The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. *(Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)*

Part – A

1. Details of the Institution

1.1 Name of the Institution

Madhab Choudhury College

1.2 Address Line 1

Barpeta, P.O.&Dist. Barpeta

Address Line 2

Assam

City/Town

Barpeta

State

Assam

Pin Code

781301

Institution e-mail address

mccbarpeta@rediffmail.com

Contact Nos.

9435024357

Name of the Head of the Institution:

Dr. Prakash Sarma

Tel. No. with STD Code:

03665-252222

9435024357

Mobile:

Name of the IQAC Co-ordinator:

Dr. Birinchi Kumar Das

Mobile:

9435321090

IQAC e-mail address:

iqacmccbpt@gmal.com

1.3 **NAAC Track ID** (For ex. MHCOGN 18879)_____ASCOGN10555_____

1.4 Website address:

www.mccasam.org

Web-link of the AQAR:

http://www.mccasam.org/AQAR2009-10.doc

For ex. http://www.ladykeanecollege.edu.in/AQAR201213.doc

1.5 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B	Instituti onal Score – 72.00	2004	2009
2	2nd Cycle				
3	3rd Cycle				
4	4th Cycle				

1.6 Date of Establishment of IQAC :   DD/MM/YYYY

18/05/2001

1.7 AQAR for the year *(for example 2010-11)*

2009-10

1.8 Details of the previous year's AQAR submitted to NAACafterthe latest Assessment and Accreditation by NAAC ((*for example AQAR 2010-11submitted to NAAC on 12-10-2011*)

   i.   AQAR _2004-05 submitted on 26.07.2005_____ _____(DD/MM/YYYY)4
   ii. AQAR_2006-07 submitted on 26.05.2007_____ _____(DD/MM/YYYY)
   iii. AQAR_2007-08 submitted on 17.07.2008_____ _____(DD/MM/YYYY)
   iv. AQAR_2008-09 submitted on 30.11.2009_____ _____(DD/MM/YYYY)

1.9 Institutional Status

   University   State ☐ Central ☐ emed ☐ Private ☐

   Affiliated College   Yes ☒ No ☐

   Constituent College   Yes ☐ No ☐

Autonomous college of UGC   Yes ☐ No ☐

Regulatory Agency approved Institution   Yes ☐   No ☐

   (eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution   Co-education ☒   Men ☐   Women ☐

                        Urban   Rural ☒   Tribal ☐   ☐

Financial Status   Grant-in-aid   ☐ GC 2(f)   UGC ☒ B   ☒

                    Grant-in-aid + Self Financing ☐ Totally Self-financing ☐

1.10 Type of Faculty/Programme

   Arts ☒   Science ☒ Commerce ☐   Law ☐   PEI (Phys Edu) ☐

TEI (Edu) ☐ Engineering ☐ Health Science ☐ Management ☐

Others (Specify) | Computer Applications (B.C.A., P.G.D.C.A.).

1.11 Name of the Affiliating University *(for the Colleges)* | Gauhati University, Guwahati

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University ☐

University with Potential for Excellence ☐ UGC-CPE ☐

DST Star Scheme ☐ CE ☐

UGC-Special Assistance Programme ☐ X

UGC-Innovative PG programmes ☐ *(specify)* ☐

UGC-COP Programmes ☐

2. IQAC Composition and Activities

2.1 No. of Teachers | 9

2.2 No. of Administrative/Technical staff | Nil

2.3 No. of students | Nil

2.4 No. of Management representatives

1

2.5 No. of Alumni

2. 6 No. of any other stakeholder and

community representatives

Nil

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

11

2.10 No. of IQAC meetings held

2

2.11 No. of meetings with various stakeholders: No.   x   ulty

Non-Teaching Staff Students   Alumni   Others

2.12 Has IQAC received any funding from UGC during the year?   Yes   No   X

           If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

        (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.   I   0   tional   N   al   S   In   on Level

 (ii) Themes

2.14 Significant Activities and contributions made by IQAC

Taking students' feedback, processing teaching plans, providing suggestions to the college authority on the basis of students' feedback, encouraging research works and publications by faculty members, taking teachers' feedback on various issues .

