



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

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
BAJALI TEACHERS' TRAINING COLLEGE  
C-17225**

**Patacharkuchi  
Assam  
781326**

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

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	BAJALI TEACHERS' TRAINING COLLEGE Patacharkuchi Assam 781326	
2.Year of Establishment	1992	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	2	
Departments/Centres:	7	
Programmes/Course offered:	7	
Permanent Faculty Members:	25	
Permanent Support Staff:	8	
Students:	461	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Multi-disciplinary Teacher Training College Co-Ed 2. Located in Rural Area 3. Green and conducive environment	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 04-04-2024 To : 05-04-2024	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SHANTAN SINGH NEGI	FormerProfessor,Hemvati Nandan Bahuguna Garhwal University Srinagar Garhwal
Member Co-ordinator:	DR. KULDEEP SINGH KATOCH	Professor,H P University Shimla HP
Member:	MRS. AEKTA GUPTA	Principal,GOVT COLLEGE OF EDUCATION JAMMU
NAAC Co - ordinator:	Dr. A.v. Prasad	

## Section II: CRITERION WISE ANALYSIS

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Bajali Teachers' Training College Patacharkuchi, District Bajali (Assam) was established in 1992 and is permanently affiliated to Gauhati University. The college is being managed by Governing Body Bajali Teachers Training College, District Barpeta, Assam and NCTE, SCERT has accorded its recognition to Two unit of B.Ed. (100 Seats) and One unit of D.El.Ed. course (50 Seats) respectively. Further, at present 3-Years CBCS BA Degree (Honors and General) and Four Years Under Graduate Programme (FYUGP) course from 2020-21 are being offered by the college. Being an affiliated institution, the college follows the curriculum prescribed by the Gauhati University. The college has restricted liberty in terms of course revision. To provide suggestions and feedback to the University for curriculum modification, the college invites suggestions and comments every year from the stakeholders. The prescribed curriculum is comprehensive in nature but it needs to be revised by the affiliating university in the light of NEP-2020. In each year, before the commencement of the academic session, the college organised orientation meeting with students and staff. The college also invites external experts to ensure quality of education and objectivity in the teaching-learning process. For the smooth functioning and completion of syllabus on time, the classroom timetable is prepared by the committee of faculty members under the guidance of Vice-Principal and the same is approved by the Principal of college. For school internships, teaching skills development and practice-teaching classes college engaged nearby government schools for training of students. The teaching and learning process is learner centric. The POs and COs also needs to be focused on generic skills and properly mapped with learning outcomes. No value-added course has been offered in the last five years.

Before the commencement of regular classes, the college arranges for induction/orientation programme wherein the programme objectives and outcomes are explained to the stakeholders. During the session, faculty members provide theoretical knowledge as well as practical application of different teaching skills, techniques and methods of teaching. Then student teacher practiced each and every skill in a small group of peers. The college familiarised the pupil teachers with the diversity in India by giving information through theory papers, different pedagogical subjects, visit of different schools and community. The student teacher plans 20 micro teaching lessons and 40 macro lessons and consolidate these skills in practice teaching lessons according to their pedagogy subjects. The internship as mentioned in the guidelines of NCTE is also completed by each student in real work life environment to make them familiar with constructivist approach in teaching, identifying learning difficulties of students, preparing and implementing remedial material. In summary, the institution's approach to curriculum planning and execution reflects collaboration, flexibility, and a

commitment to providing an enriching educational experience for teacher trainees. The participation of students in college magazine, wall magazines, seminars, workshops, art and drama performances, different activities of visual arts and in sports is also ensured by the college. Feedback is taken from student, teachers, employers and alumni but needs to more structured.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The admission process is transparent and follows the guidelines prescribed by the affiliating university. In B.Ed. and D.El.Ed. courses students are admitted through entrance examination conducted by the university. The admission roaster is properly followed by the college administration. Subsequently, all students are apprised of the objectives and expected outcomes of the programs on admission at the time of orientation. The college organizes special programs such as national seminars, conferences, workshops, competitive exams, quizzes, etc. to help advanced learners. The remedial classes and guidance to slow learner is also provided by the college. The college has adopted Mentor- Mentee system, to interact closely with the students. Student-teachers are given a participatory role in different committees. Moreover, the college is striving to develop the skills of students by giving them placement related training for competitive examination TET, CTET and of other competitive examinations which are conducted by the state government.

