Annual Quality Assurance Report

Session: 2017-2018

10/11/2018
Internal Quality Assurance Cell
Bahona College

The Annual Quality Assurance Report (AQAR) of the IQAC
Bahona College : 2017 - 18

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)

....

1.5 Website address:

www.bahonacollege.edu.in

Web-link of the AQAR:

Bahonacollege.edu.in/Download......   AQAR2017-18

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	1st Cycle	B	71.75	2004	5 years
2	2nd Cycle	B	2.71	2015	5 Years
3	3rd Cycle				
4	4th Cycle				

1.7 Date of Establishment of IQAC: DD/MM/YYYY   15/06/2004

1.8 **AQAR for the year** *(for example 2010-11)*   2017-18

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

      i.   AQAR (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 (2011 - 12) submitted along with SSR on 9.12.2014
  viii.   AQAR (2012 – 13) online submitted to NAAC on 29.11.2013
   ix.   AQAR (2014 – 15) online submitted to NAAC on 15.07.2015
    x.   AQAR (2015 – 16) online submitted to NAAC on 08.07.2016
   xi.   AQAR (2016 – 17) online submitted to NAAC on 12.07.2017

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)*   [Dibrugarh University]

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 [1]   UGC-CE [ ]

UGC-Special Assistance Programme		DST-FIST	

UGC-Innovative PG programmes		Any other (*Specify*)	RUSA Financed

UGC-COP Programmes

√

2. IQAC Composition and Activities

2.1 No. of Teachers | 17 |

2.2 No. of Administrative/Technical staff | 2 |

2.3 No. of students | 4 |

2.4 No. of Management representatives | 1 |

2.5 No. of Alumni | 2 |

2.6 No. of any other stakeholder and

community representatives | 2 |

2.7 No. of Employers/ Industrialists | 1 |

2.8 No. of other External Experts | 1 |

2.9 Total No. of members | 30 |

2.10 No. of IQAC meetings held | 3 |

2.11 No. of meetings with various stakeholders: No. | 6 | Faculty | 2 |

Non-Teaching Staff Students | 1 | Alumni | 1 | Others | 2 |

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

If yes, mention the amount | | | | | √ |

2.13 Seminars and Conferences (only quality related)
   (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. | 11 | International | | National | 1 | State | 3 | Institution Level | 7

(ii) Themes

1. Career Counselling Programme on "Administrative Services" on 22.03.2017.
2. UGC Sponsored state level workshop on "Empowering Rural Women through the development of Entrepreneurial skills of SHG's" on 15.06.2017 – 21.06.2017.
3. Two days workshop on Enhancement of Debating Skills on 29.06.2017 – 30.06.2017.
4. Workshop under KKSHOU, D.El.Ed Programme 01.07.2017 – 12.07.2017.
5. Interdepartmental Seminar among degree Arts and Science students on "Environment and Society" on 06.10.2017
6. Workshop on "Mushroom Cultivation" on 27.11.2017 to 28.11.2017.
7. Workshop on "Journalism & Mass Communication As Profession" on 05.03.2018 – 06.07.2018.
8. Day long workshop on "Bioinformatics" on 16.03.2018.
9. Interdepartmental Student Seminar on "Tourism in North-East India: Problems and Possibilities" on 22.03.2018.
10. Training Programme on Bio-instrumentation & Mushroom Culture on 28.04.2018.
11. Orientation & Training Programme for Competitive Examination on 02.07.2018 – 07.07.2018.

2.14 Significant Activities and contributions made by IQAC

1. Organizing different students' enrichment programmes.
2. Continuing students' incentive providing mechanism.
3. Expanding students feedback mechanism.
4. Maintaining departmental profiling & reporting
5. Continuing students' support mechanism.
6. Arranging Career Counselling Programmes.
7. Course Orientation to Fresh Students.
8. Extending Community Care Services.
9. Inculcating National Values through NCC & NSS Activates and also taking part in "Unnat Bharat Abhiyan".
10. Arranging Dignitary visit for motivation and awareness.
11. Promotion of classroom transactions through distance study centre.
12. Providing early work engagement opportunities through career orientation courses and community college.
13. Arranging students' awareness and empowerment programmes for Science education in neighbouring schools.
14. Improving campus facilities.
15. Extending Class Room amenities.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Achievements
1. Making the environment ready for CBCS. 2. Enhancing Community Care. 3. Developing infrastructure. 4. Enhancing Campus facilities. 5. Making the cells under IQAC more active. 6. Construction of Boys' Hostel 7. Increasing Sports Facilities. 8. Enhancing laboratory facilities. 9. Enhancing book strength in the library. 10. Digitization office and library management. 11. Arranging Student Enrichment Programme. 12. Opening cashless transaction. 13. Initiating course on Governance and leadership. 14. Reopening of Scout & Guide and NCC female wing. 15. Opening up new Canteen Building. 16. Initiating Public-Private Partnership for students daily needs. 17. Organizing placement & Counselling Programmes. 18. Making Health Care Activities more target specific.	1. Enhancing Community Care to three additional villages. 2. Developing infrastructure through construction of new Arts building & Chemistry building along with completion of extended part of Girls' Hostel. 3. Enhancing Campus facilities through beautification, new drainage facilities, developing the approach roads, etc. 4. Construction of Boys' Hostel is going on. Fund provided by ONGC. 5. Enhancing laboratory facilities through fresh construction of laboratory buildings and partly by renovation. 6. Enhancing book strength in the library by purchasing 2944 nos. of additional books. 7. Arranging Student Enrichment Programme through organizing departmental seminar, group discussion, field visit, project preparation, co-curricular competition, interdepartmental Seminar, organizing awareness & empowerment programmes for students. 8. Opening cashless transaction in the part of Re-admission. 9. Opening up new Canteen Building on 07.03.2018. 10. Organizing placement & Counselling Programmes – 4no.s of Career Counselling and 2no.s of Course Counselling.

Attach the Academic Calendar of the year as Annexure I.

2.15 Whether the AQAR was placed in statutory body   Yes [√]   No [ ]

Management [√]   Syndicate [ ]   Any other body [ ]

Provide the details of the action taken –

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 pre-graduate 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.

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				
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 √   Employees √   Students √
    (On all aspects)

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

*Please provide an analysis of the feedback in the Annexure 1 (Feedbacks from alumni, parents and employees are informal. It is a kind of open discussion and exchange of views. Formal analysis was only made in case of students' feedback on different aspects on teachers & teachings) 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 last academic session there was some modifications in the syllabi of a courses under community college and courses under career orientation scheme of UGC.

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

The Subject of Sociology in Arts stream has been introduced at UG level. It was done on the basis of student demands and to fulfil the objective of enhancing subject mobility. The regularization of this subject is under process.

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
41	23	18	0	6

2.2 No. of permanent faculty with Ph.D.

17

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

2.4 No. of Guest and Visiting faculty and temporary faculty

4	0	9

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	12	28	07
Presented papers	07	12	07
Resource Persons		6	3

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

- Arranging Group discussions.
- Arranging Interdepartmental Seminar
- Arranging departmental level enrichment programmes.
- Open excess in library.
- Enhancing internet connectivity.
- Mentoring Provisions.

