

Annual Quality Assurance Report

2016-2017

12/7/2017

**Internal Quality Assurance Cell
Bahona College**

The Annual Quality Assurance Report (AQAR) of the IQAC Bahona College : 2016 - 17

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

Part – A

1. Details of the Institution

1.1 Name of the Institution	BAHONA COLLEGE
1.2 Address Line 1	BAHONA
Address Line 2	P. O. BAHONA
City/Town	JORHAT
State	ASSAM
Pin Code	785101
Institution e-mail address	bahonacollege1966@gmail.com
Contact Nos.	0376-2398044 (O)
Name of the Head of the Institution:	DR PRASANNA KR DUTTA
Tel. No. with STD Code:	0376-2398044
Mobile:	09435713575
Name of the IQAC Co-ordinator:	DR ROFIQUE AHMED
Mobile:	09678675117

IQAC e-mail address:

iqacbahonacollege@gmail.com

1.3 NAAC Track ID (For ex. MHCOGN 18879)

Mailed

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no. is available in the right corner- bottom
of your institution's Accreditation Certificate)

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1.5 Website address:

www.bahonacollege.edu.in

Web-link of the AQAR:

Bahonacollege.edu.in/Download.aspx AQAR2016-17

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B	71.75	2004	5 years
2	2 nd Cycle	B	2.71	2015	5 Years
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

15/06/2004

1.8 AQAR for the year (for example 2010-11)

2016-17

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

- i. AQAR (2004-2005) submitted to NAAC on 12.01.2006
- ii. AQAR (2006-2007) submitted to NAAC on 11.07.2007
- iii. AQAR (2007-2008) submitted to NAAC on 06.08.2008
- iv. AQAR (2008-2009) submitted to NAAC on 23.09.2009
- v. AQAR (2009 - 10) submitted to NAAC on 22.12.2010
- vi. AQAR (2010 - 11) submitted to NAAC on 31.12.2011
- vii. AQAR (20110 - 12) submitted along with SSR on 9.12.2014
- viii. AQAR (20012 – 13) online submitted to NAAC on 29.11.2013
- ix. AQAR (20014 – 15) online submitted to NAAC on 15.07.2015
- x. AQAR (20015 – 16) online submitted to NAAC on 08.07.2016

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

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

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

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

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.12 Name of the Affiliating University (for the Colleges)

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

Autonomy by State/Central Govt. / University

University with Potential for Excellence UGC-CPE

DST Star Scheme UGC-CE

UGC-Special Assistance Programme	<input type="text"/>	DST-FIST	<input type="text"/>
UGC-Innovative PG programmes	<input type="text"/>	Any other (<i>Specify</i>)	<input type="text"/>
UGC-COP Programmes	<input type="text" value="√"/>		

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="11"/>		
2.2 No. of Administrative/Technical staff	<input type="text" value="1"/>		
2.3 No. of students	<input type="text" value="2"/>		
2.4 No. of Management representatives	<input type="text" value="1"/>		
2.5 No. of Alumni	<input type="text" value="2"/>		
2.6 No. of any other stakeholder and community representatives	<input type="text" value="1"/>		
2.7 No. of Employers/ Industrialists	<input type="text" value="1"/>		
2.8 No. of other External Experts	<input type="text" value="1"/>		
2.9 Total No. of members	<input type="text" value="20"/>		
2.10 No. of IQAC meetings held	<input type="text" value="3"/>		
2.11 No. of meetings with various stakeholders:	No. <input type="text" value="4"/>	Faculty <input type="text" value="3"/>	
	Non-Teaching Staff <input type="text" value="2"/>	Students <input type="text" value="2"/>	Others <input type="text" value="0"/>
2.12 Has IQAC received any funding from UGC during the year?	Yes	No	
If yes, mention the amount	<input type="text"/>	<input type="text"/>	<input type="text" value="√"/>

2.13 Seminars and Conferences (only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

1. State level Del. Ded Workshop during 4.07.2016 – 15.07.2016.
2. National level Workshop on Human Right Issues – Prospects and Challenges during 26.08.2016 – 1.09.2016.
3. State level workshop on Empowering Rural Women Through the Development of Entrepreneurial Skills of SHGs during 15.06.2017 – 21.06.2017.
4. State level workshop on Culture and Conservation of Ornamental Fishes through Aquarium during 21st to 24th June, 2017.
5. Institutional seminar on Human Rights on 1.09.2016.
6. Institutional seminar on Nurture Nature for our Future on 20.03.2017.
7. Institutional seminar on Environment, ecology and sustainable development – issues and challenges on 21.03.2017.

2.14 Significant Activities and contributions made by IQAC

1. Organizing different students' enrichment programmes.
2. Strengthening students' incentive providing mechanism.
3. Collecting departmental feedback and taking action there on.
4. Enhancing internet connectivity.
5. Continuing students' support mechanism.
6. Getting feedback from students and taking action thereon.
7. Institutionalizing students' support, incentive and enrichment practices.
8. Providing job placement and higher education progression counselling.
9. Providing extra classes for advanced and weak students.
10. Students' health monitoring by Health Care Centre.
11. Promoting students' field study and project preparation.
12. Increasing opportunities for departmental publication and dissemination
13. Providing education services to neighbouring schools.
14. Promoting research opportunities both for students and teachers through Research and Consultancy Committee.
15. Organizing community programmes through Community Extension Cell, NSS, Science Society and Women Cell.
16. Organizing programmes on career improvement and job placement through Placement Cell.
17. Organizing employees' development programme through Employees Development Cell.
18. Adopting villages for extension care.
19. Inculcating national values through NCC and NSS programmes.
20. Observing national and international days to orient students with natural, social, cultural and human values.
21. Arranging dignitary visit in different occasions and popular talks delivered by them to explore ideas of the students.

Part – B

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
Ph D	1			
PG	1			
UG	4			
PG Diploma				
Advanced Diploma				
Diploma				2
Certificate	1			2
Others	1			
Total	7			4

Interdisciplinary	1			2
Innovative				2

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	4
Trimester	
Annual	4

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

Mode of feedback : Online Manual Co-operating schools (for PEI)

*Please provide an analysis of the feedback in the Annexure I (Feedbacks from alumni and parents are informal. Formal analysis was only made in case of students' feedback) Annexure II

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

The college has no autonomy to develop syllabus for UG and PG programmes. During this academic session, there is no development of syllabi for certificate and diploma courses.

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

No.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty	Total	Asst. Professors	Associate Professors	Professors	Others
	50	22	22	0	6

2.2 No. of permanent faculty with Ph.D. 16

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year	Asst. Professors		Associate Professors		Professors		Others Demonstrator		Total	
	R	V	R	V	R	V	R	V	R	V
	44	10	0	0	0	0	0	0	44	10

2.4 No. of Guest and Visiting faculty and temporary faculty 4 0 5

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	1	15	0
Presented papers		18	0
Resource Persons		2	3

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

- Introducing whats' app mentoring.
- Increasing digital classes.
- Increasing net connectivity to collect reading material.
- Increasing field study activities.
- Adding a computer laboratory.
- Organizing inter-departmental and inter college seminar.

2.7 Total No. of actual teaching days during this academic year 190

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions) No new method initiated

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop Faculty : 5 Member: 6 Workshop :3

2.10 Average percentage of attendance of students 84

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B Sc	89	1	48.31	22.47		70.78
B A	103	0	39.02	25.61		79.61

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

1. Introducing internal assessment mechanism among the departments.
2. Taking care for further improvement of students' support and progression measures.
3. Involvement of faculties in students' capability building.
4. Creating research environment through seminar, workshop and publication
5. Increasing canteen facilities.
6. Extending accommodation of girls' hostel.
7. Taking initiative for boys' hostel.
8. Improving library services.
9. Increasing competitive zeal among students and teachers for quality promotion
10. Improving outside performance of students.
11. Expanding feedback mechanism.
12. Increasing competitive zeal among the students.
13. Improving qualities of outreach activities.

2.13 Initiatives undertaken towards faculty development

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

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily	Support staff
Administrative Staff	11	5	0	4	6
Technical Staff					

Criterion – III

3. Research, Consultancy and Extension

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

1. Introducing the provision of project preparation counselling and monitoring through Research and Counselling Cell
2. Enhancing library capacity by purchasing extra journals
3. Enhancing free internet connectivity to both faculties and students.
4. Organizing workshop and seminars.
5. Organizing district level students' seminar
6. Allowing students to take part in national seminars organized within and outside the college
7. Enhancing publication outlet
8. Involving students in field survey and project preparation.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	0	1	0	3
Outlay in Rs.		1690000		

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	14	3	0	15
Outlay in Rs.	3045500	395000		3200500

3.4 Details on research publications

	International	National	Others
Peer Review Journals		9	
Non-Peer Review Journals		13	9
e-Journals			
Conference proceedings			11

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	0			
Minor Projects (Rs)	2	UGC	4337000	3595500
Interdisciplinary Projects	0			
Industry sponsored	0			
Projects sponsored by the University/ College	0			
Students research projects <i>(other than compulsory by the University)</i>				
Any other(Specify)				
Total				

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
 DPE DBT Scheme/funds

3.9 For colleges

Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number			3	1	2
Sponsoring agencies			UGC	KKHSOU	Self

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

3.13 No. of collaborations

International

National

Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency

From Management of University/College

Total

3.16 No. of patents received this year

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

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

Total	International	National	State	University	Dist	College

3.18 No. of faculty from the Institution

who are Ph. D. Guides
and students registered under them

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

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

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other

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

- Orientation to arts students on 16.06.2017 and to science students on 19.06.2017.
- Laying foundation stone of new Arts block on 10.06.2016.
- Ram Kumar Barua Memorial Talk on 9.06.2016.
- Science Model Competition among school students of Jorhat district on 19.08.2016.
- Quiz completion among school students undivided Sivasagar district on 5.8.2016.
- State level quiz completion among college students on 5.8.2016.
- Secondary level school science teachers' orientation programme during 8.06.2016 – 10.06.2016.
- DI. D. Ed workshop among school teachers during 4.07.2016 – 15.07.2016.
- Students' seminar on human rights on 1.09.2016.
- Popular talk on human rights on 1.09.2016.
- One week workshop on human rights issues, prospects and challenges during 26.08.2016 – 1.09.2016
- 22nd Dr. J. N. Barua memorial lecture on 2.09.2016.
- Talk on Space Exploration : Indian Scene by Dr. Jitendranath Goswami on 16.09.2016.

- Opening of Indoor Stadium of College on 1.10.2016.
- Inaugurating of Golden Jubilee Sovenir on 1.10.2016.
- Inaugurating of books published by Bahona College Publication Cell on 1.10.2016.
- Opening of college magazine on 1.10.2016.
- Opening statues of Treemurty of Bahona College on 1.10.2016.
- Opening of three days Golden Jubilee Exhibition on 1.10.2016.
- Karendranarayan Barua Memorial lecture on 3.10.2016.
- Quiz competition on annual function of Science Society, Bahona Branch on 9.01.2017.
- Training on digital transaction on – “Vittiya Shakhyorota Avijan.” on 10.01.2017.
- Skill development training programme on 30.01.2017.
- Inter-departmental seminar of science stream on 23.03.2017.
- Inter-departmental seminar among both science and arts departments on 21.03.2017.
- One day training programme on PFMS on 8.06.2017.
- State level workshop on empowering rural women through the development of entrepreneurial Skill of SHGs on 15th to 21st June 2017.
- Celebration of Third Internationa Yoga Day on 21st June.
- UGC sponsored state level workshop on Culture and Conservation of Ornamental Fishes through Aquarium on 21st June to 24th June 2017.
- Two days workshop on the Enhancement of Debating Skill during 29.06.2017 – 30.06.2017.
- Inter-departmental Science Quiz Competition among degree students 30.03.2017.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total (2014-15)
Campus area	32260 sq. mts	0	Gen. Fund of college	32260 sq. mts
Class rooms	53	0	do	53
Laboratories	13	0	College fund	13
Seminar Halls	2	0	-	2
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	7	0	Department of Biotechnology, Ministry of Science and Technology	2,50,000/-
Value of the equipment purchased during the year (Rs. in Lakhs)				14,20,825/-
Others				

4.2 Computerization of administration and library

- | |
|---|
| <ul style="list-style-type: none"> • Digital process is on in library. • In administration almost all the works have been computerized. • Departments are fully equipped with computer and its accessories |
|---|

4.3 Library services (Rs.):

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	26,765		1140			
Reference Books	1284		126	2,53,200		
e-Books						
Journals	15			52820		
e-Journals						
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	77	2	18	2	1	11	14	3
Added	4	1	7	0	0	2	0	0
Total	81	3	25	2	1	13	14	3

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

- All the office employees are computer literate
- All the faculties are computer literate
- 95% of degree students are computer literate
- There is provision of bridge course on computer application for students opting for computer skill in 3rd semester but no knowledge in computer ABC
- Major students are trained for power point presentation.

4.6 Amount spent on maintenance in lakhs :

i) ICT	0.50
ii) Campus Infrastructure and facilities	2
iii) Equipments	8
iv) Others	4
Total :	14.5

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Publishing all support information in prospectus
- Orientation and counselling on the eve of odd semester session
- Notification and counselling at departmental level
- Taking initiative to keep the Sopan - the ladder active. Sopan is a college based NGO of the faculties to assist needy and meritorious students.

5.2 Efforts made by the institution for tracking the progression

- Organizing departmental level counselling programmes on the post UG higher education and job placement
- Recording progress of the students at departmental level.
- Organizing students' enrichment programmes at departmental and college levels.
- Activities performed through Cultural Development Cell and Sports Development Cell
- Sending deserving students to campus interview organized outside
- Organizing training programmes for job placement and entry in service.

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
826	37	1	460

(b) No. of students outside the state

3

(c) No. of international students

0

Men*

No	%
478	57.86

Women*

No	%
348	42.14

* Here consideration is of only UG students

Last Year*						This Year*					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
357	58	66	362	0	843	336	62	65	363	0	826

* Here consideration is of only UG students

Demand ratio : 3 : 1 (Departmental average)

Dropout: 10 %

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

○ None

No. of students beneficiaries

5.5 No. of students qualified in these examinations

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

- Arranging semester counselling programme on the eve of odd semester sessions
- Career Counselling Programme on administrative service on 22.03.2017.
- Skill Development Training programme collaborated with Kaziranga University on 30.01.201.

No. of students benefitted

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
1	30	2	3

5.8 Details of gender sensitization programmes

- Gender sensitization programme on 18.02.2015

5.9 Students Activities

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

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

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

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students	Amount (Rs.)
Financial support from institution	12	42,500
Financial support from government	202	7,86,840
Financial support from other sources (UGC ISHAN UDAY Prograame)		
Zindal Scholarship		
Number of students who received International/ National recognitions		

5.11 Student organised / initiatives

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: *No major grievance*

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision : We are committed to the society in building capability, developing personality and inculcating social and national values through quality education to the students, with equity and justice, in rural environment.

Mission : Our mission is to maximize the effort for development of quality human resources through academic, co-curricular and community orientation exercises. We encourage mentoring and inspirational assistance to the needy for attaining academic excellence and self employability.

6.2 Does the Institution has a management Information System

- There is a provision of periodical sitting (in general monthly) of the heads of the departments and vice principal to review ongoing teaching, learning and evaluation activities and to take necessary steps in future.
- President of students' union and in-charges of different portfolios under it are faculties who keep close touch of the principal informing the matters regarding students' problems in academic, extra-curricular and co-curricular transaction and infrastructural amenities. Special sitting is arranged with students' union when necessary.
- Periodical sitting is also organized with the office staff to review the official matters and to take necessary action.

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

6.3.1 Curriculum Development

- The Academic Development Cell to design curricular of the course to which the College enjoys autonomy and it is to be approved by the Academic Development Cell of the College.
- Curricular development and modification workshops have been organized time to time under the Scheme of Community College, Bahona College
- Feedbacks on curricular aspects collected from each department and its finding reported to the authority.

