SELF STUDY REPORT
2014

SUBMITTED TO

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE-560072

FOR ASSESSMENT AND ACCREDITATION

CYCLE - 2

MADHAB CHOUDHURY COLLEGE

BARPETA – 781301

ASSAM

TRACKID --   ASCOGN10555.

(A) PREFACE

Madhab Choudhury College, an old and prominent institution of higher education in the lower Assam region, is situated at a small town named Barpeta in the district of Barpeta, Assam. It was established in the year 1939, when the entire country stood against the British colonialism in India. On the 14th of July that year, the erstwhile Chief Minister (then called Prime Minister) of Assam 'Lokapriya' Gopinath Bordoloi inaugurated this college, and thus, the fourth college of the undivided Assam took shape in this semi-urban locality.

Since then, Madhab Choudhury College has passed a long span of 75 years, and it is now preparing for celebration of Platinum Jubilee in the year 2014. In this long span, the college has undergone many phases of change towards betterment.

Quality always being the topmost priority of this college, Madhab Choudhury College went for assessment and accreditation by the National Assessment and Accreditation Council, and it was awarded 'B' Grade by the N.A.A.C. on 8 January, 2004. For some unavoidable circumstances, the college could not go for the Cycle 2 of the assessment and accreditation by the N.A.A.C. in due time.

But Madhab Choudhury College does not want to make any compromise in the matters of quality enhancement, and therefore, it has readied itself for the Cycle 2 of assessment and accreditation by the N.A.A.C. after the lapse of a few years. From now onwards, the college will maintain the continuity in respect of assessment and accreditation by the N.A.A.C.

The Self Study Report submitted herewith is expected to reflect the total present status of the college, showing how the college has tried to cope with the changing scenario in the higher education sector of the country despite many constraints.

(Dr. Prakash Sarma)

Principal
Madhab Choudhury College
Barpeta-781301 (Assam)

(B)EXECUTIVE SUMMARY

Madhab Choudhury College, Barpeta was established at a time when there was a dearth of institutions for higher education in the entire Assam. Before inception of this college, there were only three colleges in this state, and in the broad lower Assam region, there was only one college. So, Madhab Choudhury College was the reflection of an earnest desire of some visionaries to spread higher education in a large socially and economically backward area of Assam. Secondly, the people who were behind the establishment of this college were all closely linked with the countrywide movement against the British colonialism in India, and they regarded dissemination of higher education as an integral part of the process of building an independent and strong nation. So, Madhab Choudhury College, Barpeta was the outcome of a strong patriotic zeal.

Thus, at the time of inception, spreading higher education among people of a disadvantaged region, particularly the economically backward people, having been deprived of it for a long time, was the only aim and objective of this college. But after passing a long period of 75 years, when higher education has become much more accessible to people than it was 75 years back, the college cannot confine itself to merely providing scope for higher education of traditional nature to people of this locality. It has to cope with the tremendous developments in the higher education sector in the country, and the college has prepared itself for the changing scenario of higher education at present. But situated at a disadvantaged locality, the college also has to face many difficulties in undergoing the process of development. Still, the college has readied itself to go forward along with the institutions of other regions of the country, while at the same time catering to the regional needs.

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

Constraints:

- 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.

Institutional Vision:

To improve the existing academic and infrastructural level of the college to a stage from where it can vie for Model College status.

Institutional Mission:

To prepare the students to face the challenges of changing demands of modern time with the help of different stake-holders. The institution will aim to provide meaningful education which will ultimately help the students in discovering their own place in the society.

C. Profile of the Affiliated /Constituent College

1. Name and address of the college:

Name: Madhab Choudhury College
Address: Barpeta
City: Barpeta   Pin: 781301   State:Assam
Website: mccasam.org

2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Prakash Sarma	O: 03665252222 R:	94350 24357	03665252 222	prakashsar mah69@y ahoo.com
Vice Principal	Dr. Kulada Devee	O: 03665252222 R:	94350 24817		
Steering Committee Co-ordinator	Dilip Kr. Das	O: 03665252222 R:	94350 24889		Dkdas65 @gmail.c om

3. Status of the of Institution :
    Affiliated College | Yes |

    Constituent College
    Any other (specify)
4. Type of Institution:
    a. By Gender
          i.For Men
          ii. For Women
          iii. Co-education
                                     | Yes |
    b. By shift
          i. Regular
          ii. Day | Yes |
          iii. Evening | Yes |

5. Is it a recognized minority institution?

Yes	
No	x

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

Does not arise

6. Source of funding:

Government	Yes
Grant-in-aid	
Self-financing	
Any other	

7. a. Date of establishment of the college: …14/07/1939 (dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

Gauhati University

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	00/01/1960	
ii. 12 (B)	00/01/1960	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC

(AICTE, NCTE, MCI, DCI, PCI, RCI etc.)   Not applicable

Under Section/clause	Recognition/Approval details Institution/Department/ Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes [   ]   No [X]

If yes, has the College applied for availing the autonomous status?

Yes [   ]   No [   ]

9. Is the college recognized
   a. by UGC as a College with Potential for Excellence (CPE)?
      Yes ☐   No   ☒
      If yes, date of recognition: …………………… (dd/mm/yyyy)
   b. for its performance by any other governmental agency?

      Yes ☐   No   ☒

      If yes, Name of the agency …………………… and

         Date of recognition: …………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Semi-urban
Campus area in sq. mts.	205090
Built up area in sq. mts.	26120

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.
   - Auditorium/seminar complex with infrastructural facilities   -- √ (1 Auditorium)
   - Sports facilities
      * play ground   √ (1 playground)
      * swimming pool   No
      * gymnasium   √ (1 Multi-gym and 1 Iron-gym)
   - Hostel
      * Boys' hostel   √
            i.   Number of hostels -- 1
            ii. Number of inmates -- 60
            iii. Facilities (mention available facilities) -- Sports, recreation, hygenic foods, pure drinking water
      * Girls' hostel √
            i.   Number of hostels -- 1
            ii. Number of inmates -- 62
            iii. Facilities (mention available facilities) -- Sports, recreation, hygenic foods, pure drinking water
      * Working women's hostel -- No

i. Number of inmates – Does not arise
ii. Facilities (mention available facilities) – Does not arise.

- Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise) -- One Principal's quarter is proposed to be built very soon. The warden of the Girls' Hostel has a quarter enclosed with the Hostel.
- Cafeteria -- There is 1 spacious college canteen.
- Health centre – The college has a health centre with occasional visit of qualified doctor.

  First aid, Inpatient, Outpatient, Emergency care facility, Ambulance…….
  -- First Aid, Emergency care facilities, occasional visit of qualified doctors are there.

  Health centre staff –

  Qualified doctor   Full time [   ]   Part-time [Yes]

  Qualified Nurse   Full time [   ]   Part-time [   ]

- Facilities like banking, post office, book shops -- No
- Transport facilities to cater to the needs of students and staff -- No
- Animal house -- No
- Biological waste disposal -- Partially
- Generator or other facility for management/regulation of electricity and voltage. -- Yes, two numbers of silent generators have been installed in the college.√
- Solid waste management facility -- Partially
- Waste water management -- Partially
- Water harvesting -- No

12. Details of programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted
	Under-Graduate	BA, BSc, BCA	3 years	10+2	Assamese ,English	1760	1246
	Post-Graduate	Nil	Nil	Nil	Nil	Nil	Nil
	Integrated Programmes P G	Nil	Nil	Nil	Nil	Nil	Nil
	Ph.D.	Nil	Nil	Nil	Nil	Nil	Nil

M.Phil.	Nil	Nil	Nil	Nil	Nil	Nil
Ph. D.	Nil	Nil	Nil	Nil	Nil	Nil
Certificate courses	Nil	Nil	Nil	Nil	Nil	Nil
UG Diploma	Nil	Nil	Nil	Nil	Nil	Nil
PG Diploma	PGDCA	1 year	graduation	English	80	33
Any Other (specify and provide details)	Nil	Nil	Nil	Nil	Nil	Nil

13. Does the college offer self-financed Programmes?

Yes X   No ☐

If yes, how many?   7

14. New programmes introduced in the college during the last five years if any?

Yes	√	No		Number	9

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Particulars	UG	PG	Research
Science	Physics, Chemistry, Botany, Zoology, Mathematics, Computer Science, Statistics	Nil	Nil
Arts	English, Assamese, Economics, Political Science, Education, Philosophy, History, Geography,	Nil	Nil

Particulars	UG	PG	Research
	Anthropology		
Any Other not covered above			

16. Number of Programmes offered under (Programme means a degree course like BA, BSc,MA,M.Com…)

   a. annual system

   b. semester system   4

   c. trimester system

17. Number of Programmes with

   a. Choice Based Credit System   No

   b. Inter/Multidisciplinary Approach   No

   c. Any other (specify and provide details) No

18. Does the college offer UG and/or PG programmes in Teacher Education?
   Yes ☐   No ☒

If yes,

   a. Year of Introduction of the programme(s)……………….
      (dd/mm/yyyy)
      and number of batches that completed the programme ☐

   b. NCTE recognition details (if applicable)
      Notification No.: ……………………………………
      Date: …………………………… (dd/mm/yyyy)
      Validity:………………………..

   c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

      Yes ☐   No ☐

19. Does the college offer UG or PG programme in Physical Education?
   Yes ☐   No ☒

   If yes,

   a. Year of Introduction of the programme(s)……………….
      (dd/mm/yyyy)
      and number of batches that completed the programme ☐

   b. NCTE recognition details (if applicable)

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Notification No.: …………………………………

Date: …………………………… (dd/mm/yyyy)

Validity:……………………

c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes [ ] No [X]

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	Nil	Nil	18	9	25	10	12	2	8	2
Yet to recruit	Nil	Nil	--	--	7	--	3	--	Nil	Nil
Sanctioned by the Management/society or other authorized bodies *Recruited*	Nil	Nil	Nil	Nil	3	1	2	--	4	--
Yet to recruit	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Ph.D.	Nil	Nil	5	3	11	3	21
M.Phil.	Nil	Nil	1	0	1	2	4
PG	Nil	Nil	12	6	12	6	37
Temporary teachers							
Ph.D.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
M.Phil.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
PG	Nil	Nil	Nil	Nil	4	Nil	4
Part-time teachers							
Ph.D.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
M.Phil.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
PG	Nil	Nil	Nil	Nil	Nil	Nil	Nil

22. Number of Visiting Faculty /Guest Faculty engaged with the College. | Nil |

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	19	26	32	19	25	13	16	19
ST	01	Nil	01	01	2	2	--	--
OBC	21	23	27	26	19	15	15	18
General	123	144	144	132	188	169	219	261
Others								

24. Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	1237	167	Nil	Nil	1404
Students from other states of India	Nil	Nil	Nil	Nil	Nil
NRI students	Nil	Nil	Nil	Nil	Nil
Foreign students	Nil	Nil	Nil	Nil	Nil
Total	1237	167	Nil	Nil	1404

25. Dropout rate in UG and PG (average of the last two batches)

| UG -- 3% | | Nil |

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UG   PG

26. Unit Cost of Education

   (Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

   (a) including the salary component | Rs.51648/- |

   (b) excluding the salary component | Rs.16687/- |

27. Does the college offer any programme/s in distance education mode (DEP)?

   Yes [X]   No [ ]

   If yes,

   a) is it a registered centre for offering distance education programmes of another University

   Yes [X]   No [ ]

   b) Name of the University which has granted such registration.

   | K.K.H. State Open University |

   c)   Number of programmes offered | 2 |

   d)   Programmes carry the recognition of the Distance Education Council.

   Yes [X]   No [ ]

28.   Provide Teacher-student ratio for each of the programme/course offered --

   Undergraduate programme : 1:23

29.   Is the college applying for

   Accreditation :   Cycle 1 [ ]   Cycle 2 [X]   Cycle 3 [ ]   Cycle 4 [ ]

   Re-Assessment: [ ]
   (Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30.   Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

   Cycle 1: 08/01/2004(dd/mm/yyyy) Accreditation Outcome/Result-B Grade…..
   Cycle 2: ……………….…… (dd/mm/yyyy) Accreditation Outcome/Result……..
   Cycle 3: ……………….…… (dd/mm/yyyy) Accreditation Outcome/Result……..
   Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

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31. Number of working days during the last academic year. :

285 days

32.   Number of teaching days during the last academic year

(Teaching days means days on which lectures were engaged excluding the examination days)

189 days

33. Date of establishment of Internal Quality Assurance Cell (IQAC)
    IQAC …18/5/2001………………… (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
    AQAR (i)   2004-05 submitted on 26.07.2005 (dd/mm/yyyy)
    AQAR (ii)   2006-07 submitted on 26.05.2007 (dd/mm/yyyy)
    AQAR (iii) 2007-08 submitted on 17.07.2008   (dd/mm/yyyy)
    AQAR (iv) 2008-09 submitted on 30.11.2009   (dd/mm/yyyy)
    AQAR (v) 2009-10 submitted on 30.06.2014   (dd/mm/yyyy)
    AQAR (vi) 2010-11 submitted on 30.06.2014   (dd/mm/yyyy)
    AQAR (vii) 2011-12 submitted on 30.06.2014   (dd/mm/yyyy)
    AQAR (viii) 2012-13 submitted on 30.06.2014   (dd/mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include.
    (Do not include explanatory/descriptive information)

    The college runs a Contact Centre of the Institute of Distance and Open Learning under Gauhati University and a Study Centre of Krishna Kanta Handique Open University.

D. Criteria-Wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1   Curriculum Planning and Implementation

1.1.1   State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

This college was established in the month of July, 1939 as the third non-Government college and the fourth college as a whole in the undivided Assam. It means that at that time higher education was not in easy reach for the youths of Assam. So, this institution was set up mainly to make general higher education accessible to the youths of Barpeta and its neighboring areas. But, in the present scenario, when there has been a widespread development in the higher education sector in the country, this college has found it inconvenient to confine itself within the framework of general education, and it has started putting some amount of emphasis on introducing some new, presently relevant, career oriented programmes side by side with the general education and exposing the students to latest developments in various fields like information technology, business administration, agro-technology etc. With this attitude in view, attempts have been made to provide the students, teachers, staff and other stakeholders with the basic amenities of the modern education as far as possible, like computers, internet facilities etc. The college prospectus fully reflects the vision, mission and objectives of the college, so that they are known to everybody concerned.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

M. C. College takes much care about implementation of the curriculum effectively. Therefore, the college authority, with the assistance from the Internal Quality Assurance Cell, develops and deploys action plans to reach this goal. For example, at the beginning of every yearly session, individual teachers are requested to

prepare a teaching plan and submit it to the Principal as well as the Head of the Department. The Heads of the Departments are requested to have regular review of the progress of teaching according to the teaching plans by holding formal/informal meetings between the members of the department. Moreover, suggestions of individual teachers are sought in connection with implementation of curriculum. Special classes are arranged if any parts of the curriculum are not covered according to the teaching plan for some unavoidable reasons. The college also has an Academic Improvement Committee to look after matters relating to effective implementation of the curriculum as well as other academic matters.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

The institution follows its own mechanism according to the programme of the University in respect of offering support to the teachers for effectively translating the curriculum and improving teaching practices. A direct contact between teachers and students is encouraged, so that teachers can understand the problems of the students, and the students can also comprehend the main directions of the curriculum. Students' feedbacks are taken, both formally and informally, and teachers are made to improve their teaching practices, if and when necessary. The teachers receive no support (procedural and practical) from the University in this regard.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

As M. C. College, Barpeta is an affiliated college of Gauhati University, the college has to strictly follow the curriculum framed by Gauhati University, and the college does not have much say in this regard. However, members of the teaching staff, when nominated to the Committee of Courses of the university, get an opportunity to express their views keeping in mind the suitability of the curriculum in the

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environment of the colleges. During the last four years, no such nomination was received by any teacher of this college. Occasionally, individual members of the teaching staff also take the opportunity to let the university know about their views of the curriculum, whenever necessary.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

The college collaborates with research bodies and the university in organizing seminars, workshops etc. associated with the curriculum. Collaboration is also made with agencies in the industrial sector to organize various career related programmes for the students.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

There is not much scope for the college to contribute directly to the development of the curriculum, which is framed totally by Gauhati University. But the college takes certain steps, by which it can analyze the curriculum and present the result of such analysis in relevant forums of the University, if necessary. For example, there are provisions for taking student feedback and teacher feedback as regards various aspects of the college affairs, including curriculum. The suggestions derived from these processes of taking feedbacks are incorporated to the University as per the requirements.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

There is no scope for framing curriculum by the college for any of the courses, because the college follows only those courses, which are within the purview of Gauhati University.

1.1.8 How does institution anlayse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The college requests the departments to organize formal/informal review meetings to review if the declared objectives are met while implementing the curriculum. In case of any lapses in this regard, proper measures are framed in the review meetings to remove the lapses.

1.2   Academic Flexibility

1.2.1   Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

The college offers Post Graduate Diploma on Computer Application as well as the certificate courses on Agro-technology, Geographical Information System, Remote Sensing and Geographical Positioning System. The goal and objective of offering PGDCA course is to give the computer literate students and other youths an opportunity to learn more about computer applications. The goal and objective of the course on Agro-technology is to train the youths in some selected areas depending upon the need of the agricultural scenario of the locality with a view to contributing towards alleviation of rural poverty and also of unemployment. The courses like GIS, RS and GPS are also introduced with the goal and objective of creating some skillful youths in these fields so that they can seek employment in areas pertaining to them.

1.2.2   Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

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No.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability

- Range of Core /Elective options offered by the University and those opted by the college
- Choice Based Credit System and range of subject options
- Courses offered in modular form
- Credit transfer and accumulation facility
- Lateral and vertical mobility within and across programmes and courses
- Enrichment courses

Gauhati University has provisions for no other academic flexibility apart from elective options. The college has to bring more limitations to the elective options offered by the University according to its convenience. But the flexibility that the college offers to the students in terms of elective options helps them to select the subjects as per their capability and interest, and thus, this flexibility becomes helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The college offers self financing programmes under the Computer Science Department in Bachelor of Computer Applications and Post Graduate Diploma in Computer Applications. As these courses are run under Gauhati University, curriculums of Gauhati University are followed in these courses. Any undergraduate student can get admission to the B.C.A. course, while in case of P.G.D.C.A., any

graduate is given admission. The fee structure is: For B.C.A., Rs. 9000 per semester and for P.G.D.C.A. Rs. 12000 in the year. The Computer Science Dept. also runs courses of distance education mode such as B.C.A., M.C.A., B.Sc. (IT), M.Sc. (IT) and P.G.D.C.A. under the Institute of Distance and Open Learning, Gauhati University, as self-financed courses. In respect of admission, curriculum and fee structure, it follows the procedures laid down by the affiliating Institute.

The qualification of the teachers conducting these courses is M.C.A. The regular salary of the teachers is Rs. 5000 in addition to a portion of the revenue generated through these courses. The posts of the teachers are still not sanctioned by the Government.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

The college offers skill oriented programmes like Agro-technology, Geographical Information System, Remote Sensing, and Geographical Positioning System. These are short term certificate courses. The beneficiaries are regular students of the college as well as students from outside college.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

No. There is no such provision offered by Gauhati University.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

There is not much scope for the college to supplement the University's Curriculum. But to ensure the integration of the academic programmes and the College's goals and objectives, M. C. College offers various supplementary measures like encouraging students to conduct field studies and surveys, laboratory activities, library activities etc. outside curriculum.

1.3.2   What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

With no scope to supplement and modify anything in the University designed curriculum, the college, from time to time, organizes programmes like seminars, talks etc. outside the purview of the syllabi, so that the whole teaching-learning process can involve the experiences of the students and cater to the needs of the dynamic employment market.

1.3.3   Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

The college organizes programmes like seminars, workshops, talks etc. as an effort to integrate the cross cutting issues like Gender, Environmental Education, Human Rights, ICT etc.

1.3.4 What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?
- moral and ethical values   -- Awareness campaigns
- employable and life skills   -- Workshops
- better career options   -- Counselling programmes
- community orientation   -- Awareness programmes

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

Every year, at the end of the session, feedback is taken from the final year students. Moreover, feedback is sought from teachers too, seeking from them their experiences as regards existing curriculum and their suggestions as to how to enrich it. The teachers and the students are given opportunity to reflect their views and cite their problems regarding the curriculum, and these are communicated to proper forum of the University whenever necessary.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programmes?

The college has an effective feedback system with the help of which the quality of the enrichment programmes is monitored and evaluated.

1.4   Feedback System

1.4.1   What are the contributions of the institution in the design and development of the curriculum prepared by the University?

From time to time, the college offers suggestions as regards the design and development of the curriculum prepared by the University. For this purpose, workshops and seminars are organized inviting the University scholars and teachers from other colleges too.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

The mechanism to seek feedbacks from the students and the teachers on various issues of the college also covers feedback on Curriculum. These feedbacks are taken care of and incorporated to the proper forum of the University when there is necessity as well as opportunity. They are also used to enrich the curriculum internally by adding supportive elements to the curriculum on the institution's own accord; for example, by engaging the students to conduct field studies and surveys

outside the prescribed curriculum, by arranging seminars and workshops etc.

