 84.49% by the close of Phase II · IDCF items 6, 12, 14, 15, 16, 21, 23, 26, 42, 43

This is the framework that determines the shape of the entire roadmap. The institution enters at 28.94 per cent — the only framework in the under-prepared band — and must add 45.96 marks to reach eighty per cent of its ninety-mark base. It is also the only framework that cannot be brought to compliance within a single session, and the roadmap says so plainly rather than distributing the difficulty into optimistic assumptions. Compliance is achieved at the close of Phase II, in 2027–28, at 84.49 per cent.

4.3.1 The Arithmetic of Eighty Per Cent

Item 6, institutional intake capacity, carries no prescribed norm and is excluded from scoring, so the framework is assessed over nine indicators and ninety marks. Eighty per cent is therefore seventy-two marks; the institution holds 26.04 and must add 45.96.

The structure of the deficit is what makes this recoverable. Five indicators stand at absolute zero — item 12, in-house academic research support; item 21, awards for outreach; item 23, financial support for faculty external engagement; item 26, non-government funding; and item 43, activated collaborations — and together they carry fifty marks, comfortably more than the requirement. Three further indicators carry partial deficits: item 14, books and chapters, at 5.83; item 16, doctoral faculty, at five; and item 15, NET/SET-qualified faculty, at 3.12.

A gap composed of absolute zeros is a different planning problem from one composed of partial attainments. Partial deficits require sustained incremental improvement across many activities; absolute zeros require the *initiation* of a small number of activities. None of the five zero indicators demands new academic capability. Each requires an administrative decision, a modest budget allocation, or an application. That is why a framework at 28.94 per cent can reach 84.49 within two sessions.

4.3.2 Phase I · 2026–27: Opening the Institution Outward

Action 1 — Item 43: activate ten collaborations from the twenty-three signed Memoranda (+10.00 marks). This is the highest-yield single action in the entire roadmap. The institution has signed twenty-three Memoranda of Understanding against a norm of ten — and has recorded no collaboration whatever. The relationships exist in contracted form; what has not occurred is their conversion into joint academic work.

Activation means a documented joint activity with a named partner: co-taught sessions, a joint seminar or workshop, faculty or student exchange, shared use of laboratory or library resources, a collaborative publication, or joint supervision of trainee research. Ten such activities across twenty-three existing partners is fewer than one per two partners in a full session. Because item 43 is cross-mapped to MDC, the same ten activations return an identical ten marks there — twenty marks across two frameworks from work already contracted and requiring no new agreement, no new partner and no expenditure.

Action 2 — Item 23: create a faculty external-engagement budget supporting five teachers (+10.00 marks). No teacher received financial support to attend a seminar, conference or workshop in the reference year. A budget line supporting five teachers, at a

level sufficient to cover registration and travel, closes the indicator entirely. Its wider value is that conference attendance is the principal mechanism by which faculty encounter funding calls, meet potential collaborators and build the external profile on which items 21 and 26 subsequently depend.

Action 3 — Item 12: constitute an in-house academic research support scheme for four teachers (+10.00 marks). The institution's faculty produced one hundred scholarly items over three years with no institutional research support of any kind. A scheme supporting four teachers — through seed funding, protected time, research assistance or publication costs — closes the indicator and, more importantly, builds the internal research infrastructure that the externally funded project of Phase III will be applying from. The phase closes at **62.27 per cent**: not yet compliant, but out of the under-prepared band and more than doubled.

4.3.3 Phase II · 2027–28: Recognition and External Resource

Action 4 — Item 26: mobilise fifty thousand rupees from non-government sources (+10.00 marks). The norm is modest and the institution's position is stronger than the zero suggests: it operates twenty-three institutional partnerships, a constituted Alumni Association with a full slate of office bearers, and a sponsoring trust with standing in its district. Fifty thousand rupees raised through alumni contribution, corporate social responsibility funding from a partner organisation, or philanthropic donation is an achievable target for a single session once the solicitation is actually undertaken.

Action 5 — Item 21: secure one award or honour for outreach work (+10.00 marks). The institution organised fourteen outreach activities against a norm of four and has received no award. It is a credible candidate: its documented programme includes a blood donation and thalassemia awareness camp, cleanliness and environmental drives, and health and hygiene work in neighbouring communities. What is required is submission — identifying state, national and non-governmental award schemes in community service, environment and health, and applying with the evidence the institution already holds.

The two actions of this phase share a characteristic worth naming: both convert existing institutional substance into external recognition. Neither asks the institution to do more; both ask it to be seen doing what it already does. The framework closes Phase II at **84.49 per cent** — compliance achieved, with 4.49 marks of margin.

4.3.4 Phase III · 2028–29: Building the Faculty Base

Action 6 — Item 14: raise books and chapters from 40 to 96 over three years (+5.83 marks). An increment of fifty-six items across a rolling three-year window, supported by the research support scheme of Phase I. Cross-mapped to ITEP, where it returns an identical 5.83 marks.

Action 7 — Item 15: raise NET/SET-qualified faculty from 11 to 16 (+3.12 marks) and **Action 8 — Item 16: raise doctoral faculty from 4 to 8 (+5.00 marks).** These are the only genuinely long-horizon items in the entire roadmap, and they are placed last for that reason. They are pursued through two parallel routes: recruitment against future vacancies with qualification as a stated requirement, and supported doctoral registration for serving faculty who already hold NET or SET. Neither can be compressed into a single session, which is precisely why the roadmap does not make compliance depend on them. The framework closes Phase III at **100 per cent**.

Roadmap · NIRF: phased action plan, 28.94% → 100% (compliance target 80%)

Phase I	2026–27	Phase II	2027–28	Phase III	2028–29
43 Activate ten collaborations from 23 MoUs +10.00 also in MDC	+10.00	26 Mobilise Rs. 50,000 from non-government sources	+10.00	14 Books and chapters 40 → 96 over three years +5.83 also in ITEP	+5.83
23 External-engagement budget for five teachers	+10.00	21 Secure one award for outreach work	+10.00	15 NET / SET-qualified faculty 11 → 16	+3.12
12 In-house research support scheme for four teachers	+10.00			16 Doctoral faculty 4 → 8	+5.00
62.27%	<i>at phase close</i>	84.49%	<i>at phase close</i>	100.00%	<i>at phase close</i>

Numbers in the left column are IDCF Section B item numbers; the right column is the marks the action returns. Cumulative readiness is expressed against the framework's 90-mark base, of which 72 marks is the eighty per cent compliance threshold. Source: computed from IDCF Section B.

4.3.5 Delivery, Ownership and Risk

Delivery requires a structure the institution does not presently have: a single officer or small cell responsible for external relations — partnerships, funding, awards and faculty external engagement. Five of the eight actions in this framework, and the two that carry compliance, fall within that remit. Constituting such a cell in the first quarter of Phase I is the enabling condition for the whole framework, and it is the one structural recommendation this roadmap makes.

Three risks require management. The first is that collaboration activation under Action 1 produces documentation without substance — a signed record of a meeting that was not a collaboration. The mitigation is definitional: each activation must name the partner, the academic activity, the participants and the output. The second is that award and funding applications under

Phase II are unsuccessful; the mitigation is volume, submitting to several schemes rather than one, and the fact that Phase I has already lifted the framework out of the under-prepared band. The third is that the faculty qualification actions of Phase III are deferred indefinitely because they are neither urgent nor compliance-critical; the mitigation is to begin doctoral registration support in Phase I, so that completions fall due within the roadmap period.

Verification for this framework requires more care than for the others, because five of its eight actions produce evidence that is easy to assert and harder to substantiate. Each activated collaboration should be evidenced by a dated record naming the partner institution, the academic activity, the participating faculty and trainees, and the output produced. The research support scheme and the external-engagement budget should be evidenced by sanction orders and utilisation statements rather than by policy documents alone. The award and the external funding produce their own external documentation. The faculty qualification actions are evidenced by certificates and doctoral notifications. Because NIRF's own methodology places responsibility for data accuracy squarely on the institution supplying it, and publishes what is submitted, the evidentiary standard applied here should be the standard the framework itself would apply.

The framework's trajectory is 28.94 per cent at entry, 62.27 at the close of 2026–27, 84.49 at the close of 2027–28 and 100 at the close of 2028–29. It is the only framework whose compliance falls in the second year, and the honest statement of that fact is what makes the rest of the roadmap credible.