6.3.2 Teaching and Learning

- Apart from designing academic calendar and daily routine for optimizing the use of manpower and infrastructure of the College, the Academic Development Cell of the College is to take care of enrichment programmes of the students. The head of the Departments are endorsed the responsibility of implementing academic calendar and daily routine effectively. The HODs are also given autonomy in designing departmental calendar incorporating department-specific teaching-learning activities subject to the approval of Academic Development Cell. The vice principal of the College takes overall care of effective transaction teaching-learning programmes.

6.3.3 Examination and Evaluation

- There is examination committee to take care of both in and end semester examination.
- The Internal Semester Monitoring Committee looks after the aspects of internal assessment and implementation of semester calendar designed delivered by the university

6.3.4 Research and Development

- There is Research and Consultancy Committee to promote research environment in the College
- This committee takes measures on development, monitoring and screening research projects and also takes steps for increasing research aptitude of the students. Eighteen minor research projects have been submitted during the period. One major project is going on.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- There is a committee of infrastructure and learning resources under IQAC to work for infrastructure management including library
- There is also library committee under the principal for the library service development and management
- There are two digital room to avail ICT facilities
- There is also Network Resource Centres having internet connectivity for both students and faculties.

6.3.6 Human Resource Management

- The routine and prospectus committee in coordination with the committee of infrastructure and learning resources takes action for maximization of the use of human resources.
- There is also Employees Development Cell to look after the matter of in-service human resource development of both faculties and office staff.

6.3.7 Faculty and Staff recruitment

- Faculty and staff requirements are done as per the need given under state government's rules and provisions.
- The Governing Body is the appointing authority whereas the Directorate of Higher Education, Govt. of Assam is the approval authority

6.3.8 Industry Interaction / Collaboration

- There are eight industry/farm level tie-ups in relation to skill based courses
- There are approval from two Research Center (Toklai Tea Research Institute & Assam Agricultural University for helping science education and research in the college

6.3.9 Admission of Students

- Admission notice is advertised in local dailies
- College Prospectus containing all the required information is distributed.
- Website notice is displayed
- In admission form 1st, 2nd and 3rd – these three options are kept open in offering a subject as major. Both personal interest of students, their calibre in HS result and in entrance test or viva voce and also the state govt. norms of reservation are examined and on the basis of this a comparative statement is prepared when going to make major selection by respective departments.

6.4 Welfare schemes for

Teaching staff	<ul style="list-style-type: none"> • A credit society formed among the faculties and office staff • Common room cum refreshment room • Canteen with concessional charge • Primary health check up facilities • Employees' Development Cell to take care of employees' professional development
Non teaching staff	Do
Students	<ul style="list-style-type: none"> • Common room facilities • Health care, monitoring and emergency medical services • Cash assistance and incentives • Sports care under Sports Development Cell • Cultural care under Cultural Development Cell

	<ul style="list-style-type: none"> • Remedial teaching • Mentoring care • Residential facilities for girls • Canteen facilities • Enrichment programmes • Orientation courses as a part of value education • Book help from departmental book banks • Sponsoring study care by faculties • Reading room facilities in library and in some departments • Cash assistance in educational tour and field study • Need based cash support • College and departmental scholarship
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6.5 Total corpus fund generated

Rs.10,66,185

6.6 Whether annual financial audit has been done Yes No

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

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

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

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

- Semester system was introduced for UG Courses since 2011, and the examination system was also reformed accordingly. From next academic session CBCS is going to be introduced.
- Total evaluation was bifurcated between process and end product at the ratio 1:4
- Grading system has been incorporated in case environment education
- Enrichment courses incorporated in terms of computer application, multidisciplinary courses and skill-based courses for non-major students
- Cut off mark for passing UG courses finally has been downed to 30% from 40%

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

None

6.11 Activities and support from the Alumni Association

- The Alumni Association of the College has completed the Gate in the main entrance to the college campus, it is now at finishing stage.
- The Alumni Association took initiatives in celebrating Golden Jubilee year of the College (2015-16).
- Alumni also contribute in career development and counselling by gracing such occasions as resource person.
- Alumni are engaged in different management committees of the college.

6.12 Activities and support from the Parent – Teacher Association

- There is no formal parent-teacher association.
- Parent-teacher meets are organized at departmental level

6.13 Development programmes for support staff

- Computer education made available.
- Personal level counselling for development.
- Faculty counselling to support staff when and where required.

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

- Maintenance in botanical garden
- The practice of bee keeping continued
- The course of mushroom cultivation started
- Rain water harvesting provisions in new construction sites
- Maintaining greenery in the campus

Criterion – VII

7. Innovations and Best Practices

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

- Observing second phase of Clean India Programme.
- Observing International Yoga Day.
- Observing International Women Day.
- Observing environmental day.
- Observing Teachers Day.
- Observing Independence Day.
- Observing Republic Day.
- Observing World Forest Day.

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

Action Taken Report, IQAC, Bahona College, Year 2015 – 16

Objectives	Actions taken
1. Reorganizing IQAC mechanism	<ol style="list-style-type: none"> 1. IQAC has been reorganized and the number of committee has been decreased. 2. The main committee has been enlarged covering all the convenors of the Cells and Committees. 3. Internal College management committees have been reorganized.
2. Enhancing students' enrichment programmes	<ol style="list-style-type: none"> 1. Organizing departmental seminar and group discussion. 2. Organizing workshop on power point presentation, participating group discussion, seminar presentation etc. 3. Organizing inter-departmental seminar for advanced learners. 4. Organizing course related quiz programmes. 5. Students allowed to participate in the programmes in the college so that they can learn the process and can develop their organizing skill. 6. Organizing workshop on Yoga. 7. Organizing programmes for career development. 8. Organizing workshop on developing talent such as on drama, debating etc.
3. Increasing infrastructural facilities.	<ol style="list-style-type: none"> 1. Carpeting badminton court in indoor stadium. 2. Canteen building nearly completed. 3. Developing a new computer laboratory. 4. Upgradation of library arrangement. 5. Construction of Arts Block started. 6. Extension of Chemistry building. 7. Extension of motor-bike shed and bicycle stand 8. Completion of the extended part of girls' hostel. 9. Starting the construction of the second floor of girls' hostel. 10. Purchasing laboratory equipments.
4. Coordinating golden jubilee activities with IQAC functionary.	<ol style="list-style-type: none"> 1. Publishing seven books through Publication Cell 2. Erecting statue of three founders of the college 3. Completing ground floor of library building 4. Starting construction of canteen building. 5. Starting construction of arts block. 6. Completing the gate in main entrance. 7. Organizing several community and academic programmes. 8. Organizing competition among the students of neighbouring schools to develop cultural and literary creativity. 9. Developing drainage system of the campus. 10. Completing wall plastering and floor work of indoor stadium.
5. Making the environment ready for Choice Base Credit System.	<ol style="list-style-type: none"> 1. Participation of CBCS workshop by faculties organized by different colleges and parent university. 2. Participation of faculties for syllabus development for CBCS system.
6. Extending community works	<ol style="list-style-type: none"> 1. Continuing community works in old adopted village,

<p>in neighbouring localities.</p>	<p>Kakila Kumar Gaon.</p> <ol style="list-style-type: none"> 2. Adopting a new village, Mout Gaon. 3. Organizing Science Model Competition in neighbouring schools. 4. Off campus organization of environment day and forest day. 5. Organizing a field work in the new adopted village. 6. Different programmes organized by the Women Cell for rural women's support. 7. Performing NSS activities outside the college. 8. Outside activities performed by the Science Society, Bahona Baranch
<p>7. Increasing students' amenities as per suggestion given by NAAC's Peer Team.</p>	<ol style="list-style-type: none"> 1. Canteen building is near to completion. 2. Girls' hostel facilities have been enhanced. 3. Wi-fi connectivity has been enhanced. 4. Text books increased in library. 5. Indoor stadium has been developed. 6. Bi-cycle shed has been constructed. 7. Drinking water facilities has been increased. 8. Departmental book support has been strengthened.
<p>8. Orienting students to have exposure of their skill and development.</p>	<ol style="list-style-type: none"> 1. Taking students to industrial sites. 2. Organizing skill development workshop on different subjects. 3. Operating two career orienting courses. 4. Operating two skill development courses. 5. Taking mentoring care and counselling.

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

Best Practice I

1. Title of the Practice

Rural Oriented Extension Services

2. Goal

1. To orient students to local socio-economic and environmental issues.
2. To have spill over effect of higher education in neighbouring rural area.
3. To receive cooperation in accomplishing field-based study.
4. Imparting both collaborative and non-collaborative outreach and in-campus effort for community development.

Describe the aim of the practice followed by the institution. Mention the underlying principles or concepts in about 100 words.

Higher Education Institute cannot keep its eyes and ear closed to its responsibility and impact in neighbouring locality. Again the socio-economic and environmental issues of the neighbouring locality need in-rooted in the mindset of the products of HEIs so that it bears some implications in their future work plan. Bahona College is situated in an interior locality on the south bank of the mighty Brahmaputra. Majuli, the largest river island of the world lies in its catchment area. The neighbouring locality of Bahona College represents and reflects the socio-economic and environmental issues faced in interior river bank rural locality. On this backdrop all the extension programmes of Bahona College is tried to keep a close link with rural living of life. Its outreach programmes are designed both as mean for field study and research and make the local people beneficiary out of the same.

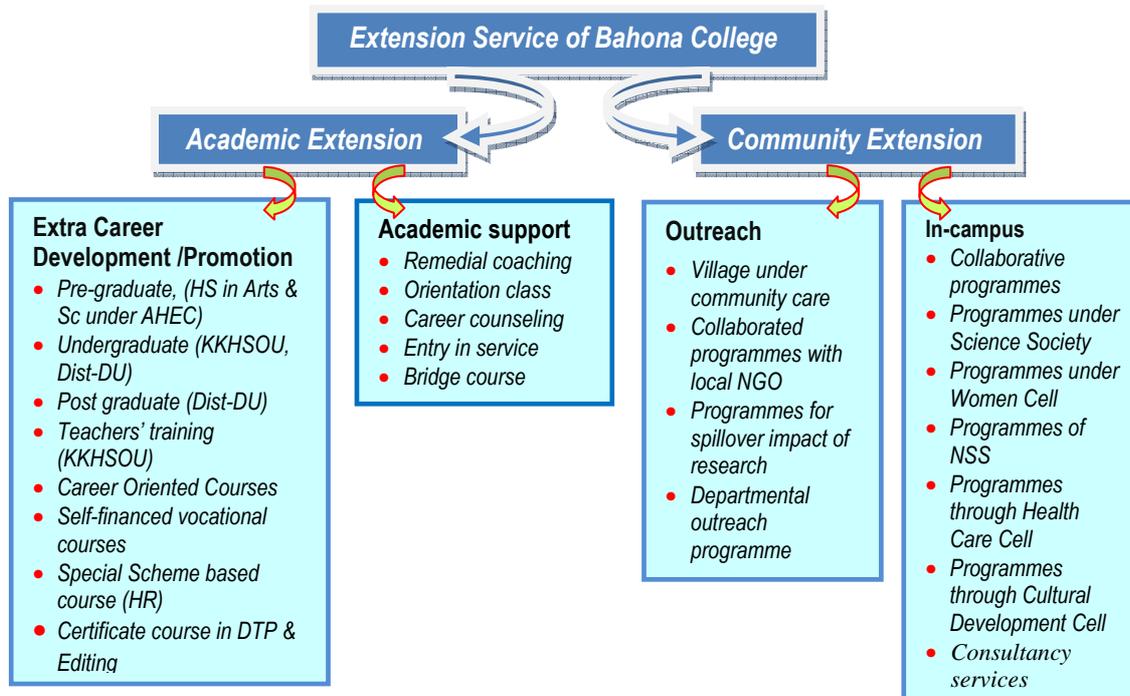
3. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

Rural oriented extension services are need of the College. It is based on justice, equity and reason. The very inception of the College was a need to enlighten this interior locality. It has traversed a long path with the motto not only to open up opportunities of higher education to the local people but also to serve as torch bearer to the socio-economic and environmental issues of neighbouring locality and to provide support care for standard of living age per the age and development. So 'Rural Development' has been taken as the motto of extension services of the College. For a long period of time extension and outreach activities of the College were accomplished haphazardly as induced by time and situation. At that time there was not systematic effort and accountability in community services. But from the beginning of this century, particularly 2004 onward with the formation of IQAC, extension services were taken mass care. All the enrichment programmes, research projects, dissemination programmes etc. of the College were encouraged to link with rural development. Moreover the programmes undertaken by Women Cell, Science Society, NCC, NSS etc. are also rural development oriented and a good number of them have been accomplished outside the Campus. Some extension services have also been accomplished by the departments in their own initiatives. In 2010 the Committee of Community Extension Service was formed and all the outreach community programmes were organized under the banner of this Committee. Last year this Committee launched a programme of 'Community Care' by undertaking Kakila Kumar Gaon, an economically backward riverside village to provide study-based support for three years. A separate bank account has been opened in the name of this committee. Fund collected through donation and providing tutorial services to needy ones. Several programmes has been

accomplished in this village and a major project proposal has been submitted in DST, Govt. of India with an aim to revive the Pottery Culture, the heritage of this village so that the women health and nutrition can be improved through education awareness and economic empowerment. The challenge here is management of time. Members of this Committee do not get time to accomplish support activities in this village in all the seasons. At present extension services action plans are activated only during semester slack periods of the year.

The flow chart of extension service in the college is –



4. The Practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

Sl. No.	Objectives	Action taken
1	Orientation of local issues to students	<ul style="list-style-type: none"> ○ Organizing different awareness programmes under the banner of Women Cell, Science Society, NSS etc. ○ Involving students in relief distribution, rescue operation activities ○ Arranging programmes for site seeing ○ Engaging in field study and project preparation work ○ Incorporating orientation class in week routine ○ Arranging rallies on matter environmental protection, biodiversity and natural resource preservation
2	Provisions for spillover effects	<ul style="list-style-type: none"> ○ Workshop for skill development of local people ○ Awareness programme on different socio, economic and environmental issues ○ Exhibition and training programme organized ○ Demonstration programmes organized ○ Dissemination of research and project findings to local people ○ Providing consultancy services.
3	Field study and	<ul style="list-style-type: none"> ○ Engagement of students in field study and project preparation on the socio-economic and environmental issues.

	report preparation	<ul style="list-style-type: none"> ○ Issue based research project accomplished by faculties ○ Departmental based field study and project report preparation ○ Financial assistance by authority for field study
4	Outreach effort for community development	<ul style="list-style-type: none"> ○ Health camp organized ○ Relief distribution in flood prone area ○ Village taken under extension care ○ Awareness programme on women health, danger of tobacco use, environment protection etc. ○ Science teaching in neighboring schools ○ Demonstration of cage culture in fish cultivation through major research project ○ Community support activities through NSS ○ Rescue camp through NCC ○ Programmes for women cause through Women Cell ○ Programmes on environmental issues through Science Society
5	In-campus effort for community development	<ul style="list-style-type: none"> ○ Organisation of workshop and training for skill development ○ Arrangement of health camp /Medical checkup camp ○ System of specific quota for under-privileged class ○ In-house consultancy services ○ Arranging popular talks on emerging issues ○ Extension education both at regular and distance mode. ○ Placement and counseling services provided ○ Science exhibition for school students ○ Wall Magazine taking part by local women
6	Collaboration in extension services	<ul style="list-style-type: none"> ○ Collaboration with local NGOs for Community services ○ Collaboration with other research institutes for testing samples ○ Joint programmes with government departments

Best Practice II

1. Title of the Practice: *Participatory Governance*

2. Goal

1. *To make the administrative mechanism transparent and dynamic.*
2. *To decentralize the administrative activities and make the management inclusive*
3. *To enrich corporate experience of the employees and to enhance their efficacy out of competitive zeal.*
4. *To substitute work culture by taking part and responsibility in place of lethargy resulted through authoritative imposition.*

Participatory governance is encouraging on the ground of inclusive management and development and also on the ground of equity and justice. In this system end outcome can directly be fixed to the deeds of participant(s) concern and thus enhances responsibility. Participatory governance enriches the corporate life of the employees by opening up chances to work in different capacities of the functionary of the College. It creates a competitive zeal among the stakeholders which is helpful for an optimal solution. Here nothing remains secret. Accountability becomes self-explanatory and thus the chance of misappropriation of college fund is minimum. All these things give dynamicity in work culture in place of lethargy.

