



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

Accreditation - (Cycle - 4)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
BIKALI COLLEGE
C-17168**

**Dhupdhara
Assam
783123**

**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:	BIKALI COLLEGE Dhupdhara Assam 783123	
2.Year of Establishment	1982	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	14	
Programmes/Course offered:	3	
Permanent Faculty Members:	24	
Permanent Support Staff:	30	
Students:	1940	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Established as a rural institution serving underprivileged communities with a focus on inclusive education. 2. Commitment to extracurricular and community engagement through active NSS and NCC units. 3. Recent steps towards implementing NEP 2020 with multidisciplinary approaches and digital integration.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 14-02-2025 To : 15-02-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. PRAVIN KUMAR MISHRA	Professor,GURU GHASIDAS VISHWAVIDAYALAYA
Member Co-ordinator:	DR. TARUN KUMAR SINGHAL	Professor,FORE School of Management
NAAC Co - ordinator:	Dr. Neelesh Pandey	

Section II: Metric and Criterion Analysis

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

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics (QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment</p> <p>Bikali College's curriculum delivery is governed by its affiliation with Gauhati University, ensuring alignment with standardized academic frameworks. The college prepares annual e-prospectuses, academic calendars, and ICT-based course plans to streamline curriculum implementation. Departments conduct orientation programs to familiarize students with syllabus objectives, COs, and POs. Mentorship systems assign faculty advisors to guide students academically and personally. Hybrid teaching methods, including Google Meet and flipped classrooms, were adopted post-pandemic to enhance accessibility. Internal assessments include sessional exams, assignments, and remedial tutorials for slow learners. Feedback collected via IQAC is analyzed to refine curriculum delivery. However, the institution's reliance on the university's syllabus limits flexibility in integrating localized or emerging interdisciplinary content. Student surveys highlight demands for updated syllabi with field-based modules and vocational training, indicating gaps in addressing regional employability needs.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum</p> <p>The college enriches its curriculum through cross-cutting themes like gender equity, environmental sustainability, and ethics. Courses on Professional Ethics (in collaboration with ICT Academy) and Aquarium Making emphasize skill development. Co-curricular clubs such as the Vasundhara Nature Club and Electoral Literacy Club engage students in plantation drives and voter awareness campaigns. Observance of international days (e.g., World Environment Day, Yoga Day) and gender sensitization workshops (e.g., self-defense training, POCSO Act awareness) foster value-based education. SWAYAM-NPTEL courses under NEP 2020 broaden academic choices. Despite these efforts, student feedback underscores a demand for more career-oriented add-on courses (e.g., digital marketing, coding) and experiential learning opportunities. Limited enrollment in Science/Commerce streams further restricts interdisciplinary curriculum innovation.</p>

