The Annual Quality Assurance Report (AQAR) of the IQAC

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.

9435025562

Name of the Head of the Institution:

Dr. Prakash Sarma

Tel. No. with STD Code:

03665-252222

Mobile:

9435025562

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/AQAR20
1314.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			Applied for	
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)*

2013-14

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

    i. AQAR_2009-10 submitted on 30.06.2014_____
        _____(DD/MM/YYYY)
    ii. AQAR_2010-11 submitted on 30.06.2014_____
        _____(DD/MM/YYYY)
    iii. AQAR_2011-12 submitted on 30.06.2014_____
        _____(DD/MM/YYYY)
    iv. AQAR_2012-13 submitted on 30.06.2014_____
        _____(DD/MM/YYYY)

1.9 Institutional Status

University   State ☐   Central ☐   Deemed ☐   Private ☐

Affiliated College   Yes [X]   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 [X]   Men ☐   Women ☐

                     Urban [X]   Rural ☐   Tribal ☐

Financial Status   Grant-in-aid ☐   UGC 2(f) [X]   UGC 12B [X]

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

1.10 Type of Faculty/Programme

Arts [X]   Science [X]   Commerce ☐   Law ☐   PEI (Phys Edu) ☐

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

Others (Specify)   .Computer Applications (B.C.A., P.G.D.C.A.). The college also runs certificate courses on Agro-technology, Geographical Information System, Geographical Positioning System and Remote Sensing, and distance education courses such as M.C.A., B.C.A., B.Sc.(IT), M.Sc. (IT), P.G.D.C.A. under theInstitute of Distance and Open Learning, Gauhati University.

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   UGC-CE

UGC-Special Assistance Programme   DST-FIST   X

UGC-Innovative PG programmes   Any other (*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   1

community representatives

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: Nil No.   Faculty   2

Non-Teaching Staff Students   Alumni   Others

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

If yes, mention the amount   Rs. 3 lakhs

2.13 Seminars and Conferences (only quality related)

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

Total Nos.   1   International   National   State   Institution Level   1

(ii) Themes   Nihilism/Terrorism: Fiction and Media as Co-perpetrators.

2.14 Significant Activities and contributions made by IQAC

Activities related to NAAC assessment and accreditation (Cycle 2) including preparation of Self Study Report, taking students' feedback, processing taking of teaching plans, providing suggestions to the college authority on the basis of students' feedback, encouraging research works and publications by faculty members, taking feedback from teachers on various issues from time to time, organizing institution level seminar.

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

Preparation of Self Study Report for NAAC assessment and accreditation (Cycle 2), taking Students' Feedback, processing taking of Teaching Plan, encouraging research, publications and departmental seminars/workshops, offering suggestions to the college authority regarding academic and other developmental issues of the college, taking feedbacks from teachers on various issues.	Self Study Report was prepared for NAAC assessment and accreditation (Cycle 2). 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. Feedbacks from teachers were sought on various issues of the college. 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 ☒

        Management ☐   Syndicate ☐   Any other body ☐

        Provide the details of the action taken

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value 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	4	0	0
Others	0	0	0	0
Total	4	4	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	4
Trimester	0
Annual	

1.3 Feedback from stakeholders*   Alumni ☐ Parents ☐ Employers ☐ Students ☐ X
   (On all aspects)

   Mode of feedback   :   Online ☐ Manual X Co-operating schools (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

70	38	32	0	0

2.2 No. of permanent faculty with Ph.D.

19

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
1	7	0	0	0	0	0	0	1	7

2.4 No. of Guest and Visiting faculty and Temporary faculty

Nil	Nil	8

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	0	0	0
Presented papers	3	8	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 that helps the students to express their ideas, knowledge and views.

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

251

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.	24					54
B.A.	151					98.7
B.C.A.	3					33
PGDCA	--	--	--		--	--	--

(In the new Semester system for the Degree courses, the provision of awarding distinction and classes has been abolished. Moreover, the PGDCA exam during the session 2013-14 has not been completed till the preparation of this report.)

