



Academic Audit Report

Lalit Chandra Bharali College,

Guwahati



Academic Session: 2020-21

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Date of Formation of the Audit Committee: 27.01.2021

Data Submitted by the College to the Auditors: 30.09.2021

Date of Visit by the Auditors: 12.02.2022

1. Members:

- I. Prof. Utpal Sarma, HOD, Department of Instrumentation & USIC, Gauhati University
- II. Prof. Parag Phukon, Department of Geological Sciences, Gauhati University

2. Profile the College

2.a. Introduction

Lalit Chandra Bharali (LCB) College, Maligaon is one of the premier institution of Higher Education of Assam. Popularly known as L.C.B. College, this institution was established in 9th of August 1971. Initially it was a night college which was operated from the premises of Maligaon Railway Higher Secondary School by a group of teachers.

At the initial stage it catered mostly to undergraduate working men and women. It was at the initiative of the neighbourhood community and the generous donation made by the family of Lalit Chandra Bharali that facilitated the purchase of its own land in 1972. It was only from the next year that the college functioned for the first time from its own premises. Since then, it is the Governing Body (GB) that constitutes the primary management system of the college. Establishment of the college was driven by a holistic approach towards higher education to the marginal student community who could not access the central/city colleges for various reasons. It was also an educational outreach for the students who lived beyond the city limits and the entire Northeast. However, since the last two decades the college has notched up its credibility as it attracts some of the best students from the entire northeast region for its non-traditional subjects at the UG level.

The College is affiliated to Gauhati University for Arts stream and deficit Grant-in Aid by Govt. of Assam was awarded in the year 1983. The foundation stone of administrative building was laid by Sjt. Hiteswar Saikia, the then Hon'ble Chief Minister, Assam, in the year 1994. The same year the college brought under the purview of 2(f) and 12 (b) of UGC. In 1995 the science stream of the college was affiliated to Gauhati University. While the Arts Stream of the College was provincialised in 2005, the Science stream was provincialised in 2013 by the Govt. of Assam. The NSS and NCC units were started in the year 1998 and 2002 respectively.

The college was accredited by NAAC with 'B' Grade in the year 2004. Subsequently, it introduced different Courses under Gauhati University such as PGDCA in 2004, BCA in 2006, BBA and B.Sc. (IT) in 2008 and Commerce in 2009. The college discontinued BBA course w.e.f. 2017 and Commerce stream w.e.f. 2019 due to paucity of funds and limited space. A Girls' Hostel building of the college was inaugurated by Dr. Mridul Hazarika, Hon'ble V.C. of Gauhati University in the year 2013.

2.b. Present status

The college is having nine departments in Arts stream and five departments in science stream. Apart from two provincialised streams (Arts & Science), the College provides self sustaining courses such as BCA, B.Sc.-IT and PGDCA. At present there are total thirty five (35) numbers of sanctioned posts in teaching position out of which ten (10) posts are vacant. There are seventeen (17) numbers of permanent (sanctioned) ministerial posts out of which Six (6) posts are vacant. To meet up the shortages of teaching posts/position college authority appointed Seven (7) numbers of temporary full time and nineteen (19) numbers of part time

teaching faculties. The college is having six (6) library staff, one (1) Non-Vacational Academic Staff along with Five (5) Library staff out of which one post is vacant. NCC and NSS wings of the College are very active through which the students are engaged in giving service to the society.

In the new millennium, the scenario in higher education has undergone unprecedented changes. The present day challenges have been brought out by globalisation, privatisation and liberalization on one hand and our exorbitantly high expectations on the other. Further, in order to cope with the logistical challenge in its transition from annual system to semester system, the stakeholders must prepare to work with more devotion and challenge. The LCB College is striving hard to face these challenges with renewed vigour and enthusiasm.