1.4.3 How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

The college introduced short term courses on Agro-technology, Geographical Information System, Remote Sensing and Geographical Positioning System during the last four years. Moreover, the college also started to run courses of distance education mode such as B.C.A., M.C.A., B.Sc. (IT), M.Sc. (IT) and PGDCA under the Institute of Distance and Open Learning of Gauhati University. The college also acts as a Study Centre of Krishna Kanta Handique State Open University, Assam in the B.A., B.C.A. and D.C.A. courses. The rationale for introducing these courses is to widen the academic horizon of the college as well as to cater to the needs for career-oriented education.

Any other relevant information regarding curricular aspects which the college would like to include.

CRITERION II: TEACHING-LEARNING AND EVALUATION
2.1   Student Enrolment and Profile
2.1.1   How does the college ensure publicity and transparency in the admission process?

The college properly describes its admission process in the prospectus. Moreover, in due time, the admission process is properly notified inside and outside college (through newspaper advertisements) to make the public know about it. The procedure for selection of candidates and the list of selected candidates are also made public. Merit is the only criterion of the admission, and it is made clear in the prospectus as well as in the notices.

2.1.2   Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

Merit is the only criterion for admission in M. C. College. The merit is determined by the marks secured in the last (qualifying) examinations. Merit is used as the only yardstick even while filling in the seats reserved under various categories.

2.1.3   Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

In case of selection of students for major subjects, the minimum percentage of marks in the concerned subject in the qualifying examination is forty. In case of the general courses, the minimum required percentage of total marks in the qualifying examination varies from time to time according to the quality of the applicants and the number of seats to be filled up, ranging from thirty eight to forty two. There is no maximum percentage in case of admission. Most of the colleges of Barpeta district follow the same procedure for admission, while as far as our knowledge, some other colleges don't have any minimum limit of percentage for admission.

2.1.4   Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

There is a mechanism in our college to review the admission process and student profiles annually. This mechanism helps in finding out whether the process has loopholes, which may sometimes make the college accept even undeserving candidates as students. In this way, the process can be improved in the next year. The annual review of the student profiles helps understanding where there is the need of changes in the admission process.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

* SC/ST -- The reservation policy of the Central Government is maintained in case of the admission of students of these categories.
* OBC -- The reservation policy of the Central Government is maintained in case of the admission of students of this category.
* Women -- Normally a large number of women students get admitted to our college. The percentage of women students is almost equal to that of the men students.
* Differently abled -- The reservation policy of the Central Government is maintained in case of the admission of students of this category.
* Economically weaker sections -- M. C. College, being situated at an economically backward area, gets a large number of economically weaker students.
* Minority community -- A large number of students of our college are from minority communities, as the locality where the college is situated is surrounded by areas where a large number of people belong to religious and linguistic minority.
* Any other

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

2009-10

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG 1BA 2B.Sc. 3B.C.A.	460 150 8	320 100 8	23:16 3:2 1:1
PG 1 2 3			

Programmes	Number of applications	Number of students admitted	Demand Ratio
M.Phil.			
Ph.D.			
Integrated PG Ph.D.			
Value added 1 2 3			
Certificate 1 2 3			
Diploma 1 2			
PG Diploma 1.PGDCA 2 3	18	18	1:1
Any other 1 2 3			

2010-11

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG 1BA 2B.Sc. 3B.C.A.	430 140 10	320 90 10	21:16 14:9 1:1
PG 1 2 3			
M.Phil.			
Ph.D.			
Integrated PG			

Programmes	Number of applications	Number of students admitted	Demand Ratio
Ph.D.			
Value added 1 2 3			
Certificate 1 2 3			
Diploma 1 2			
PG Diploma 1.PGDCA 2 3	20	20	1:1
Any other 1 2 3			

2011-12

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG 1BA 2B.Sc. 3B.C.A.	445 140 9	320 100 9	18:13 7:5 1:1
PG 1 2 3			
M.Phil.			
Ph.D.			
Integrated PG Ph.D.			
Value added 1 2 3			

Programmes	Number of applications	Number of students admitted	Demand Ratio
Certificate 1 2 3			
Diploma 1 2			
PG Diploma 1.PGDCA 2 3	20	20	1:1
Any other 1 2 3			

2012-13

Programmes	Number of applications	Number of students admitted	Demand Ratio
UG 1BA 2B.Sc. 3B.C.A.	470 150 10	350 100 10	23:16 3:2 1:1
PG 1 2 3			
M.Phil.			
Ph.D.			
Integrated PG Ph.D.			
Value added 1 2 3			
Certificate 1 2 3			
Diploma			

Programmes	Number of applications	Number of students admitted	Demand Ratio
1 2			
PG Diploma 1.PGDCA 2 3	18	18	1:1
Any other 1 2 3			

It appears that there is no significant change in the demand for the B.A. and B.Sc. courses, the reason of it being the passing out of a large number of students in the Higher Secondary level from this college. In the B.C.A. and the P.G.D.C.A. courses, of course, the number of applicants is still less than the number of seats, the reason of it being the presence of many other institutions in this locality and the neighboring areas offering such self-financed courses.

2.2   Catering to Student Diversity

2.2.1   How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college reserves seats according to the Govt. policies for the differently-abled students.

2.2.2   Does the institution assess the students' needs in terms of knowledge and skills before the   commencement of the programme? If 'yes', give details on the process.

Before the commencement of the programme, the college assesses the students' needs in terms of knowledge and skills. It is done so through verification of the performances of the students of the previous years, analysis of teachers' experiences in their direct contacts with the students, and also through interview during the admission.

2.2.3   What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/Remedial/Add-on/Enrichment Courses, etc.

There is provision for remedial courses for bridging the knowledge gap of the enrolled students.

2.2.4   How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Awareness programmes, including seminar, workshop etc. are organized in matters of gender, inclusion, environment etc. to sensitize the staff and the students of this college. The college has Prevention of Sexual Abuse Committee, Green Audit Committee, N.S.S. unit, M. C. College-based Barpeta branch of Assam Science Society to work on these matters.

2.2.5   How does the institution identify and respond to special educational/learning needs of advanced learners?

The institution identifies advanced learners by means of periodical assessments. To cater to the special educational/learning needs of advanced learners, the college provides various opportunities like consultancy outside classroom, books and internet facilities etc.

2.2.6   How does the institute collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

The college has a mechanism of periodical assessment of students through University prescribed sessional examinations. The departments also adopt their own assessment processes to know about the academic performance of the students through the programme duration. There is periodical review of the data and information thus collected on the academic performance of the students through the

programme duration. The collected data and information are used to help the students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. in overcoming their problems in learning by various means suitable for them.

2.3   Teaching-Learning Process

2.3.1   How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The college follows its own academic calendar, which is at par with the one prepared by the University. At the beginning of the academic session, i.e. the odd semesters, all teachers are requested to prepare their own teaching plans, which they submit to both the Principal and the respective Head of the Department. The departments are requested to review periodically whether the progress in teaching is at par with the teaching plans.   Periodical evaluations like Sessional Examinations, Unit Tests are organized according to the academic calendar.

2.3.2   How does IQAC contribute to improve the teaching –learning process?

The IQAC monitors the teaching-learning process all the time. It takes initiatives and helps the college authority in the process of taking teaching plans from all the individual teachers at the beginning of the odd semesters. IQAC becomes instrumental in taking feedbacks from students, teachers and parents. It also offers necessary suggestions to the authority in adopting new measures to improve the teaching-learning process.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The students are encouraged to interact with the teachers in the class. They are also given various home assignments, in which they can get the opportunity to show

their strengths and comprehend their own weaknesses. Other programmes like survey, field study etc. are also conducted in a learner- oriented process, so that the students can have the opportunity for independent learning. Students are also encouraged to organize their own seminars and present papers in teams. In this way, they are made to comprehend the need of team spirit so far as learning is concerned.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The students are encouraged to prepare seminar papers and make presentation of them in a gathering. They are made to face interactions in those seminars, for which they have to prepare themselves for answering questions on the topics they present. They are also encouraged to prepare reports on survey and field-study they conduct. Publication of college magazines and wall magazines, activities relating to sports and culture etc. are some important parts of the process of giving a boost to their creativity and innovative attitude. Through awareness programmes like seminar, workshop etc., where the students can get the opportunity to listen to great scholars from outside, they are imbibed with scientific temper. In this way, they are encouraged to transform themselves into life-long learners and innovators.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

There are provisions for the students to have access to educational programmes prepared by the U.G.C. and other agencies. Students are given free access to internet facilities.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

There is no scope for blended learning at our institution. But certain steps are taken such as organizing seminars, workshops etc. for both students and teachers, so that they can expose themselves to the advanced level of knowledge and skills. Experts on particular fields are invited from time to time to give talks on various new areas of knowledge and skills.

2.3.7   Detail (process and the number of students \benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

In a bid to provide the students with professional counselling and mentoring, the Career Guidance and Counselling Cell of the college invites various outside agencies to the college to conduct workshops etc. for students, with experts deliberating on various fields. In an academic year, nearly 4 to 5 such programmes are organized by such agencies. For academic, personal and psycho-social support and guidance services, the college itself has its own mechanism for counseling to students at individual and collective level. Nearly 100 students are benefitted by such programmes every year.

2.3.8   Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

During the last four years, some of the faculty have used unconventional teaching methods like using audio and visual aids according to the necessity. The institution encourages the faculty in this respect by providing the necessary equipments.

2.3.9   How are library resources used to augment the teaching-learning process?

The library of the college has a large number of books useful for both students and teachers. It also has internet facility with students getting the opportunity of its free access. The students are encouraged to get the access of internet and reference books in connection with the topics taught in the class. The departments occasionally hold

library sessions for making the students properly familiar with the library resources.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The college occasionally faces challenges in completing the curriculum within the planned time frame and calendar. The college premise is used by the District Administration for conducting all Parliamentary, Assembly and Panchayat elections, and in that case, the college activities come to a standstill for more than one month. Sometimes, bandh calls given by various organizations also hamper the regular college activities. When such unavoidable situation arises, the college takes extra classes outside the planned time frame, and thus, tries to meet the requirements of the students.

2.3.11 How does the institute monitor and evaluate the quality of teaching learning?

The institution monitors and evaluates the quality of teaching learning through feedbacks of the students and the periodical evaluations of them.

2.4   Teacher Quality

2.4.1   Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
Ph.D.	Nil	Nil	5	3	10	3	20
M.Phil.	Nil	Nil	1	0	1	2	4
PG	Nil	Nil	12	6	13	6	38
Temporary teachers							
Ph.D.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
M.Phil.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
PG	Nil	Nil	Nil	Nil	4	Nil	4

Part-time teachers							
Ph.D.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
M.Phil.	Nil	Nil	Nil	Nil	Nil	Nil	Nil
PG	Nil	Nil	Nil	Nil	Nil	Nil	Nil

In case of the recruitment of college teachers, the college follows the latest U.G.C. norms and criteria as well as the guidelines of the Higher Education Department of the Govt. of Assam. But the college tries to attract the best possible teachers to the college and create a suitable environment for the teaching staff so that the competent teachers enjoy their jobs in this college.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

Information technology, Agro-technology (short-term course), Geographical Information System, Remote Sensing and Geographical Positioning System (short-term courses) are the only modern areas of study that the college has introduced in the last few years. While Agro-technology is dealt with by the department of Zoology, and Geographical Information System, Remote Sensing and Geographical Positioning System are dealt with by the departments of Geography, Zoology and Botany, there is the department of Computer Science, which handles everything associated with Information Technology. There is no scarcity of qualified senior faculty to teach these new programmes/modern areas of study.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	48 Nos.
HRD programmes	6 Nos.

Academic Staff Development Programmes	Number of faculty nominated
Orientation programmes	45 Nos.
Staff training conducted by the university	4 Nos.
Staff training conducted by other institutions	Nil
Summer / winter schools, workshops, etc.	3 Nos.

The college encourages and gives opportunity to the college teachers to take part in the Staff Development Programmes.

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning

❖ Teaching learning methods/approaches -- Nil

❖ Handling new curriculum -- Nil

❖ Content/knowledge management -- Nil

❖ Selection, development and use of enrichment materials -- Nil

❖ Assessment -- Nil

❖ Cross cutting issues -- Seminars and workshops are held.

❖ Audio Visual Aids/multimedia -- Nil

❖ OER's -- Nil

❖ Teaching learning material development, selection and use -- Nil

c) Percentage of faculty

∗ invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies -- 0.06%

∗ participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies -- 32%

∗ presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies -- 20%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The teachers are given necessary support for research and other important academic

activities as per the U.G.C. rules and guidelines, as well as the provisions laid down by the Department of Higher Education, Govt. of Assam. The college encourages the teachers to go for recharging activities like research, publications etc. through the I.Q.A.C. and the Research Committee.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

During the last four years, no faculty received awards/recognition at the state, national and international level for excellence in teaching.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

Evaluation of teachers by the students is done through the feedback system. The concerned teachers are informed of the outcome of this evaluation process, so that he/she can know what kind of impact his/her teaching has left on students, and also in what areas he/she has to work for improving the quality of teaching. In this way, by bridging the gap between students and teachers, attempts have been made to make the teaching-learning process more effective.

2.5 Evaluation Process and Reforms

2.5.1   How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

In case of the evaluation processes the institution follows the procedures framed by Gauhati University. The institution ensures that the students know about the evaluation processes by imparting to them detailed information about it from time to time. The teachers are actively involved in the evaluation processes, in the positions of Asstt. Officers-incharge of the examinations, Invigilators, Asstt. Zonal Officers of the evaluating zones, Examiners, Scrutinizers, Head Examiners and Paper setters.

2.5.2   What are the major evaluation reforms of the university   that the institution has adopted and what are the reforms initiated by the institution on its own?

During the last four years, the major evaluation reform of the University is associated with the introduction of semester system at the Degree level. The institution is bound to adopt it. College has no scope for initiating any reform on its own. But the college encourages the departments to take steps to have some other periodical evaluation processes apart from those specified by the University, and in this matter, the departments follow their own methods of evaluation.

2.5.3   How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

For the sake of effective implementation of the evaluation reforms connected with the semester system, the college involves majority of the faculty members of the college in the process of evaluation. The college annually forms an internal examination board with members from the faculty to look after the matters concerning the internal evaluations under the specified rules of the University. The college has also made the departments work out measures to make the internal evaluation more systematic and scientific.

2.5.4   Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

In an institution like ours, where the number of students is so large, it is a bit difficult to adopt effective formative and summative evaluation approaches. For the formative and summative evaluation, the college mainly depends on the periodical evaluation of the students according to the University guidelines for semester system. As per the University guidelines, sessional examinations are held to assess the progress of the students. The additional evaluative processes undertaken by the departments of their own also help in this regard. Moreover, the individual teachers' direct interactions with individual students are also taken into account.

These approaches have positively impacted the system of study. For example, the teachers get aware of the strengths and weaknesses of the individual students and

lead their tasks accordingly. Secondly, the students themselves get aware of their own strengths and weaknesses, and can thus comprehend the directions of study they have to follow. Thirdly, as students get a scope for exposing themselves to the teachers, it helps attainment of a student-centric system, at least partially.

2.5.5   Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme?   Provide an analysis of the students results/achievements   (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The college monitors the progress and performance of students through the duration of the course/programme by means of the regular evaluation processes adopted. The result of this monitoring is communicated to the students by returning to them the evaluated scripts and as far as practicable, discussing individually their shortcomings with them.

Details of the results in the last four years:
2009-10

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

2010-11

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Sc.	32	13	25	41	0	78
B.A.	234	6	10	53	11	74
B.C.A.	12	0	75	8	0	83.3
PGDCA	3	0	33.3	33.3	0	66.7

2011-12

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Sc.	28	25	29	54	36	82
B.A.	197	0	13	58	10	81
B.C.A.	6	0	50	0	0	50
PGDCA	9	0	11	44	0	55.6

2012-13

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B.Sc.	31	13	23	68	--	90
B.A.	261	5	6	46	11	67
B.C.A.	0	0	0	0	0	0
PGDCA	9	0	11	44	0	55.6

The above results show that the college has maintained almost a consistency except in B.C.A. and P.G.D.C.A. in respect of students' academic achievements in the last four years. The differences in the performances of the students in B.C.A. and P.G.D.C.A. are owing to the differences in the quality of students these programmes get in different years.

2.5.6   Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

The college has made significant improvements in ensuring rigor and transparency in the internal assessment during the last four years. Every year, an Internal Examination Board is formed, and this Board looks after all the matters relating to the internal assessment including conducting the University-prescribed Sessional Examinations. Besides the marks attained in the Sessional Examinations, performances in other tasks like home assignments, seminars etc. are also taken into account while making internal assessment. The students are informed well about their performances in Sessional Examinations and other tasks. The marks of the Sessional Examinations are notified, and the evaluated answer scripts are made open to the students as per their willingness. In the University guidelines, there is not

much scope for weightages for behavioral aspects, communication skills etc.

2.5.7   Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the institution and individual teachers use assessment/evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning. Particularly after the semester system was introduced in the undergraduate level by Gauhati University, the college and individual teachers have felt it necessary to keep constant knowledge of student performance, achievement of learning objectives and planning. For this reason, they have adopted the measures of assessment/evaluation through various means including written examinations and other relevant academic activities, in which students can reflect their progress in knowledge acquirement. For example, the departments and individual teachers conduct assessment/evaluation from time to time, apart from the Sessional Examinations conducted according to the University guidelines. Particularly in the major courses, and occasionally in general courses too, class tests are conducted. Students are also given home assignments, and are also given opportunity to make presentation of seminar papers prepared in groups.

2.5.8   What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

At the college level only grievances related to evaluations in connection with internal examinations such as Sessional Examinations, departmental class tests etc. are redressed. For this, the aggrieved students can apply to the Principal or the Internal Examination Board, or they can contact the concerned departments directly. Subsequently, the concerned departments take measures to redress such grievances. In case of the grievances related to the final examinations, the University has its mechanism to redress such grievances.   When such cases occur, the college forwards them to the University, which takes necessary steps for their redressal.

2.6   Student performance and Learning Outcomes
2.6.1   Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The college has   clearly stated learning outcomes, determined by the affiliating University. The students and staff are made aware of these through the syllabi/programme details published by the University.

2.6.2   How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

In order to achieve the intended learning outcomes, the University has structured the teaching, learning and assessment strategies of the institution. The college completely follows these strategies while framing the teaching programmes for the college.

2.6.3   What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

The college organizes various programmes, sometimes in collaboration with outside agencies and at other times of its own, on various aspects like quality Jobs, entrepreneurship, innovation and research aptitude so as to enhance the social and economic relevance of the courses offered. Sometimes, students are engaged in various group activities like surveys and field studies etc. for this purpose.

2.6.4   How does the institution collect and analyze data on student learning outcomes and use it for planning and overcoming barriers of learning?

The college collects data on student learning outcomes through periodical assessments/evaluations and feedbacks, and tries to analyse the problems students face in respect of learning outcomes, so that these problems can be overcome through remedial measures, and the plans and strategies can be brought to the right track.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes.

Periodical assessments and evaluations, home assignments, seminars, feedback etc. are the methods applied by the college to monitor and ensure the achievement of learning outcomes.

2.6.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The graduate attributes specified by our college as well as Gauhati University are proper understanding of the society, development of leadership quality and communication skill. For attainment of these by the students, there are various opportunities open for them. For example, through the N.S.S. and the N.C.C., students are given a scope to do some social activities outside campus, like survey, awareness campaign against certain social evils like superstition, consumption of tobacco and wine etc. There is also an Extention Activities Cell in the college, which takes up socially relevant programmes engaging the students. Programmes like debating, group discussion etc. are held in the college for the students.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Nil

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION
3.1 Promotion of Research
3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

No.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few

recommendations made by the committee for implementation and their impact.

The college has a research committee to monitor and address the issues of research. It consists of six members from the teaching community, who have already excelled in research activities. One of them is made the convener of the committee. The committee has tried to encourage other teachers to do research works and to provide them with necessary information regarding this. The committee has also kept records of research activities being pursued by the faculty members. The committee has recommended organizing of more and more seminars and workshops on research methodology to help the new researchers. The main aim and objective of this committee is to create a suitable environment for research among the teaching staff.

3.1.3   What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

- autonomy to the principal investigator -- Yes
- timely availability or release of resources -- Yes
- adequate infrastructure and human resources -- Yes
- time-off, reduced teaching load, special leave etc. to teachers -- Considering the Govt. regulations and the condition of the college, it is not possible at present.
- support in terms of technology and information needs -- Yes
- facilitate timely auditing and submission of utilization certificate to the funding authorities -- Yes
- any other – Any support that a researcher prays for and the college is in a position to allow.

3.1.4   What are the efforts made by   the institution in developing scientific temper and research culture and aptitude among students?

Though the college is basically an undergraduate college and there is limited scope for research works in the undergraduate level, students are engaged in various activities like preparation of seminar papers, project reports, field studies, surveys, home assignments etc. for developing scientific temper, and research culture and aptitude among them. Gauhati University syllabi also offer project works for

students of the 6th Semester in most of the subjects, and sometimes in other semesters too. Occasionally, experts are invited to the college to address the students on various issues, which can encourage the students in attaining research culture and aptitude.

