

Report

Academic and Administrative Audit
2018-19 to 2022-23

Chilarai College
Golakganj, Assam



2024



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Academic and Administrative Audit Chilarai College, Golakganj

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Session: 2018-19 to 2022-23

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- Date of Formation of the Audit Committee : 07/02/2024
 - Date of Visit by the Auditors : 29/06/2024
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Members of the audit team:

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Principal,
B N College, Dhubri

2. Parag Phukon

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1. Introduction

1.1 General information

Chilarai college, named after the 16th Century's warrior Mahabir Chilarai of Koch Kingdom, was established in the year 1973. It is an affiliated college with only arts stream and management, under Gauhati University presently offering undergraduate programmes. The college is located at the historically important Golakganj area of Dhubri district in Assam, inhabited by mostly backward communities like OBC's and MOBC's. The College was brought under the Deficit Grant –in-aid in the year 1987 and subsequently provincialized in 2005. It is recognized by University Grants Commission (UGC) under UGC Act of 2(f) and 12(B) since 2000.

Chilarai College was one of the first few higher education institutions in Dhubri district to be accredited by NAAC in 2004 when it was awarded 'B' grade with aggregate score of 73%. Subsequently the college was accredited with 'B' grade again in its second cycle in the year 2015. Presently it is in the process of applying for reaccreditation by NAAC for the third cycle.

In 2023 Govt. of Assam granted approval for introduction of Science Stream in the college. However, creation of posts of teachers is still awaited due to which the science courses couldnot be introduced in the academic session 2024-25.

1.2 Methodology

Pre visit phase:

- Consolidated institutional information from IQAC
- Department profile from individual academic departments
- Finalisation of the agenda for the day of visit

During Peer Team visit

A. Presentation and interaction with teachers

- The Principal
- IQAC
- Office staff
- Students, NCC/NSS wings
- All academic Departments- HoD's presentations*; Departments of-Assamese, Bengali, Sanskrit, English, Political Science, Education, Philosophy, History, Economics, TTM, Management studies

Peer team visited the following facilities for an on-the spot assessment

- Library
- Ethnic Museum
- Classrooms
- Few academic Departments
- College Office- establishment section, finance and accounts, examination section

In general, the following aspects were looked into for the Academic and Administrative Audit

Academic aspects

- Curricular aspects including adoption of SWAYAM/MOOCs, pedagogical methods and evaluation
- NEP Implementation
- Overall capacity building including physical infrastructure, digital infrastructure, online education, etc.
- Research, Innovation and Extension
- Student feedback and analysis
- Professional development activities
- Library resources
- Student support and Progression
- Community engagement/extension activities

Administrative aspects

- Documentation and record keeping, inventory management
- Service delivery
- Office automation, e-Governance/digitalisation
- Financial management including resource generation, budgeting etc.
- Capacity building and capacity utilisation
- Institutional Development Plan (IDP)
- Decision making processes and stakeholder participation

2. Academic Profile

2.1 Basic information

Chilarai College has been offering three-year Degree Courses (both Honours & Regular) in Arts Stream and Bachelor of Business Administration (BBA) under Gauhati University in CBCS framework. It has introduced the Four-Year Undergraduate Programme (FYUGP) as per NEP2020 mandate following the curriculum of Gauhati University from the academic session 2023-24. An NPTEL SWAYAM Local Chapter has been registered in 2023 but it is yet to enrol any student for the SWAYAM courses. In distance mode, it offers BA, MA and PG Diploma courses under Gauhati University Centre for Distance and Open Education. Details of the courses are as given below:

I. Conventional courses

Category A (MIL Group)

1. Assamese
2. Bengali
3. Sanskrit

Category B (Other languages)

English

Category C (Social Sciences)

1. Economics
2. Education
3. History
4. Philosophy
5. Political Science

Category D

Management Studies:

1. Bachelor of Business Administration (BBA)- Standalone Course
2. Tourism and Travel Management (TTM) - Vocational Course

II Courses under distance learning mode

Under Gauhati University Centre for Distance and Online Education(GUCDOE)
(BA, MA and PG Diploma courses)

1. Assamese
2. Bengali
3. Economics
4. Education
5. History
6. Political Science
7. Philosophy
8. Sanskrit

2.2 Observations

- There are 33 teachers of which 19 are sanctioned but 4 out of the sanctioned posts are lying vacant.
- Less than 25% of the teachers have Ph D (Table 1)
- There is no librarian or sanctioned post of library staff at present
- Overwhelming majority of students from OBC/MOBC category forming about 63% of total enrolment in 2023-24 session
- Pass percentage is good but dropout rate is high (Table 2)
- The academic departments have very low demand ratio with many seats often remaining vacant
- PTR is skewed, with some departments having very high PTR
- There is no demand in some subjects like Bengali
- The College has already developed space for science laboratories with Govt. grants
- Attendance records in most of the departments present a dismal picture with very low attendance of students. The records also suggest less than required number of classes taken for teaching the courses.
- Long duration of HS examination in the college negatively affect the UG classes due to lack of additional classrooms
- Most of the departments have space crunch
- The folk museum is an appreciable initiative of the college, but its upkeep is not at desired level
- Some departments take student feedback and actions are also taken on these feedback
- The Assamese department has a rich collection of books including publication by the teachers of the department
- Lack of feeder schools with mathematics at HS level which creates problem for students at UG level in opting subjects like economics that require basic

understanding of mathematics. As a good practice the Economics department arrange for introductory classes in basic mathematics