4.4 Roadmap for ITEP Compliance

From 78.42% to 88.17% in Phase I · IDCF items 1, 3, 4, 8, 14, 17, 32, 40, 47, 48

The Integrated Teacher Education Programme cluster enters the roadmap already above the seventy-five per cent threshold and 1.58 marks below eighty. Six of its ten indicators attain full marks — the highest count of any framework — and no indicator in the cluster returns zero. The roadmap here is therefore not a recovery plan but a consolidation plan, and its most striking feature is that the framework's two largest deficits can be closed almost entirely without capital expenditure, because both are deficits of deployment rather than of possession.

4.4.1 The Arithmetic of Eighty Per Cent

Four indicators carry deficit: item 4, library and computer-laboratory hours, at six marks; item 40, ICT-enabled classrooms, at six; item 14, books and chapters published, at 5.83; and item 17, refresher and orientation participation, at 3.75. The total recoverable is 21.58 marks against a requirement of 1.58.

The ratio between what is available and what is required — nearly fourteen to one — is the widest of any framework, and it means the institution has complete freedom in choosing how to comply. The sequence adopted here is governed by the same principle applied throughout: take the free actions first. Item 4 costs nothing at all, and item 17 costs six nominations. Together they return 9.75 marks, six times what compliance requires, and carry the framework to 88.17 per cent within the first session.

It is worth pausing on why this framework outperforms the others, because the reason has planning consequences. The ITEP cluster is composed predominantly of indicators measuring internal academic process and institutional infrastructure — curriculum planning, elective breadth, mentoring intensity, in-house lectures, computers, e-content rooms. It contains no indicator of external funding, no indicator of grants, no indicator of awards and no indicator of collaboration. Those are exactly the domains in which the institution is weakest, and their absence from this cluster allows its underlying academic strength to register undiluted. The institution is, in short, genuinely strong at teacher education; the roadmap's task here is to remove two avoidable inefficiencies.

4.4.2 Phase I · 2026–27: Deploying What Is Already Owned

Action 1 — Item 4: raise timetabled library and computer-laboratory access from four to ten hours per week (+6.00 marks). This is the cheapest six-mark gain available anywhere in the fifty-point return, and it requires no expenditure of any kind. The institution holds 6,442 books, eighty journal titles, thirty working computers, two e-content development rooms and an institutional e-resource subscription. Against that provision it timetables four hours a week of structured access.

The correction is a timetable revision effected at the start of the session. Six additional hours a week should be allocated as structured, supervised academic time rather than as open access: library sessions tied to assignment and research work, computer-laboratory sessions tied to educational technology and e-content practice, and reading periods tied to the pedagogy courses in which the institution is already over-provisioned. The distinction matters, because the indicator measures allocated hours and the educational value depends on what those hours contain. Delivered as structured time, this action converts a static holding into measured academic use — and it does so in a framework where practice-based, resource-intensive learning is precisely what is being assessed.

Action 2 — Item 17: raise refresher and orientation participation from ten to sixteen programmes (+3.75 marks). Six additional faculty nominations across the session. This is the same institutional action as Action 4 of the NAAC roadmap, and the roadmap places it in Phase I of both frameworks so that a single set of nominations discharges both obligations in the same year. For ITEP the indicator carries a specific meaning: it tests whether teacher educators are themselves continuing learners, which is the

disposition an integrated programme is meant to transmit to its trainees. The phase closes at **88.17 per cent**, with compliance secured more than eight marks clear of the requirement.

4.4.3 Phase II · 2027–28: Closing the Digital Contradiction

Action 3 — Item 40: extend ICT provision to three further classrooms (+6.00 marks). This is the same procurement as Action 3 of the NEP roadmap, scheduled in the same phase, returning six marks in each framework from one capital sanction. In the ITEP context it resolves what the status report identified as the cluster's central contradiction: the institution possesses thirty computers and two dedicated e-content production rooms but only one classroom in which technology-enabled teaching can be demonstrated to a full cohort. The digital capability exists upstream of the point of delivery and does not reach it.

For integrated teacher education this matters more than the six marks suggest. A trainee who will be expected to teach with technology in a school classroom must have seen technology used in a college classroom, repeatedly and by competent practitioners. An e-content room produces material; an ICT-enabled classroom models practice. The roadmap therefore treats this installation as pedagogic infrastructure rather than as equipment, and recommends that the three classrooms be selected as those in which the pedagogic courses are principally taught. The framework closes Phase II at **94.17 per cent**.

4.4.4 Phase III · 2028–29: Faculty Scholarship

Action 4 — Item 14: raise books and chapters in edited volumes from forty to ninety-six over three years (+5.83 marks). The single residual deficit, shared with NIRF, where it returns an identical 5.83 marks and where it is scheduled in the same phase, so that one body of scholarly work discharges both obligations. Supported by the in-house research support scheme constituted under the NIRF roadmap in Phase I, the increment is an institutional rather than an individual demand: fifty-six additional items across a rolling three-year window and across the whole faculty body. The framework closes Phase III at **100 per cent**.

Roadmap · ITEP: phased action plan, 78.42% → 100% (compliance target 80%)

Phase I	2026–27	Phase II	2027–28	Phase III	2028–29
4	Library / computer-lab hours 4 → 10 per week +6.00	40	Extend ICT to three further classrooms +6.00 +6.00 also in NEP 2020	14	Books and chapters 40 → 96 +5.83 +5.83 also in NIRF
17	Refresher / orientation 10 → 16 programmes +3.75 +3.75 also in NAAC				
88.17%	at phase close	94.17%	at phase close	100.00%	at phase close

Numbers in the left column are IDCf Section B item numbers; the right column is the marks the action returns. Cumulative readiness is expressed against the framework's 100-mark base, of which 80 marks is the eighty per cent compliance threshold. Source: computed from IDCf Section B.

4.4.5 Delivery, Ownership and Risk

Ownership is straightforward and rests within existing structures. The academic committee responsible for the timetable owns Action 1 and can discharge it in a single sitting before the session opens, since no procurement, appointment or external approval intervenes between the decision and its effect. The Principal and the faculty development committee own the nominations under Action 2. The Governing Body owns the Phase II capital sanction. The IQAC owns the publication record under Action 4 and already maintains it, so no new reporting instrument is required at any point in the three-year cycle for this framework.

The risks in this framework are modest and specific. The first is that the additional library and laboratory hours are timetabled but not supervised, becoming free periods in practice; the mitigation is that each allocated hour carries a named supervising faculty member and a stated academic purpose recorded in the timetable itself. The second is that the ICT installation of Phase II is deferred because the framework is already compliant — a genuine risk, since compliance is achieved in Phase I with margin. The mitigation is structural: the same sanction is required by the NEP roadmap, where it is not optional margin but the phase's principal action, so the two frameworks hold each other to the commitment.

A further observation should inform how this framework is managed. Because ITEP compliance is secured in Phase I with more than eight marks of margin, the institution's real objective in this cluster is not compliance but leadership. The National Education Policy makes the four-year integrated programme the minimum qualification for school teaching by 2030, and institutions that can demonstrate a mature integrated-programme ecosystem — breadth of pedagogy courses, intensive mentoring, a documented practice-school network, and technology-enabled delivery — will be the institutions that carry that transition. The roadmap's later phases should therefore be pursued as positioning rather than as remediation.

Verification rests on documents the institution already produces: the published timetable for Action 1, refresher course certificates for Action 2, procurement and installation records for Action 3, and the annual publication list for Action 4. The framework's trajectory is 78.42 per cent at entry, 88.17 at the close of 2026–27, 94.17 at the close of 2027–28 and 100 at the close of 2028–29 — the highest position at every point in the roadmap, and the framework in which the institution should expect to lead its peer group.

4.5 Roadmap for MDC Compliance

From 58.33% to 85.00% in Phase I · IDCF items 3, 5, 31, 33, 35, 36, 37, 42, 43, 45

The multi-disciplinary courses cluster carries a significance beyond its score. It measures the institution's capacity to provide interdisciplinary, elective, value-added and collaborative learning — the curricular flexibility on which NEP 2020's vision rests, and the structural condition a stand-alone teacher education institution must satisfy to survive the conversion requirement of 2030. The institution enters at 58.33 per cent and must add 21.67 marks. The roadmap achieves 85.00 per cent within Phase I, and does so principally by drawing on partnerships the institution has already contracted.

4.5.1 The Arithmetic of Eighty Per Cent

Six indicators carry deficit: item 35, add-on courses, and item 43, activated collaborations, at ten marks each; item 37, student support activities, at 6.67; and items 31, seminars and workshops, 36, value-added courses, and 45, e-resource subscriptions, at five marks each. The total recoverable is 41.67 marks against a requirement of 21.67.