2.c. Academic Strength

Name of the Dept.	UG	Session	No. of Teachers		No. of Students		Seat Capacity per semester	No. of Value Added/Certificate Programme Offered
			Permanent	Temporary	Honours	Regular		
Assamese	UG	2018-19	3	2	95	392	40+250+250	
		2019-20	3	2	92	336	40+250+250	
		2020-21	3	2	67	287	40+250+250	
Bengali	UG	2018-19	2	0	04	26	35+35+35	
		2019-20	2	0	03	42	35+35+35	
		2020-21	1	1	03	41	35+35+35	
Computer Science	UG	2018-19	1	2	105	83	50+50	
		2019-20	1	2	90	78	50+50	
		2020-21	1	2	108	52	50+50	
Economics	UG	2018-19	4	0	46	123	35+100	
		2019-20	3	1	38	94	35+100	
		2020-21	2	2	33	69	35+100	01
Education	UG	2018-19	2	2	41	492	30+200	
		2019-20	2	2	35	383	30+200	
		2020-21	2	2	35	435	30+200	
Electronics	UG	2018-19	1	3	44	21	30+30	
		2019-20	1	3	27	14	30+30	
		2020-21	1	3	17	21	30+30	
English	UG	2018-19	3	1	28	290	35+250+200	
		2019-20	2	2	33	283	35+250+200	
		2020-21	2	2	34	235	35+250+200	
Hindi	UG	2018-19	1	0	00	47	35+35	
		2019-20	1	0	00	53	35+35	
		2020-21	1	0	00	25	35+35	
History	UG	2018-19	2	2	38	147	35+100	
		2019-20	2	2	33	144	35+100	
		2020-21	2	2	27	111	35+100	
Mathematics	UG	2018-19	3	1	49	235	35+100	
		2019-20	3	1	41	210	35+100	
		2020-21	3	1	46	110	35+100	01
Philosophy	UG	2018-19	1	2	00	61	35+100	
		2019-20	1	2	00	89	35+100	
		2020-21	1	16	00	61	35+100	

Physics	UG	2018-19	2	0		166	100	
		2019-20	2	0		102	100	
		2020-21	2	0		37	100	
Political science	UG	2018-19	3	1	32	319	35+200	
		2019-20	2	2	39	227	35+200	
		2020-21	2	2	39	239	35+200	
Statistics	UG	2018-19	3	1	18	141	30+100	
		2019-20	3	1	19	106	30+100	
		2020-21	3	1	18	85	30+100	01
PGDCA	PG dipl oma	2018-19	0	2	35		50	
		2019-20	0	2	14		50	
		2020-21	0	2	03		50	
BCA	UG	2018-19	0	4	92		60	
		2019-20	0	4	90		60	
		2020-21	0	4	89		60	
B. Sc. IT	UG	2018-19	0	4	88		30	
		2019-20	0	4	75		30	
		2020-21	0	4	40		30	

3. Methodology of the Audit:

A questionnaire in tune with the current NAAC assessment accreditation framework has been prepared as shown in Annexure-1. The metrics are considered where the academic department needs to be involved. Weights for each metric are fixed as per their importance for enhancing the quality of the College. A score on a scale of 0-4 is provided based on validation by the audit committee members on the claim made by the departments of the College. CGPA for every department has been evaluated using the following formula.

$$CGPA = \frac{\sum_{metrics} \text{Score in the individual metric} \times \text{Weights of the metric}}{\text{Total Weights (500)}}$$

The CGPA for individual departments are shown in the Table-1.

Table-1

Sl No	Name of the Department	CGPA
1	Statistics	2.25
2	Economics	2.21
3	Computer Science	2.18
4	Political Science	2.09
5	Mathematics	2.06
6	Education	1.90
7	Electronics	1.82
8	Assamese	1.80
9	English	1.71
10	Bengali	1.62
11	History	1.62
12	Hindi	1.51
13	Physics	1.45
14	BSc(IT)	1.37
15	Philosophy	1.24

4. Observations:

a. *Curricular Aspects*

The College follows the curriculum developed by Gauhati University. For effective delivery of curriculum most of the departments are maintaining a course file. However, the detail lesson plans with course progress record needs to be institutionalised. Departments follow academic calendar of Gauhati University. For effective planning of activities academic department can prepare an academic calendar specific to the department following the affiliating University's calendar. Add on/ Certificate programmes are conducted by several departments.

b. *Teaching Learning Aspects*

Assessment of learning levels after admission to identify slow and advanced learners should be more robust. Though the College follows student centric learning methods for effective curriculum delivery, a detail unit wise plan for experiential and participative learning needs to be maintained for enhancing the learning experiences of the students. The College maintains mentoring system. But documentation of the mentoring system is not adequate. All the departments conduct internal examination as per requirement of the affiliating University. The College may incorporate more different modes for continuous internal evaluation. Program Outcome, Program Specific Outcomes and Course Outcomes are described in the syllabus. The attainment of the learning outcomes to be evaluated properly.

c. *Research, Innovation and Extension*

The overall research culture in the College needs to be strengthened. Several departments are conducting very effective extension activities. Involvement of the students in those activities should be encouraged. Squeezy.in is a commendable innovation. Such efforts should be encouraged.

d. *Infrastructure*

The College has adequate infrastructure facilities for all academic activities. The infrastructure is well maintained.