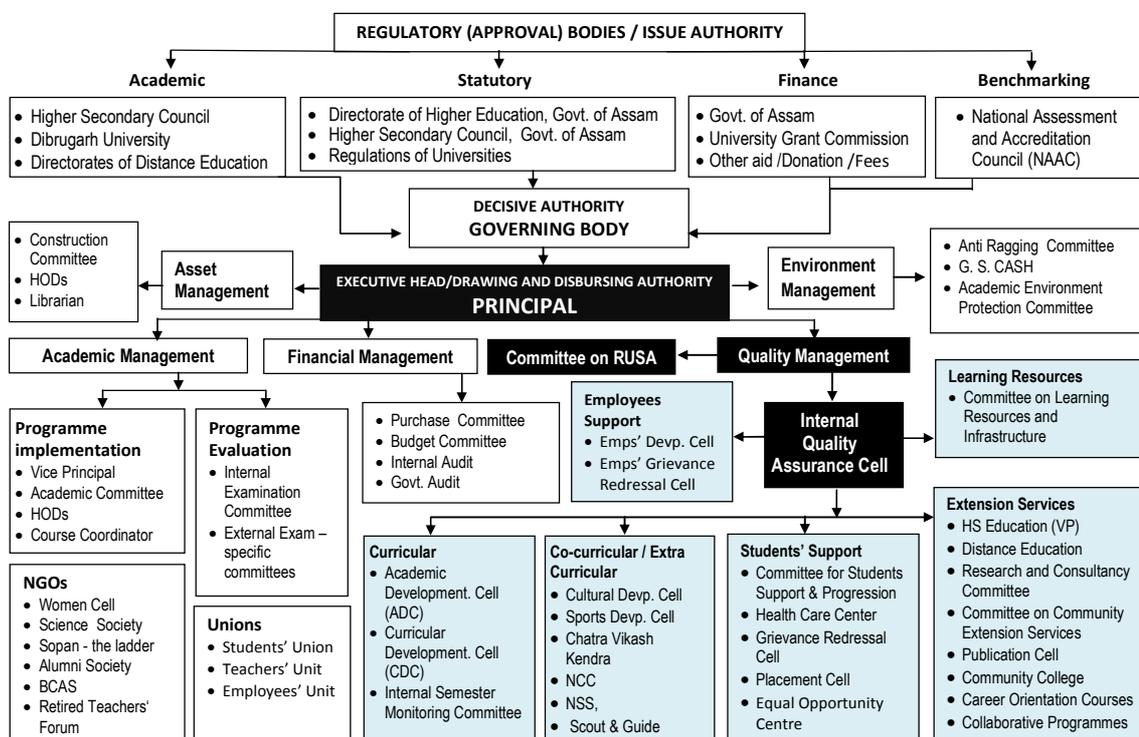
3. The Context

Describe any particular contextual features or challenging issues that have had to be addressed in designing and implementing the Practice in about 150 words.

Participatory governance in the College is an outcome of incidents faced on the part of administration and incessant effort made by the IQAC of the College. Because of avoidance of general rules and provisions in fund utilization and dictatorial handling of administrative matters during the period of previous principal (2004-2009) management of the College got detracted. There was limited participation in the management and quality matters were

undermined. IQAC was allowed to play only a limited role. Anomalies that enrooted in this mal-system was noticed by the faculties of the College and complain was lodged in Governing Body. The G.B. of the College made an enquiry and the mismanagement and misappropriation of fund were proved by a departmental proceeding appointed by the Govt. of Assam. As per the order of Director of Higher Education, Govt. of Assam the accused principal was dismissed from the service and legal step was taken against him. The two principal in-charges and present principal that chaired consecutively after May, 2010 took initiatives for participatory governance. Now, financial management and administration in the College are running smoothly not only as per govt. rules and provisions but also by enthusiastic participation of the stakeholders. There are 5 committees directly under principal to consult with. In present system everything is transparent. So many RTI queries have been replied with justification and necessary documents were also furnished. Quality management in the College is participatory – there are as many as 12 committees and cells covering all the stakeholders and a part of the students.

GOVERNANCE & QUALITY MANAGEMENT LINKAGE IN BAHONA COLLEGE



4. The Practice

Describe the Practice and its implementation in about 400 words. Include anything about this practice that may be unique in the Indian higher education. Please also identify constraints or limitations, if any.

Objectives	Action taken
Increasing dynamicity in work culture	<ul style="list-style-type: none"> o Training to office employee on document maintenance o Making computer literacy compulsory by giving course on computer o Providing computer for official use o Use official software o Reorganization office management o Involving faculties to serve as counselor in financial and tax account o Updating office account as per rule and provision o Setting up of advisory and monitoring committees directly under principal, such as Construction Committee, Purchase Committee, Academic Environment Protection Committee, Academic Committee etc. o Allowing these committees to play active role. o Setting up of G.B., G. S. CASH, Anti-ragging Committee as per state govt./

	UGC/ university directives o Reorganization of IQAC
Maintaining transparency	o Involving faculties in financial account o Maintaining proper rules and procedure o Appointing UGC coordinator for justification of non-development UGC fund o A separate budget committee has been formed o Cash Book and Ledger Account keeping update o Queries under RTI ACT have been responded
Decentralization of management	o Setting up of supporting bodies such as semester monitoring committee, examination committee, routine & prospectus committee, library committee o Assignment of day to day academic work plan management to the vice principal of the College o Setting up of different committees and cell under IQAC for monitoring and promoting different quality components o Assigning responsibility to heads of the departments and programme coordinators o Allowing representation of faculties, office staff, students, experts, socially important persons in the committees o Allowing free and fare election to form students' union every year o Selecting a senior faculty as the president of students' union o Appointing faculty in-charges for each portfolio under students' union o Assigning responsibility to faculties in asset use and management o Setting up of a hostel committee and appointing a warden for hostel management
Making inclusive	o Giving all the stakeholders to participate in both physical and quality management o Making provisions of representation on the part of stakeholders in different committees o Setting up of different committees so that all the employees can take part in management with accountability o Rotation of departmental headship o Provision of periodical representation in different committees/bodies
Enriching corporate experience and increasing efficacy	o Maintaining assignment register to record corporate participation o Individual quality profiling to induce enrichment in corporate participation o Certification of corporate participation by Principal o Certification of quality improvement by IQAC coordinator o Certification on academic service by head of the department

7.4 Contribution to environmental awareness / protection

- | |
|---|
| <ul style="list-style-type: none"> • Observation of World Environment Day on 5.06.2017 • Observation of World Forest Day on 21.05.2017. • College weak procession with the theme environmental protection. • Plantation of trees in college campus and neighbouring institutions. |
|---|

7.5 Whether environmental audit was conducted?

Yes

No

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

Brief summary of SWOT analysis of the College

Strength

- i. Rural peaceful green environment.
- ii. Enhancing infrastructural facilities
- iii. Increasing enrolment of degree science students

Weakness

- i. Lack of hostel accommodation for boys' students
- ii. Less number faculties in comparison to requirement.
- iii. Less number of digital class room.

Opportunity

- i. Higher ratio of junior and energetic faculties.
- ii. Presence of disciplined and obedient students.
- iii. Presence of decentralized governance and management

Challenges

- i. Optimizing use of infrastructural resources along with the increasing trend of students' enrolment.
- ii. Increasing in campus and off campus job placement programmes.
- iii. Increasing outside participation and achievement of students.
- iv. Adopting to new provisions of financial transactions.

8. Plan of the institution for the year 2017-18

The AQAR has been placed in IQAC meeting on 10.07.2017 and got approved after minor modifications. In this meeting following action plans were also got approval.

1. Making the environment ready for CBCS to be introduced from 2018 session
2. Enhancing extension care activities.
3. Enhancing infrastructural facilities for students and employees.
4. Enhancing classroom amenities.
5. Increasing campus facilities.
6. Taking care for more dissemination of institutional programmes and performance.
7. Making Employees' Development Cell more active.
8. Increasing sports facilities of the college.
9. Making health care activities more target-specific.
10. Taking initiatives for the construction of boys hostel
11. Taking extra care of HS students
12. Enhancing laboratory facilities for science students
13. Renovating library building.
14. Increasing book strength of the library.
15. Stepping towards digitisation of library management.
16. Bringing office management in to a centralized system.
17. Taking step for cashless transaction so far admission part is concerned.
18. Digitalization of Class Room.
19. Workshop for whatsapp mentoring.
20. Arranging two popular lectures on two broad themes.
21. Developing college campus
22. Improving the departments of the college.
23. Starting certificate course on yoga & martial arts.
24. To start a self sponsored course on governance and leadership.

25. Organizing seminar in collaboration with Indian Academy of science.
26. Organising district level inter disciplinary seminar.
27. Introducing new scholarships for students.
28. Re-opening Scout and Guide.
29. Re-opening NCC female wing.
30. Opening up new canteen building.
31. Initiating Public Private Partnership For students daily needs.
32. Organizing counselling and placement programmes.
33. Initiating teachers exchange programme among the teacher of neighbouring colleges in Jorhat.

Signature of the Coordinator, IQAC

Signature of the Chairperson, IQAC

Annexure I
(Academic Calendar issued by
Dibrugarh University for the year 2016-17)

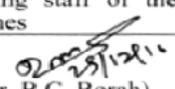


Annexure: A

ACADEMIC CALENDAR FOR THE GENERAL DEGREE COLLEGES/ INSTITUTES
AFFILIATED TO/ PERMITTED BY DIBRUGARH UNIVERSITY
(FROM JANUARY 2017 TO DECEMBER 2017)
(Notified Vide Memo No.DU/DR-A/APC/16/1784 dated 29.12.2016)

Date(s)	Events/ Activities
2 nd January, 2017	1. Commencement of the Even Semester Classes 2. Notification of Class Routine (College & Departmental). Course Plans etc. in the Notice Boards
13 th January, 2017 (Friday)	Last date for Submission of Evaluated Answer Scripts of the End Semester Examinations of the B.A./ B.Sc./ B.Com programmes with relevant documents by the Zonal Officers to the University
20 th - 31 st January, 2017	College Week (any seven days)
10 th -15 th February, 2017	Declaration of the results of the Odd Semester B.A./ B.Sc./ B.Com. Programmes
10 th - 25 th February, 2017	1 st Sessional Examination of the 2 nd & 4 th and 6 th Semester of the B.A./B.Sc./B.Com. Programmes (any four days)
25 th - 28 th February, 2017	Counseling for the Students of the BA/B.Sc./B.Com Programmes and Mid Semester Feedback Assessment (any one day)
1 st March, 2017 (Wednesday)	Last date for notification of 1 st Sessional Examination Marks of the 2 nd , 4 th and 6 th Semester BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
24 th March, 2017 (Friday)	Last date for Form fill-up of the B.A./ B.Sc./ B.Com. End Semester Examinations at the colleges
1 st - 8 th April, 2017	2 nd Sessional Examinations of the B.A./B.Sc./B.Com. Programmes (any four days)
4 th April, 2016 (Tuesday)	Last date for submission of filled in Examination Forms of the B.A./ B.Sc./ B.Com. End Semester Examinations (2 nd , 4 th & 6 th Semester) by the colleges at the University
20 th April, 2017 (Thursday)	1. Last date for submission of Assignment by the students of BA/ B.Sc./ B.Com Programmes (if any) 2. Completion of the even semester classes of the BA/ B.Sc./ B.Com. Programmes 3. Last date for notification of 2 nd Sessional Examination Marks of the BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
2 nd - 31 st May 2017	End Semester Examinations of the BA/ B.Sc./ B.Com. Programmes
5 th - 31 st May, 2017	Evaluation of Answer Scripts of the B.A./ B.Sc./ B.Com. End Semester Examinations (2 nd , 4 th & 6 th Semester) at the Zones
9 th May, 2017 (Tuesday)	Last date for submission of Internal Assessment marks of the 2 nd , 4 th & 6 th Semester Students of the BA/ B.Sc./ B.Com Programmes to the University
11 th May -30 th May, 2017	Admission Notice and Completion of the Admission Process in the BA/B.Sc./B.Com 1 st Semester Classes

1 st - 30 th June, 2017	Admission to the BA/B.Sc./B.Com 3 rd & 5 th Semester Classes
7 th June, 2017 (Wednesday)	1. Commencement of the Odd Semester Classes of the BA/B.Sc./ B.Com. Programmes 2. Notification of Class Routine in the Colleges. 3. Notification of Course Plan/ Departmental Class Routine in the Dept. Notice Boards of the Colleges.
9 th June, 2017 (Friday)	Last date for Submission of Evaluated Scripts of the End Semester Examinations of the BA/ B.Sc./ B.Com Programmes with relevant documents by the Zonal Officers to the University
1 st - 31 st July, 2017	Mid Semester Vacation for the teaching staff of the colleges
10 th - 16 th July, 2017	Declaration of the B.A./ B.Sc./ B.Com. Even Semester Examination results
1 st August, 2017 (Tuesday)	Re-commencement of the 1 st , 3 rd & 5 th Semester Classes of the BA/ B.Sc./ B.Com Programmes
8 th -14 th August, 2017	1 st Sessional Examination of the BA/ B.Sc./ B.Com programmes (any four days)
16 th - 23 rd August, 2017	Counseling for the BA/B.Sc./B.Com 1 st Semester Students and Mid Semester Feedback Assessment (any one day)
16 th - 25 th August, 2017	Students' Union Election in the Degree Colleges (Any one day)
18 th August, 2017 (Friday)	Last date for submission of Filled in Registration Forms of the BA/ B.Sc./ B.Com 1 st Semester Students by the Colleges at the University
19 th August, 2017 (Saturday)	Last date for notification of 1 st Sessional Examination Marks of the BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
19 th August, 2017 (Saturday)	Last date for notification of 1 st Sessional Examination Marks of the BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
1 st - 10 th September, 2017	Internal Assessment of the BA/ B.Sc./ B.Com Programmes through Seminar/ Group Discussion etc.
26 th September, 2017 (Tuesday)	1. Last Date for Assignment Submission by the students (if any) of the BA/B.Sc./B.Com Programmes in the Semester System 2. Last date for Form Fill up of the B.A./ B.Sc./ B.Com End Semester Examinations
2 nd - 10 th October, 2017	2 nd Sessional Examination of the BA/B.Sc./B.Com Programmes (any four days)
4 th October, 2017 (Wednesday)	1. Last date for notification of 2 nd Sessional (BA/ B.Sc./ B.Com Programmes in the Semester System) Examination Marks in the Departmental Notice Boards 2. Last date for Submission of the filled in Examination Forms of the BA/ B.Sc./ B.Com End Semester Examinations by the Colleges at the University 3. Completion of the Odd Semester Classes of the B.A./ B.Sc./B.Com Programmes
1 st - 30 th November, 2017	End Semester Examinations of the BA/ B.Sc./ B.Com Programmes
6 th November, 2017 (Monday)	Last date for submission of Internal Assessment marks of the Students of the BA/ B.Sc./ B.Com Programmes to the University
11 th Nov.- 9 th Dec., 2017	Evaluation of End Semester Answer scripts of the B.A./ B.Sc./ B.Com. Programmes at the Zones
1 st -31 st December, 2017	Semester End vacation for the teaching staff of the Colleges conducting BA/ B.Sc./ B.Com Programmes


 (Dr. B.C. Borah)
 Deputy Registrar (Academic)
 Dibrugarh University

**Additional Part of Academic Calendar Absolutely for Bahona College
(Odd Semester Session, now continuing)**

ACADEMIC CALENDAR OF BAHONA COLLEGE

Dates	Events/Activities
1st June - 13th June, 2017	Admission notice and competition of the admission process in B.A/B.Sc/1st Semester and H.S 1st year classes.
2nd May - 10th June, 2017	End Semester Examination of B.A/B.Sc Programme
.....June, 2017	Evaluation of Answer scripts of the B.A/B.Sc end semester examination at the zones.
1st June, 2017	Commencement of the 3rd and 5th semester
15th June, 2017	Commencement of the H.S 1st year and 1st Semester Classes
12th June, 2017	Notification of course plan/departmental class routine in the department notice boards of the college
23rd June-30th June, 2017	Observation of Departmental
29th June, 2017	Freshmen Social in the college
1st-31st July, 2017	Mid Semester vacation for the teaching staff
15th July, 2017	Observation of College Foundation Day
14th Aug. - 19th Aug., 2017	1st Sessional Examination of the B.A/B.Sc Programme
23rd August, 2017	Tithi of Sri Sri Sankardev
..... August, 2017	Students Union Election in the College
5th September, 2017	Celebration of Teachers' Day
9th Oct. - 14th Oct., 2017	2nd Sessional Examination of the B.A/B.Sc Programme
November, 2017	H.S 2nd Year test examination
January, 2018	College Week
26th Feb-28th Feb, 2018	Interdepartmental Students Seminar
23rd April, 2018	Observation of world Book Day.

