



College of Education, Nagaon



ACADEMIC AUDIT REPORT

AY; 2020-21

Praxual
Principal
College of Education
Nagaon (Assam)

1. Members:

a). Prof. Jogen Chandra Kalita, Dean, Faculty of Science, Dept. of Zoology, Gauhati University

b) Dr. Bhuban Chandra Chutia, Assistant Professor, Nagaon College(Autonomous)

2. Visit Schedule:

Time	Agenda	Venue
10.10-10.30 AM	Arrival of Peer Team and Interaction with Principal and Principal's Presentation	Principal's Chamber
10.30-11.00 AM	Interaction with IQAC members and IQAC's Coordinator's Presentation	IQAC Room
11.00 AM-12.35 PM	Visit to library and Librarian's Presentation	Library


Next, the Peer Team has interacted with Teaching and Non-Teaching Staff Exit meeting is held at 3.00 PM in college conference hall.

3. Profile of the College

3. (a) Introduction

College of Education Nagaon was established in 1992, recognised by NCTE India and affiliated to Gauhati University is a premier Teacher Training Institute situated in the Nagaon district of Assam. This institute situated in the birth place of renowned saint-scholar, play writer, social religious reformer and colossal figure in the cultural and religious history of Assam Mahapurusha Srimanta Sankaradeva. The institute was founded through the collaborative efforts of dedicated educationists in Nagaon. Its initial classes were held at Dawson Higher Secondary School, Nagaon. In 1994 the college shifted to its permanent building near Srimanta Sankar Mission Road, strategically positioned between Srimanta Sankar Mission and Normal School, Nagaon. The campus is conveniently located around 1 km from National Highway 37.

A cornerstone of the college success lies in its faculty—an adept and devoted team of teacher educators. The institution has a spacious library with a comprehensive collection of necessary textbooks, journals and reference materials. The infrastructure itself is a testament to the commitment to quality education, featuring two attractive three storied building with a large hall for general classes, one ICT enable auditorium, two smart class room, a conference room, dedicated rooms for method classes, a multipurpose laboratory, and a well-equipped computer laboratory. Beyond academic pursuits, the college


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places a strong emphasis on extracurricular activities like indoor and outdoor games, cultural activities , literary activities etc.

The institution began to function from the academic year 1992 with B. Ed course only, as there was an increasing demand of students for M. Ed course, the institute also started the M. Ed course in the year 2018 with a permission from NCTE and Gauhati University. Additionally, the institute also started the B. A course in the year 2020 as a first step towards the multidisciplinary program.

The codes of Institute professional ethics serve as a compass for all stakeholders, outlining the fundamental principles of integrity, accountability, inclusiveness, commitment, and sustainability. Within the framework of institutional policies and practices, all stakeholders diligently operate to align with the Institute's Vision and Mission. A structured mentoring system is in place at the Institute, offering comprehensive guidance to students not only in selecting the right career path but also in fostering their confidence and emotional well-being.

Dedicated to instilling a sense of social responsibility in students, the institute actively engages in outreach programs organized by IQAC. These initiatives aim to heighten students' awareness and sensitivity toward uplifting the underprivileged sections of society. In the year 2017, the college joyously celebrated its Golden Jubilee Year, marking a significant milestone with a profound sense of pride and fulfilment.

Mission:

1. To produce Nation builder.
2. To inculcate human values among the student teacher.
3. To make familiar with modern technology.
4. To create world citizenship.
5. To upgrade into higher education institution.

Vision:

- To be a world class educational and research institution in the service of humanity by promoting high quality education.

3. (b) Present Status

From the academic session 2015, NCTE has introduced two year's B.Ed course all over the country. With this COE, Nagaon has entered in a new phase of development. COE, Nagaon also introduced M.Ed course from the year 2018. The intake capacity of the college for B.Ed course is 100 and for M.Ed is 50. However, this institution also announced the opening of B.A course from the session 2021. As the college is committed to impart quality education, the teacher educators of the college are professionally competent and committed to the cause of providing quality education to the trainees. As this college


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follows syllabus of both B.Ed and M.Ed course prescribed by Gauhati University, there are total seventeen (17) faculty members, one (1) guest faculty and ten (10) non-teaching staff. To provide better facilities to the trainees the infrastructure of the college has been augmented to a great extent. The college has developed seminar hall, conference room, office room, IQAC room and e-library facility. The college also has a well equipped computer lab with internet facility. The strength of the library is increased with procurement of additional books, computers and facilities of e-library.