In general, the academic departments face the following problems

- Poor student intake with difficulty to follow classroom transactions
- Students lack of communication skill
- Lack of motivation in students to pursue studies
- Poor economic background leading to absence in classes and often dropouts
- Poor class attendance in most of the departments

Table 1. Number of fulltime teachers and teachers with PhD, publication of papers and books, research grant if any

Academic Session	Number of full-time teachers	Temporary/ contractual	Teacher with PhD	Teachers pursuing Ph D	Number of research publications	Number of books/ Book chapters	Research grants received
2018-2019	15	22	1	4	9	3	NIL
2019-2020	14	23	1	4	5	10	NIL
2020-2021	14	24	1	6	13	6	NIL
2021-2022	14	20	2	5	9	5	NIL
2022-2023	15	25	4	7	3	6	NIL

Table 2 Student Enrolment , demand ratio and pass percentage

Academic Session	Sem I	Number of applicants	Number of students admitted	Demand ratio	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total	Appeared in UG Final Exam	Number of students passed	Pass %
2018-19	514	610	514	1.2	514	377	377	202	202	1093	195	168	86.15
2019-20	316	372	316	1.2	316	310	310	231	231	857	255	207	81.17
1920-21	534	652	534	1.2	534	248	248	289	289	1071	399	373	93.48
1921-22	734	1276	734	1.7	734	436	436	228	228	1398	219	165	75.34
1922-23	300	435	300	1.5	300	566	566	400	400	1266	358	210	58.65

3. Teaching-learning and evaluation

- All the academic departments presently follow the conventional physical classroom transaction methods using chalk and boards. ICT facilities are also occasionally used in some of the departments. Study materials are supplied to the students in the form of written notes and photocopies as well as scanned files through WhatsApp. The college has an LMS but use of this platform is rather low.
- Lesson plans and class diaries are maintained at the departments which however, lack required details.
- The departments follow standard procedures of internal evaluation through assignments, attendance, occasional field activities etc. Records of assignments are well maintained.
- Project works are assigned at 6th Semester in some of the departments, for example, Department of Education and Assamese, which are well prepared and contains important information on local traditions and cultures.
- All the departments have own library with modest collections.

4.1 Infrastructures

The College is developed in a plot six bigha with a playground at the centre. With recent allocation of fifteen bigha of land the land bank is now adequate for further expansion of physical facilities. Presently it has 32 classrooms of which 4 classrooms are technology enabled with ICT facilities.

The central library-named as the BCP Library, has a modest collection of books and journals. Together with the books available in departmental libraries, the total inventory of books serves the students well. The Central Library also has a well-developed reading room equipped with ten computers enabling students to access e-resources.

Overall, the notable facilities include

- Central equipped with SOUL 2
- INFLIBNET E-resource facility for both teachers and students.
- departmental library
- Book bank facility
- Laboratory facility for Education Major students.
- LMS integrated with the College portal
- Digital language laboratory
- A Folk Museum with folk elements from the local society.
- A research centre for Ethnic Studies .
- Sports facility and Gymnasium Centre
- NCC unit (B&C Certificate) Under the 7 Assam Bn. N.C.C.Dhubri
- NSS Unit under Gauhati University
- Canteen facility for both teachers and students



A panoramic view of the picturesque campus of Chilarai College

4.2 Institutional good practice

As part of societal responsibility, the college has adopted the following village & school since 17-04-2023

- a. Name of School adopted: 131 No. Chokarline LP School, Golakganj
- b. Name of Village Adopted: South Tokrachara Pt-IV, Ward No.3, Golakganj

Further, the college has already completed the process of identification of 5 no of villages under Biskhowa Panchayat under Golakganj Block, Dist-Dhubri. A communication has already been sent to the District Commissioner to that effect.

The college has successfully done the registration under Unnat Bharat Abhiyan, Ministry of Education, Govt. of India. The approval of the same is at the final stage (Approval awaited at Ministry level).



Well-equipped Gymnasium Hall



The BCP Central Library



Reading room and e-resource centre

5. Administration and finance

Chilarai College has modest built-up areas with classroom and offices spread over a plot of about six bigha. Additional fifteen bigha of land allotted to the college recently has increased the scope for further expansion of physical infrastructures including student amenities. However, it lacks a masterplan for development. The rudimentary IDP available is grossly inadequate as a vision document for planned growth of the institution. The college does not have annual budgets.

The college has a hierarchical academic administration with a Governing body where the Principal also functions as the Secretary while a local stakeholder is the President. Academic departments have designated Head of Departments. Besides various committees are functioning in the college to look after multifaceted activities in the campus.