3.1.5   Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

There are several members of the teaching staff, who are involved in active research. The details of them are given below:

1.   Dr. Ranjit Kumar Hazarika, Associate Professor, Dept. of Zoology, Dr. Dip Kumar Bhattacharyya, Asstt. Professor, Dept. of Botany and Dr. Bipul Sarma, Asstt. Professor, Dept. of Mathematics are guiding research scholars.

2.   Some teachers were involved in Minor Research Projects sponsored by the U.G.C. in the last four years (from 2009-10 onwards). They are,

(i)   Asssociate Professor Dilip Kr. Gayan on "Identification of Algel Diversity in Undivided Barpeta District."

(ii)   Associate Professor Dr. Ranjit Kumar Hazarika on "Neurotoxic Effect of Ipomea Carnea on Brain tissue of Albino Rat with EEG Analysis."

(iii)   Assistant Professor Dr. Dip Kumar Bhattacharyya on "Phytosociology & Biomass Production of the Cropfield Weed Community of Nalbari District of Assam with Special Emphasis on Chemical Characterization of Select Weed Species Regarding the Nutritional & Medicinal Values".

(iv)   Assistant Professor Dr. Hitesh Das on "Physico-Chemical Characteristics and Heavy Metals Content in the Tributaries of the River Brahmaputra Fall under Barpeta District."

(v)   Assistant Professor Dr. Sanjib Deuri on "A Computational Study on Palladium Catalyzed Cross-Coupling Reactions."

(vi)   Asstt. Professor Dipanjali Pathak on "A Computational Investigation on a Few Important Organocatalytic Reactions."

(vii)   Asstt. Professor Dr. Malay Kumar Barman on "Lower Atmospheric Variabilities and Earthquake Precursor: Use of Anomalous VHF Propagation."

(viii)   Associate Professor Dr. Babul Chandra Das on "Festivals of Barpeta Satra: Socio-economic and Cultural Impact on the Society of Barpeta."

(ix)   Asstt. Professor Dr. Pratyush Purkayastha on "Synthesis and Crystal Structure Investigation of Some Chalcone Derivatives by X-Ray Diffraction Methods."

(x)   Asstt. Professor Dr. Abani Kumar Das on "Human Rights Position of Char Dwellers of Barpeta District."

3.   Asstt. Professors Puspajyoti Ojah of the Dept. of Assamese, Anjana Bhattacharyya and Indrajyoti Roychowdhury of the Dept. of English, Bidyut Das of the Dept. of Computer Science, Champak Deuri of the Dept. of Education, Sarat Chandra Bhuyan and   Luna Goswami of the Dept. of Anthropology, Chiranjit Barua of the Dept. of Zoology, Dipanjali Pathak and Abdur Rezzak Ali of the Dept.

of Chemistry, Archana Das of the Dept. of Physics and Suman Deka of the Dept. of Philosophy are engaged in individual research for the Degree of Ph.D.

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

The college conducted workshops/seminars inviting experts to create a research culture among the staff and students. Students were encouraged to do small scale research activities pertaining to their subjects so as to introduce them to the task of research.

(a)The department of Philosophy undertook the following programmes with this purpose in view:

i) One day seminar on "Behavioural and Attitudinal Change' on 8 December, 2009. Dr. Maina Sarma was the resource person.

ii) A talk on the occasion of World Philosophy Day with Dr. Sib Nath Sarma, Professor of Gauhati University as the resource person.

(b) The College organized a seminar in collaboration with Rangghar, Barpeta, a socio-cultural organization of this locality, on "Rise of Assamese Nationalism in the 19th Century and Lakshminath Bezbarua" on 22 March, 2013.

© The I.Q.A.C. organized a seminar on "Terrorism/Nihilism: Media and Fiction as Co-perpetrators" on 13 February, 2014, in which Assistant Professor of the College Indrajyoti Roychowdhury deliberated on the topic.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The prioritised research areas are biodiversity, economic issues relating to the people of this locality, issues of human rights and terrorism, social unrest, environmental issues, art and culture (particularly the Vaishnavite Sattriya culture), literature, language etc. In concerned departments of the college, there are teachers who have the expertise to carry out research in such areas.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence

to visit the campus and interact with teachers and students?

The college organized several national level seminars in the field of Physics, Assamese and Botany, in which eminent researchers were invited as resource persons. They could interact with teachers and students during their presentations. Such practice is regular in our college.

3.1.9   What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

In the recent years, no faculty of our college has utilized Sabbatical Leave for research activities.

3.1.10   Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The relative findings of the individual research done by some of the teachers were communicated to the students and community through organizing of seminars on the concerned topics, in which the researchers got the opportunity to deliberate on their research findings.

3.2   Resource Mobilization for Research

3.2.1   What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

As the college has to depend on the fundings from the UGC and the State Govt., and it has no scope for resource generation in large scale, it has not been possible for the college to earmark amount of the total budget for research. All the Minor Research Projects taken up by faculty members were done with the sponsorship of the U.G.C.

3.2.2   Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the

faculty that has availed the facility in the last four years?

There is no provision in the college to provide seed money to the faculty for research.

3.2.3   What are the financial provisions made available to support student research projects by students?

In the undergraduate level, there is not much scope for research works. Still, the college encourages its students to do small scale research activities through surveys and field works, and the college bears the expenditure of such activities from its miscellaneous fund.

3.2.4   How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research?   Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Though till now there has not been any inter-disciplinary research conducted by departments, the college authority has been encouraging such project, and it is expected that such encouragement will show results very shortly.

3.2.5   How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The authority encourages optimal use of various equipment and research facilities by its staff according to the individual necessity, and the Research Committee as well as the concerned departments takes care of it. The same is the case with the small scale research activities the students undertake.

3.2.6   Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The college has not yet received any special grants or finances from the industry or other beneficiary agency for developing research facility.

3.2.7   Enumerate the support provided to the faculty in securing research funds

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from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
Minor projects	(1)2009-10	Idenfification of Algel Diversity in Undivided District of Barpeta	UGC	1,20,000	95,000	95,000
	(2)2009-10	Neurotoxic Effect of Ipomea Carnea on Brain Tissue of Albino rat with EEG Analysis	UGC	2,00,000	2,00,000	2,00,000
	(3)2009-10	Festivals of Barpeta Satra: Socio-Economic and Cultural Impact on the Society of Barpeta.	UGC	90,000	90,000	90,000
	(4)2009-10	Synthesis & Crystal Structure Investigation of Some Chalcone Derivatives by X-Ray Diffraction Methods"	UGC	1,45,000	1,15,000	1,15,000
	(5)2011-12	Physico-Chemical Characteristics & Heavy	UGC	1,35,000	90,000	90,000

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
		Metals content in the Tributaries of the River Brahmaputra Fall under Barpeta District.				
	(6)2011-12	Phytosociology & Biomass Production of the Cropfield Weed Community of Nalbari District of Assam with Special Emphasis on chemical characterization of Select Weed Species Regarding the Nutritional & Medicinal Values.	UGC	1,45,000	1,45,000	1,45,000
	(7)2012-13	Lower Atmosphere Variabilities and Earthquake Precursor: Use of Anomalous VHF Propagation	UGC	2,00,000	1,57,000	1,57,000
	(8)2012-13	Computational Study on	UGC	1,95,000	1,90,000	1,90,000

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
	(9)2012-13	Palladium Catalyzed Cross-Coupling Reactions A Computational Investigation on A Few Important Organocatalytic Reactions	UGC	1,45,000	1,35,000	1,35,000
	(10)2013-14	Human Rights Position of Char Dwellers of Barpeta District	UGC	1,50,000	1,20,000	1,20,000
Major projects	Nil	Nil	Nil	Nil	Nil	Nil
Interdisciplinary projects	Nil	Nil	Nil	Nil	Nil	Nil
Industry sponsored	Nil	Nil	Nil	Nil	Nil	Nil
Students' research projects	Nil	Nil	Nil	Nil	Nil	Nil
Any other (specify)	Nil	Nil	Nil	Nil	Nil	Nil

3.3 Research Facilities

3.3.1   What are the research facilities available to the students and research scholars within the campus?

The Central Library of the college, named Kameswar Das Library, provides many books and journals, which are very helpful in respect of research. Moreover, the laboratories of the departments of Physics, Chemistry, Zoology, Botany and Anthropology are well equipped for research activities.

3.3.2   What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

Besides the U.G.C., H.R.D. ministry and the Govt. of Assam, the College has the plan to approach other funding agencies such as industries and concerned beneficiary organizations, so that the college gets the necessary fund for planning, upgrading and creating infrastructural facilities to meet the needs of the researchers.

3.3.3   Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years.

No, the institution has not received any special grants or finances from the industry or other beneficiary agency for developing research facilities. But the institution hopes that in the near future such grants can be attained.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

In the laboratory of the Govt. of Assam's Public Health Department, Barpeta district, students and researchers of the college get the facilities of water testing. Besides, in the soil testing laboratories under the District Agriculture Office, Barpeta and Soil Conservation Office, Barpeta, students and researchers of this college get facilities for different tests of soil. The sophisticated laboratories of the State Pollution Control Board, Assam in Guwahati too offer facilities to the students and researchers of this college. The Vaishnavite Satra institutions of Barpeta district too are of great help in respect of researches in the field of art, culture, literature and history.

3.3.5   Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

The college has a big central library and the departmental libraries, which the researchers can use. But there is no library/information resource centre or any other facilities, which are meant especially for the researchers. Of course, the District Library of Barpeta is situated just near the campus of the college, for which students and researchers of the college, particularly from the faculty of Arts, get the opportunity to collect research materials from the same. The Vaishnavite Satra institutions of this locality are also good sources of research materials, especially in the fields of art, culture and religion. The college has a plan to encourage collaborative research works with such institutions.

3.3.6 What are the collaborative research facilities developed / created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

Processes are going on to have collaborative research facilities with Public Health Department, Agriculture Department, Soil Conservation Department and State Pollution Control Department as well as the District Library, Barpeta.

3.4 Research Publications and Awards

3.4.1   Highlight the major research achievements of the staff and students in terms of

* Patents obtained and filed (process and product) -- Nil
* Original research contributing to product improvement -- Nil
* Research studies or surveys benefiting the community or improving the services --

    The Department of Economics, with its students,   conducted a survey in Rayatpara/Bhakatpara area within Barpeta, inhabited basically by economically backward Scheduled Caste people and studied the socio-economic condition of the people living there. The outcomes of the survey are supposed to benefit the community by bringing to light their living conditions.

* Research inputs contributing to new initiatives and social development -- Several researches have been done on subjects that directly address the society and the people, their lives and problems, natural and social hazards, customs and culture. Researches have been done on how to attain a new

perspective for looking into the social issues. For example, there have been research activities on flood hazard in Barpeta district and its environmental perspectives, crimes in social context, the problem of increase in the number of cancer patients in Barpeta district, the plight of char dwellers of Barpeta district, the issues pertaining to euthenasia, besides the Vaishnavite Sattriya culture and festivals of Barpeta Satra. The findings of these researches have opened up scope for new and better understanding of society and social issues, and thus, have contributed directly or indirectly to social development.

3.4.2   Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The M. C. College unit of Assam College Teachers' Association publishes an annual multi-disciplinary bilingual journal "Shikshabratee" with the ISSN. It has an editorial board with four members and one editor. It publishes research-oriented articles and research papers written by the teachers of the college. Till now such publications have not been listed in any international database.

3.4.3   Give details of publications by the faculty and students:
* Publication per faculty

The following teachers contributed their articles of academic interest/research papers to various journals/periodicals/newspapers.

Dr. Geeta Devee – 5, Dr. Dhira Talukdar -- 15, Suman Deka -- 2, Kulendra Narayan Patowary -- 3, Kaberi Saikia Das -- 1, Anjana Bhattacharyya – 1, Dr. Eushah Ali -- 13,Dr. Dip Kr. Bhattacharyya -- 21, Dr. Ranjit Kr. Hazarika -- 44, Jayanta Deka -- 4, Binay Kr. Basumatary -- 2, Dr. Dimpy Das -- 7, Dr. Brojen Das --- 2, Dr. Bipul Sarma -- 12, Bidyut Das -- 6, Deepalee Deka -- 1, Puspajyoti Ojah --3, Dr. Babul Chandra Das -- 9, Dr. Manima Kakati -- 4, Dr. Naba Kumar Talukdar -- 4, Dr. Malay Kr. Barman -- 6, Dr. Pratyush Kumar Purkayastha -- 11, Sarat Chandra Bhuyan --6, Dr. Dwijendra Kakati – 23, Dr. Kulada Devi – 2, Abdur Rezzak Ali – 5, Dr. Sanjib Deuri – 7, Champak Deuri – 8, Dr. Sailajananda Saikia – 4, Gobinda Brahma – 5, Dr. Birinchi Kumar Das – 16, Dr. Abani Kumar Das – 10, Indrajyoti Roychowdhury – 1, Parthapratim Choudhury –1, Dr. Rameeza Hassan -- 4, Harihar Deka --2, Manisankar Das --7

* Number of papers published by faculty and students in peer reviewed

journals (national / international)

Dr. Geeta Devee -- 5, Kulendra Narayan Patowary -- 2, Kaberi Saikia Das -- 1,Suman Deka -- 1, Dr. Dip Kr. Bhattacharyya -- 15, Dr. Eushah Ali -- 8, Dr. Ranjit Kr. Hazarika -- 24, Jayanta Deka -- 4, Dr. Dimpy Das -- 7, Dr. Brojen Das -- 2, Dr. Bipul Sarma -- 12, Bidyut Das -- 5, Dr. Malay Kr. Barman -- 6, Dr. Pratyush Purkayastha -- 11, Dr. Sanjib Deuri –7,Abdur Rezzak Al- 5, Sarat Chandra Bhuyan -- 1, Dr. Dwijendra Kakati -- 4, Dr. Kulada Devee – 2, Champak Deuri -- 4, Dr. Naba Kr. Talukdar -- 1, Dr. Sailajananda Saikia -- 4, Gobinda Brahma --4, Dr. Rameeza Hassan -- 4, Manisankar Das --1

* Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

Dr. Dip Kumar Bhattacharyya --3, Dr. Eushah Ali –1, Dr. Sailajananda Saikia -- 2, Dr. Ranjit Kumar Hazarika -- 10

* Monographs

* Chapter in Books:

Dr. Birinchi Kumar Das -- 15, Dr. Dhira Talukdar -- 4, Suman Deka -- 3, Deepalee Deka -- 7, Dr. Dimpy Das -- 1, Dr. Babul Chandra Das -- 27, Dr. Manima Kakati --4, Parag Kr. Deka --3, Manjit Pathak --3, Dr. Dimpy Das – 2, Champak Deuri --3, Dr. Sailajananda Saikia --2, Gobinda Brahma --3, Dr. Ranjit Kumar Hazarika --2, Runu Swargiyari -- 3, Ajit Kr. Ojah --1, Dr. Rameeza Hassan --7, Indrajyoti Roychowdhury –4, Dr. Abani Kumar Das -- 2, Dr. Eushah Ali -- 1, Suroj Chandra Chouhan -- 2, Puspajyoti Ojah -- 2, Binay Kumar Basumatary -- 1, Napoleon Kr. Das -- 2, Dr. Naba Kumar Talukdar -- 2, Dr. Pratyush Purkayastha -- 10

* Books Edited

Dr. Babul Chandra Das -- 2, Dr. Dip Kumar Bhattacharyya -- 1, Dr. Eushah Ali -- 1, Parag Kumar Deka -- 5, Dr. Birinchi Kumar Das -- 2, Indrajyoti Roychowdhury --2 , Dr. Abani Kumar Das --2

* Books with ISBN/ISSN numbers with details of publishers

Dr. Dwijen Kakati --4 (Lucky Book Stall, Barpeta), Sarat Chandra Bhuyan -- 4 (Lucky Book Stall, Barpeta), Ajit Kumar Ojah – 2 (Lucky Book Stall, Barpeta), Dr. Dimpy Das – 2 (D.V.S. Publication, Guwahati, N.L.Publication, Dibrugarh), Dr. Eushah Ali -- 2 (Eastern Book House, Guwahati), Dr. Dip Kumar Bhattacharyya -- 1 (Eastern Book House, Guwahati), Dr. Geeta Devee -- 2 (Eastern Book House, Guwahati), Dr. Ranjit Kumar Hazarika -- 3 (Lambert Academic Publication, Germany, Binapani Publishing House, Guwahati), Dr. Manima Kakati -- 1 (Chandra Prakash, Guwahati), Dr. Kulada Devee --1 (Planet Ink, Guwahati)

* Citation Index

Dr. Geeta Devee -- 1

∗ SNIP

∗ SJR

∗ Impact factor -- Several teachers published their research papers in journals with impact factor.

∗ h-index

3.4.4   Provide details (if any) of

∗ research awards received by the faculty -- Dr. Ranjit Kumar Hazarika of the Dept. of Zoology got 'Outstanding Achievement Award for Health Excellence' from the Global Achievers' Foundation, New Delhi.

∗ recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally --

(i)Dr. Ranjit Kumar Hazarika of the Dept. of Zoology got membership of International Commission of Occupational Health, Italy, sponsored by Noro Foundation, Switzerland.

(ii) Dr. Ranjit Kumar Hazarika of the Dept. of Zoology got Third world Country Scholarship to attend 'The 19th International Conference on Epidemiology in Occupational Health' held in University of Alberta, Canada from 9 to 12 October, 2007.

(iii) Dr. Dip Kumar Bhattacharyya of the Dept. of Botany got life membership of the "East Himalayan Society for Spermatophyte Taxonomy', North Bengal University, West Bengal, India.

∗ incentives given to faculty for receiving state, national and international recognitions for research contributions. -- Nil

3.5   Consultancy

3.5.1   Give details of the systems and strategies for establishing institute-industry interface?

There are no systems and strategies worked out uptil now for establishing institute-industry interface, but the college is planning to do this in the near future.

3.5.2   What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

The institution utilizes the inside and the outside expertise to promote consultancy inside the campus, particularly in respect of career and personality matters. From time to time, various programmes are organized by inviting experts from outside to provide consultancy to students. In the career related matters, the Career Guidance and Counselling Cell works out programmes for consultancy.

3.5.3   How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

Various programmes are organized for consultancy services to students, where members of the staff are given opportunity to utilize their expertise and available facilities. Moreover, some members of the staff are also engaged to take part in consultancy programmes outside the college for students of other institutes as well as non-students.

3.5.4   List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

In the last four years, various consultant groups and financial agencies were invited to the college to campaign among students about the scopes available for career in different avenues. No revenue was generated during the last four years out of these.

3.5.5   What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

As the college is yet to rise up to use consultancy as a means of generating income, no policy of this kind has to be taken so far; but the college is at present seriously thinking about taking up consultancy as a means for generation of income.

3.6   Extension Activities and Institutional Social Responsibility (ISR)
3.6.1   How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college takes up various programmes in the neighbourhood areas, particularly

rural and economically backward areas, to provide various kinds of services including creation of awareness about health and hygiene, academic uplift, evils of drugs and tobacco etc. The N.S.S. unit of this college is actively working in these matters. By organizing various camps, attempts have been made to imbibe the students with team spirit and encourage in them awareness about public ethical behaviour and practice of good citizenship. The N.C.C. unit of the college also offers scopes to the students to play social role. The Extension Activities Cell also works for this purpose. Departments like Economics, by means of conducting economic surveys by students in the economically backward areas of this locality, also contribute to promotion of institute-neighborhood-community network and student engagement.

The M.C.College-based Barpeta branch of Assam Science Society organized various awareness programmes about superstition, public health and hygiene etc. in the locality, in which teachers of this college took part.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

Particularly through the N.S.S. and the N.C.C., students are involved in various social movements/activities to promote citizenship roles. Students are engaged to do socio-economic surveys and awareness programmes against AIDS, gutkha, drug etc. in rural and economically backward areas in the neighbourhood. The Students' Union of the college also gets the students involved in various social movements/activities, which promote citizenship roles. The N.S.S., the N.C.C. and the Students' Union track students' involvements in these matters.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Through the process of taking feedback from the teachers and the students, their perception on the overall performance and quality of the institution is sought. The Alumni Association of the college helps the institution in letting the institution know how the alumni perceive the overall performance and quality of the college. The

college also forms a Parent-Teacher Committee and through this, the views of the parents in this respect can be attained.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

The Extension Activities Cell, the N.C.C., the N.S.S. and various departments plan and organize extension and outreach programmes that also involve students. In the last four years (from 2009-10 to 2012-13), Rs. 10,000.00 each year was earmarked as budget allocation for such programmes, besides trying to obtain outside sponsorship for such activities.

(a) In the year 2013, from 16 December to 21 December, the college organized a five day long Inspire Internship Science Camp for students up to 10+2 level, which was sponsored by the Department of Science and Technology under the H.R.D. Ministry of the Government of India. Twenty scientists and professors of various renowned institutions of the state took part in the camp as mentors. The number of participating students was 150, who came from various institutions of Barpeta district and neighbouring districts. The approximate expenditure of this camp was more than 10 lakhs of rupees.