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: 4	Member: 2	Workshop: 4

2.10 Average percentage of attendance of students

92

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	85	Nil	63.51	36.49	0	87.06
B A	104	Nil	21.11	55.56	23.33	86.54

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

1. Introducing the provision of Annual departmental profiling and assessing thereof and preparing an evaluation report.
2. Analysing input output gap of the students completing courses.
3. There is feedback analysis on teachers performance and classroom transactions.
4. Making comparative analysis of departmental performance with that of college average.
5. Making comparative analysis of college performance with that of university average.
6. Comparing college's performance with neighbouring institutions.
7. Preparing a performance report decomposing the results among different divisions/classes.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	05
UGC – Faculty Improvement Programme	02
HRD programmes	01
Orientation programmes	01
Faculty exchange programme	03
Staff training conducted by the university	03
Staff training conducted by other institutions	
Summer / Winter schools, Workshops, etc.	03
Others	02

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	24	8	1	24	16
Technical Staff					

Criterion – III

3. Research, Consultancy and Extension

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

1. Organizing promotional programmes through research and consultancy cell.
2. Enhancing free internet connectivity.
3. Organizing Interdepartmental students' Seminar.
4. Providing publication opportunity through publication Cell and also through departmental effort.
5. Providing fund for field study and project preparation.
6. Enriching students for project preparation and seminar presentation.
7. Organizing seminar presentation competition.
8. Sending proposal for workshop and seminar for promotion of research.

3.2 Details regarding major projects

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

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	01	02	0	0
Outlay in Rs.	1,50,000.00	3,70,000.00	0	0

3.4 Details on research publications

	International	National	Others
Peer Review Journals		15	
Non-Peer Review Journals		10	08
e-Journals			
Conference proceedings			21

3.5 Details on Impact factor of publications:

Range [ ]   Average [1.5]   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	3,70,000	2,70,000
Interdisciplinary Projects	0			
Industry sponsored	0			
Projects sponsored by the University/ College	0			
Students research projects *(other than compulsory by the University)*				
Any other(Specify)				
Total	2		3,70,000.00	2,70,000.00

3.7 No. of books published   i) With ISBN No.   3   Chapters in Edited Books   5

ii) Without ISBN No.   5

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   Nil

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number			5	3	9
Sponsoring agencies			UGC	KKHSOU	Self

3.12 No. of faculty served as experts, chairpersons or resource persons   12

3.13 No. of collaborations   International [ ]   National   0   Any other   2

3.14 No. of linkages created during this year   2

3.15 Total budget for research for current year in lakhs :

From Funding agency [20,00,000]   From Management of University/College [3,00,000]

Total [23,00,000]

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
04			04			

3.18 No. of faculty from the Institution who are Ph. D. Guides [1]
and students registered under them [1]

3.19 No. of Ph.D. awarded by faculty from the Institution [0]

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

JRF [ ]   SRF [ ]   Project Fellows [1]   Any other [ ]

3.21 No. of students Participated in NSS events:

University level [3]   State level [2]

National level [ ]   International level [ ]

3.22 No. of students participated in NCC events:

University level [ ]   State level [3]

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	3		
NCC		NSS	5	Any other	5

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

1. Career Counselling Programme on "Administrative Services" on 22.03.2017.
2. UGC Sponsored state level workshop on "Empowering Rural Women through the development of Entrepreneurial skills of SHG's" on 15.06.2017 – 21.06.2017.
3. Two days workshop on Enhancement of Debating Skills on 29.06.2017 – 30.06.2017.
4. Interdepartmental Seminar among degree Arts and Science students on "Environment and Society" on 06.10.2017
5. Celebration of 71st Independence Day of India on 15.08.2017
6. 4th Memorial lecture "Neo-liberal feudalism and the crisis of the regional nationalities" on 18.08.2017.
7. Blood Donation Camp on 30.08.2017.
8. Poets Meet at All Assam level on 04.09.2017.
9. Awareness Programme on removing superstition and prejudice on 23.09.2017.
10. Workshop on "Mushroom Cultivation" on 27.11.2017 to 28.11.2017.
11. Awareness programme on "Right to Health" on 17.01.2018.
12. Popular Lecture, title – "Changing trends in Indian Politics, and analysis from congress era to Modi regime" on 20.01.2018.
13. Popular Lecture programme, title – "Social Media and its impact on youth" on 20.01.2018.
14. Organizing NSS special camp with the theme "Live and livelihood towards a new horizon during 28.01.2018 - 03.02.2018.
15. Grooming Session on interview skill for campus recruitment on 06.02.2018.
16. Observation of Science Day on 28.02.2018.
17. Workshop on "Journalism & Mass Communication as Profession" on 05.03.2018 – 06.03.2018.
18. Celebration of Women' Day on 08.03.2018.
19. One day workshop on "Bioinformatics" on 16.03.2018.
20. Interdepartmental Student Seminar on "Tourism in North-East India: Problems and Possibilities" on 22.03.2018.
21. Training Programme on Bio-instrumentation & Mushroom Culture on 28.04.2018.
22. Celebration of World Forest Day on 05.06.2018.
23. Celebration of Rabha Divas on 17.06.2018.
24. Celebration of International Yoga Day on 21.06.2018.
25. Orientation & Training Programme for Competitive Examination on 02.07.2018 – 07.07.2018.

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	-------	32260 sq. mts
Class rooms	53	7	State & Central Government	60
Laboratories	13	2	Central Governments	15
Seminar Halls	2	1	State Government	3
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	1	0	Department of Biotechnology, Ministry of Science and Technology	
Value of the equipment purchased during the year (Rs. in Lakhs)				4,05,000
Others				

4.2 Computerization of administration and library

- Digital process is going 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	27,905		1771			
Reference Books	1410		1173	1,53,907		
e-Books						
Journals	14			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	35	7	2	4	13	12	4
Added	25	18	2	0	1	2	1	1
Total	102	53	9	2	5	15	13	5

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.
- There are two courses to enhance computer skills-
    a. Career orientation course on computer based printing.
    b. Community college course on "Printing Technology".

4.6 Amount spent on maintenance in lakhs :

i) ICT | 1.20 |

ii) Campus Infrastructure and facilities | 2.25 |

iii) Equipments | 4 |

iv) Others | 5 |

Total : | 12.45 |

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.
- Orientation at personal level.

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.
- 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
841	20	1	378

(b) No. of students outside the state

04

(c) No. of international students

0

Men*

No	%
475	56.48

Women*

No	%
366	43.52

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
336	62	65	363	0	826	323	69	75	354	0	841

Here consideration is of only UG students

Demand ratio - 2.5 : 1 (Departmental average)   Dropout: 7 %

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

None

No. of students beneficiaries   0

5.5 No. of students qualified in these examinations

NET 2   SET/SLET 2   GATE 0   CAT

IAS/IPS etc   State PSC   UPSC   Others 5

5.6 Details of student counselling and career guidance

1. Career Counselling Programme on "Administrative Services" on 22.03.2017.
2. Popular Lecture programme, title – "Social Media and its impact on youth" on 20.01.2018.
3. Grooming Session on interview skill for campus recruitment on 06.02.2018.
4. Workshop on "Journalism & Mass Communication as Profession" on 05.03.2018 – 06.03.2018.
5. Orientation & Training Programme for Competitive Examination on 02.07.2018 – 07.07.2018.

No. of students benefitted | All degree students |

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
1	40	2	3

5.8 Details of gender sensitization programmes

- Celebration of International Women' Day, 2018.