The gap has a coherent internal structure that shapes the plan. Every indicator on which the institution attains full marks — elective provision, self-study participation, special day observations, signed Memoranda — measures provision the institution controls internally. Every indicator on which it falls short measures either externally dependent activity or formally constituted additional provision. The roadmap therefore sequences by dependency: the actions requiring only institutional decision or documentation come first, and the action requiring genuinely new curricular provision comes second.

4.5.2 Phase I · 2026–27: Activation and Formalisation

Action 1 — Item 43: activate ten collaborations from the twenty-three signed Memoranda (+10.00 marks). This is the same action as Action 1 of the NIRF roadmap, and in the MDC context it carries a meaning it does not carry there. For a single-discipline teacher education institution, external partnerships are not merely a marker of standing; they are the *mechanism* through which the institution accesses disciplines it does not itself house. A College with twenty-three partners and no activated collaboration has contracted for access to multidisciplinary capacity and has not drawn on it.

The roadmap therefore recommends that activation be planned with disciplinary breadth explicitly in view. Where the institution has partnerships with general degree colleges, science institutions, technology providers or professional bodies, the activated collaborations should be those that expose trainees to sciences, social sciences, technology, commerce or the arts — through guest lectures, shared laboratory or library access, joint workshops or cross-institutional student projects. Ten activations chosen on this basis deliver both the ten marks and the substantive multidisciplinary the framework exists to measure.

Action 2 — Item 37: constitute and document six student support activities (+6.67 marks). The institution records two support activities against a norm of six — the lowest partial attainment in the cluster — yet operates a mentoring system at an eight-to-one ratio, a Career Counselling and Placement Cell constituted in December 2024, a Grievance Redressal Cell, an anti-ragging mechanism and a student support helpline. The deficit is plainly one of formal constitution and documentation rather than of substantive provision. Naming, constituting and documenting six support activities — academic mentoring, career counselling and placement, remedial support, grievance redress, health and safety support, and skill development — closes the indicator using structures that largely already exist.

Action 3 — Item 45: subscribe to a second institutional e-resource package (+5.00 marks). Electronic subscription is the least capital-intensive route to disciplinary breadth available to any institution. A second package, selected to cover disciplines outside education — the sciences, social sciences or general reference — closes the indicator and materially widens the knowledge base available to trainees.

Action 4 — Item 31: raise seminars and workshops from two to four (+5.00 marks). Two additional events in the session. The roadmap recommends that both be organised jointly with partners activated under Action 1, so that a single event discharges two indicators simultaneously and the seminar programme becomes the visible expression of the collaboration programme. The phase closes at **85.00 per cent** — compliance achieved in the first year with five marks of margin.

4.5.3 Phase II · 2027–28: New Curricular Provision

Action 5 — Item 35: introduce one certificated add-on course (+10.00 marks). This is the only indicator in the cluster standing at absolute zero, and it is placed in Phase II because it requires genuine curricular development rather than activation or documentation: syllabus design, faculty allocation, approval through the institution's academic bodies, assessment design and certification.

The distinction between add-on and value-added provision should be preserved in the design. A value-added course enriches the discipline the trainee is already studying; an add-on course adds a competence outside it. It is the add-on category that delivers the multidisciplinary widening this framework measures, and the institution should therefore select from outside education — a language course, a digital or data-literacy course, a vocational or craft competence, or an Indian Knowledge

Systems module. Where an activated partner institution already teaches the subject, the course can be delivered collaboratively, which reduces the development burden and reinforces Action 1. The framework closes Phase II at **95.00 per cent**.

4.5.4 Phase III · 2028–29: Completing the Provision

Action 6 — Item 36: introduce a second value-added course (+5.00 marks). One value-added course is already running against a norm of two. A second, designed once the add-on course of Phase II has established the institution's capacity to develop and certificate provision beyond the prescribed curriculum, closes the framework at **100 per cent**. The natural candidates are courses that deepen the pedagogic specialisations in which the institution is already over-provisioned — it offers twenty elective and pedagogy courses against a norm of eight — so that value-added provision builds on demonstrated strength.

Roadmap · MDC: phased action plan, 58.33% → 100% (compliance target 80%)

Phase I	2026–27	Phase II	2027–28	Phase III	2028–29
43 Activate ten collaborations from 23 MoUs +10.00 also in NIRF +10.00		35 Introduce one certificated add-on course +10.00		36 Introduce a second value-added course +5.00	
45 Subscribe to a second e-resource package +5.00					
37 Constitute and document six support activities +6.67					
31 Seminars and workshops 2 → 4 +5.00					
85.00%	at phase close	95.00%	at phase close	100.00%	at phase close

Numbers in the left column are IDCF Section B item numbers; the right column is the marks the action returns. Cumulative readiness is expressed against the framework's 100-mark base, of which 80 marks is the eighty per cent compliance threshold. Source: computed from IDCF Section B.

4.5.5 Delivery, Ownership and Risk

Ownership divides cleanly. The external relations cell recommended under the NIRF roadmap owns Action 1 and, jointly with the academic committee, Action 4. The IQAC owns the constitution and documentation of student support activities under Action 2 and should treat it as one of the formally recorded quality initiatives required under the NAAC roadmap — a single piece of work discharging obligations in two frameworks. The library committee owns Action 3, and should select the second subscription in consultation with the pedagogy faculty so that the disciplines covered correspond to the school subjects the institution's trainees will teach. The academic council owns the course development of Phases II and III.

Two risks deserve attention. The first is that Action 2 is executed as a paper exercise, producing six named activities without strengthening what students actually receive. The mitigation is that student support is independently sampled by NAAC's Student Satisfaction Survey, which draws directly on a sixty per cent random sample of students and cannot be managed by documentation; an institution whose support activities exist only on paper will be exposed there. The second risk is that the add-on course of Phase II is deferred because compliance has already been achieved in Phase I. The mitigation is to recognise that this indicator, uniquely in the cluster, measures the institution's readiness for the multidisciplinary conversion NEP 2020 requires by 2030 — a strategic obligation that outlives the compliance target this roadmap addresses.

Verification follows the same evidentiary discipline applied throughout. Collaborations are evidenced by dated activity records naming partner, activity and participants; student support activities by their constituting orders, named officers and utilisation records; the e-resource subscription by the invoice and access credentials; seminars and workshops by notices, attendance registers and reports; and the add-on and value-added courses by approved syllabi, enrolment lists, assessment records and issued certificates. Each of these is a document the Institutional Data Capture Format will require at the next annual return, so the roadmap generates the evidence base rather than adding to it.

The framework's trajectory is 58.33 per cent at entry, 85.00 at the close of 2026–27, 95.00 at the close of 2027–28 and 100 at the close of 2028–29. Taken with the four preceding roadmaps, it completes a plan under which four of the five frameworks reach eighty per cent within the first session and all five stand at or above 84 per cent by the close of the second — a composite institutional readiness of 79.16 per cent after Phase I, 89.98 after Phase II, and full compliance thereafter.

CHAPTER FIVE · ANNEXURE FOR THE COMPLIANCES OF HIGHER AUTHORITIES

Institutional Compliance Return — Five National Frameworks

Institutional Status Report and Institutional Roadmap for the attainment of not less than 80% of the prescribed benchmark norms of NEP 2020, NAAC, NIRF, ITEP and MDC

REPORTING INSTITUTION	AFFILIATION & RECOGNITION	REFERENCE PERIOD	BASIS OF RETURN
Chanchal Teachers Training College Chanchal, Malda, West Bengal	Baba Saheb Ambedkar Education University Recognised by NCTE	Academic session 2025–26 Roadmap 2026–27 to 2028–29	Institutional Data Capture Format Sections A and B

PART A**Executive Summary and Declaration of Status**

A.1 This Annexure is the institutional compliance return of Chanchal Teachers Training College, Kanua, Isadpur, Chanchal, Malda, West Bengal, in respect of its preparedness against the five national frameworks that presently govern Indian teacher education: the National Education Policy 2020, the assessment and accreditation framework of the National Assessment and Accreditation Council, the National Institutional Ranking Framework, the Integrated Teacher Education Programme, and the requirement of multi-disciplinary course provision. It is prepared in a form suitable for submission, without further adaptation, to the affiliating university, to the National Council for Teacher Education, to the State Directorate or Department of Higher Education, or to any other competent authority calling for a compliance, activity or preparedness report.

A.2 The return consolidates two prior instruments into a single reporting document. The first is the Institutional Status Report, which measures the College's present position against each framework using the fifty benchmark parameters of Section B of the Institutional Data Capture Format. The second is the Institutional Roadmap, which sets out, framework by framework and phase by phase, the actions by which the College will attain not less than eighty per cent of the prescribed benchmark norms. Presenting the two together is deliberate: a status report without a roadmap states a deficiency without a remedy, and a roadmap without a status report states an intention without a baseline. A competent authority requires both, and this Annexure supplies them in one instrument, indicator by indicator.