(b) The Department of Civil Defence, Govt. of Assam organized a programme for 'Disaster Management Preparedness' from December 18 to 20, 2012, in which they trained up a group of students as to how to help people at the time of disaster like earthquake etc.

(c) The student members of the N.S.S. unit performed street dramas in various parts of the neighborhood to create awareness about the menace of AIDS in 2009-10. They also organized an awareness campaign against the consumption of gutkha, tobacco etc. at a neighboring village in 2013.

(d) The department of Botany organized the following programmes in connection with the extension and outreach activities:

i) Seminar on "Medicinal and aromatic plants of Assam and their prospects'.

ii) Popular talk on "Importance of biological diversity and its

conservation with special reference to Indian Rhino Vision 2020".

iii)   Workshop on "Indigenous plants and their role in conservation of the environment and employment generation" under the sponsorship of Assam Science Society, Guwahati.

iv)   Awareness programme on the occasion on 'International Biodiversity Day' in collaboration with Botanical Society of Assam, India. Venue – Barpeta Govt. H. S. School.

(e)The department of Philosophy organized a talk on 'Logic and Its Uses' at Sankardev Vidya Niketan, Barpeta on the 30th of March, 2013 as a part of extension activity.

(f) The department of Physics organized awareness programme on Comet ISON on 26.11.2013

(g) The department of Zoology organized Environmental Awareness and Public Health Programmes in remote areas of Barpeta district.

These programmes had a great impact on the overall development of the students. They helped students by imbibing in them a community feeling, a sense of social responsibility as well as awareness about various social issues.

3.6.5   How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The NSS unit of the college organized awareness programmes against AIDS, drug, gutkha etc. among common people as well as school students. The N.C.C. is also active in extension activities. Moreover, the Extension Activities Cell has been organizing extension activities for the benefit of the society. In the wake of the serial bomb blasts in various places of Assam in 2008, a large number of students and some teachers donated blood for the victims. In 2012 and 2013, blood donation camps were organized in the college by the H.D.F.C. Bank, in which students, teachers and other employees of the college donated blood.

3.6.6   Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students

from under-privileged and vulnerable sections of society?

(a)   Dr. Ranjit Kumar Hazarika of the Dept. of Zoology, jointly with M. Hazarika of B.B.K. College, a neighbouring college, conducted epidemiological survey on Pesticide Exposure and Cancer in Barpeta district, Assam.

(b) Under the supervision of the Dept. of Economics, students were engaged in socio-economic survey among the economically backward fishermen community of this locality.
© M. C. College also organized National Girl Child Day at Nalirpar, a nearby village, on 27 January, 2014.

3.6.7   Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The institution encourages extension activities to imbibe in students a sense of devotion to the society, and also to give them an exposure to the realities of life besides experience about group learning. So, the extension activities complement students' academic learning experience by giving them opportunity to translate their learning into real life situations. They also inculcate values like love for society, equality, humanitarian attitude. At the same time they also inculcate among students leadership skill, team spirit etc.

3.6.8   How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

In the extension activities the students are encouraged to take the help of the community, and there comes a joint effort between the students and the community to act towards community development.
The extension services that are taken up by the college particularly aiming at creation of awareness as regards superstition, harmful effects of tobacco and wine,

creation of a sense of brotherhood and equality, literacy etc. These are the issues which cannot be taken up without the direct involvement of the community, and the college tries to enter into the very fabric of the community life to bring out people for participation in these extension activities.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

In matters of the outreach and extension activities taken up by the institution, other organizations working on the concerned matters are involved whenever possible. For example, the college organized blood donation camps in the college with the support from the H.D.F.C. Bank in 2012 and 2013. The Barpeta branch of Assam Science Society has also been involved in such matters. The Department of Civil Defence, Govt. of Assam trained up students on 'Disaster Management Preparedness'.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The college has not received any award for extension activities and contributions to the social/community development during the last four years.

3.7   Collaboration

3.7.1   How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

Till now the college has not been able to work out any collaboration and interaction with research laboratories, institutes and industry for research activities. But the college has the plan in mind to achieve this in future, and the Research Committee of the college is pondering on this. Of course, the researchers and the interested students of this college have made use of the laboratory of the Public Health Dept. of

Barpeta district, Soil Testing Laboratories of the departments of Agriculture and Soil conservation in the district. There is also the scope for using the laboratories of the State Pollution Control Board, Assam in Guwahati.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

No such MoUs/collaborative arrangements with any institutions of national importance/other universities/industries/Corporate etc. have been made so far.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

There is no such industry-institution-community interactions achieved so far.

3.7.4 Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

During the last four years the college organized three national level UGC sponsored seminars, the details of which are given below:

(a) National Seminar on "Environmental Degradation and Its Impact on Biodiversity in India with Special Reference to North-Eastern Region" on 17 and 18 February, 2012. The eminent scientists participating in the Seminar were Prof. C.M.Sarma, Gauhati University, Guwahati, Prof. Arup Kumar Das, Rajiv Gandhi University, Arunachal Pradesh, Dr. R. N. Bhattacharyya, Cotton College, Guwahati, Dr. S. N. Choudhury, NEIST, Jorhat, Dr. T. C. Sarma, NEIST, Jorhat, Dr. S. K. Sarma, Gauhati University, Guwahati.

(b) National Seminar on "Morphological Study on Badhakabya of Ram Saraswati in the Medieval Period" on 3 and 4 August, 2012. The seminar was attended by reputed scholars like Dr. Leelabati Bora Saikia, Gauhati University, Guwahati, Dr. Umesh Deka, Gauhati University, Guwahati, Dr. Basanta Kumar

Bhattacharyya, Nalbari College, Nalbari, Dr. Ananta Kr. Nath, Tezpur Central University, Tezpur, Dr. Sunil Kumar Dutta, Tezpur Central University, Tezpur.

(c) National Seminar on "Nano-Science and Nano-Technology" on 31 August and 1 September, 2012. The eminint scientists participating in the seminar were Dr. Arun Chattopadhyaya, I.I.T., Guwahati, Dr. Amitava Patra, Indian Association for Cultivation of Science, Dr. Siddhartha Sankar Ghosh, I.I.T., Guwahati, Dr. Prodeep Phukan, Gauhati University, Guwahati, Dr. A Perumal, I.I.T., Guwahati, Dr. Dipak Kr. Goswami, I.I.T., Guwahati.

3.7.5   How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated -

    a) Curriculum development/enrichment
    b) Internship/ On-the-job training
    c) Summer placement
    d) Faculty exchange and professional development
    e) Research
    f) Consultancy
    g) Extension
    h) Publication
    i) Student Placement
    j) Twinning programmes
    k) Introduction of new courses
    l) Student exchange
    m) Any other

No such linkages/collaborations have been made during the last four years.

3.7.6   Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/collaborations.

    Does not arise.

Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

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CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The two story building which will accommodate Seminar Hall, Conference Hall and Guest room is at present under construction. The college also has the plan to build Digital Classroom and Digital Library.

4.1.2 Detail the facilities available for

a) Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.

The College has sufficient number of classrooms, well-equipped laboratories, botanical garden, L.C.D. and Open Head Projectors, microphones, anthropological museum etc. to facilitate the teaching-learning process. Moreover, a spacious building for seminar hall and conference hall is under construction. In the near future, there will also be a Digital Classroom and Digital Library.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

The college has a large playground, indoor game facilities in the Students' Day Home and the Girls' Common Room, well-equipped Iron gym and Multi-gym, Yoga Centre, spacious and well-furnished auditorium, active N.S.S. and N.C.C. units. The N. C. C. cadets earn acclaim for their performances in different activities outside the college, like Independence Day and Republic Day parades, N.C.C. camps, B and C level examinations etc. The college N.C.C. unit had a trained A.N.O. N.C.C. cadet U.O. Juri Ojah participated in Republic Day parade in 2010 representing NER Directorate of N.C.C. The college annually organizes extra-curricular activities like sports, outdoor and indoor games, cultural activities, debates and other activities relating to development of communication skill, gymnastics etc. The students from the college also take part in sports and cultural activities outside the college and earn laurels.

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is   optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution/ campus and indicate the existing physical infrastructure and the future planned expansions if any).

The college authority, with the help of various committees formed for this purpose, besides the I.Q.A.C., plans and ensures that the available infrastructure is in line with its academic growth and is optimally utilized. In the last four years, the college developed/augmented facilities as mentioned below:
(a)   Construction of a new seminar hall.
(b)   Purchase of computers
(c)   Purchase of water coolers
(d)   Purchase of two sets of silent generators.
(e)   Equipments
(f)   Bio-matrix punching machines

Amount spent for development of infrastructural facilities during the last four years is as follows:
2009-10 --   10,27,000.00
2010-11 --   2,82,000.00
2011-12 --   38,26,240.00
2012-13 --   13,84,155.00

4.1.4   How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

At present there are no specific infrastructure facilities in the college to meet the requirements of physically disabled students, but the college has a plan to build ramp for physically handicapped students in the near future.

4.1.5 Give details on the residential facility and various provisions available within them:
- Hostel Facility – Accommodation available –

There are two hostels in the college, one for boys and the other for girls. In the Boys' Hostel, 60 boarders can be accommodated, while in the Girls' Hostel, the number of boarders that can be accommodated is 62.

- Recreational facilities, gymnasium, yoga center, etc. –

The College has a Students' Day Home and a Girls' Common Room with recreational facilities like indoor games, newspapers/magazines etc. Moreover, the college has one Multi-gym and one Iron-gym besides a Yoga Centre.

- Computer facility including access to internet in hostel

There is no computer/internet facility in the hostels.

- Facilities for medical emergencies --

The college has a Health Counselling Cell, which takes care when medical emergencies arise. The college has the necessary first aid facilities.

- Library facility in the hostels

The hostels are provided with sufficient newspapers and magazines regularly.

- Internet and Wi-Fi facility --

The college has internet facilities in the library and the office as well as the Principal's chamber and the IQAC office. Students are given free access to internet in the library. Wi-Fi facilities are there in the Computer Science Dept.

- Recreational facility-common room with audio-visual equipments --

The Students' Day Home and the Girls' Common Room are provided with recreational facilities such as indoor games, newspapers and magazines etc. Audio-visual equipments like TV and Computer are available in the central library of the college.

- Available residential facility for the staff and occupancy Constant supply of safe drinking water –

There is no residential facility for the staff other than the warden of the Girls' Hostel. There is a plan to build a Principal's quarter. There is constant supply of safe drinking water in the college premises including the hostels.

- Security --

For day time, a guard is deployed at the main gate of the college for security purpose. At night, two night watchmen keep guard on the college premises.

4.1.6   What are the provisions made available to students and staff in terms of health care on the campus and off the campus? –

A doctor occasionally visits the college to check up the health of the students and the staff. There is necessary first aid facility in the college. If any health related problem arises, the Health Counselling Cell takes care of it.

4.1.7   Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

There are spaces for the IQAC and the Career Guidance and Counselling Cell. The college has a spacious canteen which can cater to the needs of the students as well as the teaching and the non-teaching staff. For the teaching staff, there is a Teachers' Common Room besides Common Rooms for each department separately. For students, there are recreational facilities in the Students' Day Home and Girls' Common Room. There are sufficient provisions in the college for safe and pure drinking water for the students and the staff. The college also has a big auditorium, which has all the required facilities for cultural and other recreational programmes, and which can accommodate nearly 700 nos. of audience.

4.2   Library as a Learning Resource
4.2.1   Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

There is an Advisory Committee for the library. The composition of this Committee is as follows:
        Chairperson: Principal
        Secy.(ex-officio): Librarian

Members: Vice-Principal and 6 teachers from different departments.

4.2.2 Provide details of the following:
* Total area of the library (in Sq. Mts.) -- 5000sq.ft.
* Total seating capacity -- 96 for students & 12 for teachers
* Working hours (on working days, on holidays, before examination days, during examination days, during vacation) --

10a.m. to 4.30 p.m. The reading room is kept open for two hours more. The library remains closed on holidays.
* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

2400 sq.ft. lounge area for browsing, 1200 sq.ft. for relaxed reading.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years:
In the meeting of the Library Committee, there is discussion on the purchases to be made for the library. The departments are given the opportunity to place their requirements according to which the purchases are made.

Library ho ldings	2009-10		2010-11		2011-12		2012-13	
	Number	Total Cost (Rs.)	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text books	150	20,739	610	60,269	1356	1,14,179	453	72,649
Reference Books								
Journals/ Periodical s	25	5055	15	1175	20	2466	23	4190
e-resources			1	65,000				

Library holdings	2009-10		2010-11		2011-12		2012-13	
	Number	Total Cost (Rs.)	Number	Total Cost	Number	Total Cost	Number	Total Cost
Any other (specify)	News Paper	5417		4644		6765		5211
	Internet	10,975				8453		8607

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

* OPAC : Nil
* Electronic Resource Management package for e-journals: Nil
* Federated searching tools to search articles in multiple databases : Nil
* Library Website : Nil
* In-house/remote access to e-publications : Nil
* Library automation : Partially done
* Total number of computers for public access : 10
* Total numbers of printers for public access : 3
* Internet band width/ speed □ 2mbps □ 10 mbps □ 1 gb (GB): Broadband 100.0 mbps
* Institutional Repository : Available
* Content management system for e-learning : Nil
* Participation in Resource sharing networks/consortia (like Inflibnet) : Under the process.

4.2.5 Provide details on the following items:

* Average number of walk-ins 150 per day
* Average number of books issued/returned 160
* Ratio of library books to students enrolled 1:25
* Average number of books added during last three years-806 copies
* Average number of login to opac (OPAC) : Nil
* Average number of login to e-resources : Nil
* Average number of e-resources downloaded/printed: 5-10 pages
* Number of information literacy trainings organized : Nil
* Details of "weeding out" of books and other materials outdated as well as out of use :

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Books & magazines are wedded out with due permission of library committee.

4.2.6   Give details of the specialized services provided by the library

- ∗   Manuscripts : Nil
- ∗   Reference   :   yes
- ∗   Reprography :   yes
- ∗   ILL (Inter Library Loan Service) : Nil
- ∗   Information deployment and notification (Information Deployment and Notification) : Nil
- ∗   Download :   yes
- ∗   Printing   :   yes
- ∗   Reading list/ Bibliography compilation : Yes
- ∗   In-house/remote access to e-resources : Nil
- ∗   User Orientation and awareness :   yes
- ∗   Assistance in searching Databases : yes
- ∗   INFLIBNET/IUC facilities : Under the process.

4.2.7   Enumerate on the support provided by the Library staff to the students and teachers of the college.

To locate specific book :

To browse internet & download :

To print document :

Sufficient support is provided by the Library staff to the students and teachers of the college in all these matters.

4.2.8   What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

Not yet experienced

4.2.9   Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?) :

The college authority takes feedbacks from students and teachers, which include library facilities too. The Principal of the college discusses various issues raised in the feedback as regards library with the Librarian, and they take necessary measures for improvement of the library services.

4.3   IT Infrastructure

4.3.1.   Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system): Xeon Processor: 01, Celeron: 04, Dual Core : 7
- Computer-student ratio :- 1:2
- Stand alone facility :Nil
- LAN facility : In Computer Lab and Central Library
- Wifi facility: Wifi internet is available in Computer Lab.
- Licensed software : Windows 2008 Server, Office 2007
- Number of nodes/ computers with Internet facility: 25 computers
- Any other

4.3.2   Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

20 computers in Computer Lab are connected to internet (both wired and wifi). Computers in Library are also connected with internet for both faculty and students. Internet is also available in office and Principal's chamber as well as in the IQAC office.

4.3.3   What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

In the last four years, the IT department and its laboratories have been upgraded a lot. The college further proposes to increase the number of computers and associated equipments, and the optimum utilization of them by the students and the teachers.

4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

2009-10 : Rs. 1,00,000.00

2010-11 : Rs. 1,00,000.00

2011-12 : Rs. 5,00,000.00

2012-13 : Rs. 1,00,000.00

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

Audio visual tools like LCD projectors are occasionally used in respect of teaching/learning process.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

The college gives the opportunity to both students and teachers for accessing to on-line teaching-learning resources, while there is a plan to develop digital classroom and digital library in the near future. Attempts are there to provide suitable learning condition in which the student is placed at the centre of teaching-learning process and the teachers get technologies as a facilitator.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The process is on to avail of the National Knowledge Network connectivity directly.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following

facilities (substantiate your statements by providing details of budget allocated during last four years)?

a.	Building -- The college has to depend on the UGC grant, occasional Govt. aid and Development fund created with the fees taken from the students for maintenance and upkeep of the building. Money is spent according to the necessity and the availability of fund.
b.	Furniture -- Same as above.
c.	Equipment -- Same as above
d.	Computers -- Same as above
e.	Vehicles : There is no vehicle in the college.
f.	Any other -- According to the necessity.

Budget allocation during the last four years:

2009-10

Building -- 20,00,000.00

Furniture --   30,000.00

Equipment - 5,00,000.00

Computer -- 1,00,000.00

Any other -   1,00,000.00

20010-11

Building -- 20,00,000.00

Furniture --   20,000.00

Equipment - 3,00,000.00

Computer -- 1,00,000.00

Any other -   1,00,000.00

20011-12

Building -- 20,00,000.00

Furniture --   50,000.00

Equipment - 10,00,000.00

Computer -- 5,00,000.00

Any other -   1,00,000.00

2012-13

Building -- 20,00,000.00

Furniture --   20,000.00

Equipment - 1,00,000.00
Computer -- 1,00,000.00
Any other -   1,00,000.00

4.4.2   What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The college authority keeps regular monitoring of the infrastructure, facilities and equipment of the college with the help of the staff members, and the office, and does the needful for maintenance and upkeep of them. The money required for their maintenance and upkeep is spent from various sources like the U.G.C. grant, occasional Govt. aid and Development fund created from the fees taken from the students, according to the availability of the fund.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Calibration and other precision measures for the equipment/instruments are taken up by the college with the help of members of the staff at a regular basis.

4.4.4   What are the major steps taken for location, upkeep and maintenance of sensitive equipment(voltage fluctuations, constant supply of water etc.)?

A notable amount from the available fund is spent for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1   Student Mentoring and Support

5.1.1   Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the college publishes its updated prospectus annually. It contains all relevant information of the institution including the programmes offered, admission procedures, fee structure, facilities available, periodical evaluations to be conducted, and the general rules and regulations. The college ensures its commitment and accountability by providing the promised facilities and by timely organizing all the curricular and co-curricular activities.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The college has a Students' Aid Fund created from the fees of the students. Students with outstanding performances (70% and above) in the 10+2 level are given financial assistance at the time of admission, while the rank holders in the 10+2 level are given admission free of cost. Students of economically backward class are also given financial assistance as far as possible from that fund. Occasionally, some poor students who are accidentally in dire need of money to continue the course are also given some assistance according to the availability of money in the fund and the intensity of the problem.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

0.09% from the State Government (as scholarship)

5.1.4 What are the specific support services/facilities available for
  ✓ Students from SC/ST, OBC and economically weaker sections -- Reservation of seats as per the Govt. rule, scholarship from the State Govt., and Remedial classes.
  ✓ Students with physical disabilities -- Researvation of seats as per the Govt. rule.
  ✓ Overseas students -- Not applicable
  ✓ Students to participate in various competitions/National and International -- The college provides financial assistance to students to participate in various competitions as per the requirement and the availability of fund. In the recent

years, no student has represented the college in any National and International competitions, other than those associated with the N.S.S. camps.

✓ Medical assistance to students: health centre, health insurance etc. –
  The college has a health centre, in which occasionally free check up of health of students is done by qualified doctors invited to the college. There are all the facilities of the first aid in the college. There is no provision of health insurance of students at the college.

✓ Organizing coaching classes for competitive exams -- Occasional coaching classes are organized for competitive exams in collaboration with outside agencies. The M.C.College unit of the Assam College Teachers' Association organized coaching for the Teacher Eligibility Test.

✓ Skill development (spoken English, computer literacy, etc.,) --
  The Dept. of English occasionally organizes programmes of spoken English for interested students. Students are also given opportunity to give presentation in seminars organized especially for students. The Students' Union organizes competitions like debate, speech, group discussion etc. for giving the students opportunity for skill development. The Dept. of Computer Science offers opportunity to students for computer literacy.

✓ Support for "slow learners"— As there are a large number of students in the college, it is not possible to identify all the slow learners and support them at regular basis. But the identified slow learners are given support outside the class through consultancy by the concerned departments.

✓ Exposures of students to other institution of higher learning/ corporate/business house etc. -- Some occasional educational tours are organized for the exposures of students to corporate/business houses etc.

✓ Publication of student magazines – A student magazine titled 'M. C. College Magazine' is published annually by the Students' Union.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Various programmes are organized in collaboration with outside agencies to facilitate entrepreneurial skills among students. As a result of such programmes, many students have been able to learn a lot about the entrepreneurship.
The Career Guidance and Counselling Cell organized "Industrial Motivational Campaign" conducted by Micro, Small & Medium Enterprises Development Institute, Ministry of MIME, Govt. of India on 29 December, 2012.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The college organizes sports, games, quiz competitions, debates, group discussions, cultural activities annually through the Students' Union. The college also encourages students in taking part in such activities outside the college. Every year, the college team participates in many of these activities in the Annual Inter-College Youth Festival organized by Gauhati University, and win prizes. In the last two years, the college cultural group took part in public functions organized on the occasion of the Raasa festivals.