3. (c) Academic Strength

There are total seventeen (17) faculty members and one (1) guest faculty in College of Education, Nagaon. The intake capacity of the college for B.Ed. course is 100 and for M.Ed. is 50. This institution also announced the opening of B.A. course from the session 2021.

4. Methodology for the Audit:

A questionnaire in tune with current NAAC assessment accreditation framework has been prepared as shown in the Annexure-1. The metrics are considered where academic department need to be involved. Weights for each metrics are fixed as per their importance for enhancing the quality of the College.

5. Observations:

a) Curricular Aspects

COE, Nagaon follows the curriculum developed by G.U. Regular classes, practicum, practice teaching and internship periods are maintained for proper and effective implementation of the B.Ed and M.Ed curriculum. Micro-Teaching classes and demonstration period are also organized through planned manner to help in improvement of overall teaching and learning experiences. College follows academic calendar of Gauhati University and for effective planning of activities the institution prepares an academic calendar specific to the B.Ed course.

b) Teaching Learning Aspects

COE, Nagaon follows all appropriate teaching-learning strategies and methods for the effective curriculum delivery. Apart from the final examinations conducted by G.U, class test, unit tests, terminal examination are held in the college according to the college academic calendar. A mentoring system is maintained for enhancing the learning experiences of the trainees through practice teaching and internship period. In spite of all these curricular aspects development programmes, COE, Nagaon stresses on overall development of trainees through co-curricular activities. For M.Ed trainees, practicum and regular classes are held according to GU academic calendar.

c) Research, Innovation and Extension

College should develop a research culture among the faculty members for their professional growth and development. They should be encouraged to attend national and international seminars. COE, Nagaon encourages all the faculty members to engage in research activities. Various extension activities are


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organized in different localities to create awareness on environment, gender, health and hygiene by involving all the trainees of the institution.

d) Infrastructure

COE, maintains all infrastructure facilities for smooth functioning of academic activities. College provides adequate facilities related to library, ICT enabled classroom and hygienic environment for effective teaching-learning process.

e) Students supports and progression

College organizes guidance and counseling programs for the enhancement of skill and capacity of trainees. Information related to further studies and placement are provided to them. More skill enhancement programs should be organized by the institution for the overall development of the personality of the trainees.

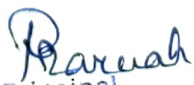
f) Professional development activities

Some faculty members are enrolled as research scholar for professional development. Teachers also participating in different research related activities.

6. SWOC Analysis

Institutional Strengths:

1. The institution's advantageous features include its strategic location just one km away from National Highway and about 300 metres away from bus stand, ensuring convenient access for students travelling from different district of Assam.
2. The trainees get scholarships through the Government National Scholarship Portal alleviates the financial burden on students, ensuring their educational expenses are met.
3. The majority of highly qualified teachers, supported by office and library staff, contribute to effective teaching, mentoring, and guidance.
4. Emphasis on sports, extra-curricular and co-curricular activities is a priority, fostering holistic development.
5. The institution boasts rank holders, showcasing academic excellence.
6. Numerous Student Enrichment Programmes (SEP) and Social Awareness events, sometimes in collaboration with universities and NGOs, enrich the student experience.
7. Regular updates of information on the institutional website ensure students have access to current information related to their academic and other purposes.
8. The teaching methodology incorporates core human values, fostering a well-rounded education.


