

IQAC

PANDIT DEENDAYAL UPADHYAYA ADARSHA MAHAVIDYALAYA, DALGAON, ASSAM.

ACADEMIC AUDIT REPORT OF PANDIT DEENDAYAL UPADHYAYA ADARSHA MAHAVIDYALAYA, DALGAON, DARRANG, ASSAM.

Academic Audit is a systematic and comprehensive review of the academic processes, practices, and outcomes of an institution with the objective of ensuring quality enhancement and continuous improvement. For the session 2024-2025, PDUAM, Dalgaon undertook the Academic Audit as a reflective and constructive exercise to evaluate its teaching-learning processes, curriculum delivery, assessment mechanisms, research activities, student support services, and overall academic governance.

The Academic Audit for the session 2024-2025 focuses on outcome-based education, effective curriculum implementation, innovative pedagogical practices, use of ICT-enabled teaching-learning tools, faculty development initiatives, student progression, and feedback mechanisms. Special emphasis has been laid on documentation, data-driven analysis, and stakeholder participation to ensure a holistic evaluation of academic functioning.

This Academic Audit stands as a reaffirmation of the institution's commitment to continuous quality enhancement and sustainable academic growth during the session 2024-2025.

PDUAM, Dalgaon comprises 13 Academic Departments offering programmes under the Arts and Science streams. For the academic session 2024-2025, the Internal Quality Assurance Cell (IQAC) developed and circulated a structured Pre-Self-Assessment Departmental Academic Audit format. All departments duly completed and submitted their reports in accordance with the prescribed format.

The Departmental Academic Audit was conducted by the IQAC on 22 November 2025. Subject experts from Gauhati University served as external auditors for the exercise. During the audit process, each department presented its academic performance and quality initiatives through PowerPoint presentations in the Smart Classroom, Gallery-04. The audit was carried out in a systematic and transparent manner, facilitating meaningful academic review and constructive feedback for continuous quality enhancement.



Principal
P.D.U.A. Mahavidyalaya
Dalgaon, Darrang



Coordinator, IQAC
Pandit Deendayal Upadhyaya
Adarsha Mahavidyalaya, Dalgaon

1. General Data of the Institution:

- Name of the Institution:

PANDIT DEENDAYAL UPADHYAYA ADARSHA
MAHAVIDYALAYA, DALGAON.

- Name of the Head of the Institution:

Dr. Lakhi Prasad Hazarika
Principal

- Designation:

Yes

- Does the institution function from
Its own campus?

NA

- Phone no./ Alternate phone no.:

9435387413

- Mobile no.

pduamdalgaon@gmail.com

- Registered e-mail:

hazarika.lp@gmail.com

- Alternate e-mail:

Ruhinikash, Dalgaon, Darrang.

- Address:

Dalgaon

- City/ Town:

Assam

- State/ UT:

784116

- Pin Code:

1. Institutional Status:

- Affiliated/ Constitution Colleges:

Affiliated

- Type of Institution:

Co-educational, Regular

- Location:

Rural

- Financial Status:

Grants-in Aid

- Name of the Affiliating University:

Gauhati University

- Name of the IQAC Coordinator:

Mr. Borun Kathar

- Phone No.:

NA

- Alternate Phone No.

NA

- Mobile

7002141847

- IQAC e-mail address:

igacpduamdalgaon@gmail.com

- Alternate e-mail address:

borunkathar007@gmail.com

2. Website address (Web link of the AQAR Previous Academic Year):

<https://www.pdduamdalgaon.in>

3. Accreditation details:

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity
to 1 st Cycle	B+	2.51	2024	16-05-2024	15-05-2029

4. Date of Visit for Academic Audit by Expert:

22-11-2025

5. Name & Designation of Experts:

Prof. Dhrubajyoti Saharia
Director, IQAC
Gauhati University
&
Prof. Dandadhar Sarma,
Deputy Director, IQAC &
H.O.D., Zoology
Gauhati University.

Department Details:

Sl. No.	DEPARTMENT	NAME OF THE FACULTY	
1.	ASSAMESE	DR. SIMA BHUYAN	
2.		MRS. BHUSITA MEDHI	HOD
3.		DR. TAMRAPALI RAJKONWAR	
4.	BOTANY	DR. MALTI KUMARI SINGH	
5.		DR. NIJARA BHARADWAJ	HOD
6.		MRS. SENGPA GUMGI SINGPHO	
7.	CHEMISTRY	DR. SUFIAN AHMED TAPADAR	
8.		DR. KALPANA UPADHYAYA	HOD
9.		DR. MOON MANDAL	
10.	COMPUTER SCIENCE	MR. SUBRAT CHETIA	
11.		DR. ZAVED IQUBAL AHMED	HOD
12.	ECONOMICS	MS. APARUPA SARMA	HOD
13.		MR. MANASH PRATIM SARMA	
14.		MS. NUR SAMIMA BEGUM	
15.	EDUCATION	DR. RENUPRAVA SONOWAL	HOD
16.		MS. MOUSUMI BHARALI	
17.		MS. JINTI KALITA	
18.	ENGLISH	DR. NURJAHAN BEGUM	
19.		MS. POROSHA SONOWAL	HOD
20.		MS. JOSEPHINE SANGMA	
21.	HISTORY	DR. KAUSHIK THAKUR BHUYAN	HOD
22.		MS. PARINITA KAKATI	
23.		MS. RUPSIKHA KALITA	
24.	MATHEMATICS	MR. PRITAM KUMAR DAS	HOD
25.		DR. KAMAL JYOTI BARMAN	
26.	PHYSICS	DR. LAKHI CHETIA	
27.		DR. DEBABRAT KALITA	HOD
28.		DR. ANGANA GOSWAMI	
29.	POLITICAL SCIENCE	MR. MRIGANKO BASTAV CHAKRAVERTY	
30.		DR. NANDITA DAS	HOD
31.		DR. KUMAR CHANDAN JYOTI	
32.	SOCIOLOGY	MS. SATABDI SARKAR	
33.		DR. RIJU DEVI	HOD
34.		MS. BARNALI KALITA	
35.	ZOOLOGY	MR. PRANAY KUMAR UZIR	
36.		MR. BORUN KATHAR	
37.		DR. RIMJIM DUTTA	HOD
38.	LIBRARY	MR. SUMAN CHOUDHURY	
39.		MR. CHINMAY SARMA	Librarian
40.		MRS. MANISHA GOSWAMI	Asst. Librarian

The following are the detailed submitted reports, Department-wise (in PDF Merged), as per the structured format provided by IQAC, PDUAM, Dalgao.

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a)
b) **Name of the Department:** Assamese
c) **Name of HOD:** Bhusita Medhi
d) **Academic Program(s) conducted in the Department:**

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	FYUGP BA ASSAMESE	70+70 =140 (1 st sem,3 rd sem)	70 (1 st sem) 40(3 rd sem)
2			

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:**(Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	The college prospectus, attached here for reference which clearly outlines the alignment of the curriculum with the institution's vision, mission, and objectives.	https://pdduamdalgaon.in/wp-content/uploads/2023/06/Prospectus_202324.pdf
2	Are learning outcomes clearly defined for each course / program?	YES	G U syllabus	Reference G U syllabus
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	The collaboration with the Computer Science department is	

Bhusita Medhi
Head, Department of Assamese
PDUAM, Dalgaon, Darrang

			likely to open up various opportunities for students to enhance their skills in areas like Assamese DTP and other related fields, boosting their career prospects.	
4	Are curricula updated regularly (every 2-3 years)?	YES	G U syllabus	
5	Is industry-relevant content included in the syllabus?	NO		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	G U syllabus	

B. Teachers of the department participate in the following activities related to curriculum development and assessment of the affiliating university, and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		NIL		

2	Bhusita Medhi, Dr. Sima Bhuyan, Dr. Tamrapali Rajkonwar	Setting of question papers for UG/PG programs	2024-2025	
3		Design and development of curriculum for any courses		
4	Bhusita Medhi, Dr. Sima Bhuyan, Dr. Tamrapali Rajkonwar	Assessment/ evaluation process of the affiliating University	2024-2025	

C. Program-wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP BA ASSAMESE	Bhusita Medhi	Literature	Culture, Literature, Comparative Literature, Translation
2	FYUGP BA ASSAMESE	Dr. Tamrapali Rajkonwar	Comparative Literature	Comparative Literature, Translation, Travel Literature
3	FYUGP BA ASSAMESE	Dr Sima Bhuyan	Literature, Culture	Culture