5.9 Students Activities

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

State/ University level | 25 | National level | | International level | 2 |

No. of students participated in cultural events

State/ University level | 20 | National level | | International level | |

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

Sports : State/ University level | 4 | National level | | International level | |

Cultural: State/ University level | 10 | National level | | International level | |

5.10 Scholarships and Financial Support

	Number of students	Amount (Rs.)
Financial support from institution	30	62,000
Financial support from government	627	18,68,787
Financial support from other sources (UGC ISHAN UDAY Prograame)	12	5,18,400
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 [02]   National level [   ]   International level [   ]

5.12   No. of social initiatives undertaken by the students   [10]

5.13   Major grievances of students (if any) redressed:

Grievances	Redressing measures
i. Limited scope of borrowing books from library. ii. Canteen accommodation is not sophisticated. iii. No Boys' Hostel. iv. Improper dining & kitchen provision in girls' hostel. v. Improper size of class room. vi. Not availability of basketball ground.	i. Books issuing days have been increased. ii. New canteen building has been opened. iii. Construction of Boys' Hostel is going on. iv. It has been extended and renovated. v. 6 (six) classroom of big size have been newly constructed. vi. Not met yet.

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

- Not digitally available, done traditionally by arranging sitting with office staff, teaching staff, students union time to time.

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

6.3.1 Curriculum Development

- There is academic development cell to look after the quality of curriculum of the courses on which the college enjoys autonomy. In this matter the cell make review of the courses by taking feedback from the users as well as experts. When necessary this cell organizes workshop to review those curriculum and modification there off.
- Feedbacks on curricular matter are collected from students and facilities and their findings are placed in the meeting of board of study of Parent University.

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 of teaching-learning programmes.
- Input-Output analysis is undertaken periodically to find out the weakness in teaching-learning mechanism of the institute and necessary steps are taken there off.
- Comparative analysis of final year results made in between departmental performance and college performance, in between college performance and university performance and also in between college performance and the performance of neighbouring colleges. On the basis of this comparative analysis the strength and weakness of the college in case of teaching and learning are trashed out and measures are taken accordingly.

6.3.3 Examination and Evaluation

- Class tests are taken on seen questions to evaluate the explanatory power of the students.
- Note making and exam preparing workshops are organized at departmental level to increase the writing quality of the students in examinations.

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.

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 four digital room to avail ICT facilities
- There is also Network Resource Centres having internet connectivity for both students and faculties.
- Incentive measures are taken in terms of best user award and best reader in library award by the library committee to increase the use of library.

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.
- There are two layers of management – one directly under principal and another directly under IQAC. The first type of management consists of Eight (8) committees. They are- purchase committee, construction committee, examination committee, Academic environment protection committee, tobacco control cell, anti-ragging committee, Budget-Audit Committee and Internal complaint committee.
  In the second type of management consists of thirteen (13) committees under IQAC namely – Academic Development Cell, Committee on curricular aspects, Committee on research & Consultancy, Placement and Counselling cell, Community Extension Cell, Committee on students support & Progression, Health Care Centre, Budget & Resource management Committee, Sports Development Cell, Cultural Development Cell, Employee grievance Redrassal Cell and Students' Grievance Redrassal Cell.
- The administrative management runs directly under principal where as the qualitative management runs through the IQAC coordinator subject to approval of college authority.

6.3.7 Faculty and Staff recruitment

- Faculty and staff recruitments are done as per need on the basis of 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.
- Online admission is under trial in the part of readmission which will be extended to fresh admission next year.

6.4 Welfare schemes for

Teaching staff	- A credit society formed among the faculties and office staff - Common room cum refreshment room - Canteen with concessional price - Primary health check up facilities - Employees' Development Cell to take care of employees' professional development
Non teaching staff	Do
Students	- 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 - Remedial teaching - Mentoring care - Residential facilities for girls - Canteen facilities with concessional price - Student Benefit fund. - 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

6.5 Total corpus fund generated   Rs.1969875

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			√	GB

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%
- The qualifying marks in major courses has been upped to 50% from 45%

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

- No activities done in this academic session.

6.12 Activities and support from the Parent – Teacher Association

- Parent-teacher meets are organized at departmental level

6.13 Development programmes for support staff

- 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 course of mushroom cultivation started
- Rain water harvesting provisions in new construction sites
- Maintaining greenery in the campus
- Provision of solar light within the campus
- Beautification of the campus by constructing pavements, renovating approach roads, enlarging flower garden, renovating drainage etc.

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.

- Joining in Unnat Bharat Abhiyan
- Organizing inter-departmental seminar on some social issues.
- Accomplishing field study to give insight to research work.
- Developing clean greenery campus to increase values. Accomplishing community works to orient students with socio-economic and environmental issues.

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 2017 – 18

Sl No.	Objective	Actions to be taken
01	Academic enhancement	i. Working for effective curricular delivery. ii. Introducing of new courses. iii. Encouraging students for add on courses. iv. Re-introduction of orientation courses. v. Initiating value added courses – COC/Community College. vi. Increasing the number of students field study and project preparation. vii. Making provisions for Feedback on course from teachers/alumni/parents. viii. Intensifying feedback mechanism.
02	Students' Enrichment	i. Providing special measures for advanced learners and slow learners. ii. Collecting Equipments for Divyanga. iii. Making teaching-learning ICT effective iv. Upgrading monitoring provisions v. Going for innovation and creativity in teaching-learning. vi. Reforms in continuous evaluation system at the institutional level. vii. Initiating Students exam-related grievances viii. Reforming academic calendar

		ix. Modifying prospectus.
		x. Re-introducing Input-Output gap analysis.
		xi. Initiating online students' satisfaction survey (SSS).
03	Enhancing Research and extension ambient	i. Counseling for research project
		ii. Working for Greenery of campus
		iii. Promoting for workshop and seminar
		iv. Initiating code of ethics in case of research
		v. Giving Incentive to teachers receiving state, national and international recognition/awards.
		vi. Initiating awards for extension activities.
		vii. Making involvement of students in extension activities.
		viii. Re-starting bee keeping
		ix. Taking publication initiatives.
		x. Sensitization of students to social issues
		xi. Increasing collaboration with GOs'/NGOs'
		xii. Re-introducing NCC female wing/scouts and guide
		xiii. Going for faculty exchange
		xiv. Promoting field study
		xv. Organizing on the job training
		xvi. Taking initiatives for functional MOU with other universities/corporate houses.
04	Strengthening Resources	i. Developing of indoor stadium
		ii. Going for integrated library management system.
		iii. Collection of rare books
		iv. Having E-connectivity in library (4.2.3)
		v. Availing remote access to e-resources of the library.
		vi. Increasing library use by both students and teachers.
		vii. Increasing wi-fi connectivity
		viii. Developing media centre, recording facility, lecture capturing system.
		ix. Developing maintenance of laboratories, library, sport complexes, computers and classrooms.
05	Increasing Students' Support	i. Reorganizing capability enhancement and development schemes (5.1.3)
		ii. Increasing career guidance.
		iii. Formalizing students' redressal services including ICC.
		iv. Recording progression of outgoing students.
		v. Recording students' achievement
		vi. Restructuring representation of students' on academic and administration bodies/committees.
		vii. Making the alumni association more activated and involving it for development of the college students.
		viii. Reviewing Alumni contribution.
06	Developing governance and management	i. Reviewing vision and mission of the institution.
		ii. More activating Employees Grievance redressal
		iii. E-governance/office automation/centralized information system.
		iv. Reviewing welfare measures for teaching and non-teaching staff.
		v. Activating employees development cell
		vi. Reviewing optional utilization of resources
		vii. Initiating academic administrative audit.
		viii. Initiatives for ISO certificate/NBA.
07	Improving Sustainable	i. Taking more initiatives to organize for gender equity/sensitivity