Qualitative analysis of Criterion 1

Bikali College demonstrates commendable efforts in curriculum delivery through ICT integration and community-oriented add-on courses. However, over-reliance on the affiliating university's syllabus stifles innovation. Gender and environmental values are emphasized via extension activities, but interdisciplinary learning under NEP requires scaling. The institution's strength lies in its robust mentoring system and focus on slow learners, yet gaps persist in outcome-based assessment of value-added courses. Limited faculty training on CBCS/NEP frameworks and inadequate documentation of feedback-driven improvements are key weaknesses. Opportunities exist in leveraging local biodiversity for skill-based courses and partnering with industries for curriculum design.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process</p> <p>The institution employs student-centric methods such as field projects (e.g., entrepreneurship projects for B.Com students), lab experiments, and peer teaching. ICT tools like smart classrooms, Google Classroom, and WhatsApp groups facilitate blended learning. Departments invite industry experts for guest lectures, and the Geography Department uses GIS software for practical training. The student/computer ratio could be improved as per the standards, not all large classrooms have projectors/speakers, and inconsistent Wi-Fi affects digital access. While the pass percentage remains high (80–100%), low enrollment in Science streams (e.g., 12 students in B.Sc Physics Honors) reflects resource constraints and faculty shortages. The students express a desire for additional ICT-enabled classrooms, more frequent practical sessions, and greater access to digital learning resources. Expanding these facilities would further align with the institution’s goals of inclusive and effective education.</p>
2.5	Evaluation Process and Reforms
2.5.1 QIM	<p>Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient</p> <p>The college follows Gauhati University’s assessment guidelines, with internal evaluations (20–30% weightage) comprising sessional exams, presentations, and assignments. Departments share answer scripts for feedback and allow retests for absentees. The Examination Committee ensures transparency in mark submission, and results are displayed on notice boards. However, students report delays in remedial classes and limited use of formative assessments (e.g., quizzes, peer reviews). Final exams remain university-controlled, restricting innovation in evaluation patterns. Digitization of evaluation processes, including online submission and grading, would enhance efficiency and accessibility, particularly in light of the growing emphasis on blended learning.</p>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<p><i>Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website</i></p> <p>POs and COs for all programs are displayed on the website and departmental notice boards. During orientations, faculty explain outcome expectations linked to Bloom’s Taxonomy. Add-on courses like Computer Literacy and Aquaculture include skill-based COs. The Assamese Department publishes student magazines (e.g., Gnyandeeep) to align co-curricular activities with POs. However, limited faculty training on outcome-based education and inconsistent mapping of COs to exam questions hinder robust attainment tracking.</p>
2.6.2 QIM	<p><i>Attainment of POs and COs are evaluated.</i></p> <p>Explain with evidence in a maximum of 500 words</p> <p>CO attainment is measured via direct (internal/external exams) and indirect (student feedback) methods. For instance, B.Com students’ project reports on entrepreneurship are evaluated for problem-solving skills. The 2022–23 pass percentage ranged from 80% (Arts) to 100% (Science). Exit surveys indicate 70% satisfaction with PO alignment, but low placement rates (26.46%) and minimal progression to higher education highlight gaps in employability-focused outcomes. The IQAC’s annual review recommends integrating industry internships and MOOCs to bridge these gaps. Student projects and co-curricular activities are not systematically mapped to POs, weakening outcome-based education. Introducing a robust tracking mechanism for graduates’</p>

performance in professional or academic pursuits would provide valuable insights into the long-term efficacy of its programs.

Qualitative analysis of Criterion 2

The institution adopts diverse pedagogical methods, including ICT and participative learning, but infrastructure gaps hinder consistency. Evaluation processes are transparent but lack innovation due to university dependence. While pass percentages are high, declining enrollment in Science/Commerce streams raises concerns. Strengths include mentorship and field-based learning, but weaknesses lie in underdeveloped internships and poor ICT training for faculty. Opportunities exist in adopting virtual labs and strengthening industry partnerships. Challenges include addressing infrastructural deficits and retaining students in non-Arts disciplines.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.2 Innovation Ecosystem

3.2.1 QIM **Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

The Research and Development Cell organizes workshops on IPR and research methodology. The faculty members have published 16 books (2020–2024), including interdisciplinary works on gender studies. The Unnat Bharat Abhiyan project on Aquaculture received recognition for generating local livelihoods. However, the institution secured zero research grants in five years, and only four papers were published in UGC CARE journals. Limited PhD faculty (22%) and lab equipment in a few of the labs can be improved.

3.4 Extension Activities

3.4.1 QIM **Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

NSS/NCC units conduct health camps, adult literacy programs, and disaster management workshops across five adopted villages. Collaborations with Robinhood Army and Rabha Hasong Autonomous Council enabled flood relief and free coaching for government job aspirants. The Women's Cell's menstrual hygiene workshops reached 500+ rural women. While these initiatives strengthened community ties, voluntary student participation remains low (59.4% in projects), with limited integration of extension activities into credit systems. The extension activities are episodic rather than sustained, with limited documentation of long-term outcomes.

3.4.2 QIM **Awards and recognitions received for extension activities from government / government recognised bodies**

Recognition from local authorities (Goalpara District Administration) validates the efforts in the extension activities but national-level recognition is absent. The college received accolades from district authorities for road safety campaigns. Collaborations with the local bodies (such as Rabha Hasong Autonomous Council) enhance social impact. Expanding collaboration with regional industries and NGOs could amplify the reach and impact of these initiatives.