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1st SEM	ASS0100104 (CORE)	100	AEC0100102	100						
2nd SEM	ASS0200104 (CORE)	100	SEC (FOLK MUSIC OF GOALPARA)	100						
3rd SEM	ASS0300104 (CORE)	100								
4th SEM	ASS0400104	100	ASS0400304	100	ASS0400204	100	ASS0400404	100	AEC0400104	100

5 th SEM										
6 th SEM										

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
BA I SEM CORE	
AEC BA I SEM	
BA II SEM CORE	
SEC BA II SEM	
BA III SEM CORE	
BA IV SEM CORE	
AEC BA IV SEM	

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Bhusita Medhi	FT	M.A., M.Phil		NET
2	Dr Sima Bhuyan	FT	M.A., M.Phil	Phd	NET
3	Dr. Tamrapali Rajkonwar	FT	M.A., M.Phil	Phd	NET
4					

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	3

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Bhusita Medhi	1		1
2	Dr Tamrapali Rajkonwar	1		1
3	Dr Sima Bhuyan	1		1
4				

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conference s (Attended/ Presented) in numbers
1	Bhusita Medhi	FDP(1)			2
2	Dr Sima Bhuyan	FDP(1)			1
3	Dr Tamrapali Rajkonwar	FDP(1)		1	0
4					

(ii)

Sl. No.	Name of the Faculty	FDPs/Refres her Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1					
2					
3					
4					

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Projects completed (more/less than Rs. 10 Lakhs)	Number of Research Projects undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancies	Number of Patents

3. **LEARNING & TEACHING:**

a) **Enrolment number**

Number of students admitted to the department during the year	2024-25 109+33=142	
Number of sanctioned seats in the department during the year	70	

b) **Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.**

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	4	2 ST(P)	7	NIL	NIL	176+2=178	NIL	191

c) **Student-centric methods used for enhancing learning experiences.**

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Experimental learning is an approach where students learn by doing, bridging the gap between theoretical knowledge and real-world applications. Through hands-on experiences, they connect classroom concepts to practical situations, fostering deeper understanding and retention. Our students actively participate in eco-club, NSS, and awareness program activities outside of college, where they effectively tackle different situations and develop valuable leadership qualities. Additionally, the 4th semester students successfully completed an internship programme at a computer institute, aligning with their NEP course. This programme enabled them to acquire practical skills in basic typing and Excel, enhancing their computer proficiency.

2	Participative learning	Organize group discussions, speeches, and debates to enhance students' confidence, leadership qualities, and teamwork skills.
3	Problem solving	The departments encourage students to develop problem-solving skills through various initiatives. The college organizes expert lectures, motivates students to pursue MOOC courses and encourages participation in inter-college and intra-college competitions. These activities help students enhance their critical thinking and problem-solving abilities.
4	Any other method	NIL

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
	NIL	YES	NIL	-

e) Outcome-based education (OBE) practices:

The department has aligned its curriculum with NEP guidelines, specifying Programme Outcomes, Course Outcomes, and Course Learning Outcomes for impactful learning of the students.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
BHUSITA MEDHI	22	23	23	10	10	
Dr. SIMA BHUYAN	22	23	23	10	10	
Dr. TAMRAPALI RAJKONWAR	22	23	23	10	10	

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	NIL

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No?	Supporting Documents to be attached. YES. https://drive.google.com/drive/folders/1J_3bpBH5VpyCa5jh8fLJ_1YSNM YJXOpW?usp=sharing

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Supporting Documents to be attached. YES https://drive.google.com/file/d/1b0IPTgDn3pcPlpdyHadPGcPOA7-6Wb5u/view?usp=sharing

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No?	Supporting Documents to be attached. YES https://drive.google.com/file/d/147-WXSDra4Z-1Rb1cOFOhWQ0hXChrM1R/view?usp=sharing

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No?	Supporting Documents to be attached. YES. https://drive.google.com/drive/folders/1eXD1dgy0XilD3HB6bltipn8F5v9IDiOI?usp=sharing

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The curriculum is well structured and NEP aligned, but literature studies lack scope for industry integration. https://drive.google.com/file/d/1-dVqPD1vVRSNz6KU8pDNOnym9y3c399d/view?usp=sharing

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	Yes.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	We strive to tailor our teaching methods to each student's unique capacity, leveraging tools like formative assessments and mentoring to identify strengths and areas for growth.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The faculty adeptly utilizes the library, e-resources, and ICT tools, including computers, interactive smart boards, and online platforms, to enhance teaching-learning experiences.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	Yes, the criteria meet all requirements for an effective teaching process.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	Supporting documents attached herewith. https://drive.google.com/drive/folders/1fE-y7UHUvhOiVs5NcEnpQu5qRf3ttaSy?usp=sharing

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, and flipped learning).	We apply learner-centric methods, such as group discussions, assignments and interactive question-answer sessions to promote student-centred learning. https://drive.google.com/file/d/1gpAHnNW9vkdD3h-R8zA382jTnHMWiCln/view?usp=sharing

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Session wise course plans along with course outcomes are attached herewith. https://drive.google.com/drive/folders/1J_3bpBH5VpyCa5jh8fLJ_1YSNMYJXOpW?usp=sharing

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	To enhance their learning process shared important e-books, study materials and questionnaires as reference resources through the WhatsApp group.

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	We conduct formative assessment through regular interactive question answer discussions, assignments and constructive feedback. The end semester examination is one effective way to conduct summative evaluation. https://drive.google.com/file/d/1gpAHnNW9vkdD3h-R8zA382jTnHmWiCln/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	We conduct regular mentoring and counselling sessions with our students to support their academic improvement and overall development. https://drive.google.com/drive/folders/1iZ0w_qbAmW8WH10yEfwEaVDqE51R4YM4?usp=sharing

Description	Brief Description with Supporting Documents

f) Collection and analysis of feedback from students and faculty for improvement.	https://tinyurl.com/feedbackassamese

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	Yes, the semester-wise pass percentage has shown steady improvement. The second batch's results are much better than the first batch. Backlog percentage is lower than the first batch. https://drive.google.com/file/d/1Wp4LS3bTtQ8U8j2eAgNLmKIWkCzhAg/view?usp=sharing

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	By engaging students in various co-curricular activities, awareness programmes, and departmental events, we are enhancing their communication skills, problem-solving abilities

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	The Department encourages students to participate in project making and seminar presentations, fostering a culture of active learning and skill development.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	NIL

Description	Brief Description with Supporting Documents
e) Graduates equipped with	Although the department's first batch is yet to graduate, our students are already part of the college's training and placement cell, which

employability and entrepreneurship competencies.	provides them with valuable insights into various employment opportunities, Furthermore, as per the NEP curriculum, our 4 th semester students are required to complete an internship course gaining practical experience that fosters entrepreneurship, startups and skill development. https://drive.google.com/file/d/1X1C4Ma67IIAniKZ4uf63qSDYX7jKqs79/view?usp=sharing

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The faculty strives to provide students with all essential resources both academically and extracurricularly. We actively encourage students to participate in events that align with their interests, fostering their overall growth and development.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	There are no such results yet, as the department is newly established and the first batch is yet to be out.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	To strengthen our faculty's teaching, we regularly collect student feedback to improve teaching methods and address areas of need. Our faculty members regularly participate in and present research papers at national and international seminars, conferences and workshops. They also publish book chapters and articles in research journals, contributing to their academic development. They also regularly attend various FDPs and refreshers courses to enhance their skills and stay updated in their field.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	The Department holds regular meetings to discuss key aspects such as syllabus, class arrangements event planning, sessional exam preparations, mentor-mentee matters, re-exam discussions, internal marks allocation and takes action based on the meeting's resolutions. https://drive.google.com/file/d/1xt0XPwvXuutEiFFvmVidweX4BjERIWhL/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	For social awareness and community service, our department and students collaborated with the college NSS unit to present a street play, raising awareness about child marriage and superstition. Our faculty members regularly participate in and contributes to eco-club events focusing on sustainable development.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalised learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	NO		

2	Is research promoted through funding and incentives?		NIL	
3	Are industry collaborations and consultancy projects actively pursued?		NIL	
4	Are research outcomes disseminated effectively (conferences, journals)?		NIL	
5	Is there policy for promoting research and innovation at the department/institution?		NIL	

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	NIL

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and	

	equipment for research	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	NIL

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	NIL

Indicator	Description	Write description & provide supporting documents

b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	NIL

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	NIL

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NIL

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	NIL

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NIL

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	NIL

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	The research process is ongoing, but its societal impact is yet to be seen.