		programmes
	healthy practices	ii. Taking initiatives for alternative energy sources.
iii. Taking measure to save energy (use of LED Bulb)
iv.   Enriching Waste management provisions for – Solid waste, Liquid waste, E-waste.
v.   Taking initiatives for rain-water harvesting.
vi.   Taking initiatives for green practices - Bi-cycles, Public toilets, On foot, Plastic free campus, Paperless office, Green landscaping
vii. Ramping the building
viii. Taking specific initiatives to address locational advantages/disadvantages
ix.   Formulating code of conduct for students, teachers G.B, office staff.
x.   Developing website to display core-value of the institute.
xi.   Organizing programmes on human values and professional ethics – truth, right teams conduct integration, communal harmony, and fundamental duties.
xii. Organizing national festival and death anniversaries of great Indian personalities.
xiii. Identifying area new best practices.

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**
   Students' feedback on teachers.

2. **The Context**
   Since the first assessment of the institute by the NAAC in 2003, it has experienced the needs of the Students' Feedback on teachers to increase the institutional responsibility of both students and teachers. Now the institution seriously fee is that Students' Feedback on teacher makes the teaching-learning process more student centric. It is also a process of self evaluation and self-correction. Now it has become a part and parallel of the institute. To make it more scientific, an analysis mechanism developed, where in one index was formed on the basis of a formula used internationally. Required information is collected on the basis of a well-designed questionnaire. Formerly, information was collected only from 5th and 6th semester students. Recently collection of feedback information and analysis (partly) has been shifted to online. In this regard a programme has been designed by the farm corex in association with IQAC, Bahona College.

3. **Objectives**
   a. *To involve the students in assessing teaching quality.*
   b. *To develop a sense of responsibility and belonging to the institute among the students.*
   c. *To make the faculties aware of the strength and weakness.*
   d. *To trace the path of quality development in teaching and learning mechanism of the institute.*
   e. *To develop the skill of critical evaluation.*

4. **The goal of the Practice:**

The steps followed in this students' feedback analysis are –
1. Teachers qualities have been covered on the basis of following quality indicators-

Sl. No.	Quality criteria	Activities	Responses (A, B, C & D) against each faculty of the Dept.					
1.	Efficiency of explanation	Is the lecture audible?						
		Is the explanation intelligible?						
		Is the explanation facilitated to note down?						
		Is the presentation memorable even after the classes over?						
2.	Knowledge Base	Is the teacher comprehensive in explaining the topic allotted to him?						
		Is the teaching course specific?						
		Is the presentation appreciably conclusive?						
3.	Responsibility and Accountability	Is the allotted portion of the syllabus completed in a session?						
		Does the teacher go for remedial measures?						
		Is feedback taken from students in classroom?						
4.	Cooperation	Does the teacher guide in off classroom activities such as seminar, GD, field study etc?						
		Does the teacher go for material (books, notes etc) support?						
5.	Punctuality	Is the teacher routinely regular in the class?						
		Does the teacher perform evaluation jobs in time(such as notes checking, examining script of class test etc.)?						
6.	Motivation	Do you think the teacher is ideal?						
		Does the teacher motivate or offer counselling for job placement, higher education, higher ideal life?						
7.	Friendliness	Is the teacher approachable for academic need?						
		Does the teacher make you understand on the things better as you ask for?						
8.	Stability	Is the teacher stable in his words & works?						
9.	Mentoring	As a mentor is the teacher beneficent for you?						
10.	Breaking Monotony	Does the teacher take any measure to break class room monotony?						

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 –*

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

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.

5. **Obstacles faced and strategies adopted to overcome them –**
Feedback information is collected from degree final year students. Formerly it was difficult to get filled the questionnaire unbiasedly and independently. Students when filled the questionnaire were generally effected by the views of fellow students having discussions among there. To make the questionnaire more clear and understood last year the questionnaire was made bi-lingual – Assamese and English. questionnaire filling was tried to make independent an unbiased, the students were seated in exam like arrangement and it was done in presence of faculty care taker, clearing any doubt regarding the questions in questionnaires. Formerly it was a random study and analysis was made on the basis Microsoft excel tool. For the coming sessions this practice is going to be made digital by developing a feedback software.

6. **Impact of the practice –**
On the basis of the analysis over the feedback information a report is prepared. The report contains ranking of departments and faculties in case of ten qualities of teaching. The report is submitted to the principal. Principal arranges a counselling session giving a overview on the report. The report is also made available to each department. Thus all the faculties are made aware of their strength and weakness. Thus, students' feedback on teachers has enhanced the zeal of faculties in excelling their class-room transactions. This has also developed a sense of corporate responsibility among the students. As such they are becoming more and more serious in providing feedback information.

7. **Resources required –**
A computer assistant verse with computer works and net connectivity. Also a computer with Microsoft office package. Moreover, it requires printing of around 500 questionnaires. Monitoring is required in both data collection analysis and report preparation.

Contact person – Dr. Rofique Ahmed
          iqacbahonacollege@gmail.com
         0376-2398044 (Phone)
         0376-2398668 (Fax)

Best Practice II

1. **Title of the Practice**
   Community Services

2. **The Context**
   Higher educational institute can not keeps its eyes closed to its responsibility and impact in the neighbouring locality. Bahona college is itself situated at a flood prone interior locality on the bank of the river Brahmaputra, where a good percentage of the community consists of SC, ST and minority people affected by socio-economic and environmental issues. The college considers the social odds of this locality as chance to treat it as practical book both for students and faculties. Students are oriented with the social issues to have practical knowledge there on through field studies and taking parts in outreach welfare activities. For faculties, social issues are subjects of research study and consultancy. Community service is road maker to the rural areas and a better way to have afinated feedback require. This community service is both ends and means for the institutions, so far as research, study and development are considered.

3. **Objectives -**
   a. *To orient students with socio-economic and environmental issues.*
   b. *To open a path for issue oriented research and study for both students and faculties.*

c. To have spill over effect of the institution in neighbouring localities.

d. Imparting both collaboration and non collabor outreach and in campus effort for rural development.

4. The goal of the Practice -

The IQAC of Bahona College has a community extension Cell to perform community services. Initially it adopted the village in the bank of Brahmaputra, Kakila Kumar Gaon for extension care. By norms, a village is taken for socio-economic care for three years. Accordingly, up till now, there are seven villages under care. The nature of care is of both kind, consultancy and motivational. Sometimes care is taken in collaborative effort with govt. departments and NGO's. the issues are traced and observed on the basis of compiling base live data. Funds are contributory and sponsored by different agencies.