2.15 Plan of Action by IQAC/Outcome

      The plan of action chalked out by the IQAC in the beginning of the year towards quality

enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
Taking Students' Feedback, processing Teaching Plan, encouraging research, publications and departmental seminars/workshops, offering suggestions to the college authority regarding academic and other developments of the college, taking Teachers' Feedback on various issues.	Feedbacks were taken from the students of the final year, on the basis of which the college authority could take necessary measures for future. The college authority was helped in obtaining teaching plan from teachers in the beginning of the session. Several faculty members went for research and publications, and some small seminars were organized by various departments. Teachers were given scope for expressing their feedbacks on various issues.The IQAC also kept on monitoring the overall process of academic and other developments of the college.

Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body   Yes ☐   No ☒ X

Management State   Any other ☐   ☐

Provide the details of the action taken

```
                                                    
                                                    
                                                    
                                                    
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Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the	Number of	Number of	Number of	Number of value

Programme	existing Programmes	programmes added during the year	self-financing programmes	added / Career Oriented programmes
PhD	0	0	0	0
PG	0	0	0	0
UG	3	0	0	0
PG Diploma	1	0	0	0
Advanced Diploma	0	0	0	0
Diploma	0	0	0	0
Certificate	0	0	0	0
Others	0	0	0	0
Total	4	0	0	0

Interdisciplinary	0	0	0	0
Innovative	0	0	0	0

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options: Elective option
(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	2
Trimester	0
Annual	2

1.3 Feedback from stakeholders*Alumni ☐ Parents ☐ Employers ☐ ents ☐ X

(On all aspects)

Mode of feedback   :Online   Manual ☐   Co-opera ☒ chools (for PEI)   ☐

Please provide an analysis of the feedback in the Annexure

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Not applicable

1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

Total	Asst. Professors	Associate Professors	Professors	Others

2.1 Total No. of permanent faculty

65	35	30	0	0

2.2 No. of permanent faculty with Ph.D.

13

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	5	0	0	0	0	0	0	0	5

2.4 No. of Guest and Visiting faculty and Temporary faculty

Nil	Nil	6

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	0	4	0
Presented papers	1	1	0
Resource Persons	0	0	0

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Field study outside curriculum, remedial courses for disadvantaged students, surveys, publication of survey reports in wall magazines of the concerned departments and college magazine.

2.7 Total No. of actual teaching days during this academic year

195

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

No

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Nil	Nil	Nil

2.10 Average percentage of attendance of students

70

2.11 Course/Programme wise
distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Sc.	38	5	5	61	16	82
B.A.	182	2	3	48	15	66
B.C.A.	6	0	66.7	16.7	0	83
PGDCA	12	0	25	33	0	58

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :The IQAC contributes to the Teaching & Learning Process by taking Students' Feedback, discussing various issues pertaining to the Teaching & Learning process with faculty members, helping the college authority in taking Teaching Plans of individual teachers, creating a bridge between the college authority and the faculty members and analysing the performances of the students.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	13
UGC – Faculty Improvement Programme	0
HRD programmes	1
Orientation programmes	10
Faculty exchange programme	
Staff training conducted by the university	1
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	2
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	18	0	0	10

Technical Staff	12	0	0	10

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

To promote the Research Climate in the college, the IQAC kept itself in constant touch with the Research Committee of the college and joined hands with it in helping individual teachers in research-related matters.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	--	--	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	4	--	4	4
Outlay in Rs. Lakhs	5.55	--	5.55	4

3.4 Details on research publications

	International	National	Others
Peer Review Journals	0	9	0
Non-Peer Review Journals	0	2	0
e-Journals			
Conference proceedings	2	1	0

3.5 Details on Impact factor of publications:

Range [ ]   Average [.316]   h-index [ ]   Nos. in SCOPUS [ ]

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	--	--	--	--
Minor Projects	2019-10	UGC	555000	500000