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	1
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	1
Faculty exchange programme	
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled	Number of positions filled temporarily

			during the Year	
Administrative Staff	33	8	0	6
Technical Staff	9	0	0	5

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	1	--	1	1
Outlay in Rs. Lakhs	1.5	--	1.5	1.2

3.4   Details on research publications

	International	National	Others
Peer Review Journals	0	18	0
Non-Peer Review Journals	0	4	0
e-Journals			
Conference proceedings	0	3	0

3.5 Details on Impact factor of publications:

Range [ ]   Average [ ]   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	2013-14	UGC	150000	150000
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	--	--

Projects sponsored by the University/ College	--	--	--	--
Students research projects *(other than compulsory by the University)*	--	--	--	--
Any other(Specify)	--	--	--	--
Total			150000	150000

3.7 No. of books published   i) With ISBN No. | 2 | Chapters in Edited Books | 17 |

ii) Without ISBN No. | 3 |

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) | |

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	3
Sponsoring agencies					College itself

3.12 No. of faculty served as experts, chairpersons or resource persons | 1 |

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 | 1.5 | From Management of University/College | 0.2 |

Total | 1.7 |

3.16 No. of patents received this year

Nil

Type of Patent		Number
National	Applied	--
	Granted	--
International	Applied	--
	Granted	--
Commercialised	Applied	--
	Granted	--

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

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

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

3

3

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 level

3.22 No. of students participated in NCC events:

University level   --   State level   --

National level   --   International level   --

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

National level   --   International level   --

3.24 No. of Awards won in NCC:

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

| National level | -- | International level | -- |

3.25 No. of Extension activities organized

| University forum | | College forum | 1 |

| NCC | | NSS | | Any other | |

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

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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	04	--	44
Laboratories	15	--	--	15
Seminar Halls	0	01	--	01
No. of important equipments purchased ($\geq$ 1-0 lakh) during the current year.		1 Nos. ($\geq$ 1-0 lakh)		1
Value of the equipment purchased during the year (Rs. in Lakhs)		4.95		4.95
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	12686	1023740	484	125323	13170	1149063
Reference Books	27093	2434447	161	41774	27254	2476221
e-Books						
Journals	25	2466	25	899	50	3365
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	39	1(40 Nos.)	27		1	5 Nos.	15 Nos.	--
Added	--	--					1	--
Total	39	1(40 Nos.)	27		20	5	16 Nos.	--

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   9.53

ii) Campus Infrastructure and facilities   2.67

iii) Equipments   0.98

                                               4.08

iv) Others

Total : | 1.67

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, Botanical Garden, Auditorium, generators, water coolers, 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. The Alumni Association also does a lot in this respect.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
1243			PGDCA - 11

(b) No. of students outside the state

0

(c) No. of international students

0

Men

No	%
671	53

Women

No	%
580	47

Last Year						This Year					
General	SC	ST	OBC	Physically	Total	General	SC	ST	OBC	Physically	Total

				Challenged						Challenged	
989	85	1	78	1	1152	811	159	7	277	0	1254

Demand ratio   3:2   Dropout % 4

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

> The Career Guidance and Counselling Cell organized various counselling programmes for competitive examinations from time to time using own resources.

No. of students beneficiaries   45

5.5 No. of students qualified in these examinations

NET   7   SET/SLET   6   GATE   [ ]   CAT   [ ]

IAS/IPS etc   [ ]   State PSC   5   UPSC   [ ]   Others   [ ]

5.6 Details of student counselling and career guidance

> The Career Guidance and Counselling Cell counselled a number of students on choosing the right career, the career opportunities available, how to face interview and group discussions, how to prepare for various kinds of competitive examinations etc.

No. of students benefitted   37

5.7 Details of campus placement : Nil

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
0	0	0	0

5.8 Details of gender sensitization programmes

> Measures were taken up to sensitize students as regards gender related issues. Counselling was also offered to girl students about gender related matters. In all these, own resources of the college were used.

5.9 Students Activities

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

State/ University level [1] National level [ ] International level [ ]

No. of students participated in cultural events

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

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

Sports : State/ University level [1] National level [ ] International level [ ]

Cultural: State/ University level [5] National level [ ] International level [ ]

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution		
Financial support from government	113	516100.00
Financial support from other sources		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level [1] National level [ ] International level [ ]

Exhibition: State/ University level [1] 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

> Though the college does not have any direct say in respect of curriculum development, in case of any problem that crops up as regards curriculum, the college placed it in proper forum of the university. The departments were encouraged to discuss the suitability of the curriculum.