* additional academic support, flexibility in examinations -- The departments help the students excelling in sports, culture and other activities with reference books, study materials etc. The students representing the college in competitions outside college are given relaxation in case of attendance in classes for the days of competitions.

* special dietary requirements, sports uniform and materials – The students are provided with sports uniform and materials in sufficient quantities.

* any other -- Nil

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

As every year a large number of students leave the college successfully, it is difficult for the college to keep records of each and every alumnus. But as per the information received by the college authority through departmental contacts with alumnus and through Alumni Association, the number of students who qualified in various competitive examinations in the last four years is as such --- NET/SLET – 30, Civil Services – 1, Defense Services -- 1, GATE --1. Around 63 number of students

appeared in the Teacher Eligibility Test conducted by the State Government and 42 students were qualified.

5.1.8 What type of counseling services are made available to the students(academic, personal, career, psycho-social etc.)

Students are given counseling on academic, career related and psycho-social matters.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The Career Guidance and Counselling Cell invites various companies and career counseling agencies to help students in getting information regarding job opportunities. Programmes are arranged for students to equip them with how to prepare for interview.

The following programmes were organized by the Career Guidance and Counselling Cell of this college in the last four years:

(i)   A training programme on "Operation of Financial Market."
(ii)   Career counseling by Frankfinn.
(iii)   Campus interview by Global Infosystem
(iv)   Campus interview by Hinduja Global Solutions
(v)   Student Counselling by noted Student Counsellor of Gauhati University Rajiv Deka and his team.
(vi)   Career counseling by Pragati Hospitality, Guwahati.
(vii)   One month training programme on bank services by I.M.S. under the sponsorship of the Dept. of Labour & Employment, Directorate of Employment and Craftsmen Training, Govt. of Assam.
(viii) Campaign for career in the army from the side of the Indian Army.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The college has a Student Grievance Redressal Cell. In the last four years, there are

only two grievances reported and redressed.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

There is a Prevention of Sexual Abuse Committee with one teacher as the convener and six other teachers as members for resolving issues pertaining to sexual harassment.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

There is an anti-ragging committee in this college. There has not been any case of ragging reported during the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

There is a students' aid fund from which meritorious students from financially backward families are given financial assistance of different kinds.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The college has an Alumni Association. The Association keeps close contact with the college authority and offers suggestions in respect of institutional and academic matters of the college. It also tries to keep track on the positions held by the alumni of the college.

5.2   Student Progression

5.2.1   Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	**12%**
PG to M.Phil.	**Not applicable**

Student progression	%
PG to Ph.D.	**Not applicable**
Employed • Campus selection • Other than campus recruitment	There has not been any campus selection. Other than campus recruitment, 20%

The trend shows that the student progression in this college is as per expectation.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Pass percentage

Year	B.A.	B.Sc.	B.C.A	PGDCA
2009-10	82	66	83	58
2010-11	78	74	83	66.7
2011-12	82	81	50	55.6
2012-13	90	67	---	55.6

Completion rate: (%)

Year	B.A.	B.Sc.	B.C.A	PGDCA
2009-10	73	54	78	48
2010-11	72	69	79	62
2011-12	73	77	48	48
2012-13	75	61	--	49

It appears that there is almost a consistency in results in each programme in the last four years. If we compare these results with those of the previous years, it will be noticed that the college has not failed to maintain a consistency in case of results for so many years. If compared to the results of other colleges within the district, the results of M. C. College will appear satisfactory.

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

The college offers counseling and consultancy in respect of student progression to higher level of education and/or employment.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The students who are at risk of failure and drop out are given opportunity to solve their problems relating to the course through extra classes and also through counseling outside the classroom. The concerned departments also take individual care as far as practicable.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The college has many facilities for extracurricular activities, like sports, outdoor and indoor games, cultural activities, literary activities, gymnastics, quiz, debate, recitation, group discussion etc. The college participates in the Inter College Youth Festival under Gauhati University and wins prizes every year. Moreover, the college organizes Freshmen Social and College Week annually, in which the students get the opportunity to show their talents. The Freshmen Social is held particularly in the month of August and the College Week is held in the month of January. In the college week, competitions are held in all the fields mentioned above.

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

In the previous four years, some students of our college won several prizes in the cultural field in the Inter-College Youth Festival of Gauhati University, the details of which are given below:

2009-10
(a) Ravindra Sangeet -- Jahnabi Barua --- Bronze medal
(b) Self-written poem recitation -- Sharmistha Das -- Silver medal

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(c)   Percussion instrument -- Manoj Kumar Das -- Bronze medal

(d)   Non-percussion instrument -- Pranjal Das -- Bronze medal

(e)   Chorus --   College group --   Silver medal

(f)   Bishnu Rabha Sangeet -- Jahnabi Barua -- Silver medal

(g)   Light Classical Vocal   --   Jahnabi Barua -- Bronze medal

2011-12

(a)   Classical dance -- Gitima Pathak -- Bronze medal

(b)   Folk Song   -- Chandasmita Pathak --   Gold medal

(c)   Bishnu Rabha Sangeet -- Chandasmita Pathak -- Bronze medal

(d)   Chorus --   College group --   Silver medal

2012-13

Gauhati University did not organize the Inter-College Youth Festival during this year.

In the Inter-College Youth Festival organized at Howly near Barpeta on the occasion of Raasa Mahotsava in 2012, the cultural team of M. C. College won the 1st prize.

In the Inter-College Youth Festival organized by Barpeta Girls' College in 2012, the following students got awards:

(a)   Folk song -- Beli Rani Das -- 2nd prize

(b)   Modern song -- Renita Choudhury -- 3rd prize

(c)   Jyoti Sangeet/Rabha Sangeet/Parvati Prasad Geet/ Modern song -- Rupam Deka -- 1st prize

(d)   Modern dance competition -- Barshashree Das -- 2nd prize

(e)   Modern dance competition -- Sanjib Das   -- 3rd prize

(f)   English recitation   --Sonmani Pathak -- 1st prize

(g)   Assamese recitation -- Sonmani Pathak -- 1st prize

State Level Award

Rimjhim Das won the 1st prize in the All Assam Bhupendra Sangeet competition held at Abhayapuri in 2012.

Sports

Anamika Ojah won Silver medal in the Gauhati University Inter College Boxing Tournament – 2014 in 48 Kg. (women) weight category held at Bongaigaon college.

5.3.3   How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college seeks data and feedback from its graduates through the Alumni Association and analyzes them to find out if any area needs to be improvd for enhancement of the performance and quality of the institutional provisions.

5.3.4   How does the college involve and encourage students to publish   materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

In the last four years four annual college magazines were published through the Students' Union. Moreover, four general wall magazines were published, besides the wall magazines of the departments of Economics, Assamese and Education published every year.

5.3.5   Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

The college has s Student Council which is known as M. C. College Students' Union. It is constituted with fifteen office bearers from the undergraduate level and two associate members from the Higher Secondary level. The office bearers are President, Vice President, General Secretary, Asstt. General Secretary, Literary Secretary, Debate Secretary, Cultural Secretary, Sports Secretary, Cricket Secretary, Volleyball Secretary, Football Secretary, Boys' Common Room Secretary, Girls' Common Room Secretary, Social Service Secretary and Gymnastics Secretary. All the office bearers and associate members are elected through an election held according to the written constitution of M. C. College Students' Union, in which all the students of regular courses are given voting rights. In the constitution, the election procedure is framed at par with the guidelines issued by the Supreme Court of India. The activities of M. C. College Students' Union are to lead the students in maintaining a healthy academic atmosphere, organizing various co-curricular and extracurricular activities etc. Mainly, organizing the Freshmen Social and the College Week, publishing the

college magazine etc. are the major functions of the Union. A fee in the name of Students' Union is collected every year from all the students, and this provides the fund for the Students' Union.

5.3.6   Give details of various academic and administrative bodies that have student representatives on them.

In the Grievance Redressal Cell, there are students representatives.

5.3.7   How does the institution network and collaborate with the Alumni and former   faculty of the Institution.

The college involves the alumni in various matters relating to the college through its Alumni Association. The college particularly seeks suggestions in various matters of the college from the Alumni Association. The college also invites former faculty of the college to various programmes and they are also kept as members of different committees in the college.

Any other relevant information regarding Student Support and Progression which the college would like to include.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1   Institutional Vision and Leadership

6.1.1   State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of   the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

The institution at the time of its birth had only one mission – to facilitate the people of the entire western Assam in general and the present Barpeta district in particular with the opportunities of higher education. Emphasis was put on bringing higher education nearer to the talented but economically backward learners. As the college was born in the pre-independence period and the freedom movement was a source of inspiration in respect of going ahead with establishment of this institution of higher education, obviously a vision working behind setting up of this college was to

make people capable of performing various assignments that a free India would demand. But after 75 years of its inception, being aware of the changes that have taken place in the educational sector in all these years, the college has also modified its vision and mission. Now, side by side with the traditional academic programmes, the importance of which cannot be denied, the college likes to put greater emphasis on introducing more programmes of contemporary relevance now. The introduction of courses like B.C.A., P.G.D.C.A. as well as short term courses like 'Agro-technology', 'Geographical Positioning System', 'Geographical Information System' and 'Remote Sensing' etc. are the reflections of this changing vision and mission. The college wants to address the needs of the society fully, and therefore, it is in a process of introducing many more new courses. Being the second oldest college in the lower Assam, M. C. College once had to cater to the needs of this broad area. It still wants to serve students from such a broad area by keeping itself relevant for the new generation. The college is well aware of its tradition and value orientations, and it wants to continue it while addressing to the need of the hour. The vision of the college is to grow both vertically and horizontally to bring it to the level of a model college.

6.1.2   What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The top management body of the college is the Governing Body with an academician as the Chairperson and the Principal as the Secretary. It is formed by the Higher Education Department of Assam according to the State Govt. guidelines. It has two representatives from the faculty. The Governing Body often meets and discusses the quality policies and plans of the college, including infrastructural development, taking care of the feedbacks of the stakeholders, and looks after their design and implementation. The teacher representatives in the Governing Body represent the views of the entire faculty in respect of everything including quality policy and plans.

6.1.3   What is the involvement of the leadership in ensuring:
- the policy statements and action plans for fulfillment of the stated mission :
  The leadership of the college plays the pivotal role in ensuring the policy statements and action plans for fulfillment of the stated mission.
- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan :

The leadership takes the lead in formulation of action plans for all operations and in ensuring that the same is incorporated into the institutional strategic plan.

- Interaction with stakeholders --

 The leadership gets involved in the required interaction with stakeholders including students, teachers and employees, besides parents/guardians with a view to improving the academic scenario of the college.

- Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders :

Need analysis, research inputs and consultations with the stakeholders are the integral parts of the policy and planning of the college and the leadership offers the required support in this respect.

- Reinforcing the culture of excellence :

The leadership takes the leading role in reinforcing the culture of excellence in the college.

- Champion organizational change :

The leadership looks into the need of the organizational change as far as feasible for the betterment of the college.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The authority of the college has formed committees related to UGC and planning and development, construction, purchase etc. of the college with teachers as members. The committees regularly sit to monitor and evaluate respective policies and plans of the college for effective implementation and improvement.

6.1.5   Give details of the academic leadership provided to the faculty by the top management?

The top management that is the Governing Body has constituted various committees for academic and administrative purposes with teachers as members. In this way the academic leadership is provided to the faculty.

6.1.6   How does the college groom leadership at various levels?

The college involves its entire faculty in working out strategies, systems and methods for attaining excellence in all aspects and to ensure proper implementation of the plans. Students are also given leadership opportunity through the Students' Union activities. In this way, the college grooms leadership at various levels.

6.1.7   How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The college provides operational autonomy to the departments in respect of class allotments, and organizing Sessional and other internal examinations. The departments also have a say in framing the policies in respect of recruitment of teachers in the respective departments. In various academic matters, the college authority holds meetings with the Heads of the departments, and also implements the decisions taken in these meetings.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

The college promotes a culture of participative management. The authority holds meetings of the teaching and the non-teaching staff to get their suggestions in respect of management of the college from time to time. Various committees with teachers as members also help the authority in different management matters. In the Governing Body, there are two teacher representatives and one representative of the non-teaching staff.

6.2   Strategy Development and Deployment
6.2.1   Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The college has a formally stated quality policy. It is developed, driven, deployed and reviewed in two stages -- through discussion in the Governing Body, and through seeking involvement of the teachers and the non-teaching employees. The I.Q.A.C. monitors the whole process.

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6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The college has a master plan for development, prepared by experts from outside the college. The college follows this master plan in all matters of infrastructural development, provided the funds are available. The main aspects considered for inclusion in the plan are building a research centre, a vocational training centre, infrastructure for P.G. courses and B.Ed. course, digital class room, digital library, new hostels, post office, bank, ATM etc., the things that are required to lift the college up to the level of an autonomous college.

6.2.3 Describe the internal organizational structure and decision making processes.

The Governing Body, with an eminent academician as the chairperson and the Principal of the college as the secretary, is the highest decision making body of the college. The members of the Body are the University nominees, the representatives of the parents/guardians, the teacher representatives and the representative from the non-teaching employees. So far as the internal organizational structure of the college is concerned, each department has a Head, selected on rotation on the basis of seniority from the Associate Professors. If a department does not have any Associate Professor, the senior most Assistant Professor becomes the Head. The Heads of the Departments are also given some role in decision making. Apart from all these, there are IQAC, UGC Committee, Construction Committee, Purchase Committee etc., constituted mainly with teachers of the college and in some cases, with a few outsiders too, to help the authority in making decisions.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning

  Apart from the I.Q.A.C. that looks after the matters relating to the quality improvement of the college, there is also an Academic Improvement Committee, which takes up various strategies for the sake of the academic improvement. The Committee monitors academic activities such as ensuring holding of maximum number of classes as far as practicable, students' attendance in the classes, timely evaluations processes etc. The Committee is constituted with six members from the teaching staff with one of them as the convenor. The Committee also maintains close connection with the

departments in this respect, and makes a joint effort to implement the quality improvement strategies.

- Research & Development

Research and Development are important concerns of the I.Q.A.C. of the college. Moreover, the Research Committee also looks after the matters relating to research. The I.Q.A.C. and the Research Committee encourage teachers to do researches for Ph.D. Degree, Post-doctoral researches, Major Research Projects, Minor Research Projects etc., and provide the necessary information in connection with these. Moreover, the I.Q.A.C. and the Research Committee also encourage the individual teachers to take part in National/International Seminars and present papers there.

- Community engagement

The college has an Extension Service Cell, an N.C.C. unit and an N.S.S. unit. The Extension Service Cell is constituted with one teacher as the convenor and five other teachers as members. It takes up various programmes which involve betterment of society and community. Therefore, the Cell engages in its projects not only teachers and students, but also sections of the community according to the need. The N.C.C. and the N.S.S. units involve a large number of students in community activities, and in these activities, some sections of the community are also engaged. In this way, a close bond between the college and the community is attained.

- Human resource management

The college authority, with the help of the staff, assesses the human resource requirements, monitors and facilitates the growth and proper management of human resource. The staff is given the required opportunity to develop themselves through various Orientation Programmes/Refresher Courses and other programmes of similar kind.

- Industry interaction

The Career Guidance and Counselling Cell interacts with industries as far as practicable for career guidance as well as placement of the deserving students. But, as the college is situated at an industrially backward area, the scope for such activities is quite limited.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The top management or the Governing Body is made aware of the vital issues raised in the feedback and personal contacts etc. in its meetings by the Principal. The stakeholders, particularly the teaching fraternity, are also informed about it by the

Principal in meetings with them. The teacher representatives are the link between the Governing Body and the faculty.

6.2.6   How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The management encourages and supports involvement of the staff in improving the effectiveness and efficiency of the institutional processes by constituting various committees with teachers as members.

6.2.7   Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The Governing Body of the college made the following resolutions in the last year:

(1) Construction of Seminar cum Conference Hall is approved. A total amount of Rs. 33 lac is sanctioned by the G.B. for construction.

(2) The Governing body authorizes Principal to purchase an Electrical Transformer for the college.

(3) It is resolved to go for one year Celebration of Platinum Jubilee expected to begin from the month of October or November, 2013.

(4) It is proposed to prepare a new master plan for the college campus based on the old one.

(5) Resolved to issue NOC to the teachers including Miss Kulada Devi, Dept. of Geography, who has already submitted her thesis, Prof. Anjana Bhattacharyya, Dept. of English, Prof. Harihar Deka, Dept. of Political Science, Prof. Parthapratim Choudhury, Dept. of Economics, and Prof. Champak Deuri, Dept. of Education for pursuing Ph.D. as per existing rules of the UGC, without hampering their normal duties of college,

(6) Resolved to open evening shift in degree course for Arts stream without major as per Assam Govt. order.

(7) Resolved to use Rupees eighty four thousand (Rs. 84,000.00) from the Library Fund to purchase books for students. Books are to be purchased in consultation with the teachers of respective departments.

(8) Principal cum Secretary of the college places the newly prepared master plan of M. C. College. The honourable members of G.B. present in the meeting unanimously agree upon the public display of master plan in order to draw suggestions from stakeholders of the college for further modification of the proposed master plan if required.

(9) Principal apprises the honourable members of the latest progress made in respect of the utilization of Rupees one crore released by Assam Government under the scheme

of infrastructure development of colleges of Assam. Principal informs honourable members of G.B. about the invitation of an expert team to the college to give a presentation on digital class room and digital library.

6.2.8   Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No, there is no such provision made yet. But the college makes a long term plan to make itself fit for autonomous status.

6.2.9   How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

There are a Grievance Redressal Cell and an Internal Discipline Maintenance Committee in the college. If any grievance is reported by any student or a teacher, the Grievance Redressal Cell sits and discusses the nature of the grievance and suggests action to the Principal. In case of the violation of discipline within the college campus by any student, the Internal Discipline Maintenance Committee plays the similar role.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

In the last four years, there had not been any instance of court cases filed by and against the college.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, the college has a mechanism for analyzing student feedback on institutional performance. The feedback reflected what the general students wanted from the institution,

and the authority of the college also took prompt action to meet the students' requirements.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

The members of the teaching staff and the Librarian/Asstt. Librarian are encouraged and supported to take part in the Orientation Programme, Refresher Course and similar programmes. For other members of the non-teaching staff, occasional brief training programmes are arranged.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The college invites experts to give talks to the employees, so that the employees learn more and get motivated in respect of their roles and responsibilities. Participation in Orientation Programmes/Refresher Courses and similar programmes also helps the faculty to gather more knowledge about their roles and responsibilities.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The performance appraisal system of the staff is done through feedback system, taking of Self Appraisal Report and continuous monitoring. Information thus gathered is closely reviewed and evaluated by the authority.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The management reviews the appraisal reports, formal and informal, from the students and the staff on the performance of the staff, and thus, assesses the

strengths and weaknesses in the matters of performance of the staff. In this respect, the major decisions taken so far by the management are, to give the staff more and more facilities that the college can provide for enhancement of their performances and to offer supports to the staff in case any individual member of the staff likes to pursue any programme for performance enhancement. These decisions are communicated to the staff in the staff meetings organized by the authority.

6.3.5   What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

There is a Welfare Fund for teaching and non-teaching staff in the college. In the last four years, no member of the staff has availed the benefit of this fund.

6.3.6   What are the measures taken by the Institution for attracting and retaining eminent faculty?

The college ensures creation of a favourable teaching atmosphere in the college. It also aims at increasing academic, infrastructural and recreational facilities in the college. These are the measures taken by the college for attracting and retaining eminent faculty.

6.4   Financial Management and Resource Mobilization

6.4.1   What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The college has the UGC Committee, the Construction Committee, the Purchase Committee, the Computer Committee and the Library Committee with members from the staff. These committees ensure effective and efficient use of available financial resources.

6.4.2   What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The college is regularly audited by the Department of Audit (Local Fund), Govt. of Assam. The last audit was done up to 31.03.2013. There is no mechanism for internal audit of the college.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

The major sources of regular receipt/funding of the college are fees taken from the students in various categories, and the bank interests received on it. There is no deficit because the expenditure is done as per the money available in the respective funds.

The audited income and expenditure statement of the previous four years:

2009-10

Opening balance -- Rs. 42,04,524.00

Income -- Rs. 58,38,431.00

Expenditure -- Rs. 49,21,841.00

Reserve fund -- Rs. 51,21,114.00

2010-11

Opening balance -- Rs. 51,21,114.00

Income -- Rs. 42,21,440.00

Expenditure -- Rs. 42,04,130.00

Reserve fund -- Rs. 51,38,424.00

2011-12

Opening balance -- Rs. 51,38,424.00

Income -- Rs. 83,55,292.00

Expenditure -- Rs. 89,75,475.00

Reserve fund -- Rs. 45,18,241.00

2012-13

Opening balance -- Rs. 45,18,241.00

Income -- Rs.1,36,10,592.00

Expenditure -- Rs.1,31,86,413.00

Reserve fund -- Rs. 49,42,420.00

6.4.4   Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

The college has not yet got any additional funding. But it is trying to reach out to industries and similar funding agencies for that.