5. Obstacles faced and strategies adopted to overcome them –

At initial stage of adopting villages for community care people were not coorperative and did not put faith on the proposals. Later it was solved collaborating with SEWA; a NGO working in these villages, more-over a coordination committee has been formed in each village involving colleges' ex-students living there in. coorporation of the villagers incereased gardually when they were benefitted by the activities undertaken therein. Another problem was that villagers were more aspirant about the role of college. This problem was solved by counseling the villagers regarding the area of activities coverd by the college at the very outset.

6. Impact of the Practice

Community services that are community extension care have already been institutionalized. It has helped the students to have awareness of the social issues. It has developed the sense of humanity, equity and enhances the sense of social belongingness along with imparts the need of helping hands. Community services extend help to the researchers to have practical knowledge and experiments of socio-economic and environmental issues. Working here, the college has this been placed in the list of colleges taking part in Unnat Bharat Abhiyan (UBA), by the Govt. of India.

7. Resources required

A committee or Cell consisting of at least fine members having interest in social work, also a fund of considerable amount is required to provide community service on optional basis. Collaborative effort is also required with different govt. departments corking for to operate different social welfare schemes and NGO's working for social causes.

7.4 Contribution to environmental awareness / protection

- 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 SWOC Analysis of the College
Strength
    i.   Rural peaceful green environment.
    ii. Infrastructural facilities enhanced/
    iii. Enrolment of degree science students increased
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 2017-18)
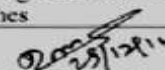
Annexure: A

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
2nd January, 2017	1. Commencement of the Even Semester Classes 2. Notification of Class Routine (College & Departmental), Course Plans etc. in the Notice Boards
13th 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
20th - 31st January, 2017	College Week (any seven days)
10th-15th February, 2017	Declaration of the results of the Odd Semester B.A./ B.Sc./ B.Com. Programmes
10th - 25th February, 2017	1st Sessional Examination of the 2nd & 4th and 6th Semester of the B.A./B.Sc./B.Com. Programmes (any four days)
25th – 28th February, 2017	Counseling for the Students of the BA/B.Sc./B.Com Programmes and Mid Semester Feedback Assessment (any one day)
1st March, 2017 (Wednesday)	Last date for notification of 1st Sessional Examination Marks of the 2nd, 4th and 6th Semester BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
24th March, 2017 (Friday)	Last date for Form fill-up of the B.A./ B.Sc./ B.Com End Semester Examinations at the colleges.

1st – 8th April, 2017	2nd Sessional Examinations of the B.A./B.Sc./B.Com. Programmes (any four days)
4th April, 2016 (Tuesday)	Last date for submission of filled in Examination Forms of the B.A./ B.Sc./ B.Com. End Semester Examinations (2nd, 4th & 6th Semester) by the colleges at the University
20th 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 2nd Sessional Examination Marks of the BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards
2nd – 31st May 2017	End Semester Examinations of the BA/ B.Sc./ B.Com. Programmes
5th - 31st May, 2017	Evaluation of Answer Scripts of the B.A./ B.Sc./ B.Com. End Semester Examinations (2nd, 4th & 6th Semester) at the Zones
9th May, 2017 (Tuesday)	Last date for submission of Internal Assessment marks of the 2nd, 4th & 6th Semester Students of the BA/ B.Sc./ B.Com Programmes to the University
11th May -30th May, 2017	Admission Notice and Completion of the Admission Process in the BA/B.Sc./B.Com 1st Semester Classes

1st - 30th June, 2017	Admission to the BA/B.Sc./B.Com 3rd & 5th Semester Classes
7th 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.
9th 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
1st - 31st July, 2017	Mid Semester Vacation for the teaching staff of the colleges
10th – 16th July, 2017	Declaration of the B.A./ B.Sc./B.Com. Even Semester Examination results
1st August, 2017 (Tuesday)	Re-commencement of the 1st, 3rd & 5th Semester Classes of the BA/ B.Sc./ B.Com Programmes
8th-14th August, 2017	1st Sessional Examination of the BA/ B.Sc./ B.Com programmes (any four days)
16th – 23rd August, 2017	Counseling for the BA/B.Sc./B.Com 1st Semester Students and Mid Semester Feedback Assessment (any one day)
16th – 25th August, 2017	Students' Union Election in the Degree Colleges (Any one day)
18th August, 2017 (Friday)	Last date for submission of Filled in Registration Forms of the BA/ B.Sc./ B.Com 1st Semester Students by the Colleges at the University
19th August, 2017 (Saturday)	Last date for notification of 1st Sessional Examination Marks of the BA/ B.Sc./ B.Com Programmes in the Departmental Notice Boards

1st - 10th September, 2017	Internal Assessment of the BA/ B.Sc./ B.Com Programmes through Seminar/ Group Discussion etc.
26th 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
2nd – 10th October, 2017	2nd Sessional Examination of the BA/B.Sc./B.Com Programmes (any four days)
4th October, 2017 (Wednesday)	1. Last date for notification of 2nd 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
1st – 30th November, 2017	End Semester Examinations of the BA/ B.Sc./ B.Com Programmes
6th 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
11th Nov.- 9th Dec., 2017	Evaluation of End Semester Answer scripts of the B.A./ B.Sc./ B.Com. Programmes at the Zones
1st -31st December, 2017	Semester End vacation for the teaching staff of the Colleges conducting BA/ B.Sc./ B.Com Programmes

(Dr. B.C. Borah)

A

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 Classes.
21st 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 Day
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
9th Oct. - 14th Oct., 2017	2nd Sessional Examination of the B.A/B.Sc Programme & Unit Test I for HS Classes
November, 2017	H.S 2nd Year test examination
January, 2018	College Week
January, 2018	Unit Test II for HS 1st Year Classes
26th Feb-28th Feb, 2018	Interdepartmental Students Seminar
Feb./March, 2018	Annual/Final Exam. for HS 1st & 2nd Year
23rd April, 2018	Observation of world Book Day.

STUDENTS FEEDBACK ANALYSIS
For the Session 2017-2018
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 so far as course and class room transactions are concerned. Students' feedback whatever done in classroom is unobservable and unquantifiable. 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 fruitful classroom transactions, 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 from student's 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 –

3. 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.

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

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

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.
8. **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)**.

9. **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)**.

10. **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)**.

11. 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
    5.

Department of Political Science

Table 1 : SFI distribution of faculties

Facuities	1	2	3	4	5	6	7	8	9	10	SFI
1 Sanjoy Mili	3.94	4.00	3.93	3.78	3.89	4.00	4.00	4.00	4.00	4.00	0.99
2 Ranjit Pegu	3.56	3.48	3.48	3.44	3.78	3.89	3.44	3.78	4.00	3.78	0.92
3 Mridul Dutta	3.78	3.93	3.85	3.78	3.89	4.00	3.78	4.00	4.00	4.00	0.98
4 Pankaj Bora	3.94	3.93	3.93	3.89	3.89	4.00	4.00	4.00	4.00	4.00	0.99

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average (QA)
Sanjoy Mili	0.0100	0.0054	0.9884
Ranjit Pegu	0.0438	0.0419	0.9157
Mridul Dutta	0.0204	0.0098	0.9750
Pankaj Bora	0.0111	0.0023	0.9894

Note:
1. Best Quality Achiever : Dr. Pankaj Bora
2. Best Quality Balancer : Dr. Pankaj Bora
3. Best Quality Concentrator : Sanjay Mili