    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 in undertaking research activities, and create a suitable environment for research. .

6.3.5 Library, ICT and physical infrastructure / instrumentation

Every year, new text books and reference books were purchased to widen the library facilities. In the field of ICT also facility enhancement was done to the best possible ways. As far as physical infrastructure is concerned, a new seminar hall was built, and it was well equipped with sound systems etc. The college installed CCTV cameras in various class rooms, Principal's chamber and corridors. Microphones usable in class rooms were procured.

6.3.6 Human Resource Management

The college followed the process of Human Resource Management according to the opportunities 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.

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Teaching	

Non teaching	
Students	Some students were given fee relaxation at the time of admission.

6.4 Welfare schemes for

6.5 Total corpus fund generated

6335991.00

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 declare 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 social responsibility in them.

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

1. The newly constructed seminar hall was at use.
2. The Celebration Committee and various sub-committees were formed including teachers, former teachers, students, alumni and representatives of the people of the locality for celebration of the Platinum Jubilee of M. C. College. Various activities in this regard gained momentum. The celebration programme was to include cultural shows, cultural processions, seminars, academic exhibition, publication of souvenir etc.

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 | X | No | |

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

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

SWOT Analysis :

Strengths:

Presence of basic infrastructure for upgradation to model college level. Presence of sizable number of departments with qualified faculties for the study of the modern areas of humanity and basic sciences. Presence of both central and departmental libraries with large collection of books. Situated in the district head quarter with good accessibility to communication and civic facilities. Situated in a good catchment area. Experience of 75 years of undergraduate education. Large base of well placed alumni. Adequate laboratory infrastructure that can run not only UG but also PG programmes. Active cells of NCC and NSS cadres for all round development of students. Active participation of stakeholders in institutional development activities. Robust examination and evaluation system. Dedicated teaching and non-teaching staff.

Weaknesses:

Absence of post graduate courses. Old and out of date class rooms. Lack of modern, technologically up to date teaching aids. Poor financial background of the students. Lack of scope of institutional resource generation. High student-teacher ratio. Afflicted by the presence of +2 level of education. Absence of residential facility for teachers. Absence of proper well maintained residential facilities for the students. Lack of authority in designing syllabus and curriculum. Inability to provide employment opportunity through placement cell. Absence of any scientific waste disposal system. Irregularity of power supply. Lack of professional courses.

Opportunities:

Scope of upgradation from existing level to model college level. Presence of a large aspiring student pool in the catchment area. Having a large land-base in the midst of the town. Situated in a place with rich cultural background. Enhanced interaction of the society with the college.

Threats:

Presence of open universities offering the same degrees. Privatization of higher education. Exodus of students from courses of basic sciences and humanities to technical institutions and management schools. Interference by student bodies in the academic and administrative affairs of the college. Constantly changing educational scenario of Assam.

2. The college also arranged a Green Audit with a view to improvement of the environmental aspects of the college.

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

1. The College plans to go for the Cycle 2 of the assessment and accreditation by the N.A.A.C. in the next year. For this reason, the college is to upload the Self-Study Report in its website at the very beginning of the next year, and also send hard and soft copies of the S.S.R. to N.A.A.C. in due time.
2. The college could not re-organize the Parent-Teacher Association of the college to make it play a more vital role in college matters as planned in the current year. Therefore, it has decided to reconstitute the Parent-Teacher Association in the next year without fail.