Note : Some of the departments follows own departmental academic calendar

**Annexure II
(Students' Feedback Report)**

STUDENTS FEEDBACK ANALYSIS

Internal Quality Assurance Cell

**Annual Quality
Assurance Report**

2016-2017

**For the
Session 2016-2017
IQAC, Bahona College, Bahona Jorhat**

Bahona College
12/7/2017

STUDENTS FEEDBACK ANALYSIS

For the Session 2015-2016
IQAC, Bahona College, Bahona Jorhat

Foreword

Students' Feedback Analysis on faculty's performance, by nature, is a self assessing mechanism and helps to go for adequate steps for quality improvement course and class room transactions are concerned. Students' feedback whatever done in classroom is immeasurable and so not helping in estimating one's relative position. Academic excellence of an educational institution is the ultimate goal which is to feed by a number of quality inputs; the important ones are teaching and teacher's quality. A teacher with best academic performance may not be teaching friendly whether it is inside and outside the class room. Without making transaction with students fruitfully friendly, just compulsory completion of workload as per course allocation and attendance in classes as per routine allotment are not but futile exercises. It requires measuring the lacks in one's achievements in the perception of students. With this understanding the IQAC of Bahona College develops a mechanism of students' feedback analysis as a measure of self-evaluation and to find the policy path for quality development. A ten-point quality index mechanism was formulated, with little modification of the method used for the session 2012-13.

Objectives

1. To make faculty and departmental level assessment of teaching and teachers' quality in the perception of students.
2. To develop a competitive zeal in teaching environment.
3. To trace policy path for quality development and necessary action there on.

Methods

The steps followed in this students analysis are –

1. Teachers qualities have been covered on the basis of following quality indicators-

Sl. No	Quality Indicators
1	Clarity in explanation (CE) 1.a: Audibility 1.b: Intelligibility 1.c: Note down opportunity 1.d: Remembrance impact
2	Knowledgeable (Knl) 2.a : Subject knowledge 2.b : Specificity 2.c : Course consistency in teaching
3	Responsibility (Res) 3.a : Completion of syllabus 3.b : Remedial measure 3.c : Opportunity to inter-action
4	Cooperation (Cop) 4.a : Off class room guidance 4.b : Material support
5	Punctuality (Punc) 5.a : Class regularity 5.b : Timely result
6	Motivation (Mot) 6.1 : Inspiration

	6.2 : Higher education counseling
7	Friendliness (Frn) 7.1 : Approachability 7.2 : Response students' query
8	Stability (Stab)
9	Mentorability (Ment)
10	Sense of humour (SH)

To make the quality indicators observable, they were converted to four grades – less than average (A), average (B), good (C) and excellent (D). Thus a questionnaire was so prepared to have in-built descending order of quality parameters. That is, more important quality indicators are placed before the less important ones. Again, to have consistency in importance, the number of questions put against each quality parameters decreases from 4 to 1. To make the grade measurable they are converted to numbers - 1 is assigned for grade A, 2 for B, 3 for C and 4 for D. To get single value for an indicator, average is taken for those parameters having more than one question.

2. Students' feedback index (SFI) was formulated as follows –

$$SFI = 1 - \frac{\text{Maximum value of feedback response} - \text{Actual value of feedback response}}{\text{Maximum value of feedback response} - \text{Minimum value of feedback response}}$$

Here,

- Maximum value of feedback response = Students' number × highest value (=4)
- Minimum value of feedback response = Students' number × lowest value (=0)
- Actual value of feedback response = Students' number × value actually assigned
- SFI ranges from 0 to 1

Thus, SFI, being a relative measure, it neutralizes the difference in students' and faculty number among the departments having response to the feedback questionnaire. So it is comparable across the faculties, departments and above mentioned indicators.

On the basis of SFI following three Composite Quality Indicators can be derived.

1. **Quality Height:** the position of the quality graph matters. The more is the upward position of the graph, the more is the achievement in quality attainment and vice versa. In case of faculty it can be measured by finding the sum of SFIs attained across the quality parameters. In case of department it can be measured by averaging faculty total SFI. The faculty/department with highest total SFI/average SFI can be termed as **Best Quality Achiever (QA)**.
2. **Quality balance:** A quality graph can be fitted for each faculty and department across its SFI attainment across quality parameters. The horizontal straightness of this graph is reflective of quality balance. The more is the horizontal, the more is quality balance and vice versa. Statistically it can be measured in terms of variance of the SFI attained across the quality parameters. The faculty/department with lowest SFI variance can be termed as **Best Quality Balancer (QB)**.
3. **Quality Direction:** The direction of the graph is reflective of the importance assigned to quality parameters. The more is the negative slope the less importance is given to less important quality parameters and vice versa. The slope being negative but covering all the quality parameter implies more importance is given to more important quality parameters and less importance to less important parameters. Contrary to this, the slope

of the graph being positive implies that more importance is given to less important quality parameters and less importance is given to more important ones. Here negative slope deserves. Statistically it can be measured by finding the trend coefficient (rate of change) of the SFI attained across the quality parameters. One is in quality concentrator (QC) when the coefficient (or slope) is negative and in quality de-track when the coefficient is positive. A faculty / department with highest negative coefficient can be recognized as **Best Quality Concentrator (QC)**.

4. It is to note here that quality tracking and quality balancing are mutually exclusive. That is, a best balancer can never be a best quality tracker. Here an issue of value judgement occurs – who is better – quality tracker or quality balancer? Balancing all the qualities is better than avoiding certain qualities.

It has already been stated that QC and QB are mutually exclusive. It implies that one being quality achiever can either be quality balancer or quality concentrator. It implies that one being quality balancer (giving more or less equal importance to all quality parameters) cannot be quality concentrator (Giving more importance to more important quality parameters and vice versa). Of QB and QC which is better is a matter of value judgment. If ranked as per quality teaching-learning transaction the preference pattern is $QA > QB > QC$. (here '>' implies 'preferred to'). Giving more importance to more important quality parameters is better than giving low level equal importance to all quality parameters. Thus, this preference pattern is transitive in this way – $QA + QB > QA + QC$. That is achieving higher balance in all quality parameters is better than achieving high by concentrating to a few quality parameters. Considering this transitive preference pattern faculties and departments have been ranked.

Special considerations

1. The students participating in the feedback mechanism are mostly of 6th semester.
2. They are assumed to be impartial and independent in assigning grades to the faculties.
3. The ten indicators considered here are assumed to be so comprehensive so as to cover all the quality aspects of teaching and teachers.
4. The results are rough in nature only as per students' perception, as such depends how far students are mature, impartial and neutral in their judgment.

Discussions

Discussion will be made in tabular and diagrammatic forms. Here the results will be placed in toto, Anyone interested can collect the soft copies of the calculation and can further its analysis.

Discussion heads are –

1. Intra-departmental comparison
2. Inter departmental comparison
3. Ranking of Faculties
4. Ranking of departments

Department Specific Faculty Comparison Department of Political Science

Table 1 : Faculty wise SFI distribution

Faculties	1	2	3	4	5	6	7	8	9	10
Sanjoy Mili	0.863	0.870	0.740	0.688	0.828	0.672	0.688	0.750	0.641	0.797
Ranjit Pegu	0.770	0.729	0.641	0.672	0.680	0.609	0.656	0.781	0.547	0.781
Mridul Dutta	0.922	0.922	0.828	0.836	0.977	0.961	0.898	0.922	0.906	0.922
4. Pankaj Bora	0.676	0.615	0.479	0.656	0.516	0.445	0.453	0.578	0.656	0.656

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
S. Mili	-18.79	0.083	0.754
R. Pegu	-5.28	0.078	0.687
M. Dutta	13.33	0.047	0.909
P. Bora	-0.45	0.092	0.573

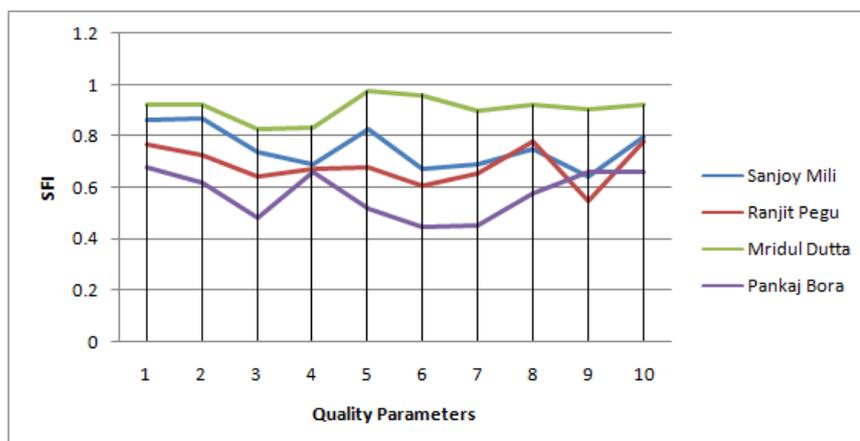
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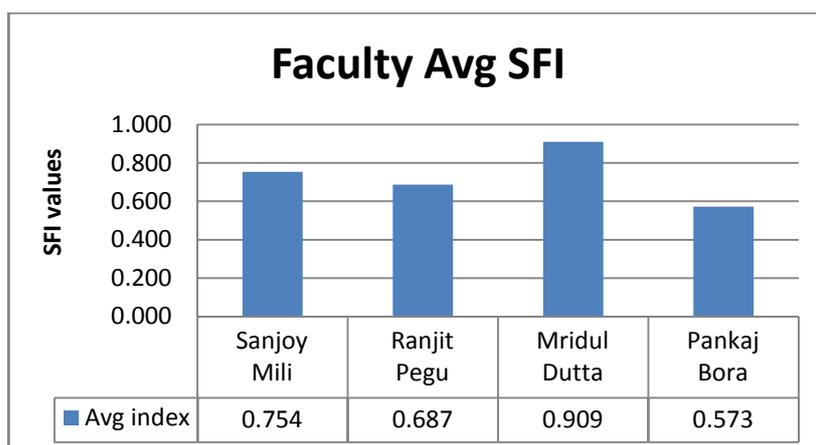
1. Best quality achiever : M. Dutta
2. Best quality balancer : M. Dutta
3. Best quality concentrator : S. Mili

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
S. Mili	4	3	3	6	2 nd
R. Pegu	3	2	2	4	3 rd
M. Dutta	1	4	4	8	1 st
P. Bora	2	1	1	2	4 th

Quality graphs : Faculty comparison





Department of Economics

Table 1 : SFI distribution of faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Binoda Bora	0.702	0.853	0.888	0.779	0.913	0.635	0.832	0.875	0.712	0.558
Rofique Ahmed	0.923	0.926	0.913	0.947	0.899	0.889	0.894	0.923	0.952	0.952
Mainu Moni Saikia	0.947	0.939	0.926	0.923	0.966	0.865	0.952	0.923	0.952	0.904
Reema Rabha	0.904	0.974	0.923	0.909	0.928	0.837	0.923	0.923	0.904	0.712

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
Binoda Bora	-9.69	0.119	0.775
Rofique Ahmed	32.71	0.023	0.922
Mainu Moni Saikia	- 21.64	0.029	0.930
Reema Rabha	- 24.10	0.072	0.894

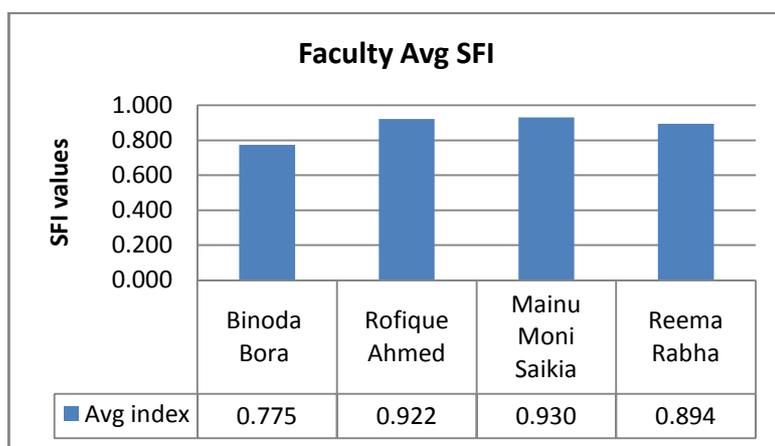
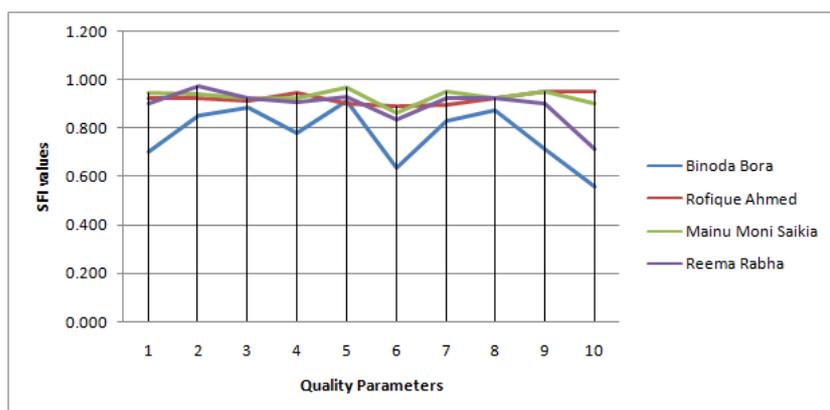
Note:

1. Best Quality Achiever : Mainu Moni Saikia
2. Best Quality Balancer : Rofique Ahmed
3. Best Quality Concentrator : Reema Rabha

Table 3 : Ranking of the faculties

Faculty	Slope (QT)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Binoda Bora	2	1	1	2	3 rd
Rofique Ahmed	1	4	3	7	1 st
Mainu Moni Saikia	3	3	4	7	1 st
Reema Rabha	4	2	2	4	2 nd