The college follows the multiple mode approach to teaching and learning which includes experiential and participative learning, problem solving methodologies, brain storming, group discussion etc. The college follows the Continuous Internal Assessment (CIA) and improved its examinations management system through IT integration. All the activities of the institution are scheduled and organized as per the academic calendar prepared by the college and affiliating university. For B.Ed. and B.A. courses, end semester examinations marks are divided in two parts i.e. 20 marks for internal assessment and 80 marks on external assessment (theory examination). For the D.El.Ed. course the ratio is 70:30 for internal and external assessment. The college conducts periodic assessment like class tests, home assignment, lecture presentation. The college follows the rules that at least 75% class attendance is mandatory for all the students to appear in the end semester external examination. The college conducts sessional examinations in every semester for all the three courses (B.Ed., D.El.Ed. and B.A.) and the internal marks are sent to university through online portal. The semester wise result is good and need to be displayed on the college website and communicated to students, parents and teachers. The performance of students during internships is assessed by various persons, including self, peers, teachers and principals. The comprehensive appraisal considers effectiveness in

classroom teaching, competency in the evaluation process, involvement in school activities, regularity, initiative, commitment, and job readiness.

In terms of the teaching staff strength and quality, the college appointed teachers as per NCTE and state governments norms. Very few teachers are Ph.D. degree holders. Faculty members engage in continuous learning, attend workshops and conferences, read research journals, join professional associations, participate in webinars, and undergo faculty development programs to stay updated in their fields without any financial assistance from college administration. The grievances of the students related to examinations are well addressed at two levels- i.e. College and University, depending upon the nature of the grievances. The grievance redressal mechanism of the college related to examinations is operationally effective and transparent. Students also participate in various co-curricular activities/competitions outside the college at University and State Level. The progressive performance of the students is measured through microteaching and integrating teaching skills. Periodic monitoring is also done by teachers to improve the teaching skills and to enhance interpersonal and intra personal skills of students with the teachers and peers. These strategies are employed by the college in monitoring the progress of students. Overall, the college demonstrates a commitment to effective teacher training, continuous improvement, and student satisfaction.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1	<b>Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge</b>
QIM	
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
QIM	
3.4.2	<b>Awards and recognitions received for extension activities from government / government recognised bodies</b>
QIM	
3.5	Collaboration

Qualitative analysis of Criterion 3
<p>To increase research activities, the college must take initiatives for establishing research promotion cell, information and communication technology infrastructure. During the assessment period, teachers of the college have published 11 research papers in UGC listed and peer reviewed journals, and 45 chapters in edited books. The college has to take some more serious efforts to enhance the quantity and quality of research publications and research facilities for the teachers. In terms of influencing and sensitizing students to social issues and contribute to community development, the college has conducted certain extension activities in the nearby vicinity. Activities are also organized by the college to develop a sense of social and civic responsibility among students. The students voluntarily got involved in the activities like plastic eradication drive, health and hygiene awareness, environment conservation, cleanliness drives. The college organizes activities on women empowerment and gender discrimination. Common room facility is available for both boys and girls. The classes on yoga and meditation, life skills etc are also organized for the holistic development of students. The students contribute to the social cause and have visited several internship schools for skill development and to know about the inclusive education practices. The college has also developed linkages with some teaching practice schools and other educational agencies to conduct local community-based activities and practice teaching /internship.</p>

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</b>
4.4	Maintenance of Campus Infrastructure

#### Qualitative analysis of Criterion 4

By maintaining and making use of academic support facilities, the college's infrastructure and other learning resources are effectively used for the teaching-learning process. The college has enough space to meet the needs of its academic staff, administrative personnel and students. Adequate number of classrooms, ICT enabled rooms, faculty cabins, two multi-purpose halls, curriculum laboratory (Mathematics & Science)), Social Science Lab, Psychology lab, music and drama station, art and craft lab, canteen, store rooms, car and two-wheeler parking and indoor sports rooms are available. The college library needs to be upgraded in order to serve better the academic needs of its staff and students by offering up-to-date books, print journals, magazines, and reference materials. SOUL software system is available in the library. The college library is well-stocked with rare manuscripts, reference books journals, periodicals, general magazines, and newspapers in Hindi and Assamese available in the reading area. The campus has Wi-Fi facility, security surveillance with cameras and power generators of 1.5 KVA. There are water supply tanks equipped with RO facilities for clean and safe drinking water. Annual maintenance contracts with external agencies are used to maintain and repair computers that were purchased by the college.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

As per university regulations, college on has an active student union/council. The student union/council have representation in IQAC and various other college development committees. The needs of the students are addressed by a number of committees, including the library committee, the cultural committee, the sports committee, the grievance committee, the discipline committee, the student welfare committee and the anti-ragging committee. Women empowerment and sexual harassment committee is also functional in the college. They also actively participate in the editorial boards of college magazines named Yugantar and Gyanjyoti (handwritten). Additionally, the students actively take part in field-based programs and camps that raise awareness of environmental and societal issues. The college Alumni Association is not registered. One of the

students (Sangita Kalita) participated in the national level in boxing and won the prize and got government job in sports quota.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</b>