Table 3 : Ranking the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Sanjay Mili	4	3	3	6	2nd
Ranjit Pegu	1	1	1	2	4th
Mridul Dutta	2	2	2	4	3rd
Pankaj Bora	3	4	4	8	1st

Department of Economics

Table 1 : SFI distribution of faculties

Faculties	1	2	3	4	5	6	7	8	9	10	Avg SFI
Rofique Ahmed	3.95	3.84	3.98	3.93	3.77	3.67	3.90	3.80	3.87	3.80	1.000
Binoda Bora	3.52	3.56	3.80	3.83	3.77	3.53	3.63	3.87	3.60	3.27	0.997
Mainumoni Saikia	3.93	3.87	3.80	3.77	3.80	3.63	3.87	3.93	3.73	3.60	1.000
Reema Rabha	3.98	3.87	3.91	3.83	3.83	3.73	3.83	3.93	3.60	3.60	1.000

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
Rofique Ahmed	-0.014	0.009	1.000
Binoda Bora	-0.015	0.032	0.997
Mainumoni Saikia	-0.019	0.014	1.000
Reema Rabha	-0.032	0.018	1.000

Note:
4. Best Quality Achiever : Dr. Rofique Ahmed
5. Best Quality Balancer : Dr. Rofique Ahmed
6. Best Quality Concentrator : Dr. Rofique Ahmed

Table 3 : Ranking the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
Binoda Bora	2	4	4	8	3rd
Rofique Ahmed	1	1	1	2	1st
Mainu Moni Saikia	3	2	3	5	2nd
Reema Rabha	4	3	2	5	2nd

Department of Assamese

Table 1 : SFI distribution across faculties

Faculty	1	2	3	4	5	6	7	8	9	10	Avg SFI
N C Saikia	3.824	3.804	3.333	3.324	3.441	3.706	3.765	4.000	3.706	3.294	0.905
S Borthakur	3.515	3.686	3.255	3.029	3.382	3.706	3.441	3.882	3.647	3.647	0.880
M B Changkakoti	3.426	3.412	3.176	3.765	3.441	3.412	3.412	3.235	3.529	3.176	0.850
B. Das	3.441	3.608	3.157	3.235	3.235	3.500	3.588	3.353	3.824	3.588	0.863
S Das	3.794	3.804	3.392	3.441	3.353	3.647	3.676	3.765	3.706	3.353	0.898

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
N C Saikia	-0.003	0.0626	0.905
S Borthakur	0.034	0.0624	0.880
M B Changkakoti	-0.013	0.0311	0.850
B. Das	0.031	0.0436	0.863
S Das	-0.011	0.0351	0.898

Note:
1. Best Quality Achiever : Dr. M.B. Changkakoti
2. Best Quality Balancer : Namita Chutia Saikia
3. Best Quality Concentrator : Dr. S. Borthakur

able 3 : Ranking the faculties

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

Department of Education

Table 1 : Faculty wise distribution of SFI

Faculties	1	2	3	4	5	6	7	8	9	10	SFI
I Borthakur	3.725	3.833	3.689	3.583	3.600	3.667	3.850	3.800	3.600	3.633	0.925
B Deka	3.692	3.656	3.733	3.450	3.700	3.700	3.867	3.733	3.633	3.300	0.912
A J Bharali	3.600	3.722	3.744	3.533	3.700	3.617	3.883	3.833	3.633	3.333	0.915
I Bora	3.600	3.867	3.744	3.700	3.833	3.667	3.917	3.900	3.800	3.400	0.936

Table 2 : Distribution of Composite Index

Faculty	Slope	Variance	SFI
I Borthakur	-0.006	0.010	0.925
B Deka	-0.015	0.026	0.912
A J Bharali	-0.010	0.025	0.915
I Bora	-0.006	0.025	0.936

Note :

1. Best Quality Achiever : B. Deka
2. Best Quality Balancer : I Borthakur
3. Best Quality Concentrator : B. Deka

Table 3 : Ranking of the faculities

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
I Borthakur	3.5	4	3	7	1st
B Deka	1	1	1	2	4th
A J Bharali	2	2.5	2	4.5	3rd
I Bora	3.5	2.5	4	6.5	2nd

Department of History

Table 1 : Faculty wise distribution of SFI

Faculties	1	2	3	4	5	6	7	8	9	10	SFI
K C Nath	4.000	4.000	3.833	3.875	3.917	3.875	3.958	4.000	4.000	3.833	0.982
Ajit Gogoi	3.500	3.528	3.500	3.750	3.583	3.542	3.875	3.833	3.750	3.583	0.911
P P Bora	3.688	3.694	3.722	3.750	3.708	3.667	3.833	3.750	3.750	3.833	0.935

Table 2 : Composite indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
K C Nath	-0.003	0.005	0.982
Ajit Gogoi	0.026	0.020	0.911
P P Bora	0.012	0.003	0.935

Note :

1. Best Quality Achiever : K. C. Natha
2. Best Quality Balancer : P.P. Bora
3. Best Quality Concentrator : K. C. Nath

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
K C Nath	3	2	3	5	1st
Ajit Gogoi	1	1	1	2	2nd
P P Bora	2	3	2	5	1st

Department of Zoology

Table 1 : SFI distribution among the faculties

Faculties	1	2	3	4	5	6	7	8	9	10	SFI
A G Bora	3.848	3.819	3.841	3.837	3.957	3.685	3.935	3.391	3.826	2.826	0.924
B Bakalial	3.918	3.891	3.906	3.957	3.957	3.783	3.946	3.935	3.913	2.913	0.953
Avg. SFI	3.883	3.855	3.873	3.897	3.957	3.734	3.940	3.663	3.870	2.870	0.939

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)
A G Bora	-0.069	0.1189	0.9241
B Bakalial	-0.054	0.1023	0.9529

Note :

1. Best Quality Achiever : Dr. Bikramaditya Bakaliyal
2. Best Quality Balancer : Dr. Bikramaditya Bakaliyal
3. Best Quality Concentrator : Dr. Bikromaditya Bakaliyal

Table 3 : Ranking of the faculties

Faculty	Slope (QC)	Variance (QB)	Average SFI (QA)	Total (QA+QB)	Ranks
A G Bora	1	1	1	2	2nd
B Bakalial	2	2	2	4	1st

Department of Botany

Table 1 : SFI distribution across faculties

Faculty	1	2	3	4	5	6	7	8	9	10	SFI
D. Bhuyan	3.192	2.822	3.318	3.198	3.535	3.570	3.605	3.698	3.535	2.907	0.834
P. Borah	3.936	3.845	3.798	3.733	3.837	3.733	3.849	3.837	3.860	3.651	0.952
S. Das	3.843	3.775	3.597	3.593	3.744	3.663	3.686	3.907	3.721	3.349	0.922

Table 2 : Composite quality indicators of

Faculty	Slope (QC)	Variance (QB)	Average (QA)
D. Bhuyan	0.0338	0.0917	0.8344
P. Borah	-0.0122	0.0067	0.9520
S. Das	-0.0187	0.0241	0.9219

Note:

1. Best Quality Achiever : Dr. S. Das
2. Best Quality Balancer : P. Bora
3. Best Quality Concentrator : P. Bora

Table 3 : Ranking the faculties

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
D. Bhuyan	1	1	1	2	3rd
P. Borah	2	3	3	6	1st
S. Das	3	2	2	4	2nd