The college has a general section and a finance and accounts section with required manpower who have basic understanding of the establishment and accounting including the functioning of the FinAssam portal. The DCS facility of the college is used for admission and accounting. Financial transactions are done in cashless mode. Knowledge of computer application is however limited among the staff. Most of the workflow and record keeping are in the manual mode.

eGovernance is presently deployed in the admission and student lifecycle through adoption of SAMARTH platform w.e.f. academic session 2023-24.



The College Office

6. SWOC analysis

Strength

- a. Comparative geographic advantage of the college's location near the inter-state border with West Bengal besides its proximity to Meghalaya, Bangladesh and Bhutan
- b. Well-connected through road and railway networks and proximity to the Rupshi airport
- c. Student diversity- enrolment of students from various ethnic groups and with religious and linguistic backgrounds with about 63 % students from the OBC/MOBC category
- d. Healthy gender parity in student enrolment
- e. Rich local culture and traditions, particularly the college's strategic location at the centre of a vast region with the 'Rajbanshi' culture
- f. Ecofriendly campus with ample open space for future expansion
- g. Adequate space for further expansion of built-up area

Weakness

- a. low demand ratio
- b. Inadequate number of permanent faculty and high pupil-teacher ratio in some departments
- c. No librarian or regular library staff
- d. Weak placement profile
- e. Inadequate Industry and stakeholder participation
- f. Lack of fund generation opportunities for infrastructure development
- g. Insignificant alumni contribution towards growth of the College
- h. Less than 50% of teachers are without Ph D
- i. Lack of competitive environment
- j. Lack of a research ecosystem

Opportunities

- a. To become a multidisciplinary institution with introduction of science stream and increasing the student enrolment
- b. Leveraging the strategic geographic location to attract students from neighbouring states and also students from Bangladesh and Bhutan
- c. Institutional progression to an autonomous degree granting institution with further capacity building and NAAC accreditation
- d. Introducing strong community engagement programmes to promote local culture and traditions and thereby become a cultural ambassador for the region

Challenges

- a. Generating fund other than government grants for infrastructure development like the hostels
- b. Ensuring student attendance and required classroom transaction hours
- c. Motivating the students to avoid spurious study materials from outside sources while making them available the in-house
- d. Sustainability of some departments like Bengali due to lack of demand
- e. Attaining multidisciplinary
- f. Generating resources for capacity building, both physical infrastructure and human resources
- g. Enhancing visibility and credibility of the college to attract good intake at UG level

7. Recommendations

- i. A robust IDP to be prepared following the UGC guidelines
- ii. Workshops on pedagogy and evaluation, outcome-based education may be organised on a priority basis before the commencement of the ensuing academic session
- iii. Study materials including video lectures by the class teachers should be made available through the College LMS
- iv. Number of ICT enabled classrooms to be increased to at least 50%
- v. A Research and Development Cell (RDC) may be set up as per UGC guidelines
- vi. The college need to prioritise setting up of a student counselling and career guidance centre to motivate the students.
- vii. The Folk Museum inventory may be properly arranged at a designated space with description of the artifacts
- viii. 6th Semester project works may be collated and published in the form of reports, newspaper articles and research papers
- ix. Skill courses promoting the local craftsmanship including pottery, handicrafts may be introduced
- x. Hostel facility for both boys and girls may be developed to attract students from distant areas which will also contribute towards a vibrant campus ecosystem
- xi. The college may carry out baseline socioeconomic survey of the adopted village and school and document the positive changes after various actions from the college for their uplift
- xii. Develop an entrepreneurial ecosystem engaging the students and register a student cooperative
- xiii. Introduce agriculture-based skill courses in collaboration with the Assam Agriculture university
- xiv. Phase wise increasing the enrolment to at least 1500 by 2026, prioritising the high demand subjects and taking advantage of the impending deployment of the science stream
- xv. Introduce BA- B Ed Programme as per ITEP protocol
- xvi. Organise sensitisation programmes both for the teachers and students on MOOCs at the beginning of the semesters
- xvii. Designate a MOOC Coordinator for the College. SPOC of the SWAYAM Local Chapter need to take initiatives to enrol students from the academic session 2024-25
- xviii. The teachers may be encouraged to pursue Ph D and publish research papers and books. Presently less than 50% of the teachers have Ph D.
- xix. Sports activities, Community engagement, NCC/NSS may be included under the VAC courses and assign credit as per UGC/parent university guidelines
- xx. All the academic departments should take measures for soft skill development and practice participatory, active learning environment in the classroom through pedagogical practices like flipped classroom, group discussion, presentation, quiz etc. College can make provisions for specific, outcome-oriented audit courses conducted beyond normal class hours on writing skills, spoken English etc. to help the students
- xxi. eGovernance may be accelerate by adopting employee module and finance and accounts module available at the SAMARTH eGov Suite
- xxii. An eTracking system for all file movement may be introduced
- xxiii. Alumni Association should be strengthened and registered under Society Act

I have gone through the report



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