Quality graphs : Faculty comparison



Department of Assamese

Table 1 : SFI distribution across faculties

	1	2	3	4	5	6	7	8	9	10
Santosh Borthakur	0.875	0.958	0.964	0.867	0.953	0.930	0.969	0.938	0.656	0.844
Namita Chutia Saikia	0.992	0.943	0.917	0.867	0.930	0.883	0.961	0.969	0.656	0.891
Madhusmita B. Changkakoti	0.898	0.833	0.964	0.859	0.945	0.828	0.945	0.953	0.750	0.859
Biba Rani Das	0.945	0.896	0.953	0.883	0.930	0.930	0.961	0.984	0.672	0.906
Sarala Das	0.996	0.974	0.979	0.961	0.992	0.961	0.977	1.000	0.750	0.906

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
Santosh Borthakur	- 13.799	0.095	0.895
Namita Chutia Saikia	- 15.005	0.095	0.901
Madhusmita B. Changkakoti	- 9.686	0.070	0.884
Biba Rani Das	0.977	0.088	0.906
Sarala Das	1.197	0.075	0.950

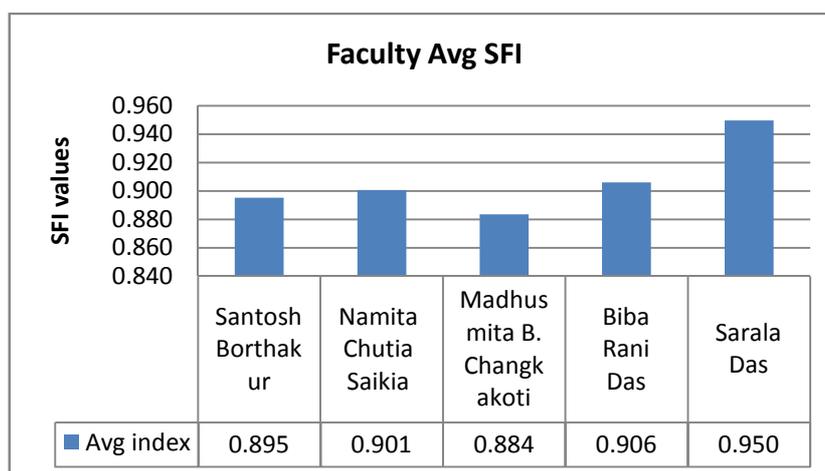
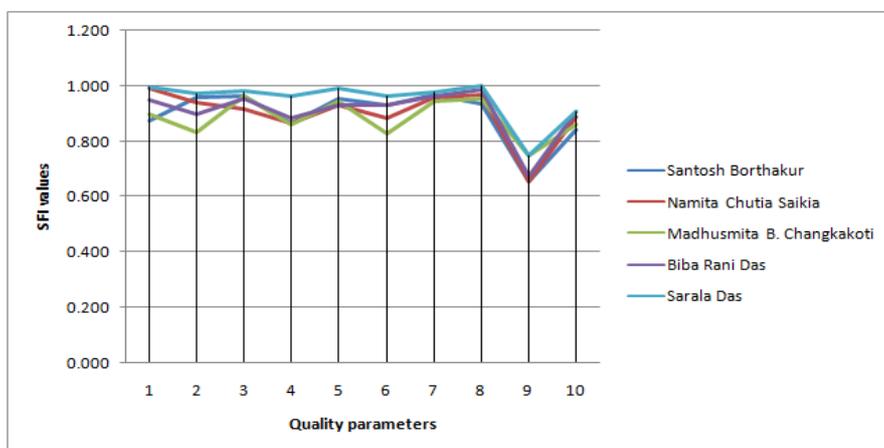
Note:

1. Best Quality Achiever : Sarala Das
2. Best Quality Balancer : Madhusmita B. Changkakoti
3. Best Quality Concentrator : Namita Chutia Saikia

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Santosh Borthakur	4	2	2	4	5 th
Namita Chutia Saikia	5	2	3	5	4 th
Madhusmita B. Changkakoti	3	5	1	6	3 rd
Biba Rani Das	2	3	4	7	2 nd
Sarala Das	1	4	5	9	1 st

Quality graphs: Faculty comparison



Department of English

Table 1 : SFI distribution across the faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Santana Saikia	0.979	0.954	0.898	0.965	0.910	0.979	0.965	0.944	0.986	0.875
Samir Ranjan Bora	0.934	0.949	0.917	0.868	0.951	0.854	0.938	0.917	0.875	0.806
Ajit Kr. Bora	0.892	0.944	0.889	0.826	0.938	0.847	0.917	0.931	0.875	0.764
Amar jyoti Devnath	0.906	0.926	0.903	0.931	0.924	0.875	0.958	0.931	0.931	0.917

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
S. Saikia	-15.450	0.038	0.946
S. Barua	-37.537	0.048	0.901
A. K. Bora	-21.616	0.057	0.882
A.D. Nath	34.270	32.80	0.920

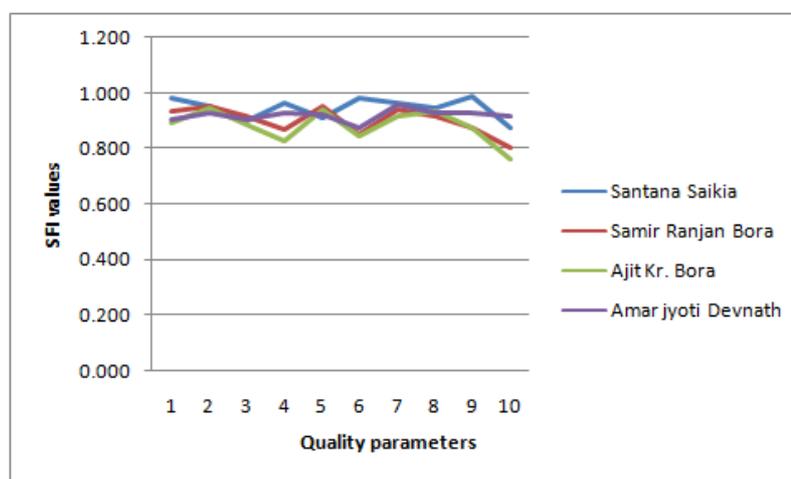
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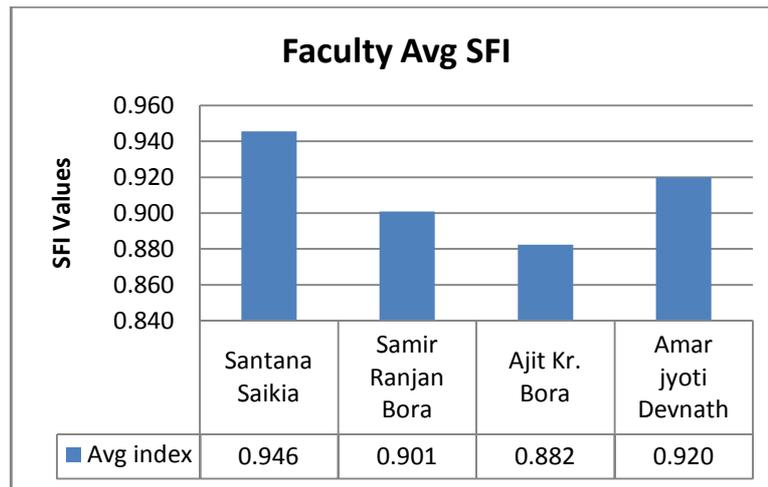
1. Best Quality Achiever : Dr. S. Saikia
2. Best Quality Balancer : Dr. S. Saikia
3. Best Quality Concentrator : S. Barua

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
S. Saikia	2	4	4	8	1 st
S. Barua	4	3	2	5	2 nd
A. K. Bora	3	2	1	3	4 th
A.D. Nath	1	1	3	4	3 rd

Quality graphs : Faculty Comparison





Department of Education

Table 1 : Faculty wise distribution of SFI

Faculties	1	2	3	4	5	6	7	8	9	10
Indrani Barthakur	0.989	0.962	0.962	0.886	0.943	0.932	0.977	0.932	0.909	1.000
Bubul Deka	0.864	0.992	0.955	0.830	0.932	0.716	0.864	0.909	0.841	0.568
Amarjyoti Bharali	0.926	0.939	0.924	0.795	0.898	0.818	0.830	0.841	0.818	0.977
Ilaxi Bora	0.943	0.962	1.000	0.920	0.966	0.932	0.977	0.955	1.000	0.977

Table 2 : Distribution of Composite Index

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
Indrani Barthakur	-6.944	0.036	0.949
Bubul Deka	-14.55	0.125	0.847
Amarjyoti Bharali	-10.82	0.063	0.877
Ilaxi Bora	37.579	0.027	0.963

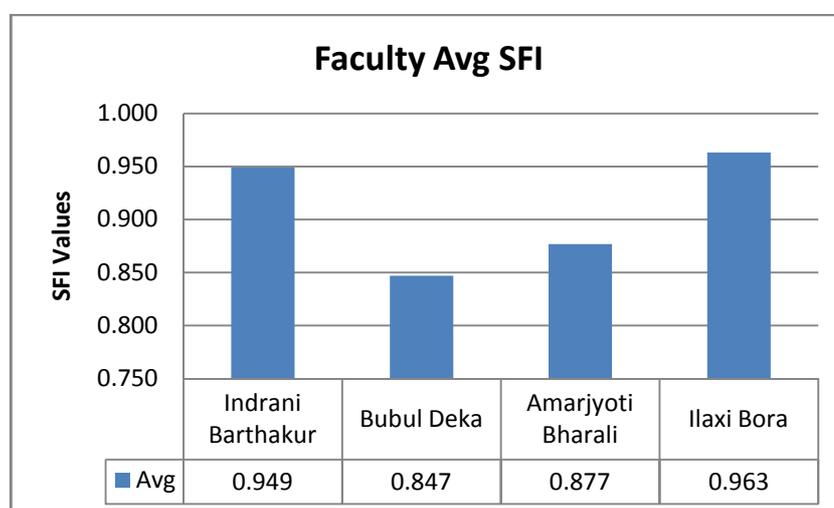
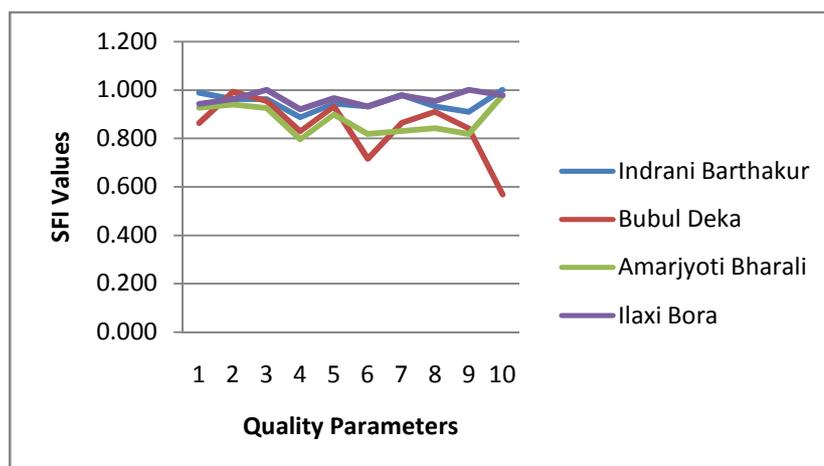
Note :

1. Best Quality Achiever : Ilaxi Bora
2. Best Quality Balancer : Ilaxi Bora
3. Best Quality Concentrator : Bubul Deka

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Indrani Barthakur	2	3	3	6	2 nd
Bubul Deka	4	1	1	2	4 th
Amarjyoti Bharali	3	2	2	4	3 rd
Ilaxi Bora	1	4	4	8	1 st

Quality graphs : Faculty Comparison



Department of History

Table 1 : Faculty wise distribution of SFI

Faculties	1	2	3	4	5	6	7	8	9	10
Pranati Duwarah	0.969	0.968	0.931	0.910	0.958	0.951	0.979	0.903	0.764	0.917
Keshab Nath	0.976	0.958	0.926	0.917	0.931	0.924	0.944	0.944	0.764	0.917
Ajit Gogoi	0.865	0.856	0.764	0.715	0.792	0.743	0.875	0.944	0.722	0.792

Table 2 : Composite indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
Pranati Duwarah	-25.985	0.063	0.925
Keshab Nath	-28.421	0.058	0.920
Ajit Gogoi	-2.561	0.075	0.807

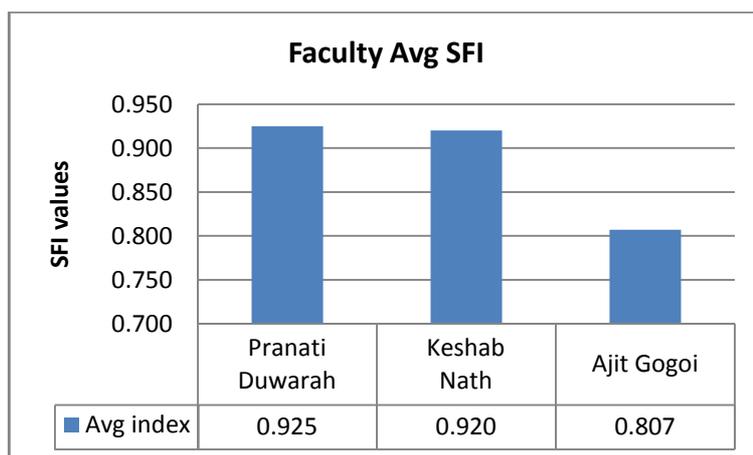
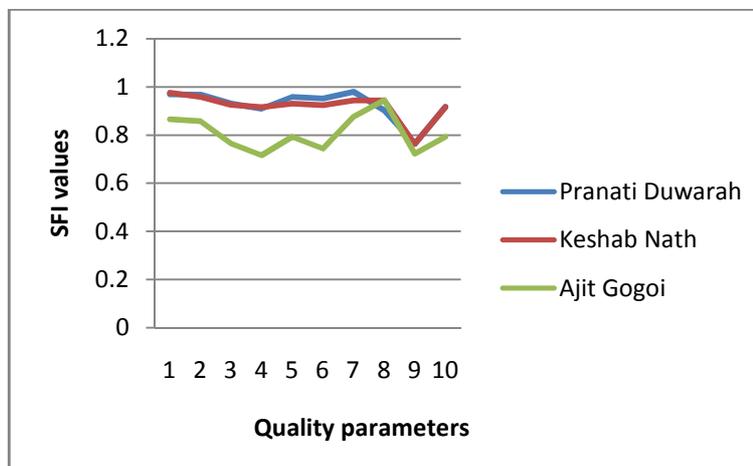
Note :

1. Best Quality Achiever : Pranati Duwarah
2. Best Quality Balancer : Keshab Nath
3. Best Quality Concentrator : Keshab Nath

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Pranati Duwarah	2	2	3	5	1 st
Keshab Nath	3	3	2	5	1 st
Ajit Gogoi	1	1	1	2	2 nd

Quality graphs : Faculty Comparison



Department of Zoology

Table 1 : SFI distribution among the faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Purnima Dutta	0.964	0.974	0.952	0.928	0.961	0.954	0.961	0.974	0.816	0.921
Robin Bordoloi	0.928	0.982	0.943	0.921	0.961	0.914	0.980	0.961	0.789	0.763
Indira Baruah	0.905	0.943	0.921	0.862	0.928	0.829	0.816	0.789	0.684	0.711
Gayatri Agni Bora	0.908	0.912	0.947	0.961	0.967	0.928	0.980	0.947	0.750	0.934
Bikramaditya Bakalial	0.947	0.978	0.978	0.987	0.987	0.954	0.993	0.947	0.987	1.000

Table 2 : Composite quality indicators

Faculties	Slope (QC)	Variance (QB)	Total SFI (QA)
Purnima Dutta	-32.288	0.047	0.940
Robin Bordoloi	-24.761	0.077	0.914
Indira Baruah	-30.175	0.091	0.839
Gayatri Agni Bora	0.610	0.065	0.923
Bikramaditya Bakalial	-1.416	0.019	0.976