Department of Physics

Table 1 : SFI distribution across faculties

	1	2	3	4	5	6	7	8	9	10	SFI
J Nath	3.94	3.94	3.86	3.79	4.00	3.79	4.00	3.92	4.00	3.75	0.97
G Hazarika	3.94	3.86	3.86	3.92	4.00	3.83	3.96	4.00	4.00	3.92	0.98
S Chaliha	3.94	3.89	3.81	3.88	3.96	3.79	3.92	3.92	4.00	3.92	0.98
D Gogoi	3.94	3.94	3.83	3.88	4.00	3.75	4.00	4.00	4.00	3.92	0.98

Table 2 : Composite quality indicators

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Jiten Nath	-0.0037	0.0090	0.9748
Gopal Hazarika	0.0087	0.0039	0.9821
Sumbit Chaliha	0.0067	0.0041	0.9752
Diganta Pd. Gogoi	0.0070	0.0072	0.9814

Note:
1. Best Quality Achiever : Gopal Hazarika
2. Best Quality Balancer : Gopal Hazarika
3. Best Quality Concentrator : Jiten Kr. Nath

Table 3 : Faculty ranking

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Jiten Nath	4	1	1	2	3rd
Gopal Hazarika	1	4	4	8	1st
Sumbit Chaliha	3	3	2	5	2nd
Diganta Pd. Gogoi	2	2	3	5	2nd

Department of Mathematics

Table 1 : SFI distribution across faculties

Faculty	1	2	3	4	5	6	7	8	9	10	SFI
P. Bordoloi	3.975	4.000	3.967	4.000	4.000	4.000	4.000	4.000	4.000	4.000	0.999
A. K. Dutta	4.000	4.000	4.000	4.000	3.950	4.000	4.000	4.000	4.000	4.000	0.999
P N Bora	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	1.000
M J Bora	3.950	3.967	4.000	4.000	4.000	4.000	4.000	4.000	4.000	4.000	0.998

Table 2 : Composite Quality Indicators

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
Prasanta Bordoloi	0.00	0.00	0.999
Alok Kr. Dutta	0.00	0.00	0.999
Papori Neog Bora	0.00	0.00	1.000
Manash Jyoti Bora	117.14	0.00	0.998

Note:

1. Best Quality Achiever : Papori Neog Bora
2. Best Quality Balancer : Undefined
3. Best Quality Concentrator : P. Bordoloi, P. N. Bora, Alok Kr. Dutta

<div align="center">Table 3 : Faculty Ranking</div>

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)	Total (QA+QB)	Ranks
Prasanta Bordoloi	3	3	3	6	2nd
Papori Neog Bora	3	3	4	7	1st
Alok Kr. Dutta	3	3	3	6	2nd
Manash Jyoti Bora	1	3	3	6	2nd

Department of Statistics

<div align="center">Table 1 : SFI distribution across faculties</div>

Faculty	1	2	3	4	5	6	7	8	9	10	SFI
A Baruah	3.853	3.941	4.000	3.971	4.000	4.000	4.000	4.000	4.000	3.824	0.990
L Kakoty	3.882	4.000	3.980	3.941	3.941	3.941	3.941	3.941	4.000	3.941	0.988

<div align="center">Table 2 : Composite Quality Indicators</div>

Faculties	Slope (QC)	Variance (QB)	Total SFI (QA)
Aditi Baruah	0.0014	0.00446	0.990
Lalit Kakoty	0.002	0.001217	0.988

Note:

1. Best Quality Achiever
2. Best Quality Balancer
3. Best Quality Concentrator

<div align="center">Table 2 : Composite Quality Indicators</div>

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

Inter-Departmental Comparison

Table No 1 : Distribution of composite quality index across departments

Faculty	Slope (QC)	Variance (QB)	Total SFI (QA)
P. Sc. Avg	0.0213	0.0148	0.9671
Eco Avg	-0.0199	0.0181	1.0395
Ass Avg	0.0075	0.0470	0.8792
Edn Avg	-0.0092	0.0214	0.9217
Hist Avg	0.0119	0.0096	0.9428
Zoo Avg	-0.0616	0.1106	0.9385
Bot Avg	0.0010	0.0408	0.9028
Phy avg	0.0047	0.0060	0.9784
Math Avg	29.2864	0.0002	0.9988
Stats Avg	0.0017	0.0028	0.9887

The highest QC rank goes to the department of Zoology and the lowest QB rank to the department of Mathematics. The highest QB rank goes to the department of Mathematics and the lowest QB rank to the department of Zoology. Again the highest rank of QA goes to the department of Economics and the lowest QA rank goes to the department of Assamese.

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
Zoo Avg	1st	10th	7th	17	6th
Eco Avg	2nd	6th	1st	7	3rd
Edn Avg	3rd	7th	8th	15	5th
Bot Avg	4th	8th	9th	17	6th
Stats Avg	5th	2nd	3rd	5	2nd
Phy avg	6th	3rd	4th	7	3rd
Ass Avg	7th	9th	10th	19	7th
Hist Avg	8th	4th	6th	10	4th
P. Sc. Avg	9th	5th	5th	10	4th
Math Avg	10th	1st	2nd	3	1st

The best department, as shown in the above table is Mathematics

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
Ass	3rd	5th	5th	10	3rd
Edn	2nd	4th	4th	8	2nd
Hist	4th	1st	3rd	4	1st
P. Sc.	5th	2nd	2nd	4	1st
Eco	1st	3rd	1st	4	1st

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
Bot	2nd	4th	5th	9	4th
Zoo	1st	5th	4th	9	4th
Phy	4th	3rd	3rd	6	3rd
Stats	3rd	2nd	2nd	4	2nd
Math	5th	1st	1st	2	1st

Ranking the Faculties

Table No 5 : Distribution of Parameters – Faculty-wise

Department	Faculty	Slope (QC)	Varience (QB)	Average (QA)
Political Sc.	Sanjoy Mili	0.0100	0.0054	0.9884
Political Sc.	Ranjit Pegu	0.0438	0.0419	0.9157
Political Sc.	Mridul Dutta	0.0204	0.0098	0.9750
Political Sc.	Pankaj Bora	0.0111	0.0023	0.9894
Education	I Borthakur	-0.006	0.010	0.925
Education	B Deka	-0.015	0.026	0.912
Education	A J Bharali	-0.010	0.025	0.915
Education	I Bora	-0.006	0.025	0.936
History	K C Nath	-0.003	0.005	0.982
History	Ajit Gogoi	0.026	0.020	0.911
History	P P Bora	0.012	0.003	0.935
Assamese	N C Saikia	-0.003	0.0626	0.905
Assamese	S Borthakur	0.034	0.0624	0.880
Assamese	M B Changkakoti	-0.013	0.0311	0.850
Assamese	B. Das	0.031	0.0436	0.863
Assamese	S Das	-0.011	0.0351	0.898
Economics	R. Ahmed	-0.014	0.009	1.061
Economics	B. Bora	-0.015	0.032	0.997