Name : Dr. Birinchi Kumar Das   *Name : Dr. Prakash Sarma*

_____   _____

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

ANNEXURE-I

ACADEMIC CALENDAR

MADHAB CHOUDHURY COLLEGE, BAREPTA

(JULY 2013 TO JUNE 2014)

Months / Year	Dates	Working Days / Holidays	Academic & Other Activities
July, 2013	7, 14, 21, 28	Sundays	July 1 to 31 Summer Vacation
	1-6, 8-13, 15-20, 22-27, 29-31	Working Days	
August, 2013	4, 11, 18, 25	Sundays	1st Aug. Commencement of Classes 2nd Week : Fresher's Social
	1-3, 5-8, 12-14, 16-17, 19-24, 26, 27, 29, 31	Working Days	
	9, 10	Holidays for Id-Ul-Fitre	
	15	Holiday for Independence Day	
	25	Holiday for Tithi of Sri Madhavdev	
	28	Holiday for Janmastami	
September 2013	1, 8, 15, 22, 29	Sundays	1st Week : 1st Sessional Examination 2nd Week : College Election
	2-6, 9-14, 16-21, 23-28, 30	Working Days	
	7	Holiday for Tithi of Srimanta Sankardev	
October, 2013	6, 13, 20, 27	Sundays	2nd Half : 2nd Sessional Exam./ Unit Test
	1, 3-5, 7-10, 19, 21-26, 28-31	Working Days	
	2	Holiday for Gandhi Jayanti	
	11-18	Holidays for Durga Puja, Id, Tithi of Srimanta Sankardev, Kati Bihu, Lakshmi Puja	
November, 2013	3, 10, 17, 24	Sundays	
	1, 4-9, 11-13, 15, 16, 18-23, 25-30	Working Days	
	2-3	Holidays for Kali Puja and Diwali	
	14	Holiday for Muharam	
	17	Holiday for Guru Nanak's Birth Day	

	1, 8, 15, 22, 29	Sundays	End Semester Examination (Date to be notified by GU)
December, 2013	2-7, 9-14, 16-21, 23, 24, 26-28, 30-31	Working Days	
	25	Holiday for Christmas Day	
January, 2014	5, 12, 19, 26	Sundays	Jan. 1 - Jan 12: Winter vacation January 18: Commencement of even semester classes. Last part of January. College Week
	1-4, 6-11, 16, 18, 20-25, 27-31	Working Days	
	13-15	Holidays for Magh Bihu	
	17	Holiday for Silpi Divas	
	26	Holiday for Republic Day	
February, 2014	2, 9, 16, 23	Sundays	2nd Week : 1st Sessional Exam.
	1, 3, 5-8, 10-15, 17-22, 24-26, 28	Working Days	
	4	Holiday for Saraswati Puja	
	27	Sivaratri	
March, 2014	2, 9, 16, 23, 30	Sundays	1st Week : Annual Exam. for HS 1st Yr.
	1, 3-8, 10-15, 17-22, 24-29, 31	Working Days	
	16	Doljatra	
April, 2014	6, 13, 20, 27	Sundays	1st Half : 2nd Sessional Exam.
	1-5, 7-12, 17-19, 21-26, 28-30	Working Days	
	14-16	Holiday for Rongali Bihu	
May, 2014	4, 11, 18, 25	Sundays	
	2-3, 5-10, 12-17, 19-24, 26-31	Working Days	
	1	Holiday for May Day	
June, 2014	1, 8, 15, 22, 29	Sundays	End Semester Exam. (Date to be notified by GU)
	2-7, 9-14, 16-21, 23-28, 30	Working Days	

N.B. :- 1. In the event of any change in the holidays mentioned in the Academic Calendar,the University Holiday list be followed.

2. In case any necessity occurs, there may be changes in the schedule of Sessional examinations/Unit tests/Annual examination, Freshers' Social, College Election and College Week.

3. Dates of the end Semester Examinations and H.S. Final Examination to be notified by Gauhati University and A.H.S.E.C.

Dr. Prakash Sarma

Principal

M.C.College, Barpeta

ANNEXURE-2

ANALYSIS OF STUDENTS' FEEDBACK

YEAR 2013-14

1. Is your course applicable/relevant to the real life situations?
   - (a) Yes -- 92%
   - (b) No -- 08%

2. Does the course help in increasing skill, concept, knowledge, analytical abilities?
   - (a) Yes -- 100%
   - (b) No -- 0%

3. The Syllabus is
   - (a) Easy -- 06%
   - (b) Manageable -- 77%
   - © Difficult -- 14%
   - (d) Very difficult – 03%

4. Extent of effort required by the students to understand the course is
   - (a) Satisfactory -- 70%
   - (b) Not satisfactory- 30%

