



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 1)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
MAYANG ANCHALIK COLLEGE**

**Morigaon  
Assam  
782411**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	MAYANG ANCHALIK COLLEGE Morigaon Assam 782411	
2.Year of Establishment	1992	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	8	
Departments/Centres:	8	
Programmes/Course offered:	8	
Permanent Faculty Members:	22	
Permanent Support Staff:	16	
Students:	820	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. ? The College was established in 1992, located in rural part of Assam comprised rich cultural diversity and having good and clean environment.</li><li>2. ? An affiliating college to cater to the needs of higher education in socioeconomically backward area, with an emphasis on rural development.</li><li>3. ? College with good academic ambience and decent infrastructure and facilities.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 05-12-2022 To : 06-12-2022	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. SASI KANTA DASH	Registrar,Pondicherry University
Member Co-ordinator:	DR. SHIVACHITHAPPA K	Professor,University of Mysore
Member:	DR. GANESHKUMAR TRIPATHI	Principal,C N ARTS AND B D COMMERCE COLLEGE KADI
NAAC Co - ordinator:	Dr. Sujata Shanbhag	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<b>The Institution ensures effective curriculum delivery through a well planned and documented process</b>
1.1.2 QIM	<b>The institution adheres to the academic calendar including for the conduct of CIE</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Mayang Anchalik College is situated Rajamayang village was established with the aim to promote higher education standards which is a rural area and it is located in the western part of Morigaon district of Assam. The College is affiliated to Gauhati University and it is a Coeducational institution. The core subjects offered by the college are Economics, English, History, Political Science and Assamese. Besides, two Vocational Courses and some Certificate Courses are also offered. The college is built on a sprawling & green campus nearest State Highway-3 that connects Morigaon district Head Quarter Guwahati. It tries to maintain a natural and ecological balance. It follows the Under Graduate Level Curriculum of Assam prepared by its parent University of Gauhati. The Academic Committee of the College prepares an Annual Academic Calendar based on the Calendar of the Gauhati University. The college has spacious, producing an impressive infrastructure supporting the effective delivery of the curriculum offered by the college, including spacious classrooms, seminar hall, a well-equipped computer laboratory, library, playfields, WI-FI, and plastic-free ambiance.

The subject-wise Course File is designed by faculty members containing, Topic-wise notes, and Course Outcomes. Mapping is done with Program Outcomes, and the gap, if found, is fulfilled with remedial classes, Assignment sheet, examinations. Relevant PPT, a Question bank, etc., are prepared. Lesson Plan/Course Files are compiled topic-wise meeting by the head of the departments with faculty members for syllabus coverage and attendance monitoring is done. Tests are conducted, and marks are notified to students. At the end of the academic year, feedback on the curriculum is collected from the students, teachers, parents, and alumni and analysed to an extent.

The students are encouraged for wide participation in various outreach and societal activities through various clubs to promote the overall development of the students.

The Placement activities need to be enhanced significantly. Also, it is the need of the hour that the college engages closely with the industries and implement the in-plant training/practice school learning for the effective placement and industry learning mechanism.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools for effective teaching-learning process.</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	<b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b>
2.5.2 QIM	<b>Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

Student intake is a structured and well-defined process as per the directions of the Govt. of Assam. The college offers various scholarships for students from the economically challenged category and Weaker sections. The college provides a few skill development programs like Soft Skill, Aptitude, and Group Discussion.

The college can maintain high standards of the conducive academic environment, processes, procedures, quality of faculty members, and technical infrastructure for effective learning and self-development. Students are put to continuous evaluation through class tests, group discussion, quiz, extempore speech etc. to engage and motivate them effectively in the teaching-learning process and assessed them accordingly. The college adopts different strategies and methodologies like remedial classes, special classes on difficult topics to improve the slow learners and quiz, debate, seminar, workshop, lecture programs etc. to encourage the advanced learners.

To provide basic knowledge on various issues and develop the basic ideas of different problems to the students, the College adopts different problem-solving methods like educational excursion, field trips, project report preparation, participation in Extension Activities, experiential learning and participatory learning etc. To enhance the quality of education, a number of student centric group activities, innovative and effective methods, individual guidance etc. are practiced in teaching learning process of the College. To boost the self-confidence of the students, the mentors try to solve the doubts and problems of their mentees and they always keep touch with the mentees.

The internal Sessional Examinations of the College are conducted centrally by the Examination Committee as per the schedule of the Academic Calendar. Internal Evaluation Marks are given on the basis of sessional examinations, home assignments, class attendance and performance and participation in different activities of the department.