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9. Periodic Yoga classes contribute to the physical and mental well-being of students.
10. Selected classrooms employ ICT-enabled teaching methods.
11. An active Internal Quality Assurance Cell (IQAC) monitors the institution's progress.
12. Internship and social awareness campaigns contribute to a practical and socially conscious education.
13. An active Research and Development Cell (RDC) emphasizes innovation and growth.
14. Members of the governing body are eminent and experienced administrators who contribute subsequently towards quality enhancement.

Institutional Weakness:

1. To foster institutional growth and development, there is a need to increase the number of teaching staff at the College.
2. The institute is primarily focusing on teaching and learning activities rather than research as an undergraduate institution, faces limitations in enhancing research rigor on campus.
3. As the institute is under Gauhati University, it is obligated to follow the University's curriculum, restricting flexibility in curriculum design and delivery.
4. Since the college is a private institute, the College contends with limited financial resources to meet the growing academic needs that support funding requirements for enhancing teaching-learning resources for students and faculty members. The generation of funds remains a serious constraint in expanding and upgrading campus facilities.

Institutional opportunities:

1. Recognizing the high demand for B.Ed. and M.Ed. trainees in the teaching job the intake in the courses could be increased in compliance with NCTE and Gauhati University.
2. Implementing cultural exchange programs with colleges from other states and fostering collaborative learning initiatives could enrich the educational experience.
3. Facilitating faculty exchange programs with both national and international levels would contribute to diverse perspectives and knowledge sharing.
4. Making competitive exam preparation for CSIR/UGC-NET and other competitive exam preparation mandatory in the syllabus would better prepare students for various career paths.
5. Encouraging the pursuit of additional language learning, whether foreign or Indian, can be promoted to broaden students' linguistic capabilities.
6. Implementing a research process across the institution would foster a culture of academic inquiry.
7. Introducing add-on programs and interdisciplinary short-term courses could provide students with a well-rounded educational experience.


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8. The institute possesses significant potential for collaboration with universities India and abroad, fostering multidisciplinary academic partnerships, faculty and student exchanges, and more.

9. The dedicated faculty, capable of organizing high-quality events, offers opportunities for partnerships with renowned institutions, facilitating certificate programs, add-on courses, and contributing to diverse educational fields.


Institutional Challenges:

1. Motivating faculty to pursue research through securing grants from diverse funding agencies.
2. Establishing connections with governmental organizations and institutions at national and international levels.
3. Facing challenges in implementing suggested changes from the National Education Policy (NEP) as an affiliated college.
4. Lack of control over Curriculum Planning and Development.
5. Absence of funding facilities from government and other organizations.
6. Admission criteria and final examinations controlled by Gauhati University, with only tutorials held in the College.
7. Initiating new academic programs involves a lengthy process for permissions from multiple authorities, causing delays.
8. Commercialization of education and societal value changes challenge the service motto of the College.
9. Despite B.Ed. and M.Ed. trainees are graduating, B.A. (Major) courses remain unapproved, hindering the Institution's growth.
10. As a private institution and awaiting for NAAC second cycle accreditation, no funding or UGC research projects have been secured.
11. Inviting qualified resource persons at national/international level without proper financial support presents an ongoing challenge for the institution.
12. Organizing seminars and conferences requires additional infrastructure, such as a larger auditorium and essential equipment, posing a current challenge.

7. Recommendations:

Based on the findings, the members of the audit committee recommends the following for enhancing the quality of the institution:

- a. Research culture should be improved.
- b. The activities of the institution should be properly documented.


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- c. College should give more stress in performing best practices in different aspects.
- d. More teachers and students should be involved in outreach activities.
- e. More collaborations need to be established for faculty and student exchange, practice teaching and internship activities.
- f. All teachers should join and participate in National and International seminars.