6.5   Internal Quality Assurance System (IQAS)

6.5.1   Internal Quality Assurance Cell (IQAC)

 a. Has the institution established an Internal Quality Assurance Cell (IQAC)?   If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes, the college has established an IQAC. To assure the quality of the college, the IQAC has a close monitoring of the teaching-learning processes. It also encourages individual teachers to go for research activities and departments to organize national/international seminars. The IQAC itself takes up programmes of smaller scale itself, such as organizing seminars, talks etc., which are inspirational for both the students and the teachers. The IQAC also builds a bridge between the Committees working for implementation of various aspects as regards quality.

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The management/authority does not interfere in any activity of the IQAC. All the decisions taken by the IQAC for the quality assurance of the college were actually implemented.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes. The members from the local society and the representative of parents/guardians are the external members. They offer suggestions for betterment of the college from time to time.

d. How do students and alumni contribute to the effective functioning of

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the IQAC?

The students and the alumni play no particular role in functioning of the IQAC. But in programmes taken up by the IQAC for the betterment of the students, students are involved. Also, the IQAC takes quite seriously the suggestions and feedback given by the alumni.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC keeps a close contact with different constituents of the college, and whenever need arises, it engages them for successful implementation of its programmes. The Principal is a bridge between the IQAC and different constituents of the college.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, the college has an integrated framework for quality assurance of the academic and administrative activities. They are:

a) Encouraging the teachers to take up research activities/ projects.
b) Encouraging the non-teaching staff to go for training/similar programmes for improvement in performances.
c) Keeping records of academic performance of individual teachers.
d) Organizing programmes like seminar/workshop etc.
e) Offering suggestions to the authority for improvement in both the academic and the administrative activities
f) Preparing for introduction of new course/discipline.
g) Working out future plan of action for the quality assurance in the college.

So far as operationalisation is concerned, all these goals are more or less achieved by the IQAC. The IQAC sits according to the need and takes up decisions as regards how to achieve its goal.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its

impact.

Yes, the college provides training to its staff, particularly the ministerial staff. Experts are invited to train up the ministerial staff in respect of ministerial functioning. The impact of such training is quite positive. It has helped systematization of the office functioning.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

No, the college has not undertaken Academic Audit or other external review of the academic provisions yet, but it has a plan to go for it in the near future.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

While working out the mechanisms for the internal quality assurance, the requirements of the relevant external quality assurance agencies/regulatory authorities are kept in mind.

6.5.6   What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The review of the teaching-learning process is a continuous activity of the college. It is done in four ways:
   i) Review of the suitability of the central class routine and the periodical departmental review of the implementation of teaching plans.
   ii) Formal and informal feedbacks from students. The formal feedback is taken   from the last semester students.

   iii) Departmental review of the class and course allotments as well as periodical departmental assessments.
   iv)Interaction of the Principal with the Heads and other faculty members

in respect of teaching-learning.

The outcome of the review is used to formulate a compact design for a better teaching-learning process by overcoming the loopholes found in the review.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The college authority holds meetings with the faculty from time to time to communicate its quality assurance policies, mechanisms and outcomes to them. The Principal is in close contact with the Students' Union in this respect. Among the external stakeholders, the parents are communicated about this as per requirements through the Parent-Teacher Committee. Moreover, the annual prospectus gives a clear picture of the quality assurance policies and mechanisms to everybody inside and outside.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Green Audit of the college campus and various facilities is conducted.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?
* Energy conservation -- Nil
* Use of renewable energy -- Nil
* Water harvesting -- Nil
* Check dam construction -- Nil
* Efforts for Carbon neutrality -- Nil
* Plantation -- The college has taken several plantation drives.
* Hazardous waste management -- Nil
* e-waste management -- Nil

7.2   Innovations

7.2.1   Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

In the last four years, the college introduced innovative practices like offering fees relief to the economically backward meritorious students at the time of admission, reservation of seats to N.C.C. A and B certificate holders, field studies and academic tours by students. They have created a positive impact on the functioning of the college.

7.3   Best Practices

7.3.1   Elaborate on any two best practices **as per the annexed format (see page ..)** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

Practice I

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

2.   **Goal**

      Every year the college receives a lot of applicants 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 possible 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 classes. (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 to 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 the 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 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**

Name of the Principal: Dr. Prakash Sarma
Name of the Institution: Madhab Choudhury College.
City: Barpeta
Pin Code: 781301
Accredited Status:
Work Phone : 03665252222   Fax: 03665252222
Website: www.mccasam.org   E-mail:mccbarpeta@rediffmail.com
 Mobile: 94350-24357

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 in 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 effective 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 streams, 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 in the syllabus, 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 studies, 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 to study the historical importance of that place. In Economics, students are taken to some place, where they can study the economically relevant issues in the lives of the people there. After the field study 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 of being explored 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 stones 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 in 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**

Name of the Principal: Dr. Prakash Sarma
Name of the Institution: Madhab Choudhury College.
City: Barpeta
Pin Code: 781301
Accredited Status:
Work Phone : 03665252222   Fax: 03665252222
Website: www.mccasam.org   E-mail:mccbarpeta@rediffmail.com
 Mobile: 94350-24357

Evaluative Report of the Departments

1. Name of the department: Anthropology

2. Year of Establishment : 1964

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Undergraduate

4. Names of Interdisciplinary courses and the departments/units involved: Nil

5. Annual/ semester/choice based credit system (programme wise) : Semester

6. Participation of the department in the courses offered by other departments: Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8. Details of courses/programmes discontinued (if any) with reasons : Nil

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors		
Asst. Professors	6	5

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dwijendra	M.Sc.	Asstt.	Ph.D.	23	Nil

Kakati		Professor			
Sarat Chandra Bhuyan	M.Sc.	-do-		12	-do-
Rameeza Hassan	M.Sc.	-do-	Ph.D.	7	-do-
Luna Goswami	M.A.	-do-		7	-do-
Ajit Kumar Ojah	M.A.	-do-		5	-do-

11. List of senior visiting faculty : Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty :Nil

13. Student -Teacher Ratio (programme wise) B.A. --1:15, B.Sc. – 1:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Sanctioned 2 Filled 2

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D—2, PG--3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University : Nil

19. Publications:

   ∗ a) Publication per faculty
   The following teachers contributed their articles of academic interest/research papers in journals/periodicals/newspapers.
   Dr. Dwijendra Kakati -- 23

Sarat Chandra Bhuyan -- 6

Dr. Rameeza Hassan -- 4

* Number of papers published in peer reviewed journals (national / international) by faculty and students

Dr. Dwijendra Kakati -- 4

Sarat Chandra Bhuyan -- 1

Dr. Rameeza Hassan --4

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

Dr. Rameeza Hassan --7

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

Dr. Dwijendra Kakati --4, published by Lucky Book Stall, Barpeta

Sarat Chandra Bhuyan –4, -do-

Ajit Kumar Ojah -- 2, -do-

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards....:

Dr. Dwijendra Kakati is a member of the Editorial Board of the Souvenir to be published on the occasion of the Platinum Jubilee of the college.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : All the students of the major course in the 6th Semester have to do field based projects.

b) Percentage of students placed for projects in organizations outside the

institution i.e.in Research laboratories/Industry/other agencies : Nil

23. Awards/ Recognitions received by faculty and students : Nil

24. List of eminent academicians and scientists/ visitors to the department: 3 visitors from Gauhati University.

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National : Nil

b)International : Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M	*F	Pass percentage
B.A.	95	40	10	30	95
B.Sc.	10	05	02`	03	90

   *M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.	100		
B.Sc.	100		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

   NET/SLET -- 5 Nos.

29. Student progression

Student progression	Against % enrolled
UG to PG	**75**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	34%
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library : The department has a library with 110 Nos. of books

b) Internet facilities for Staff & Students : Nil

c) Class rooms with ICT facility : Nil

d) Laboratories The department has a well-furnished laboratory.

31. Number of students receiving financial assistance from college, university, government or other agencies : Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Held two workshops and popular talks.

33. Teaching methods adopted to improve student learning: Traditional method in an improved manner.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities -- Field Study by students.

35. SWOC analysis of the department and Future plans

Strength -- Well furnished laboratory, museum and good faculty.

Weakness-- Outdated classrooms.

Opportunity- Scope for upgradation to the P.G. level

Constraint -- Insufficient number of teachers.

The Future Plan of the department is to increase infrastructure so that more students can be admitted to the undergraduate course, and also to open P.G. programmes.

Evaluative Report of the Departments

1. Name of the department: Assamese

2. Year of Establishment: 1939

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4. Names of Interdisciplinary courses and the departments/units involved: Nil

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8. Details of courses/programmes discontinued (if any) with reasons : Nil

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	4	4

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Deepalee Deka	M.A.	Associate Professor		25 years	

Babul Chandra Das	M.A.	-do-	Ph.D.	29 years	
Puspajyoti Ojah	M.A.	Asstt. Professor		26 years	
Manima Kakati	M.A.	-do-	Ph.D.	22 years	
Parag Kumar Deka	M.A.	-do-		13 years	
Manjit Pathak	M.A., B.Ed.	-do-		5 years	

11. List of senior visiting faculty : Nil
12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty   : Nil
13. Student -Teacher Ratio (programme wise): B.A. -- 1:120
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.
     Ph.D. — 2, PG --4
16. Number of faculty with ongoing projects from a) National b) International funding   agencies   and   grants received   : One Minor Research Project (completed) funded by UGC. Grants received -- 90,000.00
17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received   : Nil
18. Research Centre /facility recognized by the University : Nil
19. Publications:
     ∗ a) Publication per faculty
          The   following   teachers   published   their   articles   of   academic interest/research paper in journals/periodicals/newspapers.

Deepalee Deka -- 1, Puspajyoti Ojah --- 3, Dr. Babul Chandra Das -- 9, Dr. Manima Kakati -- 4

* Number of papers published in peer reviewed journals (national / international) by faculty and students : Nil

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Nil

* Monographs

* Chapter in Books:

    Dr. Babul Chandra Das -- 27, Dr. Manima Kakati -- 4, Parag Kumar Deka -- 3, Manjit Pathak -- 3, Deepalee Deka -- 7, Puspajyoti Ojah -- 2

* Books Edited :

    Dr. Babul Chandra Das -- 2, Parag Kumar Deka -- 5

* Books with ISBN/ISSN numbers with details of publishers

    Dr. Manima Kakati -- 1

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

    a) National committees b) International Committees c) Editorial Boards….

    Dr. Babul Chandra Das, Deepalee Deka and Parag Kumar Deka were members of the Editorial Board of the College Magazine. Parag Kumar Deka was the editor of the annual journal 'Shikshabratee' published by the M.C.College unit of the Assam College Teachers' Association, and Dr. Babul Chandra Das was a member of its editorial board.

22. Student projects

    a) Percentage of students who have done in-house projects including inter departmental/programme -- 100%

    b) Percentage of students placed for projects in organizations outside the

institution i.e.in Research laboratories/Industry/other agencies -- Nil

23. Awards/ Recognitions received by faculty and students -- Nil

24. List of eminent academicians and scientists/ visitors to the department -- Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

    a)National : In 2012, a national seminar was organized on "Morphological Study

of Badhakabya of Ram Saraswati in the Medieval Period", sponsored by the U.G.C.

    b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
Undergraduate	520	410	200 210	85%

    *M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? -- Nil

29. Student progression

Student progression	Against % enrolled

Student progression	Against % enrolled
UG to PG	**20%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	14%
Entrepreneurship/Self-employment	20%

30. Details of Infrastructural facilities

    a) Library : A departmental library with 1000 books.

    b) Internet facilities for Staff & Students -- Nil

    c) Class rooms with ICT facility -- Nil

    d) Laboratories: Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: 12% students getting financial assistance from the Govt.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -- Nil

33. Teaching methods adopted to improve student learning: Traditional method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Field Study.

35. SWOC analysis of the department and Future plans:

    Strength -- Good faculty

    Weakness -- High Student-Teacher ratio

    Opportunity -- New avenues of study and research can be opened up

    Constraint -- Lack of modern teaching aids.

    Future Plans:

    To introduce regular P.G. course and other short term training courses, to organize national level seminar in collaboration with the dept. of Education.

Evaluative Report of the Departments

1. Name of the department: Botany

2. Year of Establishment: 1959

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Under Graduate

4. Names of Interdisciplinary courses and the departments/units involved: Environmental Studies. Departments involved are Chemistry, Zoology

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments -- Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc. -- Nil

8. Details of courses/programmes discontinued (if any) with reasons

9. Number of Teaching posts

	sanctioned	Filled
Professors	0	0
Associate Professors	2	2
Asst. Professors	5	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4

					years
Kulendra Narayan Patowary	M.Sc.	-do-		25 years	
Kaberi Saikia Das	M.Sc.	-do-		20 years	
Dip Kr. Bhattacharyya	M.Sc.	Asstt. Professor	Ph.D.	14 years	1
Eushah Ali	M.Sc.	Asstt. Professor	Ph.D., M.Phil	05 years	
Dimpi Das	M.Sc.	-do-	Ph.D.	01 years	

11. List of senior visiting faculty:

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise) 10:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Technical – 3, all filled

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D.-3, M.Phil – 1, PG - 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received --   Minor Research Projects (UGC Sponsored), Number of Projects-- 2 (all completed); Total grants received – Rs.2, 60, 000.00

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received -- Nil

18. Research Centre /facility recognized by the University -- Nil

19. Publications:

* a) Publication per faculty

    The following teachers contributed their articles of academic interest/research papers in journals/periodicals/newspapers:

    Kulendra Narayan Patowary -- 3, Kaberi Saikia Das -- 1, Dr. Dip Kr. Bhattacharyya -- 21, Dr. Eushah Ali -- 13, Dr. Dimpy Das -- 7

* Number of papers published in peer reviewed journals (national / international) by faculty and students :

    Kulendra Narayan Patowary – 02, Kaberi Saikia Das – 01, Dr. Dip Kr. Bhattacharyya – 15, Dr. Eushah Ali -- 08, Dr. Dimpy Das -- 7

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.): Dr. Dip Kr. Bhattacharyya – 03, Dr. Eushah Ali -- 01

* Monographs

* Chapter in Books

    Dr. Dimpy Das -- 2, Dr. Eushah Ali -- 1

* Books Edited : Dr. Dip Kumar Bhattacharyya –1, Dr. Eushah Ali -- 1

* Books with ISBN/ISSN numbers with details of publishers-- Dr. Eushah Ali -- 1 (Publisher -- Eastern Book House, Guwahati)

* Citation Index

* SNIP

* SJR

* Impact factor : Dr. D.K. Bhattacharyya and Dr. E. Ali having a few papers published in some journals of repute with Impact Factor.

* h-index

20. Areas of consultancy and income generated: Nil

21. Faculty as members in

    a) National committees b) International Committees c) Editorial Boards….: Dr.

Dip Kumar Bhattacharyya and Dr. Eushah Ali were the editors of the book "Enrivonmental Degradation and Its Impact on Biodiversity".

22. Student projects
    a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students:
    State Govt.'s Ph.D. Merit Scholarship received by Dr. Dip Kumar Bhattacharyya and Dr. Eushah Ali during Ph.D. work.

24. List of eminent academicians and scientists/ visitors to the department: Dr. A.P.Das, Prof. Dept. of Botany, North Bengal University, Dr. S.K.Sarma, Prof. Dept. of Botany, Gauhati University, Dr. Ashish Kar, Scientist, TERI, Dr. Maniruddin Ahmed, Scientist, NEDFI, Assam.

25. Seminars/ Conferences/Workshops organized & the source of funding
    a)National : UGC sponsored National seminar on "Environmental Degradation and its Impact on Biodiversity in India with Special Reference to North-Eastern Region." – Funded by UGC, New Delhi.
    b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
B.Sc.	20	20	12 8	92
Environmental Studies	350	350	179 121	74

*M=Male F=Female

27. Diversity of Students

Name of the	% of	% of students	% of

119

Course	students from the same state	from other States	students from abroad
UG	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? -- Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	**100**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	32%
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

   a) Library There is a departmental library, having 270 books and 7 No. of journals.

   b) Internet facilities for Staff & Students : Available

   c) Class rooms with ICT facility -- Nil

   d) Laboratories : Available

31. Number of students receiving financial assistance from college, university, government or other agencies: A few general students and all minority students receive Govt. scholarship.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Specail lectures/seminars are arranged from time to time to improve the knowledge of students.

33. Teaching methods adopted to improve student learning: Both conventional and audio-visual methods are used.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

   a. Seminar on "Medicinal and aromatic plants of Assam and their prospects'

   b. Popular talk on "Importance of biological diversity and its conservation with special reference to Indian Rhino vision 2020"

   c. Workshop on "Indigenous plants and their role in conservation of the environment and employment generation" under the sponsorship of Assam Science Society, Guwahati.

   d. Awareness programme on the occasion of 'International Biodiversity Day' in collaboration with Botanical Society of Assam, India. Venue – Barpeta Govt. H. S. School.

35. SWOC analysis of the department and Future plans:

   Strength : Well furnished laboratories and good staff

   Weakness: Number of students is not satisfactory

   Opportunity: Scope for widening of the academic activities.

   Contraint : Insufficient number of teachers.

   Future Plans:

   1. To introduce P.G. courses, 2. Faculty improvement by providing guideship facility as soon as the lab permission is attained from the concerned authority.

Evaluative Report of the Departments

1.Name of the department: Chemistry

2.Year of Establishment: 1959

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Environmental Studies. Departments involved -- Botany, Zoology.

5.Annual/ semester/choice based credit system (programme wise) :Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons: Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	5	4

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kulendra Dev Mishra	M.Sc.	Associate Professor		31 Years	Nil

Manomohan Das	M.Sc.	Associate Professor		26 years	Nil
Dipanjali Pathak	M.Sc.	Asstt. Professor		15 years	Nil
Sanjib Deuri	M.Sc.	Asstt. Professor	Ph.D.	14 years	Nil
Hitesh Das	M.Sc.	Asstt. Professor	Ph.D.	7 years	Nil
Abdur Rezzak Ali	M.Sc.	Asstt. Professor		5 year	Nil

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise): 31:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Technical staff -- Sanctioned 2, Filled 2

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. : Ph.D.- 2, PG - 4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 3. Funding agency -- UGC, Amount of grant: 4.75 lakhs (all completed)

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18. Research Centre /facility recognized by the University -- Nil

19. Publications:

* a) Publication per faculty

    Dr. Sanjib Deuri –7, Abdur Rezzak Ali -- 5

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Dr. Sanjib Deuri –7, Abdur Rezzak Ali -- 5

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
* Monographs
* Chapter in Books
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor: Dr. Sanjib Deuri and Abdur Rezzak Ali published research papers in journals with high impact factors.
* h-index

20. Areas of consultancy and income generated

21. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards….

   Dr. Sanjib Deuri worked as a member of Editorial Board in the College Magazine.

22. Student projects

   a) Percentage of students who have done in-house projects including inter departmental/programme -- Nil

   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -- Nil

23. Awards/ Recognitions received by faculty and students-- Nil

24. List of eminent academicians and scientists/ visitors to the department -- Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

   a)National -- Nil

   b)International -- Nil

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
B.Sc.	100	75	35 30	85
Environmental Studies	350	350	179 121	74

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? – NET/SLET -- 5

29. Student progression

Student progression	Against % enrolled
UG to PG	**53**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	40%
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library : The department has a library of its own.

b) Internet facilities for Staff & Students -- Yes

c) Class rooms with ICT facility -- Nil

d) Laboratories : The department has well-furnished laboratories.

31. Number of students receiving financial assistance from college, university, government or other agencies -- 10

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -- Special lectures were arranged.

33. Teaching methods adopted to improve student learning -- Traditional method.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities -- Nil

35. SWOC analysis of the department and Future plans.

Strength -- Well furnished laboratories and good teaching faculty

Weakness - Absence of modern facilities like internet in the department.

Opportunity – Production of a large number of graduates every year, which gives scope for introducing P.G. course in future.

Constraint -- Insufficient number of teachers.

Future Plan:

The department plans to open P.G.course in the near future.

Evaluative Report of the Departments

1.Name of the department: Computer Science

2.Year of Establishment: 2003

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate and PG Diploma.

4.Names of Interdisciplinary courses and the departments/units involved: B.C.A. Departments involved -- English, Mathematics, Physics.

5.Annual/ semester/choice based credit system (programme wise) – Semester (all programmes)

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. -- Nil

8.Details of courses/programmes discontinued (if any) with reasons -- Nil

9.Number of Teaching posts: There are no posts sanctioned in this department. The three teachers in the department are in non-sanctioned posts.

	sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Asst. Professors	0	0

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years

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Bidyut Kumar Das	MC.A.	Non-sanctioned lecturer		13 years	
Kirti Prakash Choudhury	M.C.A.	-do-		2 years	
Bhaswati Das	M.C.A.	-do-		1 year	

11.List of senior visiting faculty: Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 100%

13.Student -Teacher Ratio (programme wise): Undergraduate -- 10:1, PG -- 10:3

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled : No sanctioned post is there for the academic support staff (technical) and administrative staff.