The evaluation system strictly follows the affiliating university guidelines and fair practices and transparency are maintained in the examinations, and the students are encouraged to follow strict attendance criteria. Teachers deliver their lectures in a student-friendly manner to learn and develop an interest in the subject and skills.

It is necessary that the students and teachers of the college to be encouraged to participate in more National and International conferences and seminars. It would be more relevant, if arrangements for the students' internship are given due consideration and preference. Innovation and Incubation Centre needs to be strengthened for encouragement of self-employment and development of start-ups.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Research Publications and Awards
3.3	Extension Activities
3.3.1 QIM	<b>Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.</b>
3.4	Collaboration

<b>Qualitative analysis of Criterion 3</b>	
<p>The college has limited research infrastructure. Faculty members have completed two UGC minor research projects. The college has collaborations with some organizations for organizing various conferences and programs. Library has access to some research databases. The College has published a Research Journal entitled Journal of Mayang Anchalik College to improve and enhance the research activities.</p> <p>The College has adopted two neighbouring schools and have been providing priority in achieving a holistic development of its adopted schools through visiting classes and different types of extension activities in the last few years.</p> <p>Career counseling for the students, short term skill training sessions on soft skills, self-defense, yoga, jacquard handloom, water hyacinth products, driving, organic vegetable cultivation, flower arrangement, food processing etc. have been provided time to time.</p> <p>However, the grants for research projects sponsored by the government/non-government agencies during the last five years in particular are not encouraging. Few papers were published and no patents were filed during last five years. The college needs to encourage the faculty to apply for research grants (both individual and departmental).</p>	

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution frequently updates its IT facilities including Wi-Fi</b>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

The college provides an adequate infrastructural facility that meets the norms of regulating bodies and satisfies functional needs. The college has spacious classrooms. The rooms are well furnished with ICT, well lit, and airy and equipped for interactive learning.

A number of value-added certificate courses like skill development courses in Jacquard Handloom, spoken English, still photography, News Paper Editing, Community Journalism, Tourism Management, Agricultural Marketing etc. and short-term training programmes on driving, soft skills, self-defense, yoga, organic vegetable cultivation, flower arrangement, food processing etc. have been organized time to time.

Adequate audio-visual amenities help students in interactive learning and develop an interest in the subject. The library has rich resources in the form of books and journals that fulfil the syllabus criteria for students and faculty members, facilitate gaining comprehensive knowledge, and provide opportunities to go to the depth of a subject. Other facilities are a playground, badminton court, gymnasium, cafeteria, and a first-aid facility.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	<b>Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms )</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services</b>

#### Qualitative analysis of Criterion 5

The college provides several mechanisms for student support and progression. It has a unique mentorship system where one faculty facilitates a group of several students in all aspects. Mentors look after their studies and the overall well-being of the students viz. attendance, result, need for remedial classes, discipline, training, counselling, etc.

The students are extended all support for various Scholarship schemes. Principal, Heads of departments, mentors regularly interact with students to help to identify student issues and problems and give solutions.

The college conducts soft-skill development, aptitude, and Group Discussion & personality enhancement sessions for the students by inviting external experts.

Training and placement cell provides pre-placement guidance for placement activities. The cell coordinates vocational training, special software and core department training, and need-based training for placement activities and internships. The student representatives are present as members of committees like anti-ragging. In competitive examinations few students have qualified and 55 students have been placed in various other posts. Free execution made for 77 meritorious students. The college has a strong alumni association and alumni engagement is candidly visible and encouraging.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of and in tune with the vision and mission of the institution</b>
6.1.2 QIM	<b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff</b>
6.3.5 QIM	<b>Institutions Performance Appraisal System for teaching and non-teaching staff</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The vision is to train the students to become quality executives with high professionalism, morality, and ethics standards using excellent resources, infrastructural and technological support in all the professional streams.

The college's leadership believes in participative management and strives to bring excellence through the structured organizational system with the involvement of all the stakeholders. Various stakeholders of the Institute are members of the statutory bodies, and their meetings are conducted regularly.

The college has a well-defined plan involving various focus areas and a definite action plan to achieve the goals and measures to verify the achievements. The institution distributes the responsibilities to the Heads of Departments and to various committees involving teaching, non-teaching staff and student representatives. The institution follows all the rules and guidelines of affiliating university, UGC and State Government for

employment, admission, utilization of funds, maintaining discipline and overall management.

The college has introduced e-governance in admission, examination and in finance and accounting. The college has also adopted Government sponsored welfare measures for the teaching and non-teaching staff. Faculty members have been encouraged to attend Faculty Development Programmes.