A.3 Summary of present status. Assessed across all five frameworks on the fifty benchmark parameters, the College records a composite institutional compliance of **59.74 per cent** against the prescribed norms, with a composite shortfall of 40.26 per cent. Under the interpretation bands adopted in the assessment methodology, the institution is classified as **moderately prepared**. The distribution across the five frameworks is uneven and is set out in full in Part D. In summary: the College is highly prepared for the Integrated Teacher Education Programme at 78.42 per cent; moderately prepared for the National Education Policy 2020 at 73.62 per cent, for NAAC accreditation at 59.38 per cent and for multi-disciplinary course provision at 58.33 per cent; and under prepared for the National Institutional Ranking Framework at 28.94 per cent.

A.4 Character of the shortfall. The assessment establishes, and this return records for the information of the competent authority, that the institutional shortfall is not academic in character. On every parameter measuring internal academic process the College meets or exceeds the prescribed norm, frequently by substantial multiples: curriculum planning meetings at thirteen against a norm of twelve; optional, elective and pedagogy courses at twenty against a norm of eight; the student-mentor ratio at ten to one against a norm of fifteen to one; students attaining seventy per cent or above in internal assessment at one hundred against a norm of ten; in-house lectures at fourteen against a norm of six; outreach activities at fourteen against a norm of four; institutional best practices at five against a norm of two; meetings of the Internal Quality Assurance Cell at twenty-eight against a norm of sixteen; computers in working condition at thirty against a norm of twenty; rooms for e-content development at two against a norm of one; and Memoranda of Understanding at twenty-three against a norm of ten.

A.5 The shortfall is concentrated instead in parameters measuring externally dependent activity and formal financial or documentary reporting. Eight parameters stand at nil: research projects funded by government or non-government agencies; grants received for research; teachers receiving in-house academic support for research; awards or honours for outreach work; financial support to faculty for attending seminars and conferences; funds received from non-government bodies or philanthropists; add-on courses; and collaborations activated from the twenty-three Memoranda already signed. Each of these is remediable by administrative decision, budget allocation or application, and none requires the acquisition of academic capability the institution does not possess.

A.6 Summary of the compliance roadmap. The College has adopted a three-year phased roadmap covering the academic sessions 2026–27, 2027–28 and 2028–29, comprising twenty-five specified actions, each mapped to the benchmark parameter it discharges, the marks it returns and the officer or body responsible for its completion. The roadmap is sequenced on a stated principle: actions within the institution's own decision are taken first, and actions depending on an external outcome are scheduled later, so that attainment of the eighty per cent threshold does not rest on any decision the College does not control.

A.7 On the roadmap so constructed, four of the five frameworks attain not less than eighty per cent compliance by **31 March 2027**, at the close of the first phase: the National Education Policy 2020 at 80.25 per cent, NAAC at 80.13 per cent, the Integrated Teacher Education Programme at 88.17 per cent and multi-disciplinary courses at 85.00 per cent. The National Institutional Ranking Framework, which enters the roadmap at 28.94 per cent, attains 62.27 per cent at the close of the first phase and **84.49 per cent by 31 March 2028**, at the close of the second. Composite institutional compliance rises from 59.74 per cent at entry to 79.16 per cent at the close of the first phase, 89.98 per cent at the close of the second, and full attainment of all prescribed norms at the close of the third.

A.8 Declaration. The College accordingly declares that it will attain not less than eighty per cent of the prescribed benchmark norms in four of the five frameworks by the close of the academic session 2026–27, and in all five frameworks by the close of the academic session 2027–28. The evidentiary basis for each action, and the officer responsible for it, are recorded in the consolidated action register at Part F. The College undertakes to place the specified evidence on record as each action is completed, and to report progress in its subsequent annual returns.

POSITION AT A GLANCE

Composite compliance

59.74%

Frameworks at 80% by 31.03.2027

4 of 5

Composite shortfall

40.26%

All five frameworks at 80% by

31.03.2028

Present classification

Moderately prepared

Actions in the roadmap

25**PART B****Institutional Identification and Basis of the Return**

B.1 The particulars of the reporting institution, as recorded in Section A of the Institutional Data Capture Format, are set out below and are certified to be correct as at the date of this return.

Name of the institution	Chanchal Teachers Training College	Sponsoring body	Uttar Banga Educational and Social Welfare Trust
Address	NH 31, Kanua, Isadpur, Chanchal, Malda, West Bengal	Secretary	Mr. Asfaque Alam
Affiliating university	Baba Saheb Ambedkar Education University	Year of establishment	2013
Statutory recognition	National Council for Teacher Education	Type and status	Co-educational, regular; self-financed
Campus area	100 decimal	Total built-up area	43,126.157 sq. ft.
Practice-teaching schools	10	NSS / NCC	NSS unit functioning; no NCC unit
Website and e-mail	www.thecttc.org · cttcollege@gmail.com	Telephone	+91 97352 74273

B.2 Source of the Data Reported

B.3 The data on which this return is founded are those recorded in Section B of the Institutional Data Capture Format for the reference academic year. Section B records fifty benchmark parameters, and for each parameter it records two values: the *Number* actually achieved by the institution, and the *Norm* prescribed for a teacher education institution for a single academic year. No value reported in this Annexure has been estimated, interpolated or adjusted; every figure is the figure returned by the institution against the prescribed format.

B.4 Classification of the Fifty Parameters

B.5 The fifty parameters are distributed across the five frameworks in accordance with the classification prescribed in the Methodology annexed to the Institutional Data Capture Format, which assigns ten parameters to each framework so that every framework is assessed on an equal base of ten indicators carrying ten marks each, giving a hundred-mark return per framework. The classification is a primary classification: each parameter is assigned to the one framework whose purpose it most directly serves, so that the aggregate score does not double-count.

Framework	Section B parameters assigned	Domain assessed
NEP 2020	3, 5, 9, 10, 13, 18, 20, 25, 40, 48	Holistic, inclusive, technology-enabled and research-oriented education
NAAC	1, 8, 11, 17, 27, 28, 30, 38, 44, 49	Quality assurance, teaching-learning, research, governance, infrastructure, best practices
NIRF	6, 12, 14, 15, 16, 21, 23, 26, 42, 43	Teaching resources, research output, outreach, resource mobilisation, institutional linkage
ITEP	1, 3, 4, 8, 14, 17, 32, 40, 47, 48	Teacher-education curriculum, professional preparation, ICT, practice teaching, faculty development
MDC	3, 5, 31, 33, 35, 36, 37, 42, 43, 45	Multidisciplinary, elective and value-added learning; interdisciplinary exposure and collaboration

B.6 Ten parameters carry weight in more than one framework, and are so treated. Parameter 3 supplies evidence to three frameworks; parameters 1, 5, 8, 14, 17, 40, 42, 43 and 48 supply evidence to two each. Thirty-nine of the fifty parameters are accordingly used in the primary scoring, and the remaining eleven – parameters 2, 7, 19, 22, 24, 29, 34, 39, 41, 46 and 50 – are retained as contextual institutional evidence and are reported separately at Part E.

B.7 Method of Computing Compliance

B.8 Compliance against each parameter is expressed as an *attainment ratio*, being the Number divided by the Norm. Where a lower value denotes better performance – as with parameter 8, the student-mentor ratio – the ratio is computed inversely as the Norm divided by the Number, so that a ratio of ten to one against a norm of fifteen to one is correctly reported as over-attainment. Every attainment

ratio is capped at one hundred per cent, so that exceptional performance on one parameter cannot conceal deficiency on another. The capped ratio, multiplied by ten, yields the parameter score.

B.9 The framework compliance percentage is the sum of its ten parameter scores expressed against the marks available, and the framework shortfall is its complement. Where a parameter carries no prescribed norm – as with parameter 6, institutional intake capacity, which is a structural descriptor and not a performance target – it is excluded from scoring and the framework is normalised over its remaining scored parameters, the exclusion being declared in the relevant return. This affects the National Institutional Ranking Framework alone, which is accordingly assessed over nine parameters and ninety marks.

B.10 The classification of institutional status follows the three interpretation bands prescribed in the Methodology, applicable both to each framework individually and to the institution as a whole: **seventy-five per cent and above** – highly prepared; **forty to seventy-five per cent** – moderately prepared; **below forty per cent** – under prepared. The compliance threshold adopted in the roadmap, and undertaken to the competent authority in this return, is **eighty per cent of the prescribed norm** in every framework.