The library and IT facilities are also adequate.

e. *Students support and Progression*

Several Departments conduct capacity building and skill enhancement activities for the students. Placement of the students and progression to higher education, though limited, are encouraging. Students need more encouragement for participation in extra-curricular activities.

f. *Professional development activities*

Several teachers have participated in FDP. The rest of the teachers should also regularly participate in FDPs.

5. SWOC Analysis

Strength of the Institute:

- The non-traditional programmes in subjects: Computer Science and Electronics in the science stream, introduced for the first time in Assam, the self-financing programs of BCA and BSc(IT). Success of these programmes is due to its experienced faculty and state-of-the art labs impressive placement of its alumni in universities and corporate houses both in India and abroad.
- Easy accessibility from the bus/train stations attracts students from the outskirts of the city.
- ICT infrastructure with campus Wi-Fi.
- Community outreach and extension activities by inculcating social responsibility among the students and equipping them with skills and life values to face the challenges of life thereby contributing towards nation-building.
- The Career Guidance and Placement Cell facilitates counselling and placement opportunities.
- The Ratneshwar Borooah Memorial Award of a cash prize of Rupees Five thousand each for the toppers of the Arts and Science streams and Poor Aid Fund to economically weaker students encourage students in their endeavours.
- Well placed alumni connected to the institution.
- Majority of the faculty members are qualified with Ph.D. degree
- The college premise houses a girls' hostel

Weakness of the institute:

- Limited physical space is a major limitation of the college. This has hindered the construction of an indoor stadium, recreational hall and has also limited the expansion of classrooms, laboratories, seminar rooms and library reading rooms.
- The college has to use rented space/grounds to host the annual outdoor sports, cultural programs and other programs at its own cost
- Though skill oriented professional courses are the need of the hour, inadequate funds have forestalled the opening of more professional courses.
- Lack of sufficient permanent teaching and non-teaching staff continues to increase the workload and administrative responsibilities of the regular faculty.
- The stagnation in permanent appointments has affected the dynamics of the departments and the professional growth of the discipline.
- Some of the departments have single sanctioned post that hinders the academics of the institution and possible upliftment.
- Lack of laboratory demonstrators in most departments are another limitation in the academic front.
- No direct access from the main road and an unmanned railway crossing creates inconvenience and bottlenecks in mobility
- As a peripheral college and as a college of recent origin as compared to the other city colleges and despite the achievements of various departments the college still attracts mostly the average students
- Lack of boys' hostel is a hindrance for attracting students from outside the city

Opportunities of the Institute:

- As the first college to offer Computer Science and Electronics the college aspires to open short term skill-oriented courses in those two departments and also the self-financing courses.
- The addition of the new block which is under construction would facilitate opening of post graduate and vocational/skill-oriented courses in some of the subjects.
- The girls' hostel which has a capacity of accommodating 40 (forty) boarders attracts girl-students from all over Assam
- With qualified teachers and varied departments there is scope and plans for interdisciplinary add on courses and research work.
- Faculties are engaged in organizations like ICHR, Northeast Historical Research Association (NEHA), Indian Art History Congress, Itihash Sankalan Samittee etc.
- Students from entire northeastern states come to the institution opting for varied programs
- Well placed and highly qualified alumni of the institution are engaged in programs of career counselling, motivational and discipline specific activities and there lies wide opportunities in the context.
- The college despite having a small campus, tries to provide all the basic facilities for uplifting the academics that promises for better scope future
- The NCC and NSS units of the college are very active and have hosted many programs for betterment of the students and nation building
- The college is a co-educational institution which has always tried to encourage inclusiveness across gender, language, economic diversities, etc.

Institutional Challenges

- As most of the colleges have opened career-oriented programmes of Computer Science and Electronics, the parameters of excellence have been raised.
- Most of the departments function with inadequate teaching staff which pose challenges in academic sphere
- The introduction of CBCS promises to contemporize education with changing pedagogies but the restricted size of sanctioned teachers will hamper to fulfil the objectives of CBCS curriculum.
- Unavailability of playgrounds, indoor stadium facilities, auditorium poses great challenge to manage the co-curricular activities
- Managing funds for academics, co-curricular academics and extension activities is a challenge to the institution with requirement to appoint full time non-sanctioned and part time faculties and non-permanent office staff
- The placement cell of the college has initiated no. of steps to facilitate student's placement but this could be done in favour of few disciplines only
- The institution has not yet succeeded in making sufficient MoUs with relevant institutions for the greater benefit of the students
- Most students belong to BPL and low middle income groups for which they cannot afford to register for professional courses requiring fees for registration
- As the college has always attracted students from the city outskirts the pandemic situation in last two years has led to a decrease in the enrolment, mostly due to less mobility from rural areas to the city