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	NIL

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	

Indicator	Description	Write description & provide supporting documents

e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	NIL

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	No

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	All three teachers of Assamese Department are trying to achieve excellence of the students as mentors.

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	No

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	A student of the Assamese department (Name: Hafiza Khatun, 5 th Semester) is directly involved in NSS.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	No

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	No

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organisation of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	No

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	No

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	No

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	No

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	Yes. Faculty mentors have been taking various steps to develop the talents of students and encouraged to participate in events held in the college.

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	Yes

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	Yes. Students actively participate in institutional and external events.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	No

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	No

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.

- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	The department made various plans at various times in terms of community enter. Some of these plans have been effective. The College NSS group was organizing an awareness program in the neighbouring are on 4/9/25 in collaboration with the Assamese department. The program was organized by the students to create awareness against superstitions and child marriage.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with the government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	Yes, the local community in the area around the college is a minority and therefore superstitions and child marriage are prevalent among them. There is a need to raise awareness against this. Therefore, awareness programs were conducted by the department.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognised for community-centred initiatives.	

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and the government	Sustained partnerships with development organisations	

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.
- **Self-declaration of level:**

Level	L2

All the above information & supporting documents provided are true to the best of my knowledge.

Date:11/11/2025

Name & Signature of HOD (In/charge): Dr. Tamrapali Rajkonwar

Bhushita Medhi
Head, Department of Assamese
PDUAM, Dalgaoon, Sarrang

IQAC PDUAM DALGAON ASSAM

PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: **BOTANY**
 b) Name of HOD: **DR. MALTI KUMARI SINGH (i/c)**
 c) Academic Program(s) conducted in the Department:

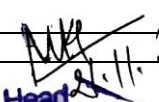
Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B. Sc Botany	90	74

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

S L. N O.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	Documents attached	Vision, Mission, and Objectives
2	Are learning outcomes clearly defined for each course / program?	YES	Documents attached	learning outcomes
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	Documents attached	SEC 3rd Semester (Agri resource Management) syllabus attached and 1st Semester MDC(Basics in Life sciences) syllabus attached
4	Are curricula updated regularly (every 2-3 years)?	YES	Documents attached	GU syllabus attached
5	Is	YES	Documents attached	GU syllabus attached


 Head
 Deptt. of Botany
 PDUAM, Dalgaon

	industry-relevant content included in the syllabus?			
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO	-	-
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	Documents attached	FYUGP revised syllabus attached

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	DR. MALTI KUMARI SINGH	Academic council/ BoS of Affiliating University	NIL	NIL
2		Setting of question papers for UG/PG programs	2024-2025	10
3		Design and development of curriculum for any courses	NIL	NIL
4		Assessment/ evaluation process of the affiliating University	2024-2025	11
Sl. No.	Name of the faculty	Activities	Year	Numbers
1	DR. NIJARA BHARADWAJ	Academic council/ BoS of Affiliating University	NIL	NIL
2		Setting of question papers for UG/PG programs	2025	05
3		Design and development of curriculum for any courses	NIL	NIL
4		Assessment/ evaluation process of the affiliating University	2025	03

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	DR. SUFIAN AHMED TAPADAR	Academic council/ BoS of Affiliating University	NIL	NIL
2		Setting of question papers for UG/PG programs	2024-2025	10
3		Design and development of curriculum for any courses	NIL	NIL

4		Assessment/ evaluation process of the affiliating University	2024-2025	03

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	MS. SENGPAN GUMGI SINGPHO	Academic council/ BoS of Affiliating University	NIL	NIL
2		Setting of question papers for UG/PG programs	2025	05
3		Design and development of curriculum for any courses	NIL	NIL
4		Assessment/ evaluation process of the affiliating University	2025	06

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	B. Sc Botany	DR. MALTI KUMARI SINGH	MYCOLOGY AND PHYTOPATHOLOGY	PLANT TAXONOMY, PLANT ANATOMY, ECONOMIC BOTANY, ETHNOBOTANY
2	B. Sc Botany	DR. NIJARA BHARADWAJ	PLANT ECOLOGY	PLANT ECOLOGY, EMBRYOLOGY
3	B. Sc Botany	MS. SENGPAN GUMGI SINGPHO	MICROBIOLOGY	MICROBIOLOGY, BIOTECHNOLOGY, MOLECULAR BIOLOGY, ETHNOBOTANY
4	B. Sc Botany	DR. SUFIAN AHMED TAPADAR	MICROBIOLOGY	PLANT MICROBIAL-INTERACTION, MICROBIOLOGY

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	BOT0100104	100	SEC0103803	100	VAC0101002	100		
2 nd SEM	BOT0200104	100						
3 rd SEM	BOT0300104	100						
4 th SEM	BOT0400104	100	BOT0400204	100	BOT0400304	100	BOT0400404	100
5 th SEM	BOT-HE-5026	100	BOT-HC-5016	100	BOT-HC-5026	100	BOT-HE-5016	100
6 th SEM	BOT-HC-6016	100	BOT-HC-6026	100	BOT-HE-6016	100	BOT-HE-6036	100

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.

- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
B. Sc Botany	1:19

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	DR. MALTI KUMARI SINGH	Full Time	M. Sc, PhD	PhD	SLET
2	DR. NIJARA BHARADWAJ	Full Time	M. Sc, PhD	PhD	SLET
3	MS. SENGPAN GUMGI SINGPHO	Full Time	M. Sc	-	NET
4	DR. SUFIAN AHMED TAPADAR	Full Time	M. Sc, PhD	PhD	SLET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-25
Number	04

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	DR. MALTI KUMARI SINGH	02	NIL	02
2	DR. NIJARA BHARADWAJ	03	NIL	03
3	DR. SUFIAN AHMED TAPADAR	NIL	NIL	0

4	MS. SENGPAN GUMGI SINGPHO	NIL	NIL	0

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conference s (Attended/ Presented) in numbers
1	DR. MALTI KUMARI SINGH	NIL	NIL	NIL	06
2	DR. NIJARA BHARADWAJ	NIL	NIL	NIL	NIL
3	DR. SUFIAN AHMED TAPADAR	NIL	NIL	NIL	02
4	MS. SENGPAN GUMGI SINGPHO	01	NIL	NIL	01

(ii)

Sl. No.	Name of the Faculty	FDPs/Refres her Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	DR. MALTI KUMARI SINGH	NIL	NIL	NIL	NIL
2	DR. NIJARA BHARADWAJ	NIL	NIL	NIL	NIL
3	DR. SUFIAN AHMED TAPADAR	NIL	NIL	01	NIL
4	MS. SENGPAN GUMGI SINGPHO	NIL	NIL	NIL	NIL

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1.	DR. MALTI KUMARI SINGH	05	NIL	NIL	NIL	NIL
2.	DR. NIJARA BHARADWAJ	06	NIL	NIL	NIL	NIL
3.	DR. SUFIAN AHMED TAPADAR	06	NIL	NIL	NIL	NIL

4.	MS. SENGPAN GUMGI SINGPHO	06	NIL	NIL	NIL	NIL

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

3. **LEARNING & TEACHING:**

a) Enrolment number

Number of students admitted to the department during the year	74
Number of sanctioned seats in the department during the year	90

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	1	1	02	nil	4	60	66	74

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	• The students of the department acquire experiential learning by performing their practical classes in the laboratories, educational field visit which helps them to connect the theoretical knowledge to real time situation and engaging in the project work and internship programs.

