



AY:2020-21

# Academic Audit Report



## Manabendra Sarma Girls' College Rangia



### **1. Auditor:**

Dr. Utpal Sarma, Professor and Head, Dept. of Instrumentation and USIC,  
Gauhati University

### **2. Date of Visit: 07.10.2022**

### **3. Profile the College**

#### **3.a. Introduction**

Manabendra Sarma Girls' College, Rangia is the only premier female institution for higher education in the entire North Kamrup area, established in August 1984. The college has been a torch bearer in the field of higher education for girls in the vast and extensive area inhabited predominantly by socially and economically backward segments of the population. The institution was initiated in Rangia Girls' Higher Secondary School, Rangia by some notable educationists and the public of greater Rangia. Thereafter it was shifted to its allotted government land in Pub-Kachari Mahaland Pub-Bariigog Mauza, Rangia. Late Bhabakanta Sarma was the Founder Principal of the college. The college has 8 bighas and 5 leches of land on its campus. At the initial stage, the college was entitled as Rangia Girls' College, and later, the institution was renamed as Manabendra Sarma Girls' college in a public meeting in 1994 to memorize the veteran social worker and politician late Manabendra Sarma. Our students are basically poor and deprived and represent all castes, creed and communities which have given a heterogeneous and multicultural look to the college. The college has been provincialized under the Assam Venture Education Institutions (Provincialization of services) Act, 2011 w.e.f. 1st January, 2013 by the Government of Assam. From its inception to those historic days, during the entire tenure, staff members were offered only a meagre amount of remuneration for the services they rendered to the institution as a whole. Manabendra Sarma Girls' College is permanently affiliated to Gauhati University and has been included under Section 2(f) and 12(B) of the UGC Act on November 2014. The college offers courses of studies up to B.A. with English, Assamese, Bodo, Economics, Political Science, History, Philosophy, Education, Arabic, Assamese, Bodo and Alternate English as Regular Course and Assamese, Political Science, Economics, Education and Arabic as Honors. Besides M.A. courses and Post Graduate Diploma in Yoga (PGDY) under Krishna Kanta Handiqui State Open University

(KKHSOU) is also offered. Co-curricular activities are also given high priority in the institution and students are performing well in various Universities/State/Sub-Division levels. The college also offers Yoga courses like “Yoga Awareness and Training Programme” and “Foundation course in Yoga Science”.

### Academic Strength

Name of the Dept.	UG/PG/Both UG PG	No. of teachers	No. of students	Seat Capacity
			UG (Including all 3 year)	UG (New Admission)
Education	UG	4	RC=518 HC=91	RC=250 HC=50
Economics	UG	3	RC=122 HC=06	RC=100 HC=30
Pol. Science	UG	3	RC=440 HC=16	RC=200 HC=50
Assamese	UG	4	RC=982 HC=95	RC=400 HC=60
History	UG	2	RC=192	RC=100
Arabic	UG	3	RC=108 HC=22	RC=80 HC=30
Philosophy	UG	2	RC=390	RC=150
Bodo	UG	2	RC=52	RC=70
English	UG	2	RC=341	RC=400

#### 4. Methodology of the Audit:

The inputs received from the departments as per the proforma (Annexure-1) have been validated from the supporting documents, interaction with the Head of the Department and visits to the departments.

#### 5. Observations:

##### *a. Curricular Aspects*

M.S. Girls' College is affiliated to Gauhati University. The College follows the curriculum developed by Gauhati University. For effective delivery of curriculum most of the departments are maintaining lesson plan and course diary. However, the detail lesson plan with course progress record needs to be institutionalise. 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 is primarily done through internal assessments/assignments etc. which need to be more structured, done at the beginning of the academic session and well documented. Course plan and lesson plan, strategy for assessing effective curriculum delivery, a detail unit wise plan for experiential and participative learning remains largely unaddressed. Mentoring system is lacking. All the departments conduct internal examinations as per requirement of the affiliating University. Although some departments like Assamese follow different modes of assessment, continuous and comprehensive evaluation may be practised. Program Outcome, Program Specific Outcomes and Course Outcomes are described in the syllabus. Evaluation of the attainment of learning outcomes not adequate.

*c. Research, Innovation and Extension*

Research activities are minimal and the overall research culture in the College needs to be strengthened. Few departments are conducting extension activities involving both students and teachers. Departments of Chemistry, Zoology have given efforts which need to be further propagated and emulated by other departments wherever feasible.