5. What is your opinion on the availability of books, journals etc. relating to your course in the library?
   - (a) Excellent -- 21%
   - (b) Adequate -- 38%
   - (c) Inadequate -- 29%

6. What is your comment on the computer and internet facilities of the college?
   - (a) Very good -- 06%
   - (b) Good -- 17%
   - © Average -- 36%
   - (d) Poor -- 16%
   - (e) Very poor -- 25%

7. Comment on the hostel facilities of the college.
   - (a) Very good -- 10%
   - (b) Good -- 21%
   - © Average -- 51%
   - (d) Poor -- 08%
   - (e) Very poor -- 10%

8. Comment on the sports facilities of the college.
   - (a) Very good -- 10%
   - (b) Good -- 40%
   - © Average -- 21%
   - (d) Poor -- 19%
   - (e) Very poor -- 10%

9. Which courses do you regard as the most useful and why?

11% of the students giving feedback mentioned Education, while 6% mentioned Geography, 6% mentioned Computer education, 3% mentioned Assamese, 5% mentioned

Political Science, 3% mentioned History, 3% mentioned Economics, 2% mentioned Geographical Information System, 2% mentioned Remote Sensing and 2% mentioned Human Rights as the most useful subjects. They all mentioned that the importance of these subjects lies in the fact that they are helpful for students in the matter of their career and also for building a strong society. 14% students gave a vague answer speaking in favor of any subject relevant to the real life situations and of future help for the students. 6% of students said that all the subjects in the syllabus were useful. 2% students spoke about job-oriented and technical subjects. Rest of the students did not give any answer.

10. Did you get proper response from your departments as per expectations?
            (a) Yes   --   67%
            (b) No   --   33%
11. Did your teachers have adequate communication skills?
            (a) Yes   --   90%
            (b) No.   --   10%
12. Did your teachers have the ability to generate interests in students?
            (a) Yes   --   83%
            (b) No   --   17%
13. How much of the syllabus was taught in the class?
            (a) 90-100% --   10%
            (b) 75-90%   --   40%
            © 50-75%   --   29%
            (d) Below 50% --   21%
14. Did the teachers encourage students' participation in the class?
            (a) Yes   --   94%
            (b) No   --   06%
15. How helpful were the teachers in advising students?
            (a) Very helpful --   48%
            (b) Sometimes helpful- 52%
            © Unhelpful   --   0%
16. How did the teachers provide feedback on your performance?
            (a) Regularly ---   51%
            (b) Irregularly --   25%
            © Never   --   24%
17. Was the internal assessments done by the teachers fair?
            (a) Yes   --   87%
            (b) No   --   13%
18. How was your interaction with the teachers?
            (a) Useful   --   92%
            (b) Not useful --   08%
19. How was your interaction with the college administration?
            (a) Useful   --   75%
            (b) Not useful   --   25%
20. What are your comments on the social atmosphere
    (i) at the institution:
            (a) Good   --   41%
            (b) Partially good --   17%
            © Not sastisfactory -- 14%
      (Others avoided to comment.)
    (ii) at the department:

(a) Good   --   48%
(b) Partially good --   08%
© Not sastisfactory --   16%
(Others avoided to comment.)

21. What are your comments on your teachers individually?
(a) Good   --   65%
(b) Partially good --   21%
© Not sastisfactory --   02%

(Most of the students were of high praise for all the teachers equally, while some of them felt that the efforts coming from the teachers were not equal. Others avoided to comment.)

MAJOR HIGHLITHTS:

1. 2% of students expressed reservations about the behavioral aspects of the administrative and the library staff. 4% of the students termed the library as poor, without sufficient stock of required books. 2% of the students felt that the computers are useless.
2. Most of the students commented favorably about many of the teachers, while some students had negative impressions about one or two individual teachers.
3. 2% of the students felt that there is the need to take necessary care about the hostels.
4. 2% of the students expressed problems of laboratory.
5. 2% of the students said that since the Girls' Common Room and the Boys' Common Room are closer to the Chemistry dept., the Chemistry students had to face unbearable noise. Moreover, the students felt that lack of refrigerator and generator connection in the Chemistry dept. hampered the practical classes and project works of the Chemistry students.
6. 2% of the students felt that the teachers discriminated between good and weak students while teaching.

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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