Economics	M. Saikia	-0.019	0.014	1.047
Economics	R. Rabha	-0.032	0.018	1.053
Zoology	A G Bora	-0.06891	0.1189	0.9241
Zoology	B Bakalial	-0.05429	0.1023	0.9529
Physics	J Nath	-0.0037	0.0090	0.9748
Physics	G Hazarika	0.0087	0.0039	0.9821
Physics	S Chaliha	0.0067	0.0041	0.9752
Physics	D Gogoi	0.0070	0.0072	0.9814
Botany	D. Bhuyan	0.0338	0.0917	0.8344
Botany	P. Borah	-0.0122	0.0067	0.9520
Botany	S. Das	-0.0187	0.0241	0.9219
Mathematics	P. Bordoloi	0.00	0.00	1.00
Mathematics	A. K. Dutta	0.00	0.00	1.00
Mathematics	P N Bora	0.00	0.00	1.00
Mathematics	M J Bora	117.14	0.00	1.00
Statistics	A Baruah	0.001426	0.00446	0.990
Statistics	L Kakoty	0.00202	0.001217	0.988

Ranking the faculties of both arts and science streams

Table No 6 : Ranking the Faculties

Department	Faculties	QC	QB	QA	Ranks
Mathematics	P N Bora	18	1	4	1st
Mathematics	P. Bordoloi	22	2	6	2nd
Mathematics	A. K. Dutta	19	3	6	3rd
Mathematics	M J Bora	35	4	6	4th
Political Sc.	Pankaj Bora	27	6	10	5th
Statistics	L Kakoty	21	5	12	6th
Economics	R. Ahmed	8	16	1	7th
Statistics	A Baruah	20	10	9	8th
Physics	G Hazarika	25	8	14	9th
Economics	M. Saikia	4	19	3	10th
Economics	R. Rabha	3	20	2	11th
Political Sc.	Sanjoy Mili	26	12	11	12th
History	K C Nath	17	11	13	13th
Physics	S Chaliha	23	9	16	14th
History	P P Bora	28	7	22	15th
Physics	D Gogoi	24	14	15	16th
Botany	P. Borah	19	13	20	17th
Physics	J Nath	15	15	18	18th
Political Sc.	Mridul Dutta	29	17	17	19th
Economics	B. Bora	6	27	8	20th
Education	I Borthakur	13	18	23	21th

Education	I Bora	14	24	21	22nd
Botany	S. Das	5	22	25	23rd
History	Ajit Gogoi	30	21	29	24th
Education	A J Bharali	12	23	27	25th
Education	B Deka	7	25	28	26th
Zoology	B Bakalial	2	34	19	27th
Political Sc.	Ranjit Pegu	34	29	26	28th
Assamese	S Das	11	28	31	29th
Zoology	A G Bora	1	35	24	30th
Assamese	M B Changkakoti	9	26	34	31st
Assamese	N C Saikia	16	32	30	32nd
Assamese	B. Das	31	30	33	33rd
Assamese	S Borthakur	33	31	32	34th
Botany	D. Bhuyan	32	33	35	35th

Ranking the faculties of the Arts Departments

Table No 7 : Ranking the faculties of Arts Departments

Department	Faculties	QC	QB	QA	QB+QA
Economics	R. Ahmed	5	5	1	1st
Political Sc.	4 Pankaj Bora	14	1	5	1st
History	K C Nath	11	3	7	2nd
Political Sc.	1 Sanjoy Mili	13	4	6	2nd
Economics	R. Rabha	1	9	2	3rd
Economics	M. Saikia	2	8	3	3rd
History	P P Bora	15	2	10	4th
Political Sc.	3 Mridul Dutta	16	6	8	5th
Education	I Borthakur	9	7	11	6th
Economics	B. Bora	4	15	4	7th
Education	I Bora	10	12	9	8th
Education	A J Bharali	8	11	13	9th
History	Ajit Gogoi	17	10	15	10th
Education	B Deka	3	13	14	11th
Political Sc.	2 Ranjit Pegu	20	17	12	12th
Assamese	S Das	7	16	17	13th
Assamese	M B Changkakoti	6	14	20	14th
Assamese	N C Saikia	12	20	16	15th
Assamese	B. Das	18	18	19	16th
Assamese	S Borthakur	19	19	18	16th

Ranking the faculties of Science Departments

Table No 8 : Ranking the faculties of Science Departments

Department	Faculties	QC	QB	QA	QB+QA
Mathematics	P. Bordoloi	6	1	1	1st
Mathematics	A. K. Dutta	6	1	1	1st
Mathematics	P N Bora	6	1	1	1st
Mathematics	M J Bora	13	1	1	1st
Statistics	L Kakoty	8	2	3	2nd
Physics	G Hazarika	11	3	4	3rd
Statistics	A Baruah	7	5	2	3rd
Physics	S Chaliha	9	4	6	4th
Physics	D Gogoi	10	7	5	5th
Botany	P. Borah	4	6	9	6th
Physics	J Nath	5	8	7	6th
Zoology	B Bakalial	2	11	8	7th
Botany	S. Das	3	9	11	8th
Botany	D. Bhuyan	12	10	12	9th
Zoology	A G Bora	1	12	10	9th

Identifying the weakness and Strength

Table 9 : Department average SFI Arts and Science divided

	Clarity in explanation	Knowledge ability	Respon-sibility	Cooperation	Punctuality	Motivation	Friendliness	Stability	Mentoring	Sense of humour
SFI Average (Arts Dept)	0.9317	0.9395	0.9172	0.9141	0.9234	0.9282	0.9479	0.9576	0.9441	0.9045
SFI Average (Science Dept)	0.966	0.960	0.963	0.961	0.980	0.958	0.980	0.970	0.979	0.896

Table 10 : Ordering the parameters (Science)

Parameters	Science
Stability	1st
Friendliness	2nd
Mentoring	3rd
Knowledgability	4th
Clarity in explanation	5th
Motivation	6th
Punctuality	7th
Responsibility	8th
Cooperation	9th
Sense of humour	10th

Table 10 shows that the of the teachers quality parameters of Science departments as a whole, the parameter of stability stands at the first rank, second is friendliness, third is mentoring and the last is sense of humour.

Table 11 : Ordering the parameters (Arts)

Parameters	Arts
Friendliness	1st
Punctuality	2nd
Mentoring	3rd
Stability	4th
Clarity in explanation	5th
Responsibility	6th
Cooperation	7th
Knowledgability	8th
Motivation	9th
Sense of humour	10th

Table 11 shows that the of the teachers quality parameters of Arts departments as a whole, the parameter of friendliness stands at the first rank, second is punctuality, third is mentoring and the last is sense of humour.

Table 12 : Matching the teacher quality parameters in between Science and Arts streams

Weight	Parameters	Science	Arts
1	Clarity in explanation	5	5
2	Knowledgability	4	8
3	Responsibility	8	6
4	Cooperation	9	7
5	Punctuality	7	2
6	Motivation	6	9
7	Friendliness	2	1
8	Stability	1	4
9	Mentoring	3	3
10	Sense of humour	10	10

Matching shows that both Arts and Science stream gives weight of fifth position in clarity of explanation, by option which was given first position weight. In case of knowledgeabilty emphasis gven by science department is better than Arts departments. The reverse happens in case of responsibility. Both streams are giving same level of emphasis to mentoring and sense of humour.

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 formulating methods and analysis. Neutrality in analysis is 100 percent assured. Any clarification regarding formulation and analysis is always welcome.

Two departments, one each from Arts and Science streams did not take part in this feedback mechanism. So report made here is not comprehensive. In future, it should be taken care of. Shifting this mechanism to on line, such incompletion is expected to be no more.

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