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. : PG - 3

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received -- Nil

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18.Research Centre /facility recognized by the University -- Nil

19.Publications:

* a) Publication per faculty

    Bidyut Kr. Das -- 05

* Number of papers published in peer reviewed journals (national / international) by faculty and students:

    Bidyut Kr. Das -- 05

* Number of publications listed in International Database (For Eg: Web

of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs
* Chapter in Books – Bidyut Kr. Das -- 5
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor
* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards…. -- Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme -- PGDCA 100%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: BCA 100%

23. Awards/ Recognitions received by faculty and students -- Nil

24. List of eminent academicians and scientists/ visitors to the department -- Nil

25. Seminars/ Conferences/Workshops organized & the source of funding -- Nil

a)National

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M	*F	Pass percentage
BCA	10	06	05	01	50
PGDCA	15	13	09	04	55

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage

*M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.C.A.	100%		
PGDCA	100%		

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? -- Nil

29.Student progression

Student progression	Against % enrolled
UG to PG	**80%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	50%
Entrepreneurship/Self-employment	

30.Details of Infrastructural facilities

   a) Library: There is a departmental library.

   b) Internet facilities for Staff & Students: Internet facility is available for both staff and students.

   c) Class rooms with ICT facility: Yes

   d) Laboratories: yes

31.Number of students receiving financial assistance from college, university,

government or other agencies -- Nil

32.Details on student enrichment programmes (special lectures /   workshops / seminar) with external experts -- Nil

33.Teaching methods adopted to improve student learning: Audio-visual

34.Participation in Institutional Social Responsibility (ISR) and Extension activities -- Nil

35.SWOC analysis of the department and Future plans

  Strength -- Well furnished modern class rooms and laboratories

  Weakness- Number of students is not up to the mark.

  Opportunity -- Possibility for further extension of the departmental academic activities.

  Constraint -- No sanctioned post for teachers.

  Future Plan:

The department plans to introduce more courses in the near future.

Evaluative Report of the Departments

1.Name of the department: Economics

2.Year of Establishment: 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise) : Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : No

8.Details of courses/programmes discontinued (if any) with reasons: Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	3	3
Asst. Professors	2	1

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Suresh Chandra Sarma	M.A.	Associate Professor	Ph.D.	30 years	

Shahjahan Ali Siddique	M.A.	-do-		23 years	
Mrs.Krishna Das	M.A.	-do-		21 years	
Parthapratim Choudhury	M.A., L.L.B.	Asstt. Professor		6 years	

11.List of senior visiting faculty: Prof. A. C. Goswami

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 20%

13.Student -Teacher Ratio (programme wise): 30:1

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Nil

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. : Ph.D. – 1, PG--3

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Nil

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18.Research Centre /facility recognized by the University : Nil

19.Publications:

* a) Publication per faculty

   Parthapratim Choudhury contributed 1 paper in ISSN journal.

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor
* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….: Parthapratim Choudhury was the member of the Editorial Board of the College Magazine.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: 1%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -- Nil

23. Awards/ Recognitions received by faculty and students -- Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding : Nil

a)National

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M	*F	Pass percentage
B.A.	50	40	25	15	100%
B.Sc.	5	2	1	1	100%

*M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.	100%		
B.Sc.	100%		

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?: SLET – 5, NET – 5, Civil Service --1

29.Student progression

Student progression	Against % enrolled
UG to PG	**76**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	37
Entrepreneurship/Self-employment	20

30.Details of Infrastructural facilities

   a) Library : The department has a library.

   b) Internet facilities for Staff & Students :   Yes

   c) Class rooms with ICT facility : Nil

   d) Laboratories : Nil

31.Number of students receiving financial assistance from college, university, government or other agencies -- 18

32.Details on student enrichment programmes (special lectures /   workshops / seminar) with external experts -- Nil

135

33.Teaching methods adopted to improve student learning: Traditional teaching method accompanied by giving students access to computer application.

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: The department organizes economic surveys involving students every year.

35.SWOC analysis of the department and Future plans:

Strength -- Good faculty

Weakness—Lacking in well furnished laboratory of its own.

Opportunity -- Possibility of extension in academic activities.

Constraint -- Insufficient number of teachers

Future Plans:

Holding of seminar, to take P.G. classes under IDOL, more economic surveys, opening of P.G. course.

Evaluative Report of the Departments

1. Name of the department: Education

2. Year of Establishment: 1976

3. Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4. Names of Interdisciplinary courses and the departments/units involved: Nil

5. Annual/ semester/choice based credit system (programme wise): Semester

6. Participation of the department in the courses offered by other departments: Nil

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: Nil

8. Details of courses/programmes discontinued (if any) with reasons : Nil

9. Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	2	2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Manavee Bardalai	M.A.	Associate Professor		25 years	
Nilima	M.A.	-do-		24 years	

Nath					
Gobinda Brahma	M.A.	Asstt. Professor		19 years	
Champak Deuri	M.A.	-do-	M.Phil.	8 years	

11.List of senior visiting faculty -- Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty -- Nil

13.Student -Teacher Ratio (programme wise): 125:4

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Nil

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. M.Phil.—1, PG --3

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Nil

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18.Research Centre /facility recognized by the University : Nil

19.Publications:

* a) Publication per faculty

  The following teachers contributed their research papers/articles of academic nature in journals/periodicals

  Gobinda Brahma -- 5, Champak Deuri -- 8

* Number of papers published in peer reviewed journals (national / international) by faculty and students : Gobinda Brahma   -- 4, Champak Deuri --4

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….-- Nil

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme -- Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies-- Nil

23. Awards/ Recognitions received by faculty and students -- Nil

24. List of eminent academicians and scientists/ visitors to the department -- Nil

25. Seminars/ Conferences/Workshops organized & the source of funding -- Nil

a) National

b) International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
Undergraduate	450	280	130 150	85%

*M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100%		

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? Net—1, SLET -- 1

29.Student progression

Student progression	Against % enrolled
UG to PG	7%
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	4%
Entrepreneurship/Self-employment	

30.Details of Infrastructural facilities

   a) Library : Not up to the mark

   b) Internet facilities for Staff & Students -- Nil

   c) Class rooms with ICT facility -- Nil

   d) Laboratories: Not up to the mark.

31.Number of students receiving financial assistance from college, university, government or other agencies: 36 students getting financial assistance from the Govt.

32.Details on student enrichment programmes (special lectures / workshops / seminar) with external experts -- Special lectures are arranged.

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33.Teaching methods adopted to improve student learning: Traditional method

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35.SWOC analysis of the department and Future plans:

Strength -- Good faculty.

Weakness -- High Student-Teacher ratio.

Opportunity   -- With increasing number of passing out students, there is the possibility of introducing higher level of study.

Constraint -- No proper laboratory and library facility

Future Plan:

Department has a future plan to introduce regular P.G. course and other short term training courses, and also to organize national seminar in collaboration with the dept. of Assamese.

Evaluative Report of the Departments

1.Name of the department: English

2.Year of Establishment: 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) -- Under Graduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise)-- Semester

6.Participation of the department in the courses offered by other departments: B.C.A. course

7.Courses in collaboration with other universities, industries, foreign institutions, etc. -- Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors	0	0
Associate Professors	2	2
Asst. Professors	4	3

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4

					years
Amarendra Das	M.A.	Associate Professor		31 years	
Anjana Bhattacharyya	M.A.	Asstt. Professor		23 years	
Dilip Kr. Das	M.A.	Associate Professor		20 years	
Birinchi Kumar Das	M.A.	Asstt. Professor	Ph.D.	18 years	
Indrajyoti Roychowdhury	M.A.	Asstt. Professor		15 years	

11.List of senior visiting faculty : Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : Nil

13.Student -Teacher Ratio (programme wise)   B.A. 73: 1, B.Sc. 10:1

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D.- 1, PG - 4

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received : Nil

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received : Nil

18.Research Centre /facility recognized by the University : Nil

19. Publications:

* a) Publication per faculty

  The following teachers contributed their articles of academic interest/research papers in journals/periodicals/newspapers.

  Dr. Birinchi Kumar Das -- 16, Indrajyoti Roychoudhury --1, Anjana Bhattacharyya --1

* Number of papers published in peer reviewed journals (national / international) by faculty and students

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books – Dr. Birinchi Kumar Das –15, Indrajyoti Roychoudhury --4

* Books Edited --- Dr. Birinchi Kumar Das --2, Indrajyoti Roychoudhury--2

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor

* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….

Dr. Birinchi Kumar Das was Teacher-in-charge in the Editorial Board of the College Magazine, Editor of 'Shikshabratee', the annual journal of the M.C.College unit of the Assam College Teachers' Association and member of the Editorial Board of the Souvenir to be published on the occasion of the Platinum Jubilee of M.C. College. Indrajyoti Roychoudhury was the member of the Editorial Board of the College Magazine and 'Shikshabratee'.

22. Student projects

a) Percentage of students who have done in-house projects including inter

departmental/programme -- Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies-- Nil

23.Awards/ Recognitions received by faculty and students -- Nil

24.List of eminent academicians and scientists/ visitors to the department -- Nil

25.Seminars/ Conferences/Workshops organized & the source of funding -- Nil

 a)National

 b)International

26.Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
B.A.	450	350	180 170	43
B.Sc.	140	100	64 36	74
B.C.A.	10	6	5 1	50

   *M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A.	100%		
B.Sc.	100%		
B.C.A.	100%		

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

29.Student progression

Student progression	Against % enrolled
UG to PG	**32**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	46
Entrepreneurship/Self-employment	17

30.Details of Infrastructural facilities

 a) Library : There is a departmental library.

 b) Internet facilities for Staff & Students : Nil

 c) Class rooms with ICT facility : Nil

 d) Laboratories : Nil

31.Number of students receiving financial assistance from college, university, government or other agencies : 34

32.Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Special lectures and small seminars are arranged.

33.Teaching methods adopted to improve student learning -- Traditional method with occasional application of audio-visual aid.

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35.SWOC analysis of the department and Future plans:

Strength : Good faculty

Weakness :   High Student-Teacher ratio, lacking in sufficient quantities of modern teaching-learning tools.

Opportunity : Potentialities for further growth.

Constraint : Difficulties of the vernacular medium students in following studies in English.

Future Plans:

 To establish a language laboratory, opening courses related to Spoken English, and Translation Method and Theory, organizing national seminar.

Evaluative Report of the Departments

1.Name of the department: Geography

2.Year of Establishment: 1949

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise): Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons: Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	3	3
Asst. Professors	1	1

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kulada Devee	M.A.	Associate Professor	M.Phil, Ph.D.	32 years	Nil
Geeta	M.A	Associate	Ph.D.	32 years	Nil

Devee		Professor			
Kshitish Chandra Goswami	M.A.	Associate Professor	M.Phil	31 years	Nil
Sailajananda Saikia	M.A.	Asstt. Professor	Ph.D.	2 years	Nil

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise)   5:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG.: Ph.D. – 3, M.Phil. -- 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

   * a) Publication per faculty

   The following teachers contributed their articles of academic interest/research papers in journals/periodicals.

   Dr. Geeta Devee -- 5, Dr. Kulada Devee -- 2, Dr. Sailajananda Saikia --4

   * Number of papers published in peer reviewed journals (national / international) by faculty and students

   Dr. Geeta Devee -- 5, Dr. Kulada Devee -- 2, Dr. Sailajananda Saikia --4

   * Number of publications listed in International Database (For Eg: Web

of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) – Dr. Sailajananda Saikia -- 2

* Monographs
* Chapter in Books -- Dr. Sailajananda Saikia -- 2
* Books Edited
* Books with ISBN/ISSN numbers with details of publishers : Dr. Geeta Devee – 2 (Eastern Book House, Guwahati), Dr. Kulada Devee -- 1 (Planet Ink, Guwahati)
* Citation Index -- Dr. Geeta Devee --1
* SNIP
* SJR
* Impact factor
* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….: Dr. Geeta Devee -- National Committees. Dr. Kulada Devee -- Member of the Editorial Board in the College Magazine.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme -- Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies --- Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department –

Dr. D. Goswami,

Dr. A. K. Bhagabati

Dr. Dinamoni Bhagabati

Dr. B. Talukdar

Dr. A. K. Bora

Dr. Dhrubajyoti Sahari

25.Seminars/ Conferences/Workshops organized & the source of funding -- Nil

a)National

b)International

26.Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M	*F	Pass percentage
Undergraduate	10	10	4	6	100%

*M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100%	Nil	Nil

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? : Defense Service -=- 1

29.Student progression

Student progression	Against % enrolled
UG to PG	**30%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	

Student progression	Against % enrolled
Employed • Campus selection • Other than campus recruitment	10
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

   a) Library : The department has a library.

   b) Internet facilities for Staff & Students : Nil

   c) Class rooms with ICT facility: Nil

   d) Laboratories : The department has a small laboratory.

31. Number of students receiving financial assistance from college, university, government or other agencies : 5

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Lectures by Dr. A. K. Bhagabati, Dr. D. Goswami, Dr. A. K. Bora, Dr. Dhrubajyoti Sahari

33. Teaching methods adopted to improve student learning: Traditional

34. Participation in Institutional Social Responsibility (ISR) and Extension activities : Village survey including suggestion for village developments, economic uplifts.

35. SWOC analysis of the department and Future plans:

Strength : Good faculty

Weakness : Lack of well-furnished laboratory and modern classroom.

Opportunity : Potentials for further growth with several new courses introduced.

Constraint : Insufficient number of students.

Future Plans:

1. Sophisticated instrumentation centre, 2. Organization of seminar, 3. Well-equipped laboratories, 4. Seeking permission for use of laboratory from university for research works.

Evaluative Report of the Departments

1.Name of the department: History

2.Year of Establishment: 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise): Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors		

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Abdus Samad Ahmed	M.A., L.L.B.	Associate Professor		23 years	

Hom Bahadur Chhetry	M.A.	-do-		21 years	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 26%

13. Student -Teacher Ratio (programme wise) : 30:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. PG -- 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

- ∗ a) Publication per faculty
- ∗ Number of papers published in peer reviewed journals (national / international) by faculty and students
- ∗ Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- ∗ Monographs
- ∗ Chapter in Books
- ∗ Books Edited
- ∗ Books with ISBN/ISSN numbers with details of publishers
- ∗ Citation Index
- ∗ SNIP
- ∗ SJR

* Impact factor
* h-index

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….: No

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme: 100%

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies : Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding : Nil

a)National

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
UG	30	30	16 14	76

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%		

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? SLET --2

29. Student progression

Student progression	Against % enrolled
UG to PG	**90%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	25
Entrepreneurship/Self-employment	12

30. Details of Infrastructural facilities

a) Library : Yes

b) Internet facilities for Staff & Students : Nil

c) Class rooms with ICT facility : Nil

d) Laboratories : Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: 20

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts : Nil

33. Teaching methods adopted to improve student learning: Traditional method

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Field Study.

35. SWOC analysis of the department and Future plans

Strength : Good faculty

Weakness: Insufficient number of teachers.

Opportunity : Scope for introducing new areas of study.

Constraint : Insufficient number of students.

Future Plan:

1. Organizing seminar of national level   2. Motivational programme for students.

Evaluative Report of the Departments

1.Name of the department: Mathematics

2.Year of Establishment: 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) Under Graduate

4.Names of Interdisciplinary courses and the departments/units involved

5.Annual/ semester/choice based credit system (programme wise) Semester

6.Participation of the department in the courses offered by other departments: B.C.A., M.C.A., PGDCA

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Asst. Professors	4	3

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dal Pathak	M.Sc.	Assistant Professor		17 years	

Brojen Das	M.Sc.	Asstt. Professor	Ph.D.	7 years	
Bipul Sarma	M.A.	Assistant Professor	Ph.D.	6 years	1

11.List of senior visiting faculty: Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 21%

13.Student -Teacher Ratio (programme wise) 43:1

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D.- 2, PG - 1

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received --

   1 (Dr. Bipul Sarma) Grants received –Rs.1,10,000.00

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18.Research Centre /facility recognized by the University: Nil

19.Publications:

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* a) Publication per faculty

    Dr. Brojen Das – 2 Dr.Bipul Sarma --12

* Number of papers published in peer reviewed journals (national / international) by faculty and students. Dr. Brojen Das – 2 Dr.Bipul Sarma --12

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books –

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

* Citation Index

* SNIP

* SJR

* Impact factor : Dr. Bipul Sarma published research papers in journals with high impact factor.

* h-index

20.Areas of consultancy and income generated : Nil

21.Faculty as members in

 a) National committees b) International Committees c) Editorial Boards….: Nil

22.Student projects

 a) Percentage of students who have done in-house projects including inter departmental/programme : Nil

 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies : Nil

23.Awards/ Recognitions received by faculty and students: Dal Pathak and Dr. Brojen Das were felicitated by Assam Academy of Mathematics

24.List of eminent academicians and scientists/ visitors to the department: Nil

25.Seminars/ Conferences/Workshops organized & the source of funding : Nil

 a)National

 b)International

26.Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
Undergraduate	20	20	8	12	100%

*M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%		

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

 -- NET -- 1

29.Student progression

Student progression	Against % enrolled
UG to PG	**25%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	54
Entrepreneurship/Self-employment	21

30.Details of Infrastructural facilities

a) Library: There is a departmental library.

b) Internet facilities for Staff & Students : Yes

c) Class rooms with ICT facility : Nil

d) Laboratories : Nil

31.Number of students receiving financial assistance from college, university, government or other agencies --   12

32.Details on student enrichment programmes (special lectures /   workshops / seminar) with external experts : Nil

33.Teaching methods adopted to improve student learning : Traditional with occasional use of computers.

34.Participation in Institutional Social Responsibility (ISR) and Extension activities.: Dal Pathak was Secy. of Assam Academy of Sciences apart from being the Secretary of the Barpeta Branch of Assam Science Society. He was an Associate NCC Officer with the Lieutenant rank.

35.SWOC analysis of the department and Future plans

Strength : Active faculty members.

Weakness : Insufficient number of teachers.

Opportunity : Scope for widening the area of teaching-learning

Constraint : Absence of sufficient modern tools for teaching-learning.

Future Plan:

Organizing national seminar

Evaluative Report of the Departments

1.Name of the department: Philosophy

2.Year of Establishment : 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.) : Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise) : Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	1	1
Asst. Professors	1	1

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Dhira Talukdar	M.A.	Associate Professor	Ph.D.	24 years	
Suman	M.A.	Asstt.	M.Phil.	4 years	

Deka		Professor			

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: 40%

13. Student -Teacher Ratio (programme wise): 120:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled : Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D. – 1, M.Phil -- 1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre /facility recognized by the University: Nil

19. Publications:

* a) Publication per faculty

  The following teachers contributed their articles of academic interest/research papers in journals/periodicals/newspapers etc.
  Dr. Dhira Talukdar --15, Suman Deka -- 2

* Number of papers published in peer reviewed journals (national / international) by faculty and students.: Suman Deka-- 1

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)

* Monographs

* Chapter in Books: Dr. Dhira Talukdar –4, Suman Deka -- 3

* Books Edited

* Books with ISBN/ISSN numbers with details of publishers

- ∗ Citation Index
- ∗ SNIP
- ∗ SJR
- ∗ Impact factor
- ∗ h-index

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

   a) National committees b) International Committees c) Editorial Boards….

   Dr. Dhira Talukdar was a member of the Editorial Board of the College Magazine, while Dr. Dhira Talukdar and Suman Deka were members of the Souvenir Committee of the Souvenir to be published for Platinum Jubilee of M. C. College, Barpeta.

22. Student projects

   a) Percentage of students who have done in-house projects including inter departmental/programme :Nil

   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies: Nil

23. Awards/ Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/ visitors to the department: Nil

25. Seminars/ Conferences/Workshops organized & the source of funding : Nil

   a)National

   b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
Undergraduate	170	170	80 90	90

*M=Male F=Female

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27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100%	Nil	Nil

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? : Nil

29.Student progression

Student progression	Against % enrolled
UG to PG	**39%**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	11
Entrepreneurship/Self-employment	

30.Details of Infrastructural facilities

  a) Library: The department has a library with 300 books.

  b) Internet facilities for Staff & Students : Nil

  c) Class rooms with ICT facility: Nil

  d) Laboratories : Nil

31.Number of students receiving financial assistance from college, university, government or other agencies -- Nil

32.Details on student enrichment programmes (special lectures /   workshops / seminar) with external experts –

iii) One day seminar on "Behavioural and Attitudinal Change' on 8 December, 2009.

      Dr. Maina Sarma was the resource person.

iv) A talk on the occasion of World Philosophy Day with Dr. Sib Nath Sarma, Professor of Gauhati University as the resource person.

33.Teaching methods adopted to improve student learning-- Traditional method including home assignments, seminars.

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: A talk on 'Logic and Its Uses' was organized by the dept. at Sankardev Vidya Niketan, Barpeta on 30 March, 2013 as a part of extension activity.

35.SWOC analysis of the department and Future plans

Strength : Active teaching staff.

Weakness : Insufficient number of teachers.

Opportunity : Possibility for extending the academic dimension of the department.

Constraint : Devoid of modern teaching-learning method like internet in the department.

Future Plan:

1.To introduce P.G. courses, 2. To hold national level seminar 3. To add learning facilities like Internet in the department.