PART D Framework Compliance Returns

D.1 Five returns follow, one for each framework. Each states the present compliance position, records the full parameter-wise return with the remedial action attaching to every shortfall, states the shortfall in aggregate, sets out the phased roadmap by which the eighty per cent threshold will be attained, and specifies the date by which attainment is undertaken.

RETURN 1 National Education Policy 2020				Section B parameters 3, 5, 9, 10, 13, 18, 20, 25, 40, 48	
PRESENT COMPLIANCE	SHORTFALL AGAINST NORM	STATUS	MARKS REQUIRED FOR 80%	80% COMPLIANCE BY	
73.62%	26.38%	Moderately prepared	6.38	31 March 2027	

D.2 The College records compliance of 73.62 per cent against the norms prescribed for this framework, with a shortfall of 26.38 per cent. Five of the ten parameters are fully compliant and in each the norm is exceeded by a substantial multiple: elective and pedagogy course provision stands at two and a half times the norm; participation in self-study courses beyond the prescribed curriculum stands at the entire enrolled cohort against a norm of one-fifth of it; attainment of seventy per cent or above in internal assessment stands at ten times the norm; outreach activity at three and a half times; and provision of rooms for e-content development at twice.

Item	Benchmark parameter	Number	Norm	Attain.	Score	Compliance status / remedial action	Phase
3	Optional / elective / pedagogy courses offered	20 (7+13)	8 (4+4)	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
5	Self-study courses beyond curriculum	100%	20%	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
9	Students at 70% or above in internal assessment	100	10	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
10	Research projects funded by agencies	0	1	0.00%	0.00	Secure one externally funded research project	III · 2028–29
13	Research papers / articles published (3 years)	60	96	62.50%	6.25	Raise papers from 60 to 96 over three years	III · 2028–29
18	Outreach activities organised	14	4	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
20	Participation in national priority programmes	35%	80%	43.75%	4.38	Raise student participation from 35% to 80%	I · 2026–27
25	Teachers undergoing FDPs	9	10	90.00%	9.00	Nominate the tenth teacher to an FDP	I · 2026–27
40	ICT-enabled classrooms and seminar halls	2 (1+1)	5 (4+1)	40.00%	4.00	Extend ICT provision to three further classrooms	II · 2027–28
48	Rooms allotted for e-content development	2	1	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
Framework score						of 100 marks = 73.62% compliance · gap 26.38%	

D.3 The shortfall of 26.38 marks arises on five parameters only. Parameter 10, research projects funded by external agencies, stands at nil against a norm of one and contributes ten marks, being 37.9 per cent of the whole shortfall. Parameter 40, ICT-enabled classrooms and seminar halls, stands at two against a norm of five and contributes six marks. Parameter 20, student participation in national priority programmes, stands at thirty-five per cent against a norm of eighty and contributes 5.62 marks. Parameter 13, faculty research papers, stands at sixty against a norm of ninety-six and contributes 3.75 marks. Parameter 25, teachers undergoing Faculty Development Programmes, stands at nine against a norm of ten and contributes one mark.

D.4 The College reports that three of these five are threshold rather than capacity deficiencies. A research culture exists – the faculty has published one hundred scholarly items over three years – but no externally funded project has been sought. Outreach programming exists at three and a half times the norm, but student participation in it has not been organised at the required rate. Digital capability exists in the form of thirty computers and two e-content development rooms, but has not been extended into the teaching classrooms.

Phase I · 2026–27Items **25** · **20**

+6.62 marks

80.25%**Phase II · 2027–28**Items **40**

+6.00 marks

86.25%**Phase III · 2028–29**Items **10** · **13**

+13.75 marks

100.00%

D.5 Compliance undertaking. The eighty per cent threshold requires the addition of 6.38 marks. The College will attain it within the academic session 2026–27 through two actions wholly within its own decision – the nomination of the tenth teacher to a Faculty Development Programme, and the organised mobilisation of student participation in national priority programmes from thirty-five to eighty per cent by cohort allocation, academic recognition and individual participation records. Compliance is accordingly undertaken by **31 March 2027 at 80.25 per cent**, rising to 86.25 per cent by 31 March 2028 on extension of ICT provision, and to full attainment by 31 March 2029 on securing one funded research project and raising faculty publication to the prescribed norm.

RETURN 2 National Assessment and Accreditation Council				Section B parameters 1, 8, 11, 17, 27, 28, 30, 38, 44, 49
PRESENT COMPLIANCE 59.38%	SHORTFALL AGAINST NORM 40.62%	STATUS Moderately prepared	MARKS REQUIRED FOR 80% 20.62	80% COMPLIANCE BY 31 March 2027

D.6 The College records compliance of 59.38 per cent against the norms prescribed for this framework, with a shortfall of 40.62 per cent. Four parameters are fully compliant, and each of the four measures a core element of institutional quality culture: curriculum planning meetings at thirteen against a norm of twelve; the student-mentor ratio at ten to one against a norm of fifteen to one, an over-attainment of 187.5 per cent; meetings of the Internal Quality Assurance Cell at twenty-eight against a norm of sixteen; and institutional best practices at five against a norm of two.

Item	Benchmark parameter	Number	Norm	Attain.	Score	Compliance status / remedial action	Phase
1	Meetings organised for curriculum planning	13	12	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
8	Student-mentor ratio	10 : 1	15 : 1	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
11	Grants received for research projects	Rs. 0	Rs. 1,00,000	0.00%	0.00	Realise grant income of Rs. 1,00,000	III · 2028–29
17	Refresher / orientation programmes attended	10	16	62.50%	6.25	Raise participation from 10 to 16 programmes	I · 2026–27
27	Quality initiatives taken by IQAC	2	4	50.00%	5.00	Formalise two further IQAC quality initiatives	I · 2026–27
28	IQAC meetings held	28	16	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
30	Audit reports completed	1	5	20.00%	2.00	Commission and complete four outstanding audits	I · 2026–27
38	Institutional best practices	5	2	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
44	Alumni association programmes held	3	5	60.00%	6.00	Hold two further alumni programmes	I · 2026–27
49	Academic-support maintenance expenditure	0.04%	3%	1.33%	0.13	Account for maintenance as a distinct budget line	II · 2027–28
Framework score					of 100 marks = 59.38% compliance · gap 40.62%		

D.7 The College draws the attention of the competent authority to the character of the shortfall in this framework, since it bears directly on accreditation readiness. No part of the deficiency lies in teaching, mentoring, curricular process or quality culture, all four of which are fully compliant. The 40.62 marks of shortfall arise on research grant income (ten marks), expenditure on the maintenance of academic support facilities (9.87 marks), completion of the prescribed audits (eight marks), formally recorded quality initiatives of the Internal Quality Assurance Cell (five marks), alumni programmes (four marks) and faculty refresher and orientation participation (3.75 marks). Almost half the shortfall is therefore financial and reporting in character rather than academic.

D.8 Two findings are reported specifically. First, the Cell held twenty-eight meetings against a norm of sixteen but recorded only two formal quality initiatives against a norm of four: the deficiency is of documentation, not of deliberation. Second, expenditure on the maintenance of academic support facilities is returned at 0.04 per cent against a norm of three per cent; the College reports that such expenditure is presently absorbed within general administrative and infrastructure heads and is therefore not visible against this parameter, and that a reform of budgetary classification is required.

Phase I · 2026–27Items **30** · **27** · **44** · **17**

+20.75 marks

80.13%**Phase II · 2027–28**Items **49**

+9.87 marks

90.00%**Phase III · 2028–29**Items **11**

+10.00 marks

100.00%

D.9 Compliance undertaking. The eighty per cent threshold requires the addition of 20.62 marks. The College will attain it within the academic session 2026–27 through four actions entirely within its own control – completion of the academic, gender, energy and green audits; formalisation of two further documented quality initiatives; two further alumni association programmes; and six additional faculty nominations to refresher and orientation programmes – which together return 20.75 marks. Compliance is accordingly undertaken by **31 March 2027 at 80.13 per cent**, rising to 90.00 per cent by 31 March 2028 on reform of maintenance accounting, and to full attainment by 31 March 2029 on realisation of research grant income.

RETURN 3 National Institutional Ranking Framework

Section B parameters 6, 12, 14, 15, 16, 21, 23, 26, 42, 43

PRESENT COMPLIANCE 28.94%	SHORTFALL AGAINST NORM 71.06%	STATUS Under prepared	MARKS REQUIRED FOR 80% 45.96	80% COMPLIANCE BY 31 March 2028
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D.10 The College records compliance of 28.94 per cent against the norms prescribed for this framework, with a shortfall of 71.06 per cent, and reports its classification as **under prepared**. This is the weakest of the five returns and the College states it without qualification. Parameter 6, institutional intake capacity, carries no prescribed norm and is excluded from scoring in accordance with paragraph B.9; the framework is accordingly assessed over nine parameters and ninety marks. Had the parameter been scored at full marks the return would be 36.04 per cent, which falls within the same classification, and the exclusion therefore does not affect the reported status.