There are some collaborations between Dimoria College and other nearby colleges at Department level for faculty and student exchange. This need to be expanded by entering into MoU with national/international knowledge institutions. Efforts should be made for industrial collaboration to facilitate internship/skill development/entrepreneurship development and capacity building for research and innovation.

*d. Infrastructure*

Basic infrastructure facilities for academic activities are available.

The Central library has good number of books which is also supplemented by departmental libraries of some departments. IT facilities are not adequate. ICT

enabled classrooms are inadequate.

*e. Students support and Progression*

Skill enhancement and capacity building programmes for students should be strengthened. Students at the college participate in extracurricular activities which may be further augmented. A dedicated career counselling and guidance cell may be developed.

*f. Professional development activities*

Very few teachers have participated in Faculty Development Programmes (FDP). Regular participation in FDPs should be encouraged.

## **6. SWOC Analysis**

### ***Strength of the Institute:***

- The college is an institution for female higher education.
- The location of the college is serene and quiet, making the atmosphere stable for learning.
- The Civil Hospital and the Model Hospital are easily accessible from the college.
- Safe and secured environment for the girl students.
- College campus is under CCTV surveillance.
- The students are highly diversified having various religious groups
- The college has ICT facilities that enabled the teaching-learning process.
- Parking facility is available to both the students and teachers.
- College campus has large number of shade trees, adding to the greenery and serving environment as a boon the environment.

### ***Weakness of the institute:***

- Dearth of fund has resulted as hindrance in the proper functioning of the college
- There is shortage of faculties.
- Non-availability in Honors in all subjects.
- Insufficient number of Undergraduate Degree Programme.
- Situated in a high flood-prone area.
- Weak economic background of the students.
- Absence of permanent Librarian.

### ***Opportunities:***

- The college is affiliated to Gauhati University and recognised by the UGC, so it is eligible to apply for development grants and UGC sponsored programmes.
- The institution has the scope of turning into an ideal center for women's higher education in near future.
- To start the science stream at the undergraduate level very shortly.
- There is ample opportunity to start a variety of vocational courses.
- To expose students to a wide field of culture and train them in different perspectives including Music, Dance, Drama and Yoga.
- There is a scope of self-financed and skill-based programmes.
- Scope of entrepreneurship development depending on local resources available.

### ***Challenges:***

- Our college is a young 'rural college.' The resources of the college are inadequate to meet the needs of the increased number of students.
- Growing tendency of brilliant students to go to the big cities for higher studies.
- Encouraging research and extension activities is a big challenge.
- Struggling with floods every year is a huge challenge to the institution.

### **Recommendations**

- i. Adequate ICT-enabled classroom facilities may be made available to the Academic Departments
- ii. The lesson plans for each of the courses should be clearly defined and effective delivery of curriculum ensured with well-documented assessment of learning outcomes
- iii. For effective delivery of curriculum, the course file of Academic Departments should be assessed by IQAC
- iv. Academic calendar may be prepared at the department level following the affiliating University's calendar
- vi. Add-on vocational courses may be initiated
- viii. A language lab may be set up
- ix. Research culture needs much improvement and interdisciplinary research to be initiated
- x. Best practices of individual departments should be identified and need to be institutionalized.
- xi. More departments and students should be involved in the extension activities
- xii. More collaborations need to be established for faculty exchange, student exchange, internship etc. Efforts may be made for entering into MoU with national/international knowledge institutions besides industrial collaboration to facilitate internship/skill development/entrepreneurship development and capacity building for research and

innovation

xiii. More teachers should participate in FDP programs

xv. Proper documentation is required for all activities

xvi. Centralised feedback system initiated by the College should be analyzed and shared with the respective teachers ensuring follow-up actions

xvii. IQAC may initiate proactive action in institutionalizing the quality initiatives and assessing the teaching-learning process through a robust mechanism.



(Dr. Syed Habibul Haque)  
Co-ordinator, IQAC

Co-ordinator  
IQAC  
M.S. Girls' College, Rangia



(Mrs. Kanika Goswami)  
Principal (i/c)

Principal i/c  
M.S. Girls' College  
Rangia



(Dr. Utpal Sarma),  
**External Auditor,**  
Professor and Head,  
Dept. of Instrumentation and USIC,  
Gauhati University.