- Location of the college in a thickly populated area, surrounded by residential buildings on all sides and circuitous access path to the college pose a challenge to maintain the safety and also the academic environment of the college

6. Recommendations

Based on the finding members of the audit committee recommend the following for enhancing the teaching-learning ecosystem of the College:

- i. The college may establish a language lab
- ii. Research culture needs improvement and interdisciplinary research to be initiated
- iii. Proper documentation is required for all activities
- iv. Best practices of individual departments for various aspects need to be institutionalised.
- v. For effective delivery of curriculum, the course file to be assessed by IQAC
- vi. Academic calendar to be prepared at department level following the affiliating University's calendar
- vii. More students should be involved in the extension activities
- viii. More collaborations need to be established for faculty exchange, students exchange, internship etc.
- ix. More teachers should participate in FDP programmes
- x. An alternative approach road to be explored for easy access to the college
- xi. Necessary initiative to be taken to fill up the vacant faculty positions

(Dr. Amarendra Kalita)
Principal, LCB College

(Prof. Parag Phukan)
Gauhati University

(Prof. Utpal Sarma)
Gauhati University

Format for Academic Audit

Annexure-1

Name of the Department:

Year of Establishment:

Head of the Department:

Metric No	Description	Response	Weightage
	Total No. of Seats (Major)		
	Total No. of Students at present		
	No. of sanctioned faculty positions		
	No. of filled up faculty against sanctioned posts		
	No. of other faculty		
1.1.1.	The Institution ensures effective curriculum delivery through a well-planned and documented process: (Response-Yes/ No) a. Lesson plan is maintained by the teachers b. Course progress record is maintained by the teachers c. Course completed in stipulated time d. Feedback on teachers collected from the students e. Internal examination results are analysed and necessary action taken		10
1.1.2.	The institution adheres to the academic calendar including for the conduct of CIE (Response-Yes/ No) a. Academic calendar is maintained for teaching b. Academic calendar is maintained for CIE		5
1.2.2	Number of Add on /Certificate programs offered during : 2019-20		10
1.2.3	No. of students enrolled in Certificate/ Add-on programs last year		10
1.3.1.	Following issues are integrated to curriculum: (Response-Yes/ No) a. Professional Ethics b. Gender c. Human Values d. Environment and Sustainability		10
1.3.2	No. of courses that include experiential learning through project work/field work/internship		10
1.3.3	No. of students undertaking project work/field work/ internships		10
2.2.1	Department assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners		30 QLM (100 words)
2.2.2	Student- Full time teacher ratio		20
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences		20 QLM (100 words)
2.3.2	No. of Teachers use ICT enabled tools for effective teaching-learning process.		15

2.3.3	Ratio of mentor to students for academic and other related issues		15
2.4.2	No. of Teachers with PhD		20
2.4.3	Average teaching experience of full time teachers in the same institution		20
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and mode		15 QLM (100 words)
2.5.2	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient		15 QLM (100 words)
2.6.1	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.		15 QLM (100 words)
2.6.2	Attainment of Programme outcomes and course outcomes are evaluated by the institution.		15 QLM (100 words)
2.6.3	Pass percentage of final year Students in the last year		30
3.1.1	Grants received from Government and non-governmental agencies for research projects / endowments		5
3.1.2	No. of research projects funded by government and non-government agencies		5
3.1.3	Number of Seminars/conferences/workshops conducted		5
3.2.1	Number of papers published per teacher in the Journals notified on UGC website		5
3.2.2	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings		10
3.3.1	No. of Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development		10
3.3.2	Number of awards and recognitions received for extension activities from government / government recognised bodies		10
3.3.3	No. of Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs)		20
3.3.4	No. of students participating in extension activities at 3.3.3. above		20
3.4.1	No. of collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc		10
3.4.2	Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc.		10
4.1.3	No. of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc		10

5.1.3	Capacity building and skills enhancement initiatives taken by the department include the following 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills Options: A. All of the above B. 3 of the above C. 2 of the above D. 1 of the above E. none of the above		10
5.2.1	No. of placement of outgoing students		10
5.2.2	No. of students progressing to higher education		15
5.2.3	No. of students qualifying in state/national/international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)		5
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level		10
5.3.3	No. of number of sports and cultural events/competitions in which students of the Institution participated		5
6.3.3	No. of number of professional development /administrative training programs organized		5
6.3.4	of teachers undergoing online/face-to-face Faculty development Programmes (FDP)		5
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.		20 QLM (250 Words each)