#### Qualitative analysis of Criterion 6

The college operates in a systematic manner by having a knowledgeable governing body, a principal, and young faculty member. The college functions in accordance with its vision and mission, which provides a healthy environment for students' all-around development. The institutional practices are planned so that all faculty and administrative staff can participate and contribute by providing high-quality work towards the college improvement. Faculty members are encouraged to offer suggestions for improving the practices. There is a transparency in management, which contributes to the conducive and student friendly atmosphere in the college.

The annual financial statements of college are properly maintained and audited. The number of cells and committees are established. The college plans various activities and implement them in the interest of degree students and B.Ed. trainees by preparing a well-structured academic calendar and have different committees to monitor the execution process. College also organized three national level seminars on current issues to enhance the knowledge of the students and faculty.

The college is self-financing, the administrative policies/norms framed by the Government and NCTE are adopted and implemented by the Governing Body from time to time. The faculties are informed about the schemes and changes in the career development scheme, orientation programs, refresher courses, etc. The college follows the rules and regulation of the UGC, NCTE, Gauhati University and government of Assam. Various cells and bodies constituted in different perspectives in the planning, implementation, and evaluation of various functions of the college as per requirements. The meetings were conducted periodically according

to the need and minutes were recorded and forwarded to the Governing Body of the college. The resolutions made in the meeting are discussed with authorities and implemented as per the funds available with the management. Medical leave, Maternity leave, sick leave, and all other welfare measures are well implemented by the authorities of the college.

The IQAC accepts proposals from students and faculty members for the review of the teaching-learning process and has formal and informal discussions about it with them. The IQAC meets regularly to examine the teaching and learning process. No particular system is used to review the teaching and learning process on a regular basis.

The college follows a systematic approach to mobilize and utilize funds, considering sources such as fees from students. The budgeting, compliance with guidelines, and audits ensure responsible financial management.

**Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)**

7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years</b>
7.1.4 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

**Qualitative analysis of Criterion 7**

The College strives to instil and fostering the fundamental values, integrity, and patriotism, work culture and ethical living among students through its various academic and extra-curricular activities including daily morning assembly. The college has water management and conservation initiatives in the form of rain water harvesting etc. It is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. Teachers and students are committed to keeping the college campus clean, plastic free and safe for everyone. The college has a prescribed Code of Conduct for students, teachers, administrators, and staff. The adherence is ensured through periodic orientation, committee monitoring, and professional ethics programs. The college offers a diverse range of educational programs like UG courses B.Ed. & D.El.Ed. courses fulfilling its commitment to the professional development of students.

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

**Overall Analysis**

**Strength:**



- Bajali Teacher Training college is a only multi-disciplinary instituion in rural area of entire Barpeta district.
- Strong teacher - student bondage.
- Transparent and active management.
- Good physical infrastructure facilities and well-trained human resource.
- Students are given opportunity to develop their talents and leadership skills through curricular, extra co-curricular activities.
- Clean, green and conducive environment for teaching-learning process.

**Weaknesses:**

- Transportation facility is not provided by the college for students and faculty. However, state government transport facility is available.
- College is not granted 2f and 12B status by UGC
- No hostel facility for the students
- No seed money is provided by the management to carry out research activities by the staff.

**Opportunities:**

- Adding new academic programmes like PG courses, M.Ed. and 4-Year Integrated B.Ed. Programme (ITEP).
- Starting skill development programmes particularly for local youth and girls.
- Offering more Value-added courses on Indian Knowledge Systems in the light of NEP 2020.

**Challenges:**

- Attracting more students from other states.
- Obtaining funds from different agencies for the overall development of the college.
- Tapping more placement opportunities

**Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- New courses like ITEP and M.Ed. be introduced
- Hostel facility be provided to students
- Coaching Classes be provided to students in Competitive examinations other than TET, CTET, SET and NET
- The Registration of Alumni Association has to be done
- Multi-Purpose Hall has to be Air conditioned
- Sports facility both indoor and outdoor be upgraded
- 7. Research publications should be enhanced by the faculty members in national and international UGC care list and peer reviewed journals

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

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. SHANTAN SINGH NEGI	Chairperson	
2	DR. KULDEEP SINGH KATOCH	Member Co-ordinator	
3	MRS. AEKTA GUPTA	Member	
4	Dr. A.v. Prasad	NAAC Co - ordinator	

Place

Date