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	--	--
Projects sponsored by the University/ College	--	--	--	--
Students research projects *(other than compulsory by the University)*	--	--	--	--

Any other(Specify)	--	--	--	--
Total			355000	300000

3.7 No. of books published   i) With ISBN No.   [3]   Chapters in Edited Books   [9]

ii) Without ISBN No.   [1]

3.8 No. of University Departments receiving funds from

UGC-SAP [ ]   CAS [ ]   DST-FIST [ ]

DPE [ ]   DBT Scheme/funds [ ]

3.9 For colleges   --No   Autonomy [ ]   CPE [ ]   DBT Star Scheme [ ]

INSPIRE [ ]   CE [ ]   Any Other (specify) [DST]

3.10 Revenue generated through consultancy   [Nil]

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	0	0	0	0	1
Sponsoring agencies					Self

3.12 No. of faculty served as experts, chairpersons or resource persons   [0]

3.13 No. of collaborations   International [0]   National [0]   Any other [0]

3.14 No. of linkages created during this year   [0]

3.15 Total budget for research for current year in lakhs :

From Funding agency   [5.55]   Management of University/College   [0.05]

Total   [5.6]

Type of Patent		Number

3.16 No. of patents received this year

National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

Nil

3.17 No. of research awards/ recognitions   received by faculty and research fellows
Of the institute in the year-- Nil

Total	International	National	State	University	Dist	College
--	--	--	--	--	--	--

3.18No. of faculty from the Institution who are Ph. D. Guides and students registered under them

| 2 |

| 2 |

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF | -- | SRF | -- | Project Fellows | -- | Any other | -- |

3.21 No. of students Participated in NSS events:

University level | | State level | |

National level   International lev | | | |

3.22 No. of students participated in NCC events:

University level | -- | State level | -- |

National level   International lev | 4 | | -- |

3.23 No. of Awards won in NSS: University level | | State level

National level   International lev | | | |

3.24 No. of Awards won in NCC:

University level   State level [ ]   [ ]

National level   International lev [ ]   [ ]

3.25 No. of Extension activities organized

University forum [ ]   College forum [ ]

NCC [ ]   NSS [1]   Any other [ ]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- The N.S.S. unit of this college organized street dramas in places of this locality and surrounding rural areas to create awareness about AIDS among the common people.

-

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	205090	--	--	205090
Class rooms	40	--	--	40
Laboratories	15	--	--	15
Seminar Halls	--	--	--	--
No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year.		Lab chemicals ($\leq$ 1-0lakh)		
Value of the equipment purchased during the year (Rs. in Lakhs)		0.95	Own	0.95

				resource	
Others					

4.2 Computerization of administration and library

Computerization has been done to a great extent in keeping records of administrative matters and also those of the library.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	12033	963000	50	5500	12083	968500
Reference Books	25554	2300000	100	15239	25654	2315239
e-Books						
Journals	32	5055			32	5055
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	29	1	27		20	3		
Added	--	--						
Total	29	1	27		20	3		

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

There is ample facility for access to internet by the teachers and the students in the college library. Teachers and students can get themselves trained up in Computer Application in the Computer Science Dept.

4.6 Amount spent on maintenance in lakhs :

i) ICT

ii) Campus Infrastructure and facilities

3.78

iii) Equipments

iv) Others

0.12

Total :

3.9

Criterion – V
5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The IQAC tried to enhance awareness about the optimum utilization of the available support services such as Central Library, Computer Centre, Play Ground, Hostel, Canteen, Vehicle Parking Shed, Botanical Garden, Auditorium, Multi-gym, Iron-gym and Career Guidance and Counselling Cell.

5.2 Efforts made by the institution for tracking the progression

The college tries to track the progression of the students through personal contacts of the departments with individual students.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
878			PGDCA-12

(b) No. of students outside the state

Nil

(c) No. of international students

Nil

No	%

396	44

Men

No	%
486	56

Women

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
764	98	1	91		954	700	97	2	91		890

Demand ratio 3:2   Dropout % 3

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

> The Career Guidance and Counselling Cell organized several programmes with the help of various counselling agencies to increase students' awareness about the career opportunities and related competitive examinations.

No. of students beneficiaries   52

5.5 No. of students qualified in these examinations

NET   4   SLET   GA 5   CAT

IAS/IPS etc   State PSC   UPSC   Others