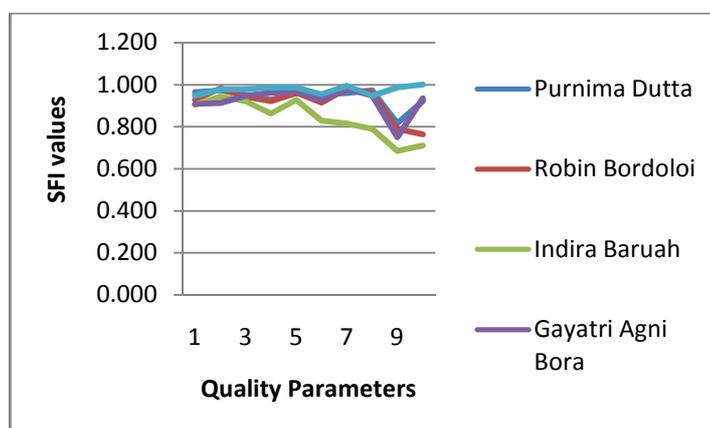
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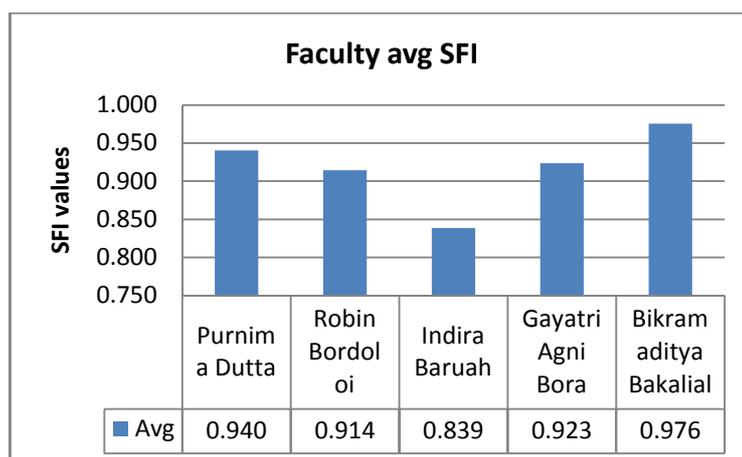
1. Best Quality Achiever : Bikramaditya Bakaliyal
2. Best Quality Balancer : Bikramaditya Bakaliyal
3. Best Quality Concentrator : Purnima Dutta

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Purnima Dutta	5	4	4	8	2 nd
Robin Bordoloi	3	2	2	4	4 th
Indira Baruah	4	1	1	2	5 th
Gayatri Agni Bora	1	3	3	6	3 rd
Bikramaditya Bakalial	2	5	5	10	1 st

Quality graphs : Faculty Comparison





Department of Botany

Table 1 : SFI distribution across faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Suresh Mahanta	0.74	0.82	0.83	0.78	0.87	0.55	0.65	0.48	0.60	0.60
Tapan Kr. Gogoi	0.89	0.87	0.83	0.86	0.77	0.65	0.72	0.60	0.68	0.68
Debojyoti Bhuyan	0.83	0.79	0.81	0.77	0.79	0.73	0.81	0.51	0.63	0.63
Protiva Bora	0.98	0.97	0.96	0.89	0.94	0.84	0.94	0.76	0.78	0.78
Sangeeta Das	0.91	0.88	0.87	0.83	0.92	0.81	0.83	0.68	0.70	0.70

Table 2 : Composite quality indicators of

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Suresh Mahanta	-16.372	0.134	0.691
Tapan Kr. Gogoi	-25.672	0.103	0.753
Debojyoti Bhuyan	-21.740	0.106	0.729
Protiva Bora	1.231	0.088	0.884
Sangeeta Das	0.918	0.090	0.812

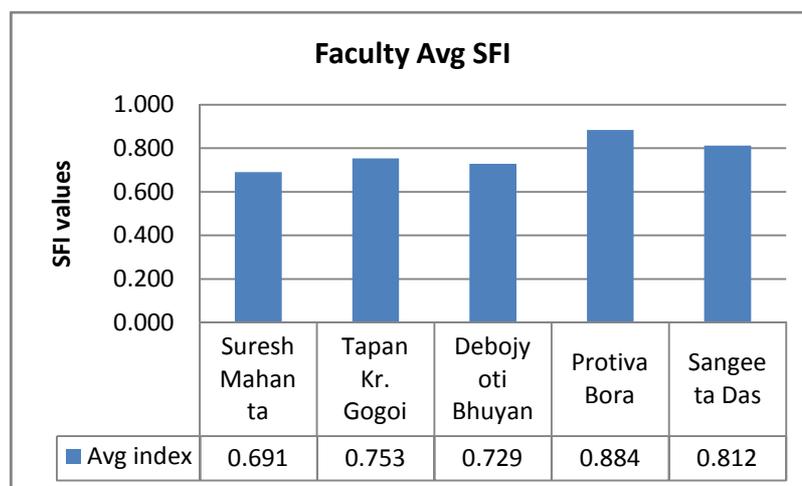
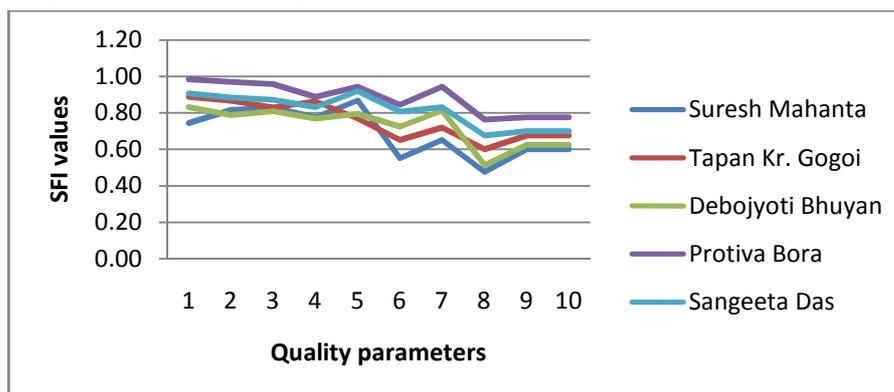
Note:

1. Best Quality Achiever : Protiva Bora
2. Best Quality Balancer : Protiva Bora
3. Best Quality Concentrator : Tapan Kr. Gogoi

Table 3 : Ranking the faculties

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Suresh Mahanta	3	1	1	2	5 th
Tapan Kr. Gogoi	5	3	3	6	3 rd
Debojyoti Bhuyan	4	2	2	4	4 th
Protiva Bora	1	5	5	10	1 st
Sangeeta Das	2	4	4	8	2 nd

Quality Graphs: Faculty Comparison



Department of Chemistry

Table 1 : Distribution of SFI across faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Dipti Goswami	0.795	0.821	0.762	0.750	0.839	0.696	0.714	0.893	0.571	0.536
Omar S Ahmed	0.946	0.976	0.893	0.875	0.946	0.857	0.768	1.000	0.571	0.929
Parinita Bora	0.946	0.976	1.286	0.946	0.929	0.911	0.964	0.964	0.857	0.679
Protiva Bora	0.786	0.667	0.690	0.750	0.750	0.571	0.839	0.571	0.571	0.429
Pallabi Saikia	0.777	0.833	0.821	0.839	0.964	0.661	0.821	0.857	0.643	0.321

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Dipti Goswami	-15.832	0.114	0.738
Omar S Ahmed	-10.018	0.126	0.876
Parinita Bora	-12.163	0.148	0.946
Protiva Bora	0.464	0.126	0.663
Pallabi Saikia	0.153	0.178	0.754

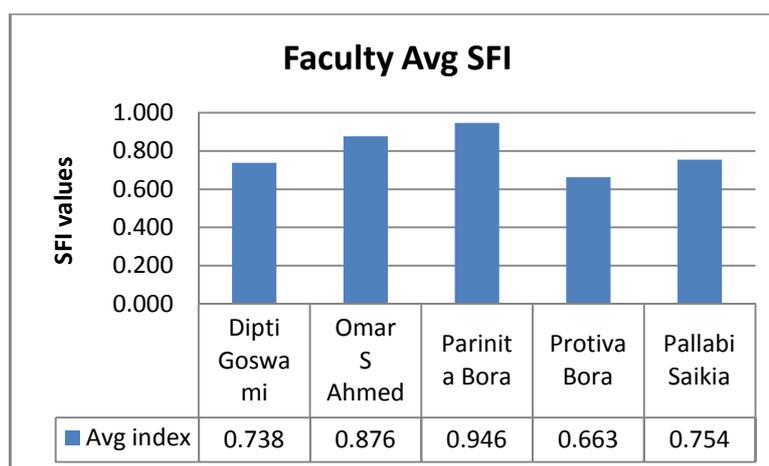
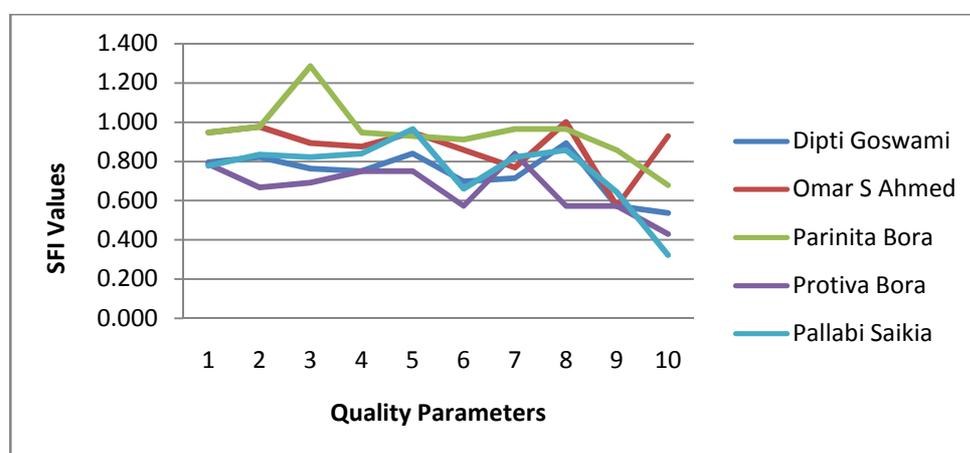
Note :

1. Best Quality Achiever : Parinita Bora
2. Best Quality Balancer : Dr. Dipti Goswami
3. Best Quality Concentrator : Dr. Dipti Goswami

Table 3: Ranking the faculties

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Dipti Goswami	5	5	2	7	2 nd
Omar S Ahmed	3	4	4	8	1 st
Parinita Bora	4	2	5	7	2 nd
Protiva Bora	1	4	1	5	3 rd
Pallabi Saikia	2	1	3	4	4 th

Quality Graphs : Faculty Comparison



Department of Physics

Table 1 : SFI distribution across faculties

Faculties	1	2	3	4	5	6	7	8	9	10
Jiten Nath	0.818	0.772	0.674	0.924	0.554	0.674	0.859	0.815	0.554	0.913
Gopal Hazarika	0.951	0.960	0.899	0.886	0.842	0.815	0.902	0.880	0.565	0.837
Sumbit Chaliha	0.848	0.938	0.844	0.880	0.755	0.783	0.788	0.826	0.511	0.663
Diganta Pd. Gogoi	0.935	0.971	0.902	0.755	0.750	0.755	0.712	0.880	0.554	0.565

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Jiten Nath	-0.107	0.136	0.756
Gopal Hazarika	-17.229	0.112	0.854
Sumbit Chaliha	-18.829	0.121	0.784
Diganta Pd. Gogoi	0.091	0.145	0.778

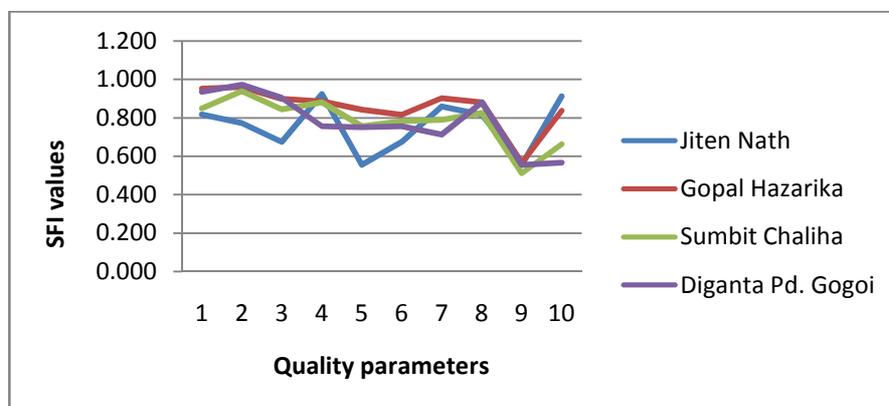
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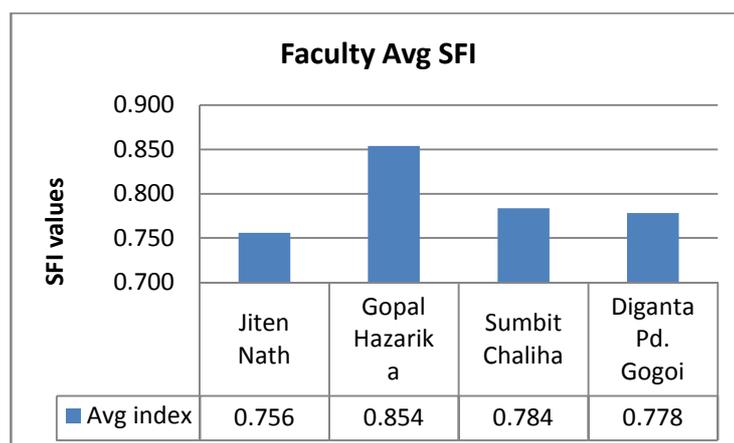
1. Best Quality Achiever : Gopal Hazarika
2. Best Quality Balancer : Gopal Hazarika
3. Best Quality Concentrator : Dr. Sumbit Chaliha

Table 3 : Faculty ranking

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Jiten Nath	2	2	1	3	3 rd
Gopal Hazarika	3	4	4	8	1 st
Sumbit Chaliha	4	3	3	6	2 nd
Diganta Pd. Gogoi	1	1	2	3	3 rd

Quality Graphs: Faculty Comparison





Department of Mathematics

Table 1 : SFI distribution across faculties

	1	2	3	4	5	6	7	8	9	10
Prasanta Bordoloi	0.908	0.943	0.860	0.875	0.757	0.868	0.914	0.882	0.645	0.645
Papori Neog Bora	0.914	0.939	0.908	0.961	0.947	0.842	0.921	0.947	0.763	0.776
Alok Kr. Dutta	0.947	0.965	0.917	0.914	0.941	0.914	0.914	0.961	0.789	0.934
Manash Jyoti Bora	0.849	0.846	0.816	0.882	0.862	0.776	0.789	0.908	0.605	0.776

Table 2 : Composite Quality Indicators

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Prasanta Bordoloi	-19.227	0.109	0.830
Papori Neog Bora	-26.531	0.072	0.892
Alok Kr. Dutta	-26.001	0.050	0.920
Manash Jyoti Bora	0.816	0.085	0.811