		The students participate in the preparation of wall magazine annually where they give practical shape to their creativity by integrating their knowledge of science and art to prepare a visual representation of scientific facts.
2	Participative learning	- The college have smart classrooms and projector where the students participate in seminars and presentation - The students of the department are also the members of ECO CLUB & NSS of the college and actively participate in the programs which helps them to understand social commitment, issues and capabilities in problem solving at the grass root level which also helps them to develop eco-friendly habits for a sustainable future by organising programs and plantation drives. - The students participate in programs organized by different cells of the college giving an opportunity to learn and nurture their talent in different fields such environment, entrepreneurship and also in global exposure to the students on evolving trends in those fields.
3	Problem solving	- The students are encouraged in group discussions, of the relevant topic of the syllabus for better understanding. - Unit test is taken after completion of every unit of the paper which helps to identify their ability in understanding and execution. - They are also given assignments on model preparation which helps them in providing structural, physical ,conceptual and offering visual or tangible representation of the problem.
4	Any other method	-

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
Laptop Smart Boards Projectors	Flip Classroom	Laboratory practical's were done in groups, Groups of 3-5 students of particular theory topics were provided.	Visit to Organic Farm in Bihudia.	-

e) Outcome-based education (OBE) practices:

-

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Nijara Bharadwaj	6	6	3	3	6	6
Dr. Malti Kumari Singh	5	5	3	3	6	6
Ms. Sengpan Gumgi Singpho	6	6	3	3	6	6
Dr. Sufian Ahmed Tapadar	5	5	3	3	6	6

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	-

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No? • Yes	Supporting Documents to be attached. • Lesson plan and course

	outcome of each faculty have been provided.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No? YES	Supporting Documents to be provided. - Unit Test is taken after completion of each Unit (Bsc. 6th sem, 5th sem, 1st sem, 2nd sem, 4th sem, 3rd sem). - Surprise test and presentation of particular topic is conducted

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No? YES, Remedial classes are taken according to the routine allotted.	Supporting Documents to be provided. Class Routine and Mentor Mentee Booklet enclosed

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No? YES	Supporting Documents to be provided. - Link of Google forms https://docs.google.com/forms/d/e/1FAIpQLSdujueFyeExzPYPwlmqq4T0Zuyg0-M_DI9FJTHteaFm5uZbxQ/viewform?usp=header https://docs.google.com/forms/d/e/1FAIpQLSdjleGrxUPt_rf9IHmDuWsQv0QPJOWEyqqI4V4h1_KPlwL2jA/viewform?usp=header

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	- The Department of Botany follows the syllabus of Gauhati University Link of Botany Syllabus attached.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	All the Four faculties of the Department are qualified with NET/SLET and 3 of them are PhD. holders and 1 is pursuing PhD. from NERIST,

	Arunachal Pradesh. • Certificates provided.(S.S/N.B.M.S(SET/PHD.)/S.T)

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	• Most of the students of the department are slow and average learners. • The slow learners are grouped with the average learners for group discussion, practical works and also for presentation. • The mentors also adopt different techniques for their mentees with varying academic learners. • Mentor Mentee Booklet provided.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	• The college is equipped with ICT tool and Digital classroom. • The faculties of the department are tech-friendly and use e-learning tools such Google-classroom to connect with students and deliver reference materials and notes. • To remain connected with students at all times What's-App groups are created for each semester which is the platform to exchange necessary information, reference study sources such as You Tube video links, website links and share important notifications. • All the practical's are conducted in the laboratories to enhance deeper understanding and hands on experience of the theoretical knowledge.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The college have 4 smart classrooms with smart boards and 3 projectors

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	- The department follows the academic calendar and holiday list develop by Gauhati University - Course Plan/ Lesson Plan are prepared by the faculties - Course execution is evaluated through online attendance system - Class test, Unit Test, Group discussion, Assignments, Presentation are conducted for evaluation of the course.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	- The experiments performed both within and outside the laboratories and educational field trip. - Different programs are organized by the Department and different cells and committees of the college giving an opportunity learn and nurture their talent in different fields such environment, entrepreneurship and also in global exposure to the students on evolving trends in those fields. - Flipped learning: Students are provided

	with YouTube links, reading assignments, or other online resources in pdf and ppt format to be discussed in the class.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Each faculty of the department prepares Systematic lesson plan of the allotted units of the paper which is aligned with the course outcomes develop by Gauhati University.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	- YouTube links and e-links is provided as study materials through WhatsApp's groups and use of smart boards. https://chat.whatsapp.com/BiCueF59oi0sM1AJmKTW?mode=wwt https://chat.whatsapp.com/LQ7D7bjO7ZLHXfFyTEQUZ2?mode=wwt

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	- Assignments were provided and submission in due time - Group discussion of particular topics

	• Class Test and Unit Test after completion of topics and Unit • Sessional exam, practical exams and end semester exam as summative evaluation • Mentor and mentee booklet (sample1, sample 2) enclosed as learning progress.

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	• Remedial classes were taken according to the routine allotted and each mentor identifies the diversity of the learners of their mentees and individual learning plans, audio-visual aids, hands on activities and positive reinforcement were taken for the slow learners.

Descri ption	Brief Description with Supporting Documents
d) Collection and analysis of feedback from students and faculty for improvement.	• Feedback mechanism is adopted in the department for improvement in the academics, environment and soft skills. • Links of the Google form are enclosed • https://docs.google.com/forms/d/e/1FAIpQLSdujueFyeExzPYPwlmqq4T0Zuyg0-M_Dl9FJTHteaFm5uZbxQ/viewform?usp=header • https://docs.google.com/forms/d/e/1FAIpQLSdjleGrxUPt_rf9IHmDuWsQv0QPJOWEyqql4V4h1_KPIwL2jA/viewform?usp=header

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	Odd semester pass percentage-86% Even semester pass percentage- 93% Improved pass percentage-7% Student retention rate 12.5% = 8 number of students.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	-

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	Student's publication provided(Wahidur ; Sharifa)

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	-

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurial competencies.	-

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	4 students of this session have enrolled in different Central/State Universities for Masters in Science through CUET-PG. Sharifa Yasmin have scored the highest marks in CUET-PG Botany in Darrang District securing 168 marks

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	Progression to higher studies: 4 students of this session have enrolled in different Central/State Universities for Masters in Science through CUET-PG 1 student (Elias Ali) have been appointed as Gramin Dak Sevak in Bechimari Post Office.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	-

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	• Department conducts meetings frequently to discuss and plan in the academic year. The agenda of the meetings includes Departmental routine, Syllabus allocation, preparation of lesson plan, setting of question papers, examination duties schedule of dates of excursion/ educational field visit. • Departmental meeting copy provided.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	-

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.

- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Guiding UG projects, other individual research works.	Document attached
2	Is research promoted through funding and incentives?	No	-	-
3	Are industry collaborations and consultancy projects actively pursued?	No	-	-
4	Are research outcomes disseminated effectively (conferences, journals)?	Yes	Published papers and presented in seminars	Document attached
5	Is there policy for promoting research and innovation at the department/institution?	No	Policy not implemented yet	-

INPUT:

Indicator	Description	Name of Faculty with years of experience
	Number and quality of	1. Dr. Malti Kumari Singh (8 Years)

a) Qualified research-oriented faculty	faculty engaged in research and supervision	2. Dr.Sufian Ahmed Tapadar (10 years) 3. Dr.Nijara Bhardwaj (8 years) 4. Ms. Sengpan Gumgi Singpho (8 years)
	4	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	1. LAFH 2. pH meter 3. Autoclave 4. Micrometer 5. Weighing balance 6. Compound Microscope 7. Centrifuge 8. Hot Air Oven 9. Incubator 10. Freeze 11. Spectrophotometer 12. Distillation Unit 13. Haemocytometer
	Yes	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	-

	No	

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	NA
	-	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	No

Indicator	Description	Write description & provide supporting documents

b) Seminars, workshops and conferences	Organization of academic events promoting research culture	Nil