Qualitative analysis of Criterion 3

Bikali College actively engages with the community through NCC/NSS, with local recognition. However, the

research culture is underdeveloped due to inadequate funding and low faculty PhD ratios. Only 23 outreach and extension activities have been conducted in five years duration. The Innovation Cell's focus on aquarium livelihoods is notable but isolated. Strengths include SDG-aligned outreach, while weaknesses involve poor research output and the absence of industry linkages. Opportunities lie in leveraging regional biodiversity for research and securing CSR funds. Challenges include building faculty capacity and establishing incubation centers.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<p>The Institution has adequate infrastructure and other facilities for,</p> <ul style="list-style-type: none"> • teaching – learning, viz., classrooms, laboratories, computing equipment etc • ICT – enabled facilities such as smart class, LMS etc. <p>Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)</p> <p>The 31.244-acre campus includes ICT classrooms, science labs, a gymnasium, and a 200-seat seminar hall. Classrooms are equipped with ICT tools, and specialized labs support practical learning for science students. Sports facilities, including a gymnasium and mini stadium, promote physical well-being. The feedback from students underscores the need for additional classrooms, improved ventilation, and better seating arrangements in larger halls. The hostel lacks full-time staff, increasing operational burdens. The utilization of indoor stadium, yoga center, and library could be improved with host of activities. Addressing these concerns would enhance the learning environment and overall campus experience.</p>
4.2	Library as a Learning Resource
4.2.1 QIM	<p><i>Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students</i></p> <p>The central library offers 200 reading seats, 3502.96 sq. ft. of space, and OPAC services. The library has 26,657 books (15314 Text Books + 11343 Reference Books) and has 14 computers as well. Digital libraries provide access to e-books and past question papers. However, students demand updated reference books and updated departmental libraries. Only 30% of faculty use ILMS (SOUL 3.0) for resource management. While OPAC and cloud-based access are available, subscriptions to reputed e-journals are lacking. Departmental libraries suffer from outdated reference materials, as noted in student requests for updated competitive exam resources. Expanding digital subscriptions and fostering a culture of research among students and faculty could further optimize the library’s potential.</p>
4.3	IT Infrastructure
4.3.1 QIM	<p>Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection</p> <p><i>Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words</i></p> <p>The institution has made efforts to integrate IT infrastructure, including eight smart classrooms and online platforms. Still, Wi-Fi coverage is inconsistent, and bandwidth (50-100 Mbps) struggles during peak hours. Outdated and insufficient hardware (97 computers for 1940 students) and inadequate smart classrooms hinder digital learning. Students emphasize the need for projectors, speakers, and reliable internet connectivity. Asset Register is not maintained. Strengthening these aspects would support the college’s commitment to modern teaching and learning practices.</p>

Qualitative analysis of Criterion 4

The college has a sprawling campus with essential amenities, but maintenance and modernization are lagging.

Strengths include a digital library and sports infrastructure, while weaknesses involve poor Wi-Fi coverage and overcrowding. Student feedback highlights urgent needs: fans, seating, and hostel upgrades. Gym equipment need regular maintenance as well as an Asset Register. Opportunities exist in green energy adoption and smart classroom expansion. Challenges include budget constraints and geographical isolation affecting resource mobilization.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.4	Alumni Engagement
5.4.1 QIM	<p>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</p> <p>The registered alumni association supports skill development and book donations. Alumni-funded projects include a computer lab and gymnasium, which have been routed through Bikali Mouza Society. However, fundraising initiatives and alumni-led research collaborations are absent, limiting their impact on institutional growth. Regular alumni events and workshops would strengthen this bond and facilitate greater involvement in institutional development.</p>

Qualitative analysis of Criterion 5	
<p>Scholarships and mentoring programs aid student progression, but placement rates remain low (26.46%), which needs immediate attention. The number of students qualifying state government exams is also very low and mostly related to teaching faculty and police/army recruitment. The number of awards in sports cultural activities of university/state/national levels is also very low. The number of sports/cultural events conducted by the institution in last five years are comparatively low. Alumni engagement is nascent, with limited structured activities. Strengths include free coaching for competitive exams, while weaknesses involve the absence of a dedicated placement cell. Opportunities lie in leveraging alumni networks for internships; challenges include improving employability skills.</p>	