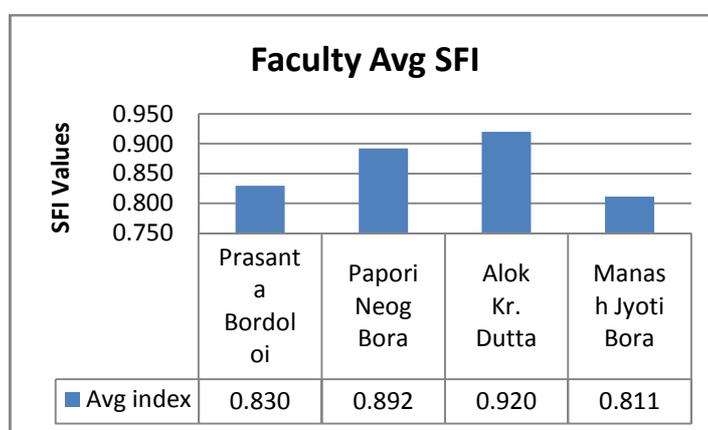
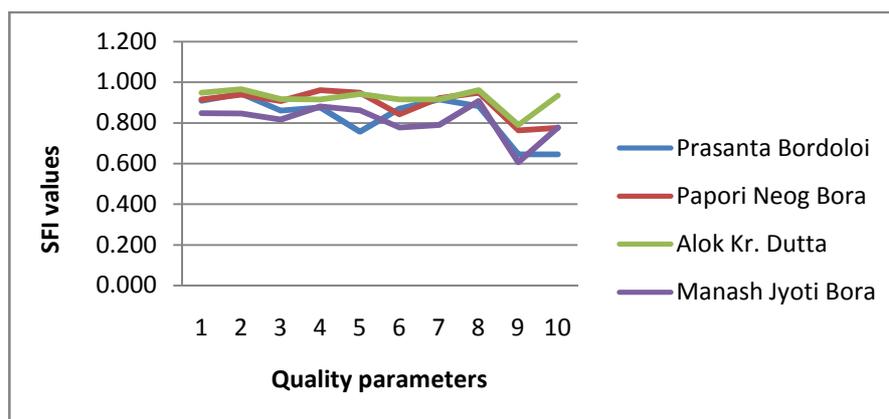
Note:

1. Best Quality Achiever : Alok Kr. Dutta
2. Best Quality Balancer : Alok Kr. Dutta
3. Best Quality Concentrator : Papori Neog Bora

Table 3 : Faculty Ranking

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Prasanta Bordoloi	2	1	2	3	3 rd
Papori Neog Bora	4	3	3	6	2 nd
Alok Kr. Dutta	3	4	4	8	1 st
Manash Jyoti Bora	1	2	1	3	3 rd

Quality Graphs: Faculty comparison



Department of Statistics

Table 1 : SFI distribution across faculties

	1	2	3	4	5	6	7	8	9	10
Aditi Baruah	0.911	0.964	0.988	0.911	1.000	0.893	0.982	1.000	0.857	0.893
Lalit Kakoty	0.955	0.976	1.000	0.929	0.982	0.946	0.982	1.000	0.821	0.786
Shyamali Dutta	0.964	1.000	0.988	0.964	1.000	0.893	0.982	0.929	0.857	0.857

Table 2 : Composite Quality Indicators

Faculties	Slope (QC)	Variance (QB)	Total SFI (QA)
Aditi Baruah	-14.938	0.053	0.940
Lalit Kakoty	-24.711	0.075	0.938
Shyamali Dutta	-40.718	0.056	0.943

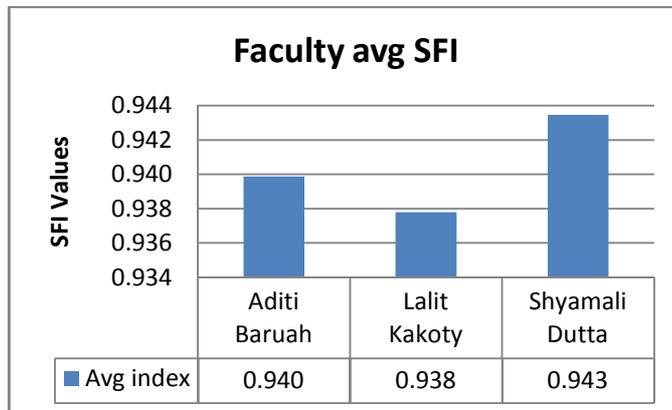
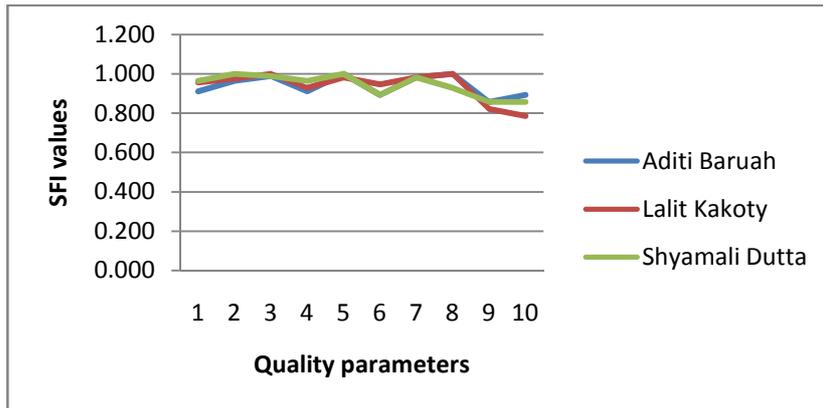
Note:

1. Best Quality Achiever Shyamali Dutta
2. Best Quality Balancer : Dr. Aditi Barua
3. Best Quality Concentrator : Shyamali Dutta

Table 2 : Composite Quality Indicators

Faculties	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Aditi Baruah	1	3	2	5	1 st
Lalit Kakoty	2	1	1	2	2 nd
Shyamali Dutta	3	2	3	5	1 st

Quality Graphs: Faculty comparison



Inter Departmental Comparison

Table No 1 : Distribution of composite quality index across departments a

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
P. Sc. Avg	-2.798	0.075	0.731
Eco Avg	-5.681	0.061	0.880
Ass Avg	-7.263	0.084	0.907
Edn Avg	1.317	0.063	0.909
Hist Avg	-18.989	0.065	0.884
Eng Avg	-10.083	0.041	0.912
Zoo Avg	-17.606	0.060	0.919
Bot Avg	-12.327	0.104	0.774
Ch Avg	-7.479	0.138	0.795
Phy avg	-9.018	0.128	0.793
Math Avg	-17.736	0.079	0.863
Stats Avg	-26.789	0.061	0.940

The highest QC goes to the department of Statistics and the lowest to the department of Education. The highest QB goes to the department of Chemistry and the lowest to the department of Zoology. Again the highest QA goes to the department of Statistics and the lowest goes to the department of Political Science.

Table No 2 : Ranking the departments

Department	Rank in (QC)	Rank in (QB)	Rank in (QA)	Total Rank (QB+QA)	Quality position of the Department
P. sC	11 th	7 th	12 th	19	8 th
Eco	10 th	3 rd	8 th	11	5 th
Ass	9 th	8 th	5 th	13	7 th
Edn	12 th	4 th	4 th	8	4 th
Hist	2 nd	5 th	7 th	12	6 th
Eng	6 th	1 st	2 nd	3	1 st
Zoo	4 th	2 nd	3 rd	5	3 rd
Bot Avg	5 th	9 th	11 th	20	9 th
Ch Avg	8 th	11 th	9 th	20	9 th
Phy avg	7 th	10 th	10 th	20	9 th
Math Avg	3 rd	6 th	6 th	12	6 th
Stats Avg	1 st	3 rd	1 st	4	2 nd

In quality concentration 1st rank goes to the department Statistics, second to the department of History and third to the department of mathematics. I quality balance 1st, 2nd and 3rd rank go to English, Zoology and Economics respectively. In quality achieving first three ranks go to Statistics, English and Zoology respectively. Considering quality balancing and quality achieving altogether 1st position has been occupied by the department English, 2nd by Statistics and 3rd by Zoology.

If arts and science departments are considered separately the departmental ranking will be as follows -

Table No 3 : Ranking the Arts departments

Department	Rank in (QC)	Rank in (QB)	Rank in (QA)	Total Rank (QB+QA)	Quality position of the Department
P. sC	5 th	5 th	6 th	11	6 th
Eco	4 th	2 nd	5 th	7	3 rd
Ass	3 rd	6 th	3 rd	9	5 th
Edn	6 th	3 rd	2 nd	5	2 nd
Hist	1 st	4 th	4 th	8	4 th
Eng	2 nd	1 st	1 st	2	1 st

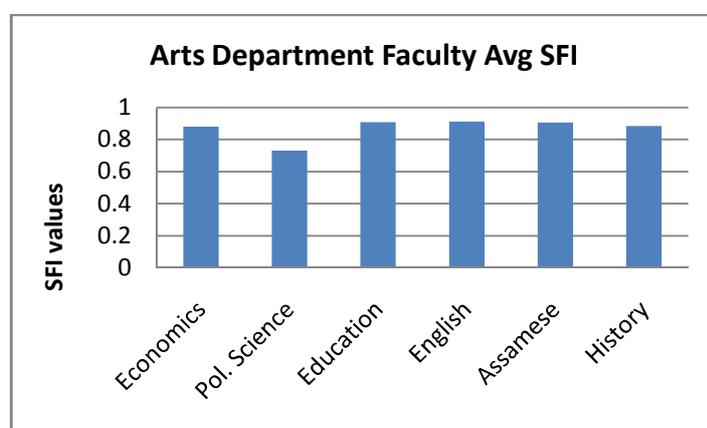
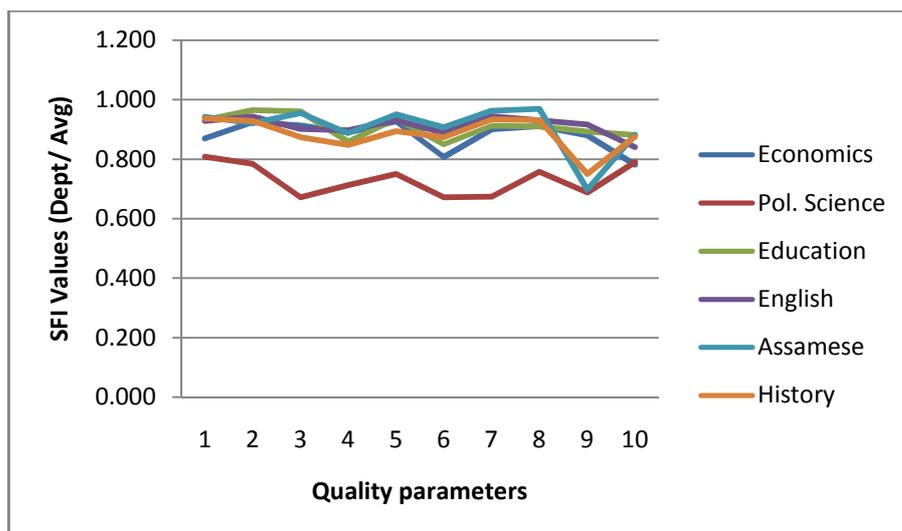
Table No 4 : Ranking the Science departments

Department	Rank in (QC)	Rank in (QB)	Rank in (QA)	Total Rank (QB+QA)	Quality position of the Department
Zoo	3 rd	1 st	2 nd	3	1 st
Bot Avg	4 th	4 th	6 th	10	3 rd
Ch Avg	6 th	6 th	4 th	10	3 rd
Phy avg	5 th	5 th	5 th	10	3 rd
Math Avg	2 nd	3 rd	3 rd	6	2 nd
Stats Avg	1 st	2 nd	1 st	3	1 st

Departmental Quality Graphs (Arts)

Table 5 : Distribution of arts departments' average SFI

Depts	1	2	3	4	5	6	7	8	9	10
Economics	0.869	0.923	0.913	0.889	0.927	0.806	0.900	0.911	0.880	0.781
Pol. Science	0.808	0.784	0.672	0.713	0.750	0.672	0.674	0.758	0.688	0.789
Education	0.930	0.964	0.960	0.858	0.935	0.849	0.912	0.909	0.892	0.881
English	0.928	0.943	0.902	0.898	0.931	0.889	0.944	0.931	0.917	0.840
Assamese	0.941	0.921	0.955	0.888	0.950	0.906	0.963	0.969	0.697	0.881
History	0.936	0.927	0.873	0.847	0.894	0.873	0.933	0.931	0.750	0.875



Departmental Quality Graphs (Science)

Table 6 : Distribution of arts departments’ average SFI

Departments	1	2	3	4	5	6	7	8	9	10
Chemistry	0.850	0.855	0.890	0.832	0.886	0.739	0.821	0.857	0.643	0.579
Zoology	0.930	0.958	0.948	0.932	0.961	0.916	0.946	0.924	0.805	0.866
Botany	0.871	0.865	0.859	0.825	0.859	0.715	0.791	0.605	0.675	0.675
Physics	0.888	0.910	0.830	0.861	0.726	0.757	0.815	0.851	0.546	0.745
Mathematics	0.905	0.923	0.875	0.908	0.877	0.850	0.885	0.924	0.701	0.783
Statistics	0.943	0.980	0.992	0.935	0.994	0.911	0.982	0.976	0.845	0.845

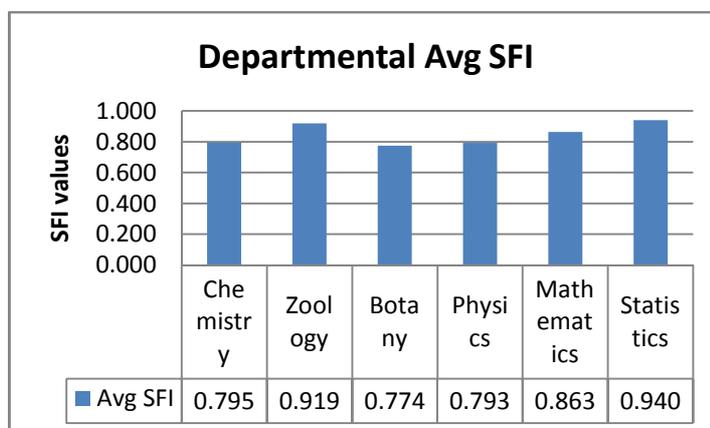
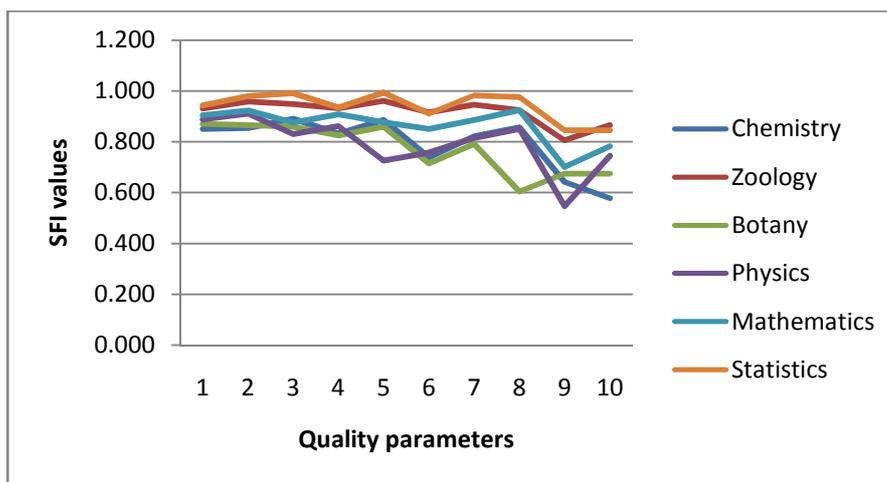


Table 8 : Distribution of a composite indicator among the faculties

Depts	Faculties	QC	QB	QA
Eco	Binoda Bora	-9.689	0.119	0.775
Eco	Rofique Ahmed	32.711	0.023	0.922
Eco	Mainu Moni Saikia	-21.643	0.029	0.930
Eco	Reema Rabha	-24.101	0.072	0.894
Pol Sc.	Sanjoy Mili	-18.790	0.083	0.754
Pol Sc.	Ranjit Pegu	-5.280	0.078	0.687
Pol Sc.	Mridul Dutta	13.330	0.047	0.909
Pol Sc.	Pankaj Bora	-0.450	0.092	0.573
Eng	Shantana Saikia	-15.450	0.038	0.946
Eng	Samir Ranjan Bora	-37.537	0.048	0.901
Eng	Ajit Kr. Bora	-21.616	0.057	0.882
Eng	Amar jyoti Devnath	34.270	0.022	0.920
Edn	Indrani Barthakur	-6.944	0.036	0.949
Edn	Bubul Deka	-14.545	0.125	0.847
Edn	Amarjyoti Bharali	-10.820	0.063	0.877