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	1. Malti K. Singh and Md. Wahidur Rahman (2025) A checklist of medicinal important roadside weed species of Darrang District, Assam. STAPS. 11(7): 442-468. 2. Malti K. Singh and Bibhuti R. Gogoi(2024). Comparative anatomical study of the wood of <i>Ficus altissima</i> and <i>Toona ciliata</i> with reference to identification. Sprout. ISSN 2394-7748. 3. Malti K. Singh and Sharifa Yasmin(2025). Enumeration of wild plants used as medicine found around Dalgaon and adjoining areas of Darrang District, Assam. FOOD SECURITY: INTERDISCIPLINARY INSIGHTS; Mahaveer publications, Dibrugarh; 29-36pp ISBN: 978-93-48070-92-0. 4. Malti K. Singh (2025). Comparative microscopic analysis of wood of <i>Ficus hirta</i> and <i>Cupressus cashmeriana</i> with reference to identification. SCIENCE, SOCIETY & CIVILIZATION (Vol. 1); Rimpny printers, Nalbari; 70-79; ISBN: 978-81-971008-5-7. 5. Malti K. Singh and Bibhuti R. Gogoi (2025). NTFP study on <i>Illicium griffithii</i> of West Kameng District of Arunachal Pradesh; INDIAN KNOWLEDGE SYSTEMS MULTIDIMENSIONAL PERSPECTIVES; Asian book hills, Guwahati; 171-182 pp; ISBN: 978-93-48848-58-1. 6. Malti K. Singh and Bibhuti R. Gogoi (2024). Comparative anatomical study of the wood of <i>Ficus rumphii</i> and <i>Ficus variegata</i> in relation to identification; COALESCENCE: A COLLECTION OF MULTI-DISCIPLINARY RESEARCH BASED ARTICLES; RET international academic publishing, Gujarat; 7-10pp; ISBN: 978-93-92353-45-1 7. Malti K. Singh and Bibhuti R. Gogoi(2024). <i>Erythrina stricta</i> and <i>Erythrina variegata</i>: A comparative wood anatomical investigation

		with relation to identification: FUNDAMENTAL FRONTIERS: EXPLORING CORE SCIENCES; Unika Prakashan, Jorhat; 241-246pp; ISBN 978-93-91883-59-1. 8. Bhattacharyya N and Bharadwaj N (2024) A review of the Occupational hazards, injuries and diseases in agricultural sector. Sprout. ISSN 2394-7748. 9. Dr. N.Bharadwaj and N.Bhattacharyya (2024) Study on the State Tree of Assam- Dipterocarpus Retunsus Blume, Confluence, Vol-II:11-20 10. Dr N.Bharadwaj and N.Bhattacharyya (2024) Agricultural Hazards and health conditions of the farmers of Darrang District, Assam, Emerging Paradigms in Biological Sciences 11. Tapadar SA and Dukhom K. Diversity of AM Fungi associated with <i>Solanum macranthum</i> Dunal. In: (Eds.) Baruah PK et al. Bio-Based Resource Management. Mahaveer Publications. ISBN 978-93-48070-31-9(accepted on 17th August, 2024). 12. Tapadar SA, Jyoti KC and Kalita J (Eds.). 2025. Science, Society & Civilization (Vol. I). PDUAM Dalgaon. ISBN 978-81971008-5-7.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	-

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	Monitored UG dissertation works as per GU guidelines.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	document provided.

Indicator	Description	Write description & provide supporting documents

b) Funded research projects	Participation in funded projects from government/industry	Nil

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NA

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	No

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	No

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	No

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	No

Indicator	Description	Write description & provide supporting documents

d) Institutional ranking and visibility	Improvement in national/international ranking due to research	-

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	-

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	1. Playground- 01 2. Gymnasium-01

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	All

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	Yes

Indicator	Description	Write description & provide supporting documents

d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	1. NSS 2. Eco-Club 3. Student Union 4. Women Cell

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	College level

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	Yes

PROCESS:

Indicator	Description	Write description & provide supporting documents

a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	College level

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	No

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	No

Indicator	Description	Write description & provide supporting documents

d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	Yes

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	Yes

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	Yes

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	-

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	No

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	-

IMPACT:

Indicator	Description	Write description & provide supporting documents
b) Representation of students in National/ larger bodies	National/ International participation & Recognition	-

Indicator	Description	Write description & provide supporting documents
c) Holistic personality development	Well-rounded student growth fostering confidence and resilience	Yes

Indicator	Description	Write description & provide supporting documents
d) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Yes

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.

- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L3

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	-

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	NSS unit

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	NSS, ECOCLUB, WOMEN CELL, STUDENT UNION

Indicator	Description	Write description & provide supporting documents

d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	College level.

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	College level.

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	NIL

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	Students are member of NSS, Ecoclub, Women Cell and are actively involved in different outreach activities

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	Students are member of NSS, Ecoclub, Women Cell and are actively involved in different outreach activities.

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	Document provided.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	Yes, document attached

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	Yes, document provided.

Indicator	Description	Write description & provide supporting documents

f) Adoption of nearby institutions, bodies, or villages.	Yes	Document provided.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	Students are member of NSS, Ecoclub, Women Cell and are actively involved in different outreach, extension programs.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	NSS, Ecoclub, Women Cell

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	Yes, document provided.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	-

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	-

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	-

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	Yes, document provided.

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	Yes, document provided.

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.
- **Self-declaration of level:**

Level	L3

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 03/11/2025

Name & Signature of HOD: Dr. Malti Kumari Singh

HOD (i/c)
BOTANY DEPARTMENT

MKS
28.11.25
Head
Deptt. of Botany
PDUAM, Dalgan

IQAC PDUAM DALGAON ASSAM

PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: Chemistry
 b) Name of HOD: Dr. Kalpana Upadhyaya
 c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	FYUGP 1 st semester	30	30 (major)
			103 (minor)
2	FYUGP 2 nd semester	30	30 (major)
			103 (minor)
3	FYUGP 3 rd semester	30	17 (major)
			102 (minor)
4	FYUGP 4 th semester	30	07 (major)
5	CBCS 5 th semester	30	16 (major)
6	CBCS 6 th semester	30	16 (major)

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	Yes	Yes	
2	Are learning outcomes clearly defined for each course / program?	Yes	GU Syllabus	https://drive.google.com/drive/folders/1_Qa2yeGBRAG2G6M_qYz17mjYt2uJ-iV7
3	Is there flexibility to include	Yes	SEC and MDC courses of GU syllabus for FYUGP and project	https://drive.google.com/file/d/10fdl4K0vHV0Fo7NJBugGpfltevs9l9g/view

	interdisciplinary and skill-based courses?		works in CBCS GU syllabus	https://drive.google.com/file/d/1B0nJT26n6wK8hGKtZ7D3ah0hPLG6S-p/view
4	Are curricula updated regularly (every 2-3 years)?	Yes	As per GU instruction	Yes, as per GU instruction
5	Is industry-relevant content included in the syllabus?	Yes	As per GU instruction	https://drive.google.com/file/d/1cfDkD377PceQy4YngmAIRm8J3n3bBUXG/view
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking ?	Yes	Through internship programs as per GU guidelines	GU guidelines Links
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	Yes	As per GU guidelines	GU guidelines Links

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	-	Academic council/ BoS of Affiliating University	NA	NIL
2	Dr. Moon Mandal, Dr. Mahmuda Khannam & Dr. Kalpana Upadhyaya	Setting of question papers for UG/PG programs	Practical's & internal assessment for the year 2024 & 2025	Approximately 4 papers per faculty
3	-	Design and development of curriculum for any courses	NA	NA
4	Dr. Moon Mandal, Dr. Mahmuda Khannam & Dr. Kalpana Upadhyaya	Assessment/ evaluation process of the affiliating University	Practical's & internal assessment for the year 2024 & 2025	Approximately 4 papers per faculty

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP B.Sc. Chemistry	Dr. Mahmuda Khannam	Inorganic Chemistry	Water soluble , Aqueous Gd(III) and Mn(II)

				complexes MRI
2	FYUGP B.Sc. Chemistry	Dr. Moon Mandal	Physical Chemistry	Nanocomposites, Biodegradable Polymers
3	FYUGP B.Sc. Chemistry	Dr. Kalpana Upadhyaya	Physical Chemistry	Liquid Crystals

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1st SEM	CHE0100104	99						
2nd SEM	CHE0200104	99						
	SEC0108603	98.9						
3rd SEM	CHE0300104	100						
	SEC0300103	99						
4th SEM	CHE0400104	100	CHE0400204	97	CHE0400304	99	CHE0400404	100
5th SEM	CHE-HC-5016	98	CHE-HC-5026	100	CHE-HE-5026	99	CHE-HE-5056	100
6th SEM	CHE-HC-6016	100	CHE-HC-6026	98	CHE-HE-6026	100	CHE-HE-6056	99

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L4

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
FYUGP B.Sc in Chemistry	3:133 (1 st semester) 2:133 (2 nd semester) 3:119 (3 rd semester) 2:7 (4 th semester) 3:16 (5 th semester) 2:16 (6 th semester)

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Kalpana Upadhyaya	Full Time	M. Sc. , Ph.D	Awarded	NET
2	Dr. Moon Mandal	Full Time	M. Sc. , Ph.D	Awarded	SLET
3	Dr. Mahmuda Khannam (From Dec 2019 to Feb 2025)	Full Time	M. Sc. , Ph.D	Awarded	SLET
4	Vacant	Vacant	NA	NA	NA