Item	Benchmark parameter	Number	Norm	Attain.	Score	Compliance status / remedial action	Phase
6	Institutional intake capacity	100	—	—	n/s	Structural descriptor – no prescribed norm; excluded from scoring	—
12	Teachers with in-house academic research support	0	4	0.00%	0.00	Constitute in-house research support for four teachers	I · 2026–27
14	Books / chapters in edited books (3 years)	40	96	41.67%	4.17	Raise books / chapters from 40 to 96 over three years	III · 2028–29
15	Faculty with UGC NET or WB SET	11	16	68.75%	6.88	Raise NET / SET-qualified faculty from 11 to 16	III · 2028–29
16	Faculty with Ph.D. degree	4	8	50.00%	5.00	Raise doctoral faculty from 4 to 8	III · 2028–29
21	Awards / honours for outreach activities	0	1	0.00%	0.00	Apply for and secure one outreach award	II · 2027–28
23	Financial support for faculty seminars	0	5	0.00%	0.00	Create external-engagement budget for five teachers	I · 2026–27
26	Funds from non-government bodies / philanthropists	Rs. 0	Rs. 50,000	0.00%	0.00	Mobilise Rs. 50,000 from non-government sources	II · 2027–28
42	Memoranda of Understanding signed	23	10	100.00%	10.00	Compliant – norm met or exceeded; no action required	—
43	Collaborations made	0	10	0.00%	0.00	Activate ten collaborations from 23 signed MoUs	I · 2026–27
Framework score						of 90 marks = 28.94% compliance · gap 71.06%	

D.11 One parameter is fully compliant: Memoranda of Understanding signed, at twenty-three against a norm of ten. Five parameters stand at nil – in-house academic research support, awards for outreach activity, financial support to faculty for external engagement, funds from non-government sources, and collaborations activated – and together contribute fifty of the 63.96 marks of shortfall, being 78.2 per cent of the whole. Three parameters are partially attained: books and chapters published at forty against a norm of ninety-six; faculty holding the doctorate at four against a norm of eight; and faculty qualified through NET or SET at eleven against a norm of sixteen.

D.12 The College reports one finding of particular significance to the competent authority. Twenty-three Memoranda of Understanding stand signed and no collaboration has been activated under any of them. The institutional relationships therefore exist in contracted form and have not been converted into joint academic work. This is an activation deficiency, not a capacity deficiency, and its remedy requires no new agreement, no new partner and no expenditure.

Phase I · 2026–27Items **43** · **23** · **12**

+30.00 marks

62.27%**Phase II · 2027–28**Items **26** · **21**

+20.00 marks

84.49%**Phase III · 2028–29**Items **14** · **15** · **16**

+13.96 marks

100.00%

D.13 Compliance undertaking. The eighty per cent threshold requires seventy-two of ninety marks, being the addition of 45.96 marks, and the College reports that this cannot be attained within a single academic session. In the session 2026–27 the College will activate ten collaborations from the Memoranda already signed, create a faculty external-engagement budget supporting five teachers, and constitute an in-house academic research support scheme for four teachers, carrying the return to 62.27 per cent and out of the under-prepared classification. In the session 2027–28 the College will mobilise fifty thousand rupees from non-government sources and apply for and secure one award for outreach work already performed. Compliance is accordingly undertaken by **31 March 2028 at 84.49 per cent**, rising to full attainment by 31 March 2029 on completion of the faculty qualification and scholarly output actions. The College further reports that it will constitute a dedicated external relations cell in the first quarter of 2026–27, five of the eight actions in this framework falling within that remit.

RETURN 4 Integrated Teacher Education Programme				Section B parameters 1, 3, 4, 8, 14, 17, 32, 40, 47, 48
PRESENT COMPLIANCE	SHORTFALL AGAINST NORM	STATUS	MARKS REQUIRED FOR 80%	80% COMPLIANCE BY
78.42%	21.58%	Highly prepared	1.58	31 March 2027

D.14 The College records compliance of 78.42 per cent against the norms prescribed for this framework, with a shortfall of 21.58 per cent, and reports its classification as **highly prepared**. This is the strongest of the five returns. Six of the ten parameters are fully compliant — the highest count in any framework — and no parameter in this framework stands at nil. The College is accordingly in a position to state to the competent authority that its preparedness for integrated teacher education, which the National Education Policy 2020 makes the minimum qualification route for school teaching by 2030, is already established.

Item	Benchmark parameter	Number	Norm	Attain.	Score	Compliance status / remedial action	Phase
1	Meetings organised for curriculum planning	13	12	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
3	Optional / elective / pedagogy courses offered	20 (7+13)	8 (4+4)	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
4	Hours per week for library + computer laboratory	4	10	40.00%	4.00	Raise timetabled access from 4 to 10 hours per week	I · 2026–27
8	Student–mentor ratio	10 : 1	15 : 1	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
14	Books / chapters in edited books (3 years)	40	96	41.67%	4.17	Raise books / chapters from 40 to 96 over three years	III · 2028–29
17	Refresher / orientation programmes attended	10	16	62.50%	6.25	Raise participation from 10 to 16 programmes	I · 2026–27
32	In-house lectures for faculty and students	14	6	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
40	ICT-enabled classrooms and seminar halls	2 (1+1)	5 (4+1)	40.00%	4.00	Extend ICT provision to three further classrooms	II · 2027–28
47	Computers in working condition	30	20	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
48	Rooms allotted for e-content development	2	1	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
Framework score						of 100 marks = 78.42% compliance · gap 21.58%	

D.15 The shortfall of 21.58 marks arises on four parameters. Hours per week allocated to the library and computer laboratory stand at four against a norm of ten, contributing six marks. ICT-enabled classrooms and seminar halls stand at two against a norm of five, contributing six marks. Books and chapters published stand at forty against a norm of ninety-six, contributing 5.83 marks. Faculty refresher and orientation participation stands at ten against a norm of sixteen, contributing 3.75 marks.

D.16 The College reports that the two largest of these four are deficiencies of deployment rather than of possession. The institution holds 6,442 books, eighty journal titles, thirty working computers, two rooms for e-content development and an institutional e-resource subscription, and timetables four hours a week of structured access to them. It holds thirty computers and two e-content production rooms, and has ICT installed in one classroom. In each case the asset exists and its scheduled use falls short of the norm.

Phase I · 2026–27Items **4** · **17**

+9.75 marks

88.17%**Phase II · 2027–28**Items **40**

+6.00 marks

94.17%**Phase III · 2028–29**Items **14**

+5.83 marks

100.00%

D.17 Compliance undertaking. The eighty per cent threshold requires the addition of only 1.58 marks. The College will attain it within the academic session 2026–27 through revision of the timetable to raise structured library and computer-laboratory access from four to ten hours a week, at no capital cost, together with six additional faculty nominations to refresher and orientation programmes. Compliance is accordingly undertaken by **31 March 2027 at 88.17 per cent**, rising to 94.17 per cent by 31 March 2028 on extension of ICT provision to three further classrooms, and to full attainment by 31 March 2029 on raising faculty scholarly output to the prescribed norm.

RETURN 5 Multi-Disciplinary Courses

Section B parameters 3, 5, 31, 33, 35, 36, 37, 42, 43, 45

PRESENT COMPLIANCE 58.33%	SHORTFALL AGAINST NORM 41.67%	STATUS Moderately prepared	MARKS REQUIRED FOR 80% 21.67	80% COMPLIANCE BY 31 March 2027
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D.18 The College records compliance of 58.33 per cent against the norms prescribed for this framework, with a shortfall of 41.67 per cent. Four parameters are fully compliant: elective and pedagogy course provision at twenty against a norm of eight; participation in self-study courses beyond the curriculum at the entire cohort against a norm of one-fifth; special day observations at twelve against a norm of eight; and Memoranda of Understanding at twenty-three against a norm of ten.