5.6 Details of student counselling and career guidance

> Career Guidance and Counselling Cell organized programmes for student counselling and career guidance.

No. of students benefitted   90

5.7 Details of campus placement :

On campus			Off Campus
Number of Organizations	Number of Students Participated	Number of Students Placed	Number of Students Placed

Visited			
			58

5.8 Details of gender sensitization programmes

Nil

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level [ ]   National level [ ]   International level [ ]

No. of students participated in cultural events

State/ University level [15]   National level [ ]   International level [ ]

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level [ ]   National level [ ]   International level [ ]

Cultural: State/ University level [7]   National level [ ]   International level [ ]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	144	449070.00
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11   Student organised / initiatives Nil

Fairs   : State/ University level [   ]   National level [   ]   International level [   ]

Exhibition: State/ University level [   ]   National level [   ]   International level [   ]

5.12   No. of social initiatives undertaken by the students   [1]

5.13 Major grievances of students (if any) redressed: No major grievances were reported by students during this period.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

> The college has the vision of keeping pace with time and serve the society by delivering a morally rich and able generation it is badly in need of. So, its mission is to put greater emphasis on introducing more programmes of contemporary relevance side by side with its traditional academic programmes.

6.2 Does the Institution has a management Information System

> No

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1   Curriculum Development

> The college tried to get feedback from teachers as regards the curriculum so that it could intimate to the University any measures suggested by the teachers in so far as the development of the curriculum is concerned .

6.3.2   Teaching and Learning

> The college introduced field studies and surveys outside curriculum and also remedial courses for disadvantaged students.

6.3.3 Examination and Evaluation

The college followed the rules and regulations of Gauhati University in conducting the Final examinations and the Sessional examinations as well as evaluating the answer scripts. But in case of conducting the examinations the college followed its own system, so that they could be conducted in a fair and smooth manner. The departments from time to time organized some periodical tests to know about the progress of the students. For the same purpose, the college arranged unit tests among students.

6.3.4 Research and Development

The college had a Research Committee to encourage and help the faculty members undertaking research activities.

6.3.5 Library, ICT and physical infrastructure / instrumentation

Many new text books and reference books were newly purchased to widen the facilities of the library. For purchase of library books and other materials of the college, the college has a Library Committee and a Purchase Committee respectively with members from the teaching staff.

6.3.6 Human Resource Management

The college followed the process of Human Resource Management according to the scopes provided to it by the University curriculum.

6.3.7 Faculty and Staff recruitment

In this college, the faculty and staff recruitment is done according to the UGC and the Assam Govt. Rules and Regulations, as well as guidelines. In case of the recruitment of the temporary faculty and staff members too, the same process is adopted.

6.3.8 Industry Interaction / Collaboration

There was no industry interaction/collaboration during the year.

6.3.9 Admission of Students

The college gave admissions to students in various programmes according to the merit. While it followed the Govt. Rules and Regulations as regards reservation of seats for SC, ST, OBC and physically handicapped candidates, selection of candidates for such seats were also done according to merit. A few seats were reserved for candidates showing excellence in sports and cultural activities as well as the NCC A and B certificate holders, and merit was the basis of selecting candidates for such reserved seats too.

6.4 Welfare schemes for

Teaching	
Non teaching	
Students	9000.00(Student' Aid Fund)

6.5 Total corpus fund generated

51,21,114.00

6.6 Whether annual financial audit has been done   Yes   X   No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	No	No	No
Administrative	No	No	No	No

6.8 Does the University/ Autonomous College declares results within 30 days? Not applicable

For UG Programmes   Yes   [   ]   No   [   ]

For PG Programmes   Yes   [   ]   No   [   ]

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

> Not applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

> Not applicable

6.11 Activities and support from the Alumni Association