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	02 (Dr. Kalpana Upadhyaya & Dr. Moon Mandal presently working) 01 (Dr. Mahmuda Khannam (From Dec 2019 to Feb 2025))

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Kalpana Upadhyaya	NIL	NIL	NIL
2	Dr. Moon Mandal	NIL	03	03
3	Dr. Mahmuda Khannam	NIL	NIL	NIL

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr. Kalpana Upadhyaya	-	-	-	02 (Presented) 01 (Attended)
2	Dr. Moon Mandal	-	01	-	02 (Presented) 01 (Attended)
3	Dr. Mahmuda Khannam	-	-	-	-

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	-	NIL	NIL	NIL	NIL

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1.	Dr. Kalpana Upadhyaya	10 students	NIL	NIL	-	-
2.	Dr. Moon Mandal	09 students	NIL	NIL	-	-

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L4

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	1 st sem	2 nd sem	3 rd sem	4 th sem	5 th sem	6 th sem
	30	30	17	07	16	16
Number of sanctioned seats in the department during the year	30	30	30	30	30	30

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	02	00	04	00	06		51	63

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Laboratory practicals, project works, industry internship.
2	Participative learning	Presentations, open book exams, assignments, flip learning, problem solving, project works, and speech given on mole day by students during “Mole day” celebration. , preparation of departmental wall-magazine by students
3	Problem solving	Develop Problem-solving skills through projects and assignment, laboratory demonstration by 6 th semester students during lab visit by school students, lecture by experts of different fields during science day celebration.
4	Any other method	Peer teaching and learning is encouraged during practical classes to promote team spirit and exchange of ideas amongst students

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
1. Laptops 2. Smart classrooms 3. YouTube links 4. MS PowerPoint 5. MS Excel 6. WhatsApp	Flipped classrooms	Practical works done in group to foster the spirit of team work and peer-learning	Survey during Project Work	Internship

e) Outcome-based education (OBE) practices:

- Problem solving
- Presentations,
- Practical in laboratory,
- Sessional exams,
- Project works,
- Demonstration of laboratory practicals to school students,
- Peer teaching-learning practices,
- Mentoring,
- Industry internship,
- Celebration of Science day, Mole day to arouse scientific temperaments.

a) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Kalpana Upadhyaya	07	10	04	04	06	09

Dr. Moon Mandal	07	11	05	03	05	08
Dr. Mahmuda Khannam	07	-	05	-	06	-

b) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	• Poster presentation, Board presentation, PowerPoint • Peer teaching, • Project work by students focussed on nearby community which gave a deeper knowledge about the local community and their lifestyle, health etc. besides improving communication skill of the students, • Flipped classrooms for active learning, • Preparation of departmental wall-magazine by students under the guidance of the teachers.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes	Supporting Documents to be attached.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes	Supporting Documents to be attached.
Formative evaluations: Class tests, Quizzes, Assignments, Presentations (MS PowerPoint, Board & Poster), Field-Based Surveys, Internship Reports and Evaluations, Cross-questioning	
Summative evaluations: Sessional Exams & Final Exams, Project Viva & Presentation	

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes	Supporting Documents to be attached.

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: No	Supporting Documents to be attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	This is done through the syllabus prescribed by Gauhati University and a well-defined class routine is followed.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	• All the existing faculties are Ph. D awarded, NET/SLET qualified. • All of them have a teaching experience of minimum 6-7 years.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	✓ Categorisation of fast, slow and advanced learners is done ✓ Mentoring sessions, doubt clearance classes are conducted ✓ Students are encouraged to participate in different events during College week ✓ Students having language barrier are explained in the language they are comfortable with.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	✓ Availability of e-library for 24x7 hours. ✓ Departmental library with relevant books for students ✓ The departmental e-library has more than 100 books. ✓ Smart classrooms are used for teaching ✓ Laboratories do exist with all the necessary chemicals. Some instruments are also available; however a need for additional instruments is felt.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	✓ Smart classrooms are available and used during teaching ✓ A healthy relation exists between student and teachers ✓ Teachers are available anytime for the students for doubt clearance and discussions ✓ Teachers also reach out to the students through mentoring sessions to discuss and extend all help with problems of any kind.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	This is done through: ❖ Well-defined routines ❖ Academic calendar (in line with GU (Gauhati University) ❖ Syllabus prescribed by GU and teaching plans. ❖ Sessional exams, presentations, assignments etc. conducted on time with all transparency maintained (verification of marks by student themselves after corrections).

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	Experiential learning: Laboratory practicals, project works, industry internship Participative learning: Flipped learning, Presentations, open book exams, assignments, flip learning , problem solving, project works, speech given on mole day by students during “Mole day” celebration. , preparation of departmental wall-magazine by students Problem solving: Develop Problem-solving skills through projects and assignment, laboratory demonstration by 6th semester students during lab visit by school students, lecture by experts of different fields during science day celebration Other: Peer teaching and learning is encouraged during practical classes to promote team spirit and exchange of ideas amongst students.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Teaching Plans are available.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	1. Laptops 2. Smart classrooms 3. YouTube links 4. MS PowerPoint 5. MS Excel 6. e-pathsala

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	Formative evaluations: Class tests, Quizzes, Assignments, Presentations (MS PowerPoint, Board & Poster), Field-Based Surveys, Internship Reports and Evaluations Summative evaluations: Sessional Exams & Final Exams, Project Viva & Presentation

Description	Brief Description with Supporting Documents
e) Academic mentoring and	Mentoring sessions are done

remedial sessions for slow and advanced learners.	

Description	Brief Description with Supporting Documents
7. Collection and analysis of feedback from students and faculty for improvement.	No feedback has been taken in the required session

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	- In 2024-2025, the pass percentage was 75% compared to 2023-2024 where the pass percentage was 68%. - In 2024-25 the highest CGPA was 8.91 (89%) whereas in 2023-2024 it was 7.22 (72%)

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Done through : (i) Problem solving (ii) Project works, (iii) Laboratory works (iv) Internship

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	It depends on the students enrolled in the 6 th semester.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	No

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies	Employability: Internship programs for developing skills to get jobs.

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IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	1. Masud Alam (6th semester student) qualified IIT -Jam and is pursuing M.Sc. from IIT-Tirupati 2. Jiarul Khan (6th semester student) qualified CUET entrance exam, 2025 3. CUET qualified students : (i) Jiarul Hoque (6th semester student) (ii) Jiarul Khan ((6th semester student) (iii) Masud Alam (6th semester student) (iv) Shahinur Islam((6th semester student) 4. University entrance exam for M. Sc. qualifying students : (i) Jiarul Khan (2022-23 batch) pursui from Cotton University, Guwahati (ii) Jiarul Hoque (2022-23 batch) from Bodoland University Nasima Begum (2022-23 batch) from Bodoland University

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	1. Masud Alam (2022-23 batch) pursuing M. Sc. from IIT – Tirupati. 2. Students pursuing M. Sc. a) Jiarul Khan (2022-23 batch) pursuing from Cotton University, Guwahati b) Jiarul Hoque (2022-23 batch) from Bodoland University c) Nasima Begum (2022-23 batch) from Bodoland University. 3. Jobs: a) Dorothei Kashyap (PG Teacher in Diyungbra HS School, Dima Hasao, Assam) b) Himakshi Kakoti (Primary Teacher Contractual, KV Mangaldai)

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	1. Project works submitted by students of 6th semester 2. Research work by faculty in progress 3. Faculties have presented papers in international /national seminars and conferences. 4. Refresher course and FDP, workshops are attended by faculties of the department.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	✓ Departmental meetings are conducted to ensure smooth functioning of the academic activities, and other events related to the department. ✓ Distribution of syllabus amongst the faculties are done through

	departmental meetings ✓ Progress of the syllabus are discussed and analysed ✓ Teaching Plans ✓ Guardian Meets

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	NIL

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Book Chapters & Review Papers	
2	Is research promoted through funding and incentives?	No	Nil	
3	Are industry collaborations and consultancy projects actively pursued?	NA	No collaborations for the mentioned session	
4	Are research outcomes disseminated effectively (conferences, journals)?	YES	• Paper presentations in national/ international seminars • Published as book chapters, review articles etc.	
5	Is there policy for promoting research and innovation at the department/institution?	NO	Except for the project works done by 6th semester students for their degree requirement no other policies as such exists in the department	

INPUT:

Indicator	Description	Name of Faculty with years of experience
	Number and	Dr. Kalpana Upadhyaya (PhD) & Dr. Moon

a) Qualified research-oriented faculty	quality of faculty engaged in research and supervision	Mandal (PhD): The department has highly qualified, research-oriented faculty members actively engaged in independent research. Faculty regularly publish in reputed journals, present papers at national and international conferences, and guide undergraduate student projects, reflecting engagements and supervision within the department.