Item	Benchmark parameter	Number	Norm	Attain.	Score	Compliance status / remedial action	Phase
3	Optional / elective / pedagogy courses offered	20 (7+13)	8 (4+4)	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
5	Self-study courses beyond curriculum	100%	20%	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
31	Seminars and workshops organised	2	4	50.00%	5.00	Raise seminars and workshops from 2 to 4	I · 2026–27
33	Special day observations organised	12	8	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
35	Add-on courses running or completed	0	1	0.00%	0.00	Introduce one certificated add-on course	II · 2027–28
36	Value-added courses running or completed	1	2	50.00%	5.00	Introduce a second value-added course	III · 2028–29
37	Student support activities available	2	6	33.33%	3.33	Constitute and document six support activities	I · 2026–27
42	Memoranda of Understanding signed	23	10	100.00%	10.00	Compliant — norm met or exceeded; no action required	—
43	Collaborations made	0	10	0.00%	0.00	Activate ten collaborations from 23 signed MoUs	I · 2026–27
45	Institutional subscriptions for e-resources	1	2	50.00%	5.00	Subscribe to a second e-resource package	I · 2026–27

Framework score**of 100 marks = 58.33% compliance · gap 41.67%**

D.19 The shortfall of 41.67 marks arises on six parameters. Two stand at nil and contribute ten marks each, being together forty-eight per cent of the whole shortfall: add-on courses, and collaborations activated. Student support activities stand at two against a norm of six, contributing 6.67 marks. Seminars and workshops organised, value-added courses running, and institutional subscriptions for e-resources each stand at half the prescribed norm and contribute five marks each.

D.20 The College reports that the shortfall on student support activities is substantially one of formal constitution and documentation. The institution operates a mentoring system at a ratio of ten to one, a Career Counselling and Placement Cell constituted in December 2024, a Grievance Redressal Cell, an anti-ragging mechanism and a published student support helpline, and returns two support activities against a norm of six. The remedy is the naming, constituting and documenting of six such activities from provision that largely exists.

Phase I · 2026–27Items **43** · **45** · **37** · **31**

+26.67 marks

85.00%**Phase II · 2027–28**Items **35**

+10.00 marks

95.00%**Phase III · 2028–29**Items **36**

+5.00 marks

100.00%

D.21 Compliance undertaking. The eighty per cent threshold requires the addition of 21.67 marks. The College will attain it within the academic session 2026–27 through four actions — activation of ten collaborations from the Memoranda already signed, subscription to a

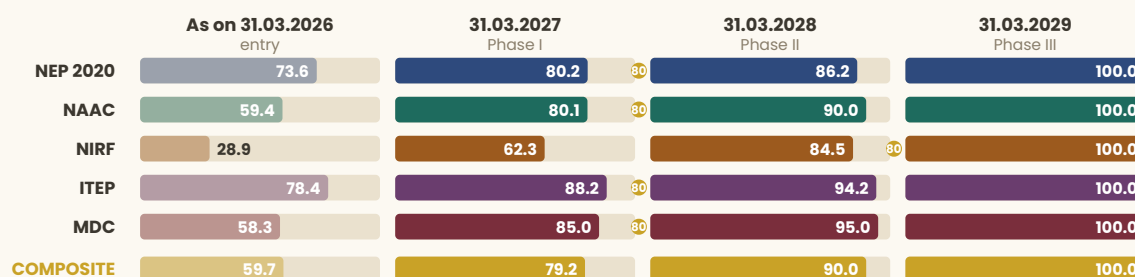
second institutional e-resource package, constitution and documentation of six student support activities, and the raising of seminars and workshops from two to four. Compliance is accordingly undertaken by **31 March 2027 at 85.00 per cent**, rising to 95.00 per cent by 31 March 2028 on introduction of a certificated add-on course, and to full attainment by 31 March 2029 on introduction of a second value-added course. The College notes for the information of the competent authority that the add-on course action bears additionally on its readiness for the multidisciplinary institutional conversion required by the National Education Policy 2020 by 2030.

PART E Composite Position, Contextual Parameters and Trajectory

E.1 Compiling the five returns gives a composite institutional compliance of **59.74 per cent** against the prescribed benchmark norms, with a composite shortfall of **40.26 per cent**. Applying the interpretation bands at paragraph B.10, the institution as a whole is classified as **moderately prepared**.

E.2 The College reports, for the assistance of the competent authority, that the composite figure conceals a spread of 49.48 percentage points between the strongest and weakest returns and should not be read as a description of uniform institutional development. The five results range from 78.42 per cent for the Integrated Teacher Education Programme to 28.94 per cent for the National Institutional Ranking Framework. The College therefore does not propose a single institutional improvement programme applied evenly across all five frameworks, which would be a misallocation of effort, but the differentiated and sequenced roadmap set out in the returns at Part D and consolidated at Part F.

Statement E.1 · Framework compliance at each reporting date under the adopted roadmap



● indicates the reporting date on which the framework first attains the 80% compliance threshold

Compliance percentage for each framework at entry and at each subsequent reporting date. The National Institutional Ranking Framework is normalised over its nine scored parameters in accordance with paragraph B.9. Computed from Section B of the Institutional Data Capture Format and the phased action plan at Part F.

E.3 The Structure of the Institutional Shortfall

E.4 The five returns disclose a consistent pattern which the College records here because it bears on the credibility of the compliance undertaking. The two frameworks on which the institution performs strongest – the Integrated Teacher Education Programme at 78.42 per cent and the National Education Policy 2020 at 73.62 per cent – are composed predominantly of parameters measuring internal academic process and institutional infrastructure. The three frameworks on which it performs weakest each contain a substantial component measuring externally dependent activity: research grants, non-government funding, awards, collaborations, financial support for external engagement, seminars requiring external resource persons, and audits requiring external auditors.

E.5 Stated plainly for the record: the institution meets or exceeds the prescribed norm wherever compliance depends on what it decides and does internally, and falls short wherever compliance depends on engagement with, funding from, or recognition by bodies outside the institution. The evidence is consistent across all five returns – twenty-three Memoranda signed and no collaboration activated; fourteen outreach activities organised and no award applied for; one hundred scholarly publications produced and no research grant sought; twenty-eight meetings of the Internal Quality Assurance Cell held and two initiatives formally recorded. In each instance the substantive institutional work has been done and the outward step that converts it into recognised compliance has not been taken. The roadmap at Part F is directed principally at that omission, which is why a shortfall of 40.26 per cent is capable of being closed to 20.84 per cent within a single academic session.

E.6 Contextual Parameters Outside the Primary Classification

E.7 Eleven of the fifty parameters carry no primary framework assignment and are reported here as contextual institutional evidence. Scored on the same rule, the ten of these that carry prescribed norms return a mean attainment of **66.79 per cent**, which is above the composite framework compliance reported at paragraph E.1.

Item	Contextual parameter	Number	Norm	Attainment	Reading
2	Student induction and teacher orientation programmes	4	2	100%	Compliant
7	Students enrolled from reserved categories	14	50	28.00%	Requires attention
19	Students participating in institutional outreach	25%	80%	31.25%	Requires attention
22	Sports and cultural events organised	26	5	100%	Exceeds 5.2×
24	Professional development programmes organised	12	2	100%	Exceeds 6×
29	Expenditure on green initiatives and waste management	0.2%	3%	6.67%	Requires attention
34	Committees, sub-committees and their meetings	40 / 218	30 / 120	100%	Compliant

Item	Contextual parameter	Number	Norm	Attainment	Reading
39	Total classrooms	8	4	100%	Exceeds 2×
41	Expenditure on salary and infrastructure augmentation	60% + 15%	—	not scored	No norm prescribed
46	Books and journals in the library	6,442 / 80	3,000 / 10	100%	Compliant
50	Expenditure on maintenance of physical facilities	0.06%	3%	2.00%	Requires attention

E.8 Four of these parameters are reported to the competent authority as requiring attention independently of any framework score. Enrolment from reserved categories stands at fourteen against a norm of fifty, which for an institution whose stated constituency includes minority, Other Backward Class, Scheduled Caste and Scheduled Tribe communities is a matter the College undertakes to examine in its admission planning for the forthcoming session. Student participation in institutional outreach, at 31.25 per cent, reinforces the mobilisation deficiency already reported at paragraph D.3 and is addressed by the same remedial action. Expenditure on green initiatives and on the maintenance of physical facilities, at 6.67 and 2.00 per cent of norm respectively, confirms the accounting classification issue reported at paragraph D.8 and is addressed by the same budgetary reform.

E.9 Composite Trajectory

E.10 Under the roadmap consolidated at Part F, composite institutional compliance rises from 59.74 per cent at entry to **79.16 per cent** at the close of the session 2026–27, **89.98 per cent** at the close of 2027–28, and full attainment of all prescribed norms at the close of 2028–29. At the close of the second session every one of the five frameworks stands at or above 84 per cent. The College reports that of the twenty-five actions comprising the roadmap, nineteen lie wholly within its own decision and six depend in part on an external outcome, being those at parameters 10, 11, 15, 16, 21 and 26. Attainment of the eighty per cent threshold in four of the five frameworks, within the session 2026–27, rests on internal actions alone. In the fifth framework, the National Institutional Ranking Framework, attainment additionally requires the securing of one award for outreach work already performed and the mobilisation of fifty thousand rupees from non-government sources, both reported at paragraph D.13 and both scheduled in the session 2027–28.