> The Alumni Association offered suggestions to the college authority on various matters of the college.

6.12 Activities and support from the Parent – Teacher Association

> The Parent-Teacher Association offered suggestions to the college authority on various matters of the college.

6.13 Development programmes for support staff

> Internal training programmes were arranged for development of support staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

> Plantation and disposal of wastes were given priority by the college to make its campus eco-friendly.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

> The college introduced remedial courses for the disadvantaged students, which helped them to understand the subjects learnt properly. Also various field studies and surveys were conducted outside and inside curriculum. This helped the students in broadening the horizon of their knowledge by enabling them to interact with the society directly, side by side with strengthening team spirit and inculcating a sense of

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> 1. The college started the process of introducing the M.C.A. course under the Institution of Distance and Open Learning, Gauhati University.
> 2. The activities of the Career Guidance and Counselling Cell were widened and several agencies were invited to the college in connection with counselling and placement of students.
> 3. The Botanical garden was improved.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> 1. Transparent Admission Policy
> 2. Field Study

Provide the details in annexure (annexure need to be numbered as i, ii,iii)

7.4 Contribution to environmental awareness / protection

> The college organized programmes to create awareness about environment among students.

7.5 Whether environmental audit was conducted?   Yes [ ]   No [X]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> The college underwent an effective SWOT Analysis with an aim to widen the area of its achievement.

8. **Plans of institution for next year**

> The college plans to introduce distance education courses such as B.C.A., B.Sc.(IT), M.Sc. (IT) and P.G.D.C.A., besides the M.C.A. course under the Institute of Distance and Open Learning, Gauhati University.

Name __ Dr. Birinchi Kumar Das*Name* ___ Dr. Prakash Sarma

_____   _____

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*

MADHAB CHOUDHURY COLLEGE, BARPETA
ACADEMIC CALENDAR
SESSION: 2009-10

Month/Year	Particulars	Dates	No. of days
June, 2009	Classes: Working days for college office: Sundays	1-6,8-13,15-20, 22-27, 29, 30 1-6, 8-13, 15-20, 22-27, 29, 30, 7, 14, 21, 28	26 26 04
July, 2009	Classes: Working days for college office: Sundays: Summer vacation	-- 1-4, 6-11, 13-18, 20-25, 27-31, 5, 12, 19, 26 1-31	00 27 04 31
August, 2009	Classes: Working days for college office: Sundays: Freshers' Social **Holidays:** Independence Day Tithi of SrimantaSankardev	1, 3-6, 10-14, 17-21, 24-29, 31 1, 3-8, 10-14, 17-21, 24-29, 31 2, 9, 16, 23,30 7, 8 15 22	22 24 05 02 01 01

September, 2009	Classes:
	Working days for college office:
	Sundays:
	Holidays:
	Tithi of Sri SriMadhabdev
	    Janmastami
	        Id-Ul-Fitre
	Durga Puja/Birth day of
	SrimantaSankardev
	College Election:
		1-5, 7, 8, 10, 12, 14-17, 19,23, 24
		
		1-5, 7, 8, 10, 12, 14-19, 23, 24
		6, 13, 20, 27
		
		9
		11
		21, 22
		
		25-30
		18
			16
			
			17
			04
			02
			01
			01
			02
			--
			05
			01

October, 2009	Classes:
	Working days for college office:
	Sundays:
	Holidays:
	Durga Puja, B'day of Mahatma
	    Gandhi, Lakshmi Puja
	Kali Puja, Diwali, Kati Bihu
	        1st Unit Test:
		5, 14-16, 19-24, 26-31
		
		5-10, 12-16, 19-24, 26-31
		4, 11, 18, 25
		
		17,18
		6-10, 12, 13
			16
			
			23
			04
			
			03
			
			01
			07

November, 2009	Classes: Working days for college office: Sunday: **Holidays:** Guru Nanak's Birth Day Id-Uz-Zuha 2nd Unit Test: (For Degree Students only)	3-7, 9-14, 16-21, 23-27, 30 3-7, 9-14, 16-21, 23-27, 30 1, 8, 15, 22, 29 2 28 21-30	23 23 05 01 01 --

Month	Activity	Dates	Days
December, 2009	Classes:	1-5, 7-12, 21-24, 26, 29-31	19
	Working days for college office:	1-5, 7-12, 14-19, 21-24, 26, 29-31	25
	Sundays:	6, 13, 20, 27	04
	Holidays: Chirstmas Day	25	01
	Muharram	28	01
	College Week:	14-19	06
January, 2010	Classes:	1, 2,4-9, 11-13, 18, 19, 21-23, 25, 27-30	21
	Working days for college office:	1,2,4-9, 11-13, 18, 19, 21-23, 25, 27-30	21
	Sundays:	3, 10, 17, 24, 31	05
	Holidays: MaghBihu	14- 16	03
	SilpiDiwas	17	
	Saraswati Puja	20	01
	Repablic Day	26	01
February, 2010	Classes:	1-6, 8-11, 13, 15-20	17
	Working days for college office:	1-6, 8-11, 13, 15-20, 22-27	23
	Sundays:	7, 14, 21, 28	04
	Holidays: Shivaratri	12	01
	DoulJatra,Holi	28	
	Final Examinations	22 onwards	--
March 2010	Classes:	---	00
	Working days for college office:	2-6, 8-13, 15-20, 22-27, 29-31	26
	Sundays:	7, 14, 21, 28	04
	Holidays:		
	DoulJatra, Holi	1	01
	Final Examination:	2 onwards	--
April, 2010	Classes:	19-24, 26-30	11