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	NIL ((Most of the samples are sent to other institutes for characterization at the faculty's own expense.)
	NIL	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	NIL

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents

a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	NIL

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	World Intellectual Property Day was organized by Department of Chemistry in collaboration with Institutional Innovation Council (IIC) & IQAC PDUAM, Dalgaoon. Mr. Siddharth Devnath (IP Professional & Expert, Patent Trademark & Copyright Services, Guwahati, Assam) was the Speaker for the program.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	IIC PDUAM Dalgaoon

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	Research Development Cell keeps record of papers, book chapter's details.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	BOOK CHAPTER DETAILS: 1. M Mandal, Z Halim, Application of Smart Polymeric Composites/Nanocomposites in Drug Delivery, In Smart Polymeric Nanocomposites: Synthesis and Applications, Bentham Science Publishers, 74, 2025. (International) 2. M Mandal, A Deka, Cellulose-based hydrogels for biosensing applications, In Cellulose-Based Hydrogels: Production, Properties, and Applications, 281-306, 2025, https://doi.org/10.1016/B978-0-443-22049-4.00016-3 (International) 3. A Deka, M Mandal, Conducting Polymer Nanocomposite-Based Sensors and Their Applications in Food Contaminant Detection: A Review, In Sustainable Green Nanotechnology, CRC Publisher, 72-96, 2024. (International) RESEARCH ARTICLES : 1. M. Mandal, Recent advances in chitosan based hydrogels: innovative platform for biosensors, <i>International Journal of Polymeric Materials and Polymeric Biomaterials</i>, 2025, https://doi.org/10.1080/00914037.2025.2486987 (International, Scopus Indexed, I.F=2.6) 2. M Mandal, A Deka, V Saikia, Nano-composites based on Chitin for the Removal of Heavy Metals from Wastewater: A Mini Review, <i>Multidisciplinary Research Journal</i>, 2025, 1 (2), 87-111. (National, Peer Reviewed)
	Name of faculty: Dr. Moon Mandal Book chapters: 03 (International publishers) Research articles: 02 (one is National journal, Peer Reviewed and the other is International journal, Scopus Indexed, I.F=2.6)	

Indicator	Description	Write description & provide supporting documents

b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NIL

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	Yes (documents attached)

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	Research works are under-process.

Indicator	Description	Write description & provide supporting documents

c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	NIL

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	NIL

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	NO

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L3

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	The Department does not have a dedicated playground, auditorium, or recreation area within its premises. However, the college campus provides access to a well-maintained playground that is utilized by students and faculty for various sports, cultural, and recreational activities. These shared facilities support the overall

		physical and extracurricular engagement of students beyond departmental boundaries.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	Mentor-Mentee System

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	NIL

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Yes. Student Union Body: 1. Jiarul Khan (Vice President, March 2024 to 2025) 2. Farida Banu (Debate & Symposium, March 2024 to 2025) NSS: 1. Amina Khatun, (Aug 2024 to July 2025) 2. Farida Banu, (Aug 2024 to July 2025)

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	• A laboratory visit was organized for the students of Adarsha Vidyalaya, Dalgaon on 20 February 2025. • Students and teachers from the adopted school (KGBV, Dalgaon) attended the 39th National Science Day celebration organized by the Department of Chemistry in collaboration with IQAC and IIC on 1 March 2025. • A Lab Demonstration and Hands-on Training Session was conducted for students of Classes IX and X from KGBV, Dalgaon (Adopted School) on 20 May 2025, aimed at promoting scientific awareness and experiential learning among school students. • Students from Adarsha Vidyalaya, Bechimari participated in a Poster Making Competition and

		Chemistry Lab Demonstration Program organized to commemorate the death anniversary of Acharya P. C. Ray on 18 June 2025

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	- The institution ensures equitable participation of all students through an inclusive student participation policy that encourages involvement from diverse student groups in all academic, cultural, and co-curricular activities. - Students actively take part in various departmental and institutional programs such as Freshers', Farewell Ceremonies, College Week, National Science Day celebrations, and outreach initiatives, ensuring representation and engagement of students.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	- Students actively participate in various departmental and institutional programs such as Freshers', Farewell Ceremony, and College Week, which include a wide range of cultural, literary, and sports activities. - These events provide students with valuable opportunities for creative expression, teamwork, and leadership development, aligning with the objective of encouraging cultural and physical expression through annual and periodic programs.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	NIL

Indicator	Description	Write description & provide supporting documents

c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	Md. Mubasir Anowar, (5th Semester), actively participated in the “Viksit Bharat Youth Parliament” held from 22nd to 24th March 2025, organized by B. Borooah College (Autonomous) in association with Nehru Yuva Kendra, Kamrup (M). He secured 2nd position in the Darrang District and 11th position in the Nodal District, showcasing commendable performance and representing the institution at the inter-collegiate level.

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	- Co-curricular activities are systematically integrated into the academic framework to reinforce classroom learning through experiential and participatory approaches. - During the National Science Day celebration, model-making demonstrations were conducted to enhance students’ conceptual understanding of scientific principles. - Similarly, on Mole Day (23/10/2024), an extempore speech competition was organized within the department to encourage scientific communication and critical thinking among students. - Additionally, talk was held on World Intellectual Property Day to create awareness about innovation and intellectual rights. - These activities, along with regular workshops, outreach programs, and laboratory demonstrations, are designed to complement academic learning and foster creativity, analytical ability, and collaborative skills among students.

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	- The Department follows a structured Mentor–Mentee System, under which each faculty member is assigned a group of students to provide continuous academic guidance, personal counseling, and motivation for co-curricular and extracurricular participation. - Regular mentoring sessions are conducted to address students’ academic progress, career goals, and personal development. - Through this system, faculty mentors play a vital role in nurturing individual talents and encouraging active participation in departmental and institutional activities, thereby fostering holistic growth among students.

Indicator	Description	Write description & provide supporting documents

f) Documentation of student achievements	Maintaining systematic records of student activities and performance	- The Department maintains comprehensive documentation of student achievements through multiple platforms. - A record copy is maintained to systematically log various academic and co-curricular activities. - Additionally, geo-tagged photographs are preserved as evidence of participation and events. - The Department also actively updates its official Instagram page, where regular posts highlight student accomplishments, outreach programs, and departmental activities, ensuring transparency and wider visibility of student performance and engagement.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	- Active involvement of students in institutional and external events reflects their enthusiasm for learning beyond the classroom. - Students from the department have actively participated in various programs such as National Science Day celebrations, laboratory demonstration and hands-on training sessions for school students, talks, youth parliament etc. - Such participation enhances their scientific outlook, teamwork, communication skills, and overall personality development, while also strengthening the department's outreach and community engagement.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	NIL

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a. Representation of students in National/ larger bodies	National/ International participation & Recognition	NIL

Indicator	Description	Write description & provide supporting documents
b. Holistic personality development	Well-rounded student growth fostering confidence and resilience	The activities and initiatives undertaken by the department aim to nurture students' overall development by encouraging participation in academic, co-curricular, and outreach programs. These experiences help build self-confidence, teamwork, and adaptability, thereby fostering a resilient and balanced personality aligned with holistic growth.

Indicator	Description	Write description & provide supporting documents
c. Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	- The department promotes inclusivity, empathy, and respect for diverse traditions by organizing activities such as encouraging students to help in laboratory demonstration to students of adopted schools - Participation in college week events, and engagement in cultural rally. These initiatives help students understand local heritage, social responsibilities, and the importance of scientific contributions to society.