Institution has Finance policy in place to monitor fund mobilization, budgeting and implementation of internal and external financial audit mechanism. The head of institution and the Internal Quality Assurance Cell of the Institution is active and conducts regular audits for improving the quality in both academics and administration. The college has made MoU with 32 Regional and National institutions, industries, corporate offices during last 5 years.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	<b>Measures initiated by the Institution for the promotion of gender equity during the last five years.</b>
7.1.3 QIM	<b>Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)</b> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	<b>Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).</b>
7.1.9 QIM	<b>Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).</b>
7.1.11 QIM	<b>Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).</b>
7.2	Best Practices
7.2.1 QIM	<b>Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.</b>
7.3	Institutional Distinctiveness
7.3.1 QIM	<b>Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words</b>

#### Qualitative analysis of Criterion 7

The college is built on a sprawling & green campus amidst a quite, plastic-free, smoking-free ambiance to maintain a natural and ecological balance. The presence of a large number of trees on the campus helps to reduce air pollution.

The college makes conscious efforts to create awareness about energy conservation and renewable energy usage among students.

The college has taken initiatives to make familiar the concept of gender equity among the students by providing equal opportunity for students of both the gender and encouraging both the gender to take part in various programmes.

The College has taken initiatives to keep the campus clean and green. Alternative energy sources have been introduced. Solid waste management system has been introduced in association with Mayang Gaon Panchayat. Sanitary napkin has been installed to maintain cleanliness and hygiene.

The College has done its environment and energy audits, Gender audit, academic audit and quality audit for its self-analysis and development. To facilitate the Divyangjan students, a few ramps, disabled friendly toilets etc. have been constructed in the campus.

The College has organised a number of programmes, academic and extra-curricular activities to create an atmosphere of tolerance, cultural harmony, communal and social integrity. All members of the college family is aware about their duties towards the institution, the state and the country and as responsible citizens, all takes part in state and national level elections, obeys rules and regulations of the constitution, follows directives and guidelines of the College code of Conduct.

Sensitization of the students and employees to the constitutional obligations, values, rights, duties and responsibilities by organizing various events and programs are done regularly. Various national and international days, commemorative days and cultural fests are conducted regularly.

First best practice of the College is related to its various activities performed to explore the magical healing culture and preserve the extinct heritage of Mystic Mayong and the second best practice of the College is related with its various activities performed to impart the skill and empower the women of the locality and thus to improve the local economy.

Faculty members are also encouraged by various schemes aiming at faculty development, such as paid study leave for attending conferences, seminars & workshops, fee concession for employees' wards, and statutory benefits and Leave as per norms, etc.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength:**

- A sprawling campus with clean and green environment built on 11.3 acres land. Good academic infrastructure for teaching and learning.
- Committed teachers, disciplined students and effective leadership.
- Catering the needs of poor and socio-economic backward people.
- The college has a strong community support.
- Supportive alumni.

**Weaknesses:**

- The college has offered only few programmes.
- Limited freedom to vertical and horizontal mobility in introducing professional and skills development courses
- Funding is inadequate
- Majority are guest lecturers with minimum salary.
- There is an acute problem of recurring floods and soil erosion.

**Opportunities:**

- To start new programmes.
- Providing more Skill Development, Tantra and Mantra and multidisciplinary courses.
- To create internship and placement opportunities to students and tapping tourism resources.
- Strengthening of IP Cell and Incubation opportunities to students in the campus
- Develop small scale and cottage industries using local resources in an innovative way

**Challenges:**

- Reorienting the students from a rural background with local language as the medium of instruction towards English.
- Retraining quality teachers.
- Improving the funding resources and exploring the possibilities for academia-industry collaborations.
- Coping and adapting to rapidly changing technologies
- Introducing various new programmes.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Need to start new courses such as B.Com, BCA and Basic science programmes and P.G. in Education and self-financed courses which are in demand for societal needs and industrial requirements. Design relevant add-on/value added courses based on demand/need of job market to improve employability.
- Blended mode of learning to be strengthened and students are to be encouraged to enrol more online courses through Swayam and MOOC etc.
- To encourage the faculty to apply for more research funds both for individual and departmental grants.
- Provincialized post for the teaching and non-teaching may be sanctioned.
- A good playground with Basket Ball, Volley Ball Courts to be provided, along with creation of a physical director post.
- National Cadet Corps (NCC) to be started in this college.
- It is necessary that the establishment of digital library with more number of journals and e-books is the need of the hour with remote access be enabled.
- Well-equipped auditorium may be constructed.
- Spoken English classes and carrier coaching classes for competitive examination to be established.
- Minimum salary should be implemented as per UGC norms for guest/temporary faculty.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. SASI KANTA DASH	Chairperson	
2	DR. SHIVACHITHAPPA K	Member Co-ordinator	
3	DR. GANESHKUMAR TRIPATHI	Member	
4	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date