Edn	Ilaxi Bora	37.579	0.027	0.963
Ass	Santosh Borthakur	-13.799	0.095	0.895
Ass	Namita Chutia Saikia	-15.005	0.095	0.901
Ass	Madhusmita B. Changkakoti	-9.686	0.070	0.884
Ass	Biba Rani Das	0.977	0.088	0.906
Ass	Sarala Das	1.197	0.075	0.950
Hist	Pranati Duwarah	-25.985	0.063	0.925
Hist	Keshab Nath	-28.421	0.058	0.920
Hist	Ajit Gogoi	-2.561	0.075	0.807
Zoo	Purnima Dutta	-32.288	0.047	0.940
Zoo	Robin Bordoloi	-24.761	0.077	0.914
Zoo	Indira Baruah	-30.175	0.091	0.839
Zoo	Gayatri Agni Bora	0.610	0.065	0.923
Zoo	Bikramaditya Bakalial	-1.416	0.019	0.976
Bot	Suresh Mahanta	-16.372	0.134	0.691
Bot	Tapan Kr. Gogoi	-25.672	0.103	0.753
Bot	Debojyoti Bhuyan	-21.740	0.106	0.729
Bot	Protiva Bora	1.231	0.088	0.884
Bot	Sangeeta Das	0.918	0.090	0.812
Chem	Dipti Goswami	-15.832	0.114	0.738
Chem	Omar S Ahmed	-10.018	0.126	0.876
Chem	Parinita Bora	-12.163	0.148	0.946
Chem	Protiva Bora	0.464	0.126	0.663
Chem	Pallabi Saikia	0.153	0.178	0.754
Phy	Jiten Nath	-0.107	0.136	0.756
Phy	Gopal Hazarika	-17.229	0.112	0.854
Phy	Sumbit Chaliha	-18.829	0.121	0.784
Phy	Diganta Pd. Gogoi	0.091	0.145	0.778
Math	Prasanta Bordoloi	-19.227	0.109	0.830
Math	Papori Neog Bora	-26.531	0.072	0.892
Math	Alok Kr. Dutta	-26.001	0.050	0.920
Math	Manash Jyoti Bora	0.816	0.085	0.811
Stats	Aditi Baruah	-14.938	0.053	0.940
Stats	Lalit Kakoty	-24.711	0.075	0.938
Stats	Shyamali Dutta	-40.718	0.056	0.943

Table 8 : Ranking the faculties, the College as a whole

Depts	Faculties	QC	QB	QA	QB+QA	Rank in QB+QA
Zoo	Bikramaditya Bakalial	35	1	1	2	1
Edn	Ilaxi Bora	50	4	2	6	2
Edn	Indrani Barthakur	32	6	4	10	3
Eng	Shantana Saikia	22	7	6	13	4
Eco	Mainu Moni Saikia	14	5	11	16	5
Zoo	Purnima Dutta	3	9	8	17	6
Eco	Rofique Ahmed	48	3	14	17	6
Eng	Amar jyoti Devnath	49	2	15	17	6
Stats	Shyamali Dutta	1	13	7	20	7
Stats	Aditi Baruah	24	12	9	21	8
Ass	Sarala Das	45	23	3	26	9
Pol Sc.	Mridul Dutta	47	8	19	27	10
Hist	Pranati Duwarah	8	16	12	28	11
Math	Alok Kr. Dutta	7	11	17	28	11
Zoo	Gayatri Agni Bora	41	18	13	31	12
Hist	Keshab Nath	5	15	16	31	12
Eng	Samir Ranjan Bora	2	10	21	31	13
Stats	Lalit Kakoty	11	22	10	32	14
Eng	Ajit Kr. Bora	15	14	28	42	15
Zoo	Robin Bordoloi	10	25	18	43	16
Eco	Reema Rabha	12	21	24	45	17
Math	Papori Neog Bora	6	20	25	45	17
Ass	Madhusmita B. Changkakoti	31	19	27	46	18
Edn	Amarjyoti Bharali	28	17	29	46	18
Ass	Biba Rani Das	44	29	20	49	19
Chem	Parinita Bora	27	49	5	54	20
Ass	Namita Chutia Saikia	23	34	22	56	21
Bot	Protiva Bora	46	30	26	56	21
Ass	Santosh Borthakur	26	35	23	58	22
Hist	Ajit Gogoi	34	24	37	61	23
Math	Manash Jyoti Bora	42	28	36	64	24
Zoo	Indira Baruah	4	32	33	65	25
Bot	Sangeeta Das	43	31	35	66	26
Phy	Gopal Hazarika	19	39	31	70	27
Pol Sc.	Sanjoy Mili	18	27	43	70	27
Math	Prasanta Bordoloi	16	38	34	72	28
Pol Sc.	Ranjit Pegu	33	26	48	74	29
Chem	Omar S Ahmed	29	45	30	75	30
Edn	Bubul Deka	25	43	32	75	30

Phy	Sumbit Chaliha	17	42	38	80	31
Bot	Tapan Kr. Gogoi	9	36	44	80	31
Eco	Binoda Bora	30	41	40	81	32
Bot	Debojyoti Bhuyan	13	37	46	83	33
Pol Sc.	Pankaj Bora	36	33	50	83	33
Chem	Dipti Goswami	21	40	45	85	34
Phy	Diganta Pd. Gogoi	38	48	39	87	35
Phy	Jiten Nath	37	47	41	88	36
Chem	Pallabi Saikia	39	50	42	92	37
Bot	Suresh Mahanta	20	46	47	93	38
Chem	Protiva Bora	40	44	49	93	38

Table 8 : Ranking the faculties, the Arts Departments

Depts	Faculties	QC	QB	QA	QB+QA	Rank in QB+QA
Edn	Ilaxi Bora	24	3	1	4	1
Edn	Indrani Barthakur	15	5	3	8	2
Eco	Mainu Moni Saikia	5	4	5	9	3
Eco	Rofique Ahmed	22	2	7	9	3
Eng	Amar jyoti Devnath	23	1	8	9	3
Eng	Shantana Saikia	8	6	4	10	4
Ass	Sarala Das	20	15	2	17	5
Hist	Pranati Duwarah	3	11	6	17	5
Pol Sc.	Mridul Dutta	21	7	10	17	5
Hist	Keshab Nath	2	10	9	19	6
Eng	Samir Ranjan Bora	1	8	12	20	7
Eng	Ajit Kr. Bora	6	9	17	26	8
Eco	Reema Rabha	4	14	15	29	9
Ass	M. B. Changkakoti	14	13	16	29	9
Ass	Biba Rani Das	19	19	11	30	10
Edn	Amarjyoti Bharali	12	12	18	30	10
Ass	Namita Chutia Saikia	9	21	13	34	11
Ass	Santosh Borthakur	11	22	14	36	12
Hist	Ajit Gogoi	17	16	20	36	12
Pol Sc.	Sanjoy Mili	7	18	22	40	13
Pol Sc.	Ranjit Pegu	16	17	23	40	13
Edn	Bubul Deka	10	24	19	43	14
Eco	Binoda Bora	13	23	21	44	15
Pol Sc.	Pankaj Bora	18	20	24	44	15

Table 9 : Ranking the faculties, the Science Departments

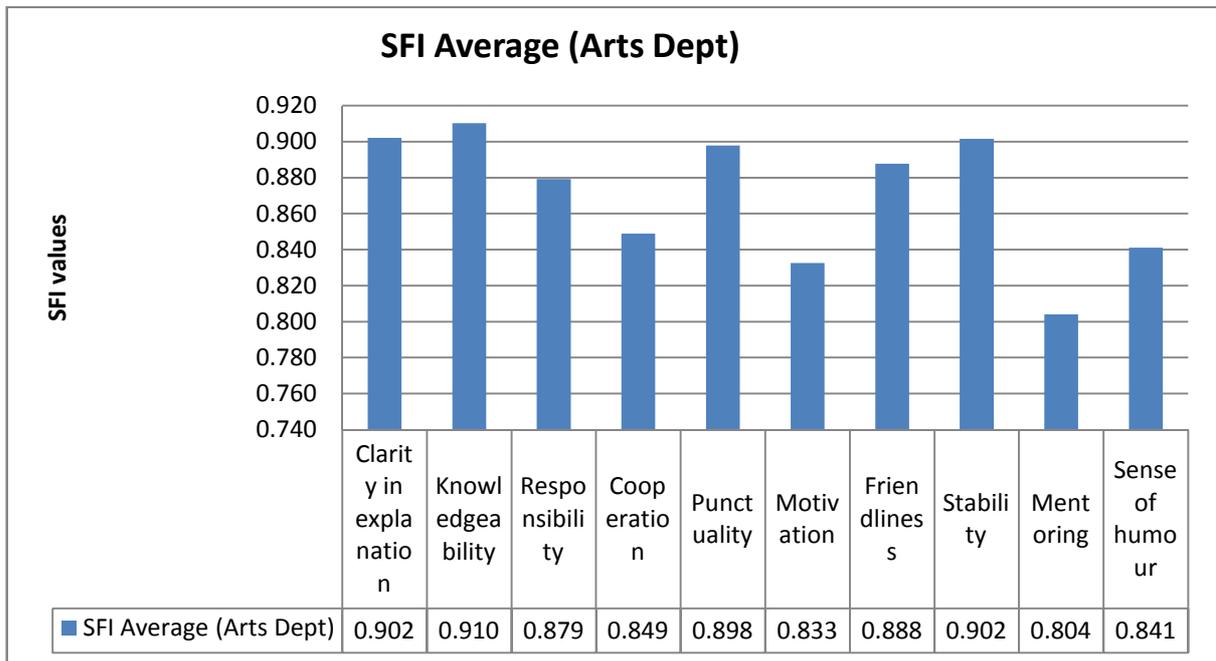
Depts	Faculties	QC	QB	QA	QB+QA	Rank in QB+QA
Zoo	Bikramaditya Bakalial	18	1	1	2	1
Zoo	Purnima Dutta	2	2	4	6	2
Stats	Shyamali Dutta	1	5	3	8	3
Stats	Aditi Baruah	15	4	5	9	4
Math	Alok Kr. Dutta	5	3	8	11	5
Zoo	Gayatri Agni Bora	23	6	7	13	6
Stats	Lalit Kakoty	8	8	6	14	7
Math	Papori Neog Bora	4	7	10	17	8
Zoo	Robin Bordoloi	7	9	9	18	9
Bot	Protiva Bora	26	11	11	22	10
Chem	Parinita Bora	16	25	2	27	11
Zoo	Indira Baruah	3	13	14	27	11
Math	Manash Jyoti Bora	24	10	17	27	11
Bot	Sangeeta Das	25	12	16	28	12
Phy	Gopal Hazarika	12	17	13	30	13
Math	Prasanta Bordoloi	10	16	15	31	14
Chem	Omar S Ahmed	17	21	12	33	15
Bot	Tapan Kr. Gogoi	6	14	22	36	16
Phy	Sumbit Chaliha	11	19	18	37	17
Bot	Debojyoti Bhuyan	9	15	24	39	18
Chem	Dipti Goswami	14	18	23	41	19
Phy	Diganta Pd. Gogoi	20	24	19	43	20
Phy	Jiten Nath	19	23	20	43	20
Chem	Protiva Bora	22	20	26	46	21
Chem	Pallabi Saikia	21	26	21	47	22
Bot	Suresh Mahanta	13	22	25	47	22

Identifying the weakness and Strength

Table 10 : Department average SFI Arts and Science divided

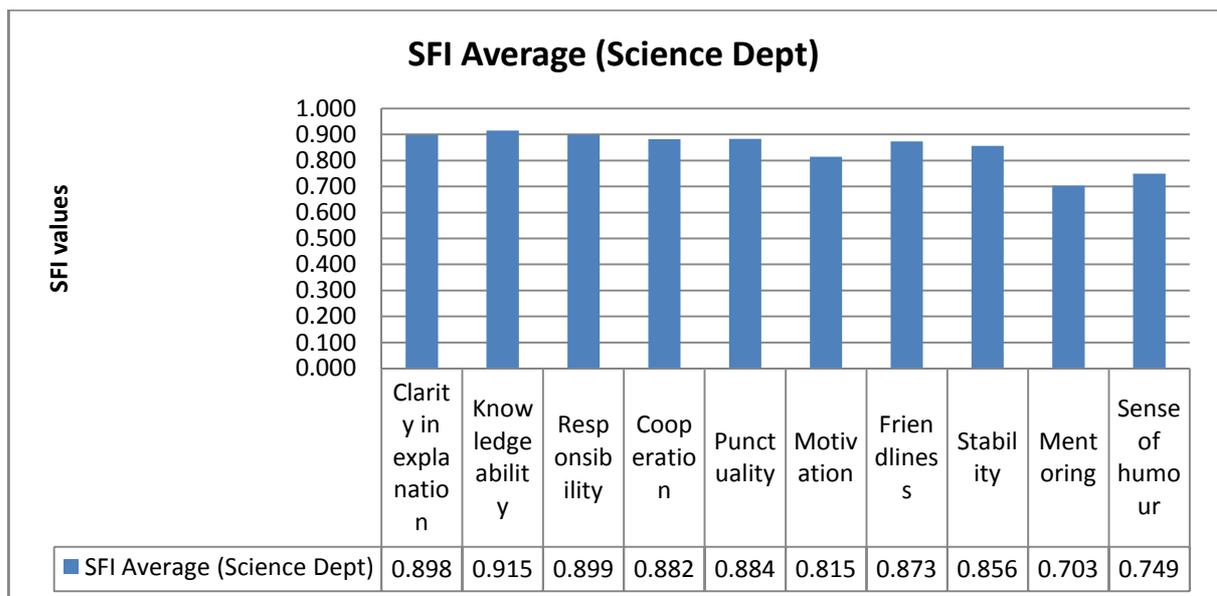
	Clarity in explanation	Knowledge ability	Responsibility	Cooperation	Punctuality	Motivation	Friendliness	Stability	Mentoring	Sense of humour
SFI Average (Arts Dept)	0.902	0.910	0.879	0.849	0.898	0.833	0.888	0.902	0.804	0.841
SFI Average (Science Dept)	0.898	0.915	0.899	0.882	0.884	0.815	0.873	0.856	0.703	0.749

Arts departments



If 90% attainment is considered as achievement then SFI value of 0.900 is the cut off. Thus this achievement has been attained in case of clarity in explanation, knowledge ability and stability. In other quality parameters this level of achievement is yet to attain. The lowest achievement has been attained in case of mentoring, next in case of motivation.

Science departments



Conclusions

The IQAC of the College makes feedback analysis not to commend and recommend on policy measures. The findings as shown above are open to all for self analysis and evaluation and to take necessary action as required. This copy is also to be submitted to the Principal of the College so that he can take necessary measures in matter of quality improvement considering students' perception of teachers and teachings. Utmost care has been taken in method formulation and analysis. Neutrality in analysis is 100 percent assured. Any clarification regarding formulation and analysis is always welcome.

This time, students' feedback analysis is comprehensive and seems to be qualitatively better. Qualitatively better in the sense after explaining the questionnaire thoroughly that feed back information was collected from the students directly. So, this feedback analysis is more reliable than before.

Next year onward, feedback analysis is attempted to cover comparative study with its previous ones.

Sd/-
Dr. R. Ahmed)
Coordinator
IQAC, Bahona College