Dr. Manoshikha Baruah,

Principal

College of Education, Nagaon

Manoshikha Baruah
21/4/2021

Dr. Kaberi Saha,

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J. Kalita
21/4/2021

Prof. Jogen Ch. Kalita,

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Dept. of Zoology, Gauhati University

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Name of the Department:

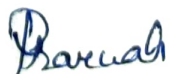
Year of Establishment:

Head of the Department:

Metric No	Description	Response	Weightage
	Total No. of Seats (Major)	B.A 120 B.Ed 100 M.Ed 50	
	Total No. of Students at present	300	
	No. of sanctioned faculty positions	17	
	No. of filled up faculty against sanctioned posts	17	
	No. of other faculty	5	
1.1.1.	The Institution ensures effective curriculum delivery through a well-planned and documented process: (Response-Yes/ No) a. Lesson plan is maintained by the teachers b. Course progress record is maintained by the teachers c. Course completed in stipulated time d. Feedback on teachers collected from the students e. Internal examination results are analysed and necessary action taken	Yes Yes Yes Yes	10
1.1.2.	The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE) (Response-Yes/ No) a. Academic calendar is maintained for teaching b. Academic calendar is maintained for CIE	Yes Yes	5
1.2.2	Number of Add on /Certificate programs offered during : 2019-20	Yes, 2	10
1.2.3	No. of students enrolled in Certificate/ Add-on programs last year	60	10
1.3.1.	Following issues are integrated to curriculum: (Response-Yes/ No) a. Professional Ethics b. Gender c. Human Values d. Environment and Sustainability	Yes Yes Yes Yes	10

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1.3.2	No. of courses that include experiential learning through project work/field work/internship	Yes	10
1.3.3	No. of students undertaking project work/field work/ internships	200	10
2.2.1	Department assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	Yes	30 QLM (100 words)
2.2.2	Student- Full time teacher ratio	12:1	20
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences	Yes	20 QLM (100 words)
2.3.2	No. of Teachers use ICT enabled tools for effective teaching-learning process.	10	15
2.3.3	Ratio of mentor to students for academic and other related issues	12:1	15
2.4.2	No. of Teachers with PhD	5	20
2.4.3	Average teaching experience of full time teachers in the same institution	15 years	20
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and mode. (please keep evidences ready)	Yes	15 QLM (100 words)
2.5.2	Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient (please keep evidences ready)	Yes	15 QLM (100 words)
2.6.1	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution. Please give detail of the mechanism		15 QLM (100 words)
2.6.2	Attainment of Programme outcomes and course outcomes are evaluated by the institution. (please keep evidences ready)		15 QLM (100 words)
2.6.3	Pass percentage of final year Students in the last year	M.Ed, B.Ed , 100%	30
3.1.1	Grants received from Government and non-governmental agencies for research projects / endowments. (please arrange to display the final report , if	No	5



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	submitted)		
3.1.2	No. of research projects funded by government and non-government agencies (please arrange to display the Reports, if submitted)	No	5
3.1.3	Number of Seminars/conferences/workshops conducted	10	5
3.2.1	Number of papers published per teacher in the Journals notified on UGC website (please arrange to display the publications)	Separate sheet attached	5
3.2.2	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings (please arrange to display the publications)	Separate sheet attached	10
3.3.1	No. of Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development	5	10
3.3.2	Number of awards and recognitions received for extension activities from government / government recognised bodies	No	10
3.3.3	No. of Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs)	Yes	20
3.3.4	No. of students participating in extension activities at 3.3.3. above	200	20
3.4.1	No. of collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc	3	10
3.4.2	Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc.	Yes	10
4.1.3	No. of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc	1+14 = 15	10
5.1.3	Capacity building and skills enhancement initiatives taken by the department include the following 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness,		10


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	health and hygiene) 4. ICT/computing skills Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above	A	
5.2.1	No. of placement of outgoing students	100	10
5.2.2	No. of students progressing to higher education	50	15
5.2.3	No. of students qualifying in state/national/international level examinations during the last five years (eg: JAM/CLAT/GATE/GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)	200	5
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level	Yes	10
5.3.3	No. of number of sports and cultural events/competitions in which students of the Institution participated		5
6.3.3	No. of number of professional development /administrative training programs organized	Yes	5
6.3.4	No. of teachers undergoing online/face-to-face Faculty development Programmes (FDP)	Separate sheet Attached	5
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.		20 QLM (250 Words each)

*Use separate sheet for all QLM metrics


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