	Working days for college office:	1, 3, 5-10, 12, 19-24, 26-31	20
	Sunday:	4, 11, 18, 25	04
	Holidays:		
	Good Friday	2	01
	BohagBihu	13-17	05
May, 2010	Classes:	3-8, 10-15, 17-22, 24-29, 31	24
	Working days for college office:	3-8, 10-15, 17-22, 24-29, 31	24
	Sundays:	2, 9, 16, 23, 30	05
	Holidays:	25	
	May Day	1	01
	Buddha Purnima	--	01

- Total number of class days: 195
- Total number of holidays (including Sundays and excluding summer vacation): 86
- Cancellation of classes on account of Unit Test: 7 days

IMPORTANT POINTS TO NOTE:

1.   There may be slight changes in the schedules of Internal Exams, Freshers' Social and College   Week. The Principal will notify the exact dates of the Unit Tests as well as of Freshers' Social   and College week in due time.

2.   Dates of final examinations will be notified by Assam Higher Secondary Education Council and Gauhati University.

3. Classes for H.S. 2ⁿᵈ Year and TDC 2ⁿᵈ and 3ʳᵈ year will start immediately after Final Examinations.

4. Holidays in the year 2010 may change according to Holiday List of Gauhati University.

Date: 20th May, 2009   Principal

                                                                              M.C. College, Barpeta

Annexure – 2

ANALYSIS OF THE STUDENTS' FEEDBACK

YEAR 2009-10

The students were asked whether their course was applicable/relevant to the real life situations. 54% of the participants answered in the affirmative. 65% of participants said 'Yes' to the question whether the course helped in increasing skill, concept, knowledge, analytical

abilities.34% of students regarded their syllabus easy, while 28% found it manageable. 20% students found the syllabus difficult and 18% termed it as very difficult.55% of the students found the extent of effort required by the students to understand the course satisfactory.

About the availability of books, journals etc. relating to their course in the library, 46% opined that it was excellent, 55% found it adequate and rest called it inadequate. About the computer and internet facilities of the college: Very good --24%, Good -- 56%, Average -- 16%, Poor –4%. Hostel facilities of the college : Very good -- 55%, Good – 34%, Average -- 11%. Sports facilities of the college : Very good – 12%, Good --23%, Average -- 55%, Poor – 10%

Among the courses, 63% regarded Education as the most useful, while 28% regarded Chemistry and 9% regarded Economics as the most useful, as they were expected to help in their further study and career.

All the students said they got proper response from their departments as per expectations. The students felt that their teachers had adequate communication skills. They also had the ability to generate interests in students. They said that 90-100% of the syllabus was taught in the class. The teachers encouraged students' participation in the class. 75% felt that the teachers were very helpful in advising students, and 25% felt they were sometimes helpful. 34% of students said that the teachers provided feedback on their performances regularly, while 66% said it was done irregularly. All the students believed that the internal assessment done by teachers was fair. All the students said that their interaction with the teachers was useful. 84% found their interaction with the college administration useful, while 16% found it otherwise.

About the social atmosphere (a) at the institution, 63% found it satisfactory, (b) in their department, 81% found satisfactory.

All the students commented on their individual teachers highly.

ANNEXURE -- 3

Practice I

1. **Title of the Practice**
   TRANSPARENT ADMISSION POLICY

2. **Goal**

    Every year the college receives a lot of applications from candidates who seek admission to various programmes that the college runs. It is not always possible for the college to accept each and every candidate who seeks admission to the college, because in most of the cases the number of applicants is much higher than the number of seats available. So, there comes the need of selection of candidates for various programmes. That is why, the college has been following a clearly defined admission policy and maintaining transparency in this regard, so that there cannot be any dispute regarding admission and the best candidates can be accommodated.

3. **The Context**

    In adopting an admission policy, the college has to keep in mind these things: (a) In most cases, the number of candidates seeking admission to various programmes is much higher than the number of seats available in that programme. (b) The college is situated at a locality, where diverse communities and groups of people reside, and the candidates who apply for seats in this college represent this diversity. (c) A large number of candidates come from economically backward class. (d) Most of the candidates belong to the locality where the college is situated, and therefore, there is a constant pressure of the local people on the college matters. (e) The main objective of the college is to encourage quality education, and the college does not want to make any compromise in this regard. Keeping all these things in view, the college has been following a transparent admission policy for so many years.