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p><i>The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.</i></p> <p>The governance framework at Bikali College reflects its mission of inclusive education and community service. A decentralized management structure ensures participatory decision-making, fostering accountability and collaboration. The proactive adoption of NEP 2020 showcases the institution's commitment to staying ahead of educational trends. However, delayed provincialization of science/commerce streams and bureaucratic hurdles in resource mobilization impede progress.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p><i>The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc</i></p> <p>The college's strategic initiatives, including the Institutional Development Plan, demonstrate a clear vision for sustainable growth. The perspective plan prioritizes infrastructure and faculty development but lacks measurable milestones. E-governance is limited to basic automation (e.g., admissions), with no ERP system for finance or HR management. There is scope for greater resource mobilization to support research and infrastructure development.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression</p> <p>Performance appraisals and welfare measures (e.g., maternity leave, and free accommodation) exist, but career progression opportunities are scarce. Expanding research grants and collaboration opportunities would further enhance faculty satisfaction and productivity. Only 7.11% of faculty received conference funding in five years, indicating limited support for professional growth.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>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)</p> <p>The institution maintains financial transparency through regular audits. Optimizing resource allocation and pursuing additional funding opportunities would bolster the college's capabilities.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities</p> <p>The IQAC's role in monitoring and enhancing institutional quality is evident in its initiatives. Regular feedback loops and data-driven decision-making facilitate improvement across departments. Academic Calendar is prepared and followed. Samarth Portal facilitates Self Appraisal System.</p>

Qualitative analysis of Criterion 6

The institution's participatory governance and NEP readiness are commendable. However, delayed

provincialization and low faculty development funding are critical gaps. Opportunities include leveraging infrastructure grants; challenges involve bureaucratic delays in recruitment and promotions.

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	<p>Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.</p> <p><i>Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words</i></p> <p>Gender audits (2022–23) revealed 60% female enrollment and 33% NCC reservations for girls. Infrastructure like CCTV cameras, incinerators, and a girls’ hostel enhance safety. The Women’s Cell organized 10+ workshops on legal rights and health. There is a helpline for sexual harassment cases and a complaint box is also available. Bikali College's programs on gender sensitization, environmental conservation, and constitutional values reflect its commitment to holistic education.</p>
7.1.4 QIM	<p>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)</p> <p>Bikali College fosters an inclusive and tolerant environment through activities that celebrate cultural and linguistic diversity. Multilingual literary societies (Bodo, Rabha) celebrate cultural diversity through poetry conferences and heritage days. Observance of Bhupen Hazarika Death Anniversary and Constitution Day promotes civic responsibility. Events like International Mother Language Day and Rabha Literary Day emphasize cultural integration. Additionally, workshops on constitutional rights aim to build awareness among students. Despite this, tribal student enrollment remains low (5%), indicating outreach gaps. To further enhance this impact, greater student-led initiatives and partnerships with civic bodies could be pursued.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual</p> <p>The college has successfully implemented two notable practices: extensive community engagement and the integration of ICT in teaching. Community-driven activities, such as plantation drives and women’s empowerment workshops, highlight its commitment to social responsibility. Meanwhile, ICT-based learning initiatives have modernized academic delivery, benefiting both students and faculty.</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</p> <p>Bikali College’s distinctiveness lies in its commitment to bridging educational disparities in a rural context. The Aquarium Making and Aquaculture course aligns with regional livelihood needs. Recognition under Unnat Bharat Abhiyan validates its relevance. The institution has created an ecosystem by blending traditional knowledge with modern pedagogies. This approach caters to the local community and prepares students to meet regional challenges, underscoring its role as a transformative agent in the region.</p>

Qualitative analysis of Criterion 7

The college promotes gender equity and cultural inclusivity effectively. The practices in digital literacy and community engagement are noteworthy. Strengths include localized SDG initiatives; weaknesses involve limited scalability of innovations.

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

Overall Analysis

Strength:

Inclusive education for underprivileged communities.

Extension activities promoting community engagement.

Weaknesses:

Limited research funding and innovation infrastructure.

Inadequate ICT resources and internet connectivity.

Opportunities:

Collaboration with industry and international institutions.

Introduction of NEP 2020-aligned multidisciplinary courses.

Challenges:

Addressing socio-economic barriers to student enrollment and retention.

Enhancing faculty research output and qualifications.

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)

- Establish an incubation center for innovation and entrepreneurship.
- Expand ICT infrastructure and internet bandwidth.
- Increase the number of classrooms and laboratory facilities.
- Improve student support systems, including a placement cell.
- Strengthen alumni engagement for mentoring and placements.

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. PRAVIN KUMAR MISHRA	Chairperson	
2	DR. TARUN KUMAR SINGHAL	Member Co-ordinator	
3	Dr. Neelesh Pandey	NAAC Co - ordinator	

Place

Date