Evaluative Report of the Departments

1.Name of the department: Physics

2.Year of Establishment: 1959

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Undergraduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise) : Semester

6.Participation of the department in the courses offered by other departments: B.C.A., P.G.D.C.A., M.C.A.

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors		
Associate Professors	2	2
Asst. Professors	5	4

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Napoleon Kumar Das	M.Sc.	Associate Professor		27 years	Nil

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Naba Kumar Talukdar	M.Sc.	Associate Professor	Ph.D.	25 years	Nil
Malay Kumar Barman	M.Sc.	Asstt. Professor	Ph.D.	23 years	Nil
Archana Das	M.Sc.	Asstt. Professor		6 years	Nil
Pranjal Kalita	M.Sc.	Asstt. Professor		6 years	Nil
Pratyush Purkayastha	M.Sc.	Asstt. Professor	Ph.D.	10 years	Nil

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise): 29:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Sanctioned –3, filled --3

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. : Ph.D – 3, P.G. -- 3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: 2 Minor Research Projects (by Dr. Malay Kumar Barman and Dr. Pratyush Purkayastha – both completed). Funding agency -- U.G.C. Total grants received -- Rs. 2, 72,000.00

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received-- Nil

18. Research Centre /facility recognized by the University -- Nil

19. Publications:

      ∗ a) Publication per faculty:

167

The following teachers contributed research papers/articles of academic interest in various journals/periodicals/newspapers.

Dr. Naba Kumar Talukdar -- 4, Dr. Malay Kumar. Barman -- 6, Dr. Pratyush Purkayastha -- 11

* Number of papers published in peer reviewed journals (national / international) by faculty and students

Dr. Naba Kumar Talukdar -- 1, Dr. Malay Kumar. Barman -- 6, Dr. Pratyush Purkayastha -- 11

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
* Monographs
* Chapter in Books –

    Napoleon Kr. Das --2, Dr. Naba Kumar Talukdar -- 2, Dr. Pratyush Purkayastha -- 10

* Books Edited
* Books with ISBN/ISSN numbers with details of publishers
* Citation Index
* SNIP
* SJR
* Impact factor
* h-index

20. Areas of consultancy and income generated -- Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….

   Dr. Naba Kumar Talukdar was the member of the Editorial Board of 'Shikshabratee', the annual journal published by the M. C. College unit of the Assam College Teachers' Association.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies : Nil

23. Awards/ Recognitions received by faculty and students : Nil

24. List of eminent academicians and scientists/ visitors to the department : Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

   a)National : A seminar on "Nanoscience and Nanotechnology" in collaboration

with Centre for Nanotechnology, IIT, Guwahati on 31 August and 1 September, 2012

   b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
Undergraduate	100	50	32	18	95%

   *M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
Undergraduate	100	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ?

   NET -- 3, GATE -- 1 , Defence service -- 1 (IAF Sq. leader)

29. Student progression

Student progression	Against % enrolled

169

Student progression	Against % enrolled
UG to PG	**40**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment 100%	31
Entrepreneurship/Self-employment	13

30. Details of Infrastructural facilities

a) Library : Departmental library consists of 450 books

b) Internet facilities for Staff & Students : Yes

c) Class rooms with ICT facility : Nil

d) Laboratories: 4 laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies -- 2

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

A seminar on Recent Advances in Communications on 8-11-2008

33. Teaching methods adopted to improve student learning: Traditional method with occasional use of audio-visual tools.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: Awareness programme on Comet ISON was organized on 26.11.2013

35. SWOC analysis of the department and Future plans.

Strength : Well furnished laboratories and good staff.

Weakness: Insufficient number of teachers

Opportunity : Scope for opening P.G. level education.

Constraint: Absence of sufficient modern teaching aids.

Evaluative Report of the Departments

1.Name of the department: Political Science

2.Year of Establishment: 1939

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise) : Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors	0	0
Associate Professors	2	2
Asst. Professors	2	2

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Munindra Das	M.A.	Associate Professor		30 years	

Utpala Devi	M.A.	-do-		27 years	
Abani Kumar Das	M.A.	Asstt. Professor	Ph.D.	15 years	
Harihar Deka	M.A.	-do-		1o years	

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty: Nil

13. Student -Teacher Ratio (programme wise): 50:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D. – 1, PG - 3

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

Dr. Abani Kumar Das is doing an UGC sponsored Minor Research Project on "Human Rights Position of Char Dwellers of Barpeta District." Grants received – Rs.1,20,000.00

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received -- Nil

18.Research Centre /facility recognized by the University: Nil

19.Publications:

- * a) Publication per faculty

   The following teachers have contributed their research papers/articles of academic nature in journals/magazines/newspapers:

   Dr. Abani Kumar Das --10, Dr. Harihar Deka --2

- * Number of papers published in peer reviewed journals (national / international) by faculty and students :

- * Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.):

- * Monographs

- * Chapter in Books: Dr. Abani Kumar Das --2

- * Books Edited : Dr. Abani Kumar Das --3

- * Books with ISBN/ISSN numbers with details of publishers--

- * Citation Index

- * SNIP

- * SJR

- * Impact factor :

- * h-index

20.Areas of consultancy and income generated : Nil

21.Faculty as members in

 a) National committees b) International Committees c) Editorial Boards….

Dr. Abani Kumar Das was the editor of 'Shikshabratee', the annual journal of the M. C. College unit of Assam College Teachers' Association, and of the Souvenir of the Diamond Jubilee celebration of the Barpeta zone of Assam College Teachers' Association.

22.Student projects

 a) Percentage of students who have done in-house projects including inter departmental/programme -- Nil

 b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -- Nil

23.Awards/ Recognitions received by faculty and students: Nil

24.List of eminent academicians and scientists/ visitors to the department : Nil

25.Seminars/ Conferences/Workshops organized & the source of funding

 a)National :

 b)International

26.Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
B.A.	150	100	65 35	67

   *M=Male F=Female

27.Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	Nil	Nil

28.How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? : Nil

29.Student progression

Student progression	Against % enrolled
UG to PG	**5**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	

Student progression	Against % enrolled
Employed • Campus selection • Other than campus recruitment	15
Entrepreneurship/Self-employment	11

30.Details of Infrastructural facilities

a) Library There is a departmental library with a good collection of books.

b) Internet facilities for Staff & Students : Nil

c) Class rooms with ICT facility: Nil

d) Laboratories : Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: : Nil

33. Teaching methods adopted to improve student learning: Lecture method

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: Nil

35.SWOC analysis of the department and Future plans:

Strength : Active teaching staff

Weakness: High Student-Teacher ratio

Opportunity: Scope for extension of the academic activities

Constraint : Modern teaching-learning aids are not available.

Future Plan:

The department aims to create enlightened students through different means and measures like seminar, workshops, group discussions etc. It wants to introduce a P.G. diploma/certificate course on Human Rights to be financed and sponsored by the UGC. The department is actively considering publication of a journal (yearly) as a part of academic enrichment programme.

Evaluative Report of the Departments

1.Name of the department: Statistics

2.Year of Establishment: 2004

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate

4.Names of Interdisciplinary courses and the departments/units involved: Nil

5.Annual/ semester/choice based credit system (programme wise): Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts: There is no sanctioned post in this department.

	sanctioned	Filled
Professors	0	0
Associate Professors	0	0
Asst. Professors	0	0

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Manisankar Das	M.Sc.	Asstt. Professor		10 years	

		(non-sanctioned)			

11.List of senior visiting faculty: Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : 100%

13.Student -Teacher Ratio (programme wise) : 10:1

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Nil

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. PG - 1

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received -- Nil

18.Research Centre /facility recognized by the University: Nil

19.Publications:

    ∗ a) Publication per faculty

      Manisankar Das published 7 papers/articles of academic nature in journals/magazines.

    ∗ Number of papers published in peer reviewed journals (national / international) by faculty and students :

177

Manisankar Das –1 (International)

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database -

* Monographs

* Chapter in Books

* Books Edited :

* Books with ISBN/ISSN numbers with details of publishers--

* Citation Index

* SNIP

* SJR

* Impact factor :

* h-index

20.Areas of consultancy and income generated : Nil

21.Faculty as members in

a) National committees b) International Committees c) Editorial Boards….: Nil

22.Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme : Nil

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies : Nil

23.Awards/ Recognitions received by faculty and students: Nil

24.List of eminent academicians and scientists/ visitors to the department : Nil

25.Seminars/ Conferences/Workshops organized & the source of funding : Nil

a)National :

b)International

26.Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F		Pass percentage
B.A.	5	5	5	0	78

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Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? : Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	**10**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

 a) Library : There is a departmental library.

 b) Internet facilities for Staff & Students : Nil

 c) Class rooms with ICT facility : Nil

 d) Laboratories : Nil

31. Number of students receiving financial assistance from college, university, government or other agencies: Nil

32.. Details on student enrichment programmes (special lectures /   workshops / seminar) with external experts: Nil

33. Teaching methods adopted to improve student learning: Lecture method

34.Participation in Institutional Social Responsibility (ISR) and Extension activities : Nil

35.SWOC analysis of the department and Future plans:

Strength : Active faculty

Weakness: No sanctioned post. Insufficient number of teachers.

Opportunity: Scope for increase in the number of students.

Constraint : No laboratory, outdated classrooms, no modern teaching aids.

Evaluative Report of the Departments

1.Name of the department: Zoology

2.Year of Establishment: 1959

3.Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate

4.Names of Interdisciplinary courses and the departments/units involved: Environmental Studies, Agrotechnology (Diploma course), Departments involved: Chemistry, Botany

5.Annual/ semester/choice based credit system (programme wise): Semester

6.Participation of the department in the courses offered by other departments: Nil

7.Courses in collaboration with other universities, industries, foreign institutions, etc. : Nil

8.Details of courses/programmes discontinued (if any) with reasons : Nil

9.Number of Teaching posts

	sanctioned	Filled
Professors	0	0
Associate Professors	3	3
Asst. Professors	3	3

10.Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specilization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Suroj	M.Sc.	Associate		29 years	

Chandra Chouhan		Professor			
Ranjit Kumar Hazarika	M.Sc.	-do-	Pd.D.	27 years	
Jayanta Deka	M.Sc.	-do-		23 years	
Binay Kr. Basumatary	M.Sc.	Asstt. Professor		14 years	
Chiranjit Barua	M.Sc.	-do-		9 years	
Runu Swargiary	M.Sc.	-do-		5 years	

11.List of senior visiting faculty: Nil

12.Percentage of lectures delivered and practical classes handled(programme wise) by temporary faculty : Nil

13.Student -Teacher Ratio (programme wise): B.Sc.-- 7:1, Agro-technology 2:1

14.Number of academic support staff (technical) and administrative staff; sanctioned and filled -- Sanctioned – 3, filled --3

15.Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil/PG. Ph.D-1, PG - 5

16.Number of faculty with ongoing projects from a) National b) International funding agencies and grants received :

Dr. Ranjit Kumar Hazarika completed an UGC sponsored Minor Research Project on "Neurotoxic Effect of Ipomea Carnea on Brain Tissue of Albino Rat

with EEG Analysis". Grants received – 2,00,000.00

17.Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received -- Nil

18.Research Centre /facility recognized by the University: Nil

19.Publications:

* a) Publication per faculty

   The following teachers published their research papers/articles of academic interest in journals/periodicals/newspapers:

   Dr. Ranjit Kumar Hazarika -- 44, Jayanta Deka -- 4, Biay Kumar Basumatary --2

* Number of papers published in peer reviewed journals (national / international) by faculty and students :

   Dr. Ranjit Kumar Hazarika – 24, Jayanta Deka – 4

* Number of publications listed in International Database (For Eg: Web of Science, Scopus, Humanities International Complete, Dare Database – Dr. Ranjit Kumar Hazarika -- 10

* Monographs

* Chapter in Books –

   Dr. Ranjit Kumar Hazarika --2, Suroj Chandra Chouhan – 2, Runu Swargiary --3, Binay Kumar Basumatary --1

* Books Edited :

* Books with ISBN/ISSN numbers with details of publishers — Dr. Ranjit Kumar Hazarika – 3 (1 - Use of Pesticides and Impact on Human Health in Sorbhog Area of Assam. Publisher – Lambert Academic Publication, Germany; Neurotoxic Effect of Malathion on the Heteropneustes Fossils. Publisher: Lambert Academic Publication, Germany. Bipanna Paribesh, Publisher: Binapani Publishing House, Guwahati.)

* Citation Index

* SNIP

* SJR

* Impact factor : Dr. Ranjit Kumar Hazarika published some papers in the National and the International journals of repute with Impact

Factor.

∗ h-index

20. Areas of consultancy and income generated : Nil

21. Faculty as members in

a) National committees b) International Committees c) Editorial Boards….

Dr. Ranjit Kumar Hazarika was member of (a) Toxicological Society of India

(b) International Union of Toxicology, International Commission of Occupational Health.

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme --   40

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies -- Nil

23. Awards/ Recognitions received by faculty and students:

Dr. Ranjit Kumar Hazarika   -- Teacher Fellowship Award in 1992-93 (UGC), Active Member of International Commission of Occupational Health, Italy, sponsored by NORO Foundation, Switzerland, Vikash Ratan Gold Award, 1999 by International Instigation Growth Society, New Delhi, Third World Country scholarship to attend the 19th International Conference on Epidemiology in Occupational Health, University of Alberta, Canada, Outstanding Achievement Award For Health Excellence by Global Achievers Foundation, New Delhi.

24. List of eminent academicians and scientists/ visitors to the department : Nil

25. Seminars/ Conferences/Workshops organized & the source of funding

a)National : 1. National Seminar on Recent Trends in Environmental Science and Its Application

b)International

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage
Undergraduate	30	30	17	13	86
Agrotechnology	13	13	13	0	100%

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Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M *F	Pass percentage

*M=Male F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
UG	100%	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc. ? NET/SLET --4

29. Student progression

Student progression	Against % enrolled
UG to PG	**45**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	23
Entrepreneurship/Self-employment	14

30. Details of Infrastructural facilities

a) Library : There is a departmental library with 157 books, another 34 books from UGC fund.

b) Internet facilities for Staff & Students : Nil

c) Class rooms with ICT facility : Nil

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d) Laboratories : B.Sc. 1, Physiology laboratory--1

31. Number of students receiving financial assistance from college, university, government or other agencies: 12

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: Nil

33.: Teaching methods adopted to improve student learning: Power point, Overhead projector, Slide projector, projection microscope, besides the traditional method.

34.Participation in Institutional Social Responsibility (ISR) and Extension activities: Environmental awareness and public health – lectures organized in remote areas of Barpeta district.

35.SWOC analysis of the department and Future plans:

Strength : Well furnished laboratory, good faculty

Weakness : Lack of modern classrooms.

Opportunity: Scope for resource generation.

Constraint : Lack of sophisticated instruments

Future Plan:

The department wants to establish one departmental seminar room, sophisticated instrumentation centre for research works

Post-accreditation Initiatives

Madhab Choudhury College, Barpeta underwent assessment and accreditation by National Assessment and Accreditation Council (N.A.A.C.) in the year 2003, and it secured B grade. So, before it had completed five years of assessment and accreditation, it should have initiated the process of the Cycle 2 of assessment and accreditation by the N.A.A.C. But unfortunately, for some inevitable and adverse circumstances that cropped up at the administrative level of the college, that marred the scope for the college's rising up for the next phase of assessment and accreditation, it was not possible for the college to go for the Cycle 2 of assessment and accreditation. Consequently, the college failed in delivering the post accreditation activities required in case of an accreditated institution, like sending of AQARs timely.

But despite the fact that the college failed to go for the next phase of assessment and accreditation in due time, the college has not stopped initiation of the process of growing. It is significant that the college has tried to fulfil almost all the recommendations of the N.A.A.C. peer team in the previous process of assessment and accreditation. The college, in the post accreditation period, has done a lot for enhancement of its quality and has cultivated the ground for the future development of the college. Situated at a disadvantaged locality, the college has always to fight against odds to make it a better institution, but still, it shows a tendency towards both vertical and horizontal growths.

In the last few years, there has been a significant development of the college in the areas of infrastructure, curricular, co-curricular and extra-curricular facilities to the students, academic atmosphere etc. So far as infrastructure is concerned, in the post accreditation period the college has taken some remarkable steps. The college canteen was shifted to a new, spacious building, and it can now fulfill the need of all the students, teachers and other employees. Facilities for pure drinking water have been provided to the students and others.

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A Multi-Gym was established, and in both the Multi-Gym and the already existing Iron-Gym, the number of beneficiaries has increased at a tremendous pace.

In the field of Information Technology, the college has shown significant progress. Free access to internet has been provided to the students at the Central Library named Kameswar Das Library. Computerization is there in most of the Library activities and also in the activities relating to examinations, besides in most of the office activities. Each department has been given a computer of its own, and even departmental activities are done with computer. Apart from the central library, internet facilities are there in the Computer Science Dept., Principal's chamber, college office and the IQAC office.

The college auditorium is now complete and fully fledged. A new seminar cum conference hall is under construction, and within a few days, it is going to be complete. The college also proposes to build a digital class room, a digital library, a guest room and a language laboratory. The number of class rooms has been increased, and the decades-old buildings have been renovated to a great extent. The college has provided the students with a Students' Day Home. A Girls' Hostel was established, and now both the Boys' Hostel and the Girls' Hostel have been made fully fledged and furnished with all the required facilities. They can accommodate around 60 students each. A Yoga Centre has been established to facilitate the students, the teachers and the non-teaching staff, and there is a plan to furnish it in a better way, provided the required amenities are met with.

In the post accreditation period, the college has introduced several new courses. The B.C.A., and the P.G.D.C.A. courses are going on, besides the subject Computer Science in the B.Sc. level. The Computer Science department has been running some courses of the distance learning mode, such as B.Sc. (IT), M.Sc. (IT), B.C.A., P.G.D.C.A. and M.C.A. under the Institute of Distance and Open Learning, Gauhati University. Some other new courses, such as Agro-technology, Geographical Information System, Geographical

Positioning System and Remote-Sensing are going on in this college The college also serves as a contact centre of the Institute of Distance and Open Learning, Gauhati University and a study centre of Krishna Kanta Handique State Open University. The college is yet to introduce courses like Bachelor of Journalism and Mass Communication, Bachelor of Tourism and Travel Management, Fisheries, Microbiology, Electronics, Geology and B.Com. because of the paucity of fund and required infrastructure and other facilities. Opening of professional P.G. courses in some departments has also faced the same problems. But the college includes them in the future plan for further growth of the college. The process of introducing the Bachelor of Business Administration is going on. It is also a problem for the college that some of the courses mentioned above are run in distance education mode by the Institute of Distance and Open Learning, Gauhati University and Krishna Kanta Handique State Open University, Guwahati and in these courses, the distance mode appears to be more popular than the traditional mode.

In the last few years, a research culture has grown in the college, with constitution of a Research Committee. In the post accreditation period, many teachers have got their Ph.D. and many others are doing research for the Ph.D. degree. Some teachers have done Minor Research Projects. The number of publications in the referred journals as well as other publications has increased to a great extent.

The Career Guidance and Counselling Cell arranged many programmes to give counselling to students about career opportunities, opportunities for self-employment etc. inviting outside firms and agencies. A Women's Cell has been set up to counsel the girl students on various matters. There is a proposal to start a fully fledged Health Centre, while some important health care facilities are at present available in the college. Remedial courses have been arranged for disadvantaged students.

The department of English has been organizing small programmes for development of communication skill of the students. The proposed language lab is supposed to make such efforts more effective.

The Alumni Association of the college could not rise up to the level of fulfilling the promises made earlier, and now the Association has been newly constituted to make it more functional and more interactive with the college. It also has not been possible for the college to build a multi-purpose hall for indoor games because of the paucity of fund, and also because, some other construction activities have got more priority. But the college has considered approaching the UGC for it in the near future.

To speak about the library, the number of books and the number of renowned journals subscribed by the library have been increased, keeping in view the needs of the students and the teachers. Book Bank facility has been made available to the students, while the purchase of books for the library is made on the collective recommendations of the departmental teachers. The college authority has taken steps to keep the reading room of the library open for more time.

The departments are taking initiatives for extension activities for social development and awareness for popularization of subjects. The Governing Body meets frequently to monitor the academic matters of the college. So far as resource mobilization is concerned, despite the fact that the college has limited scope for this, it is planning to utilize its existing resources, including the existing pond, in a better way.

The college has geared up to meet the challenges that have risen in the field of higher education presently. The college is looking forward to introducing many new avenues of higher education, so that the students of this locality and outside can be benefitted more. The college targets to achieve much more in the coming years.

Declaration by the Head of the Institution

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

<div align="right">

Dr. Prakash Sarma
Principal
Madhab Chodhury Colllege
Barpeta-781301 (Assam)

</div>

Place: Barpeta
Date:

ANNEXURES

a) LIST OF COLLEGES RECOGNIZED BY THE U.G.C. UNDER 2 (f) AND 12 (B)

b) CERTIFICATE OF THE LAST NAAC ACCREDITATION

c) PEER TEAM REPORT OF THE LAST NAAC ACCREDITATION

d) MASTER PLAN OF THE COLLEGE