4. **The Practice**

    The admission policy of the college is clearly stated in the prospectus. Merit is the only basis of admission in this college. Of course, there are reservations of seats for Scheduled Castes, Scheduled Tribes (Hill), Scheduled Tribes (Plain) and Other Backward Castes as per the State Policy and constitutional provisions. Certain seats are also reserved for Physically Handicapped candidates as per the Govt. rules and regulations. Besides all these, the college, of its own, reserves a few seats for candidates showing excellence in sports and cultural activities (State/National level) and also for candidates having 'A' and 'B' certificates of N.C.C. Even in the reserved categories mentioned above, merit is the benchmark for selection of students. The college has the provision to give fee relaxation to meritorious students belonging to economically backward classes from the Students' Aid Fund. All these provisions are mentioned in the prospectus published annually in clear terms. The college authority constitutes an Admission Committee consisting of teachers, and this committee conducts the entire admission process. Before the admission, the Admission Committee declares the list of selected candidates in order of merit, category wise, citing the marks they secure in the qualifying examinations. The Committee also declares a waiting list in order of merit, in which the marks secured by the candidates in the qualifying examinations are mentioned properly. Thus, the whole process of admission is made public.

5. **Evidence of Success**

The transparency maintained in the Admission Policy has brought about tremendous success in respect of achieving the desired goal. Firstly, the college has been getting good students because of the transparency in the admission process. Secondly, the college has been able to avoid all kinds of controversies and disputes as regards admission. Thirdly, the college has been able to avoid all kinds of pressure in the matters of admission. Most importantly, this transparency in matters of admission has been appreciated highly by the students, the parents, and the society as a whole.

6. **Problems Encountered and Resources Required**

The major problems encountered in adopting a clearly defined, transparent admission policy in this college are these: (a) As the number of candidates seeking admission is too high, particularly in the B.A. level, the college has to face tremendous pressure to accommodate more students than it can. (b) In the Higher Secondary (Arts) level, a large number of students pass out every year from this college, and they expect admission to Degree level in this college again. They become a source of pressure for the college. To increase number of seats, particularly in the B.A. level, there is the need of more classrooms and more teachers.

7. **Notes (Optional)**

Whatever the pressures may be on the college in connection with the admission process, the college has never compromised in respect of quality, and therefore, the college has never done away with its stated policy as regards admission. Of course, in the last four years, the number of seats in the B.A. class has been increased from 320 to 350, and in the year 2013, even the evening shift was introduced in the B. A. level. But still the demand is mounting, and despite that, the college is determined to go with its transparent admission policy.

8. **Contact Details**

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Practice II

1. **Title of the Practice**

   FIELD STUDY

2. **Goal**

   The main aim of this practice is to introduce the students to the practical aspects of the subjects taught. This helps the students to acquaint themselves with the objective world around them instead of keeping themselves confined with the information stored in the books. At the same time, it helps them to connect their knowledge gathered through study of textbooks to the actual things. Though field study is not at all possible in all the subjects, it has a great importance in certain subjects like environmental studies, anthropology, botany, zoology, history, geography, Assamese, economics etc. The main goal of the field study is to give the students the opportunity of the first hand knowledge.

3. **The Context**