PART F

Consolidated Action Register and Certification

F.1 The register below consolidates every action comprising the institutional roadmap. For each action it records the phase in which it falls, the Section B parameter it discharges, the frameworks it advances, the marks it returns in aggregate across those frameworks, the authority within the College responsible for its completion, and the evidence to be placed on record. Where an action bears on more than one framework it is scheduled in the same phase in each, so that a single institutional act discharges every obligation it can.

Phase	Item	Action to be completed	Frameworks	Marks	Responsible authority	Evidence to be placed on record
I	43	Activate ten collaborations from 23 signed MoUs	NIRF MDC	20.00	External Relations Cell	Dated activity records naming partner and output
I	12	Constitute in-house research support for four teachers	NIRF	10.00	IQAC / Research Committee	Scheme order; sanction and utilisation records
I	23	Create external-engagement budget for five teachers	NIRF	10.00	Bursar / Governing Body	Budget head, sanction orders, utilisation
I	30	Commission and complete four outstanding audits	NAAC	8.00	IQAC / Bursar	Four signed audit reports
I	17	Raise participation from 10 to 16 programmes	NAAC ITEP	7.50	Faculty Development Committee	Refresher / orientation certificates
I	37	Constitute and document six support activities	MDC	6.67	IQAC / Student Support	Constituting orders, named officers, utilisation records
I	4	Raise timetabled access from 4 to 10 hours per week	ITEP	6.00	Academic Committee (Timetable)	Published timetable with named supervising faculty
I	20	Raise student participation from 35% to 80%	NEP	5.62	Outreach & NSS Committee	Per-student participation register
I	27	Formalise two further IQAC quality initiatives	NAAC	5.00	IQAC	Initiative files with closure reports
I	31	Raise seminars and workshops from 2 to 4	MDC	5.00	Academic Committee	Notices, attendance registers, event reports
I	45	Subscribe to a second e-resource package	MDC	5.00	Library Committee	Invoice and access credentials
I	44	Hold two further alumni programmes	NAAC	4.00	Alumni Association	Programme notices and minutes
I	25	Nominate the tenth teacher to an FDP	NEP	1.00	Faculty Development Committee	FDP completion certificate
II	40	Extend ICT provision to three further classrooms	NEP ITEP	12.00	Governing Body (Capital)	Procurement and installation records
II	21	Apply for and secure one outreach award	NIRF	10.00	External Relations Cell	Award citation / certificate

Phase	Item	Action to be completed	Frameworks	Marks	Responsible authority	Evidence to be placed on record
II	26	Mobilise Rs. 50,000 from non-government sources	NIRF	10.00	External Relations Cell / Alumni	Receipts and audited accounts
II	35	Introduce one certificated add-on course	MDC	10.00	Academic Council	Approved syllabus, enrolment list, certificates
II	49	Account for maintenance as a distinct budget line	NAAC	9.87	Bursar / Finance Committee	Audited accounts showing the new budget head
III	14	Raise books / chapters from 40 to 96 over three years	NIRF ITEP	11.67	Research Committee	Annual publication list with ISBNs
III	10	Secure one externally funded research project	NEP	10.00	Principal / Research Committee	Sanction order
III	11	Realise grant income of Rs. 1,00,000	NAAC	10.00	Principal / Bursar	Sanction letter and utilisation statement
III	16	Raise doctoral faculty from 4 to 8	NIRF	5.00	Governing Body / Principal	Doctoral award notifications
III	36	Introduce a second value-added course	MDC	5.00	Academic Council	Approved syllabus, enrolment list, certificates
III	13	Raise papers from 60 to 96 over three years	NEP	3.75	Research Committee	Annual publication list with DOIs
III	15	Raise NET / SET-qualified faculty from 11 to 16	NIRF	3.12	Governing Body (Recruitment)	NET / SET certificates

F.2 Twenty-five actions are recorded. Thirteen fall in Phase I and carry the attainment of the eighty per cent threshold in four of the five frameworks; five fall in Phase II, two of which carry attainment in the fifth; and seven fall in Phase III and carry the institution from compliance to full attainment of every prescribed norm. The College confirms that no action in Phase I requires an external decision or approval, and that the compliance undertaking given at paragraph A.8 in respect of the session 2026-27 accordingly rests entirely on measures within its own authority.

F.3 Monitoring and Reporting

F.4 Monitoring of the roadmap is vested in the Internal Quality Assurance Cell, which held twenty-eight meetings in the reference year against a norm of sixteen and therefore possesses sufficient existing capacity to govern delivery without the creation of additional structure. The Cell will carry the action register as a standing agenda item, record completion against each action with the specified evidence, and report progress to the Governing Body at the close of each quarter. The single new structure the roadmap requires is the external relations cell notified at paragraph D.13, to be constituted in the first quarter of the session 2026-27.

F.5 The College further confirms that the evidence specified in the register is in every case a document required for its next annual return under the Institutional Data Capture Format. The roadmap therefore generates the evidentiary base of the subsequent return rather than creating a parallel record, and compliance may be recomputed by the competent authority at any point in the cycle from documents the College is independently obliged to hold.

F.6 Certification

F.7 It is certified that the particulars recorded in Part B of this return are correct; that the figures reported in Part D are those returned by the institution in Section B of the Institutional Data Capture Format for the reference academic year and have not been estimated or adjusted; that the compliance percentages reported have been computed on the method declared at paragraphs B.8 to B.10; and that the actions recorded in the register at Part F have been approved by the competent authorities of the institution and are undertaken within the phases stated.

REFERENCE PERIOD Academic session 2025-26	DATE OF RETURN	PLACE Chanchal, Malda
COORDINATOR, INTERNAL QUALITY ASSURANCE CELL	PRINCIPAL / TEACHER-IN-CHARGE	SECRETARY, GOVERNING BODY
Submitted to: the Affiliating University · the National Council for Teacher Education · the State Directorate of Higher Education · and such other competent authority as may require it		

F.8 Documents Annexed

F.9 The following are annexed to and form part of this return: Section A of the Institutional Data Capture Format, being the general information of the institution; Section B of the Institutional Data Capture Format, being the fifty benchmark parameters with the Number returned and the Norm prescribed; the Institutional Status Report setting out the parameter-wise analysis on which Part D is founded; and the Institutional Roadmap setting out the phased action plan on which Part F is founded. The College undertakes to produce, on requisition, the documentary evidence specified against each action in the register.

A Word on *the Institution* and on this Report



Mr. Asfaque Alam

Secretary
Uttar Banga Educational and
Social Welfare Trust

When the Uttar Banga Educational and Social Welfare Trust established Chanchal Teachers Training College in 2013, it was in answer to a plain regional fact. The young people of Malda who wished to become teachers had to leave the district to be trained, and a great many of them never came back. We set out to build, on one acre beside National Highway 31 at Kanua, an institution that would prepare those teachers here, and prepare them to a standard that would bear comparison with any in the country.

This volume is our own account of how far that undertaking has come. I asked for it to be prepared without flattery, because an institution that measures itself only by its achievements learns nothing from the exercise. The report therefore records our strengths plainly: a mentoring ratio well ahead of the prescribed norm, a hundred scholarly publications in three years, a network of ten practice-teaching schools, an active and well-recorded quality-assurance apparatus, twenty-three institutional agreements, and a governance structure that meets and publishes what it decides. With the same candour it records where we fall short, in research funding secured, in collaborations activated, in recognition sought, in

enrolment from the reserved categories, and in the outward posture that converts sound academic work into performance the world outside can see.

We accept those findings without reservation. The three-year roadmap set out in Chapter Four has been adopted by our Managing Committee as a commitment rather than an aspiration, and we intend to meet the eighty per cent threshold on all five national frameworks within its span.

I place this report before our students and their families, our faculty, our affiliating University, the National Council for Teacher Education, and the wider public of this district to whom our institution is finally accountable.

Mr. Asfaque Alam

Secretary, Uttar Banga Educational and Social Welfare Trust
Chanchal Teachers Training College, Kanua · Isadpur · Chanchal · Malda · West Bengal

INSTITUTIONAL STATUS REPORT 2026
PREPARED BY

RESEARCH KNACK

ISO 9001:2015 Certified Research Institute
Mentored by More Than 100 Professors