   The practice of field study has several important features to address to. Firstly, at our college, the number of students is quite high so far as arrangement of field study is concerned, and it is not at all possible to give the same students opportunity of field study in more than one subject. Subject-wise speaking, in some subjects the number of students is high again, and it becomes difficult to arrange field study accommodating all the students of that subjects. Thirdly, fund is a major concern for the field study. Till now, the field studies are being arranged with the fees from the students. But the money collected from the students is not at all sufficient for organizing a proper kind of field study. Fourthly, the field studies are carried out in many subjects according to the curricula designed by the University, and there is not much scope for any innovation in this regard. But in some subjects, the concerned departments have initiated field study outside the University syllabus, and in this respect, the concerned departments have designed their own frameworks for such out-of-curricula field studies, and are implementing them according to their own conveniences.

4. **The Practice**

   In many subjects, educational tours or field studies are parts of the syllabi. In these subjects, field studies are organized according to the courses designed by the University. As Environmental Studies is a compulsory subject in the science and the arts stream, the number of students who are to be taken for field study becomes quite large and it becomes difficult for all the students to get desired benefit from the field study in this subject. In some other subjects, the number of students is not beyond control, as they are not compulsory subjects. The students are taken to selected places, where they can get the opportunity to get first hand information about the things they learn in their books.

The field studies in subjects like Assamese, Economics, History are quite an innovative idea, because in Assamese only in the fourth semester of the Major course there is the provision for field study, while field study is organized for the first semester students too. In the subjects History and Economics too, particularly major students are taken to field study and survey works not covered in the syllabi of these subjects.

In case of the University-determined, syllabi-directed field the students are taken to some nearby or distant places, as the case may be, according to its importance in respect of the course. It may be a day-long programme (particularly in case of Environmental Studies) or a longer programme, according to the necessity. In case of the field study of Assamese, the department takes students of major course to certain places, where the students can get acquainted with the ancient scripts preserved. For example, the ancient scripts carved on stones found in North Guwahati and also in the State Museum in Guwahati give the students an opportunity to take interest in the study of ancient scripts. In case of history, the students are taken to some place of historical interest, and made them study the historical importance of that place. In Economics, students are taken to places, where they can study the economically relevant issues in the lives of the people there. After the field studies the students have to prepare individual reports on the study, and it helps the students to acquire knowledge about systematic studies.

5. **Evidence of Success**

The field studies have helped the students to a great extent. It has encouraged them to go deeper into the subject. It has also opened up before them some areas of study, which don't have much scope for exploration in the syllabi of the concerned subjects. Field studies have brought knowledge of the students outside the pages of their books, and helped them to have a wider perspective of the subjects. For example, the students of Assamese in major course have to study about ancient scripts. It is because of their exposure to the real ancient scripts engraved on stone in the ancient time, they have got wider ideas about ancient scripts. The reports that the students have submitted after the field studies have shown that there has been a positive impact of the field studies on the students.

6. **Problems Encountered and Resources Required**

The main problem in organizing field studies is the number of students. Though the syllabi of Gauhati University have made provisions for field study in some particular subjects only, there should have been provisions for field study for all the undergraduate students, if not as a part of the curricula, then as a part of the co-curricular activities. The college thinks that it would have helped the students in widening the horizon of their knowledge and perception. But with a number of students nearing 1300, it is difficult to organize field studies for all the students on the college's own accord. The second problem is finance. The college has to depend on the fees collected from the students to organize a field study. But the fund

generated through the fees of the students is not sufficient to have a field study in proper sense.

7. **Notes (Optional)**

The college believes in giving the students wider opportunities for learning, and learning cannot be confined only to the class rooms. That is the reason why there is so much emphasis on field study. It is also expected that the field studies will help establishing a close connection between the students and the society.

8. **Contact Details**

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