Reference Level for Extra-Curricular & Co-Curricular Activities

- L1:** Sporadic cultural/sports activities.
- L2:** Regular annual events; student clubs functional.
- L3:** Well-structured programs integrated into academic calendar.
- L4:** National/International participation & recognition; skill-linked activities.
- L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- Self-declaration of level:**

Level	L3

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	- The Department of Chemistry is committed to fostering social responsibility and community engagement through structured outreach programs aligned with the institution's vision of holistic education. - The department has adopted a local school (Kasturba Gandhi Balika Vidyalaya, Dargaon) under its community outreach program. - Regular activities such as laboratory demonstrations, hands-on training sessions, and interactive workshops are organized for school students to introduce them to basic scientific principles and laboratory practices in a simplified and engaging manner. - Additionally, the department periodically hosts visits from nearby schools, providing students the opportunity to explore the college laboratory, participate in experiments, and interact with faculty and students. - These activities aim to build scientific temperament, bridge the gap between school and higher education, and motivate young learners to pursue science in the future.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	NIL

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	NIL

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	NIL

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	The Department of Chemistry received minimal logistic and financial support from the college to organize the 39th National Science Day. This assistance enabled the participation of students and teachers from the adopted school (KGBV, Dalgaon), thereby promoting community engagement and scientific awareness among school students.

Indicator	Description	Write description & provide supporting documents
f) Identification of local community needs	Baseline surveys and need analysis of local community issues	The Department conducted baseline surveys and need-based analyses through student projects focusing on socio-environmental issues relevant to the Dalgaon constituency, Darrang, Assam. These projects were designed to identify, document, and address local community needs related to health, environment, agriculture, and sustainability. During the 6th Semester Project Work, students undertook the following community-oriented studies: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam - Identified and documented local ethnobotanical knowledge and traditional healthcare practices among rural communities. - Helped preserve indigenous medicinal knowledge and highlighted the potential for herbal-based livelihood generation. 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam - Evaluated water quality from different local sources to assess suitability for drinking and agricultural use. - Created awareness about water safety and environmental health in the community. 3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam - Collected data on farmers' exposure to agrochemicals, protective practices, and occupational health risks. - Suggested safer farming practices and the need for awareness programs on health and hygiene. 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk - Addressed the issue of agricultural waste

		utilization by developing eco-friendly bio-based materials. • Demonstrated the potential of sustainable material innovation using locally available resources.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	The Department of Chemistry planned and implemented a series of community-oriented research projects as part of the 6th semester student project work, focusing on local environmental, agricultural, and health-related issues in the Dalgaon Constituency, Darrang, Assam. These projects were designed to promote experiential learning, community engagement, and sustainable development through scientific approaches. Also activities with adopted schools, exposure of departmental laboratory to school students. Students actively engaged with the local community to collect primary data, conduct surveys, and analyze samples. The projects emphasized real-world problem-solving, documentation of traditional knowledge, and awareness generation among residents. The following projects were carried out under this initiative: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam – Documentation of indigenous ethnobotanical knowledge and identification of commonly used medicinal species. 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam – Evaluation of water quality to promote environmental and public health awareness. 3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam – Study on pesticide exposure, protective practices, and awareness among local farmers. 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk – Development of eco-friendly materials from agricultural waste to promote sustainable practices.

Indicator	Description	Write description & provide supporting documents

b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	As part of the 6th semester project work, students of the Department of Chemistry executed community-oriented studies and awareness programs focusing on environmental, health, and sustainability issues within the Dalgaon Constituency, Darrang, Assam. The projects aimed to promote scientific literacy, environmental consciousness, and public health awareness through field surveys, data collection, and interaction with local communities. The following projects were undertaken: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam — Documented indigenous medicinal knowledge and promoted awareness on sustainable use and conservation of local medicinal flora. 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam — Evaluated water quality to raise awareness on safe water consumption and environmental protection. 3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam — Assessed farmers' occupational health risks and encouraged adoption of safe agricultural practices. 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk — Highlighted the importance of biodegradable materials and environmental sustainability by demonstrating eco-friendly alternatives to plastics.

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	The curriculum of the B.Sc. Chemistry (6th Semester) includes a compulsory Project Work component designed to promote community engagement, experiential learning, and the practical application of classroom knowledge to real-world problems. Students undertake field- and community-based projects that address local environmental, health, and sustainability issues, thereby fostering social responsibility and scientific inquiry. During the 6th Semester (Session: 2024–25), students carried out the following community-oriented projects within the Dalgaon Constituency, Darrang, Assam: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam — documenting ethnobotanical knowledge and promoting local heritage conservation. 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam — evaluating water quality and raising awareness about public health and environmental safety.

		3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam — assessing occupational health issues and encouraging safe agricultural practices. 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk — developing eco-friendly materials using locally available agricultural waste to promote sustainability. These projects demonstrate the effective integration of service-learning and community engagement within the academic framework, helping students apply their scientific knowledge to address local challenges and contribute meaningfully to society.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	Faculty members and students of the Department of Chemistry have been actively involved in community-oriented projects and outreach-based academic activities. As part of the 6th semester curriculum, students undertook projects addressing local environmental and societal issues relevant to the Dalgaon Constituency, Darrang, Assam. These projects encouraged field engagement, data collection, and interaction with local communities, thereby promoting experiential learning and social responsibility among students. The projects undertaken include: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam 3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk These studies were guided by faculty members Dr. Kalpana Upadhyaya (Projects 1 and 3) and Dr. Moon Mandal (Projects 1, 2, and 4). The projects demonstrate collaborative participation between students and faculty in applying chemical and environmental knowledge to real-world contexts, reflecting the department's commitment to local development and sustainability goals.

Indicator	Description	Write description & provide supporting documents

e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	The Department actively collaborated with local communities, farmers, vendors, and traditional healers of Dalgaon Constituency, Darrang, Assam to promote community-based learning and sustainable development. As part of the 6th Semester Project Work, students undertook several field-based studies that integrated academic research with local knowledge systems and environmental awareness. The following projects were carried out in close collaboration with community stakeholders: 1. Survey on Traditionally Used Medicinal Plants in Dalgaon Constituency, Darrang, Assam – Students interacted with traditional healers and elderly villagers to document ethnomedicinal knowledge and the sustainable use of local plant resources. 2. Assessment of Some Essential Parameters of Water in Dalgaon Constituency, Darrang, Assam – Water samples were collected from community wells, ponds, and rivers with the assistance of local residents to assess water quality and promote safe water practices. 3. Survey on Agricultural Health and Safety of Farmers in Dalgaon Constituency, Darrang, Assam – Farmers were interviewed to understand their agricultural practices, pesticide use, and occupational health awareness, encouraging sustainable and safe farming habits. 4. Preparation of Starch Biocomposite Films Reinforced by Rice Husk – The project utilized rice husk collected from local rice mills, promoting the concept of waste-to-wealth and sustainable material development using locally available agricultural by-products. These initiatives not only strengthened the students' research and field engagement skills but also fostered mutual learning and community participation, aligning with the institution's vision of promoting sustainability through education and local collaboration.

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		Adopted school – Kasturba Gandhi Balika Vidyalaya, Dalgaon

OUTCOME:

Indicator	Description	Write description & provide supporting documents

a) Increased student participation	Active participation of students in outreach and extension programs	- Students of the Department actively participated in various outreach and extension activities, reflecting enhanced engagement and community involvement. As part of their 6th Semester Project Work, students undertook research on socially and environmentally relevant topics - Additionally, students actively participated in laboratory demonstrations and hands-on training sessions for school students from the adopted school (KGBV, Dalgaon) and other nearby institutions, fostering scientific curiosity and outreach learning.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	- The outreach and extension activities undertaken by the Department resulted in enhanced community awareness and participation. Students from the adopted school (KGBV, Dalgaon) provided positive feedback, highlighting their improved understanding of scientific concepts and increased motivation towards learning. - The local community members also extended active support and cooperation during the projects, assisting students in gathering relevant information and facilitating interaction. - These collective efforts reflect a measurable social impact, fostering stronger community–institution linkage and contributing to overall welfare and awareness.

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	- Students actively participated in various community outreach, environmental awareness, and educational programs organized under departmental and institutional initiatives such as NSS, Adopted School Activities (KGBV, Dalgaon), and Science Outreach Programs. - These activities fostered a sense of social responsibility, teamwork, and leadership among students. - Through their involvement in organizing events like National Science Day celebrations, lab demonstrations for school students, and project work, students developed empathy, ethical awareness, and initiative to contribute meaningfully to society. - Such experiences helped in nurturing their leadership potential and commitment toward community welfare.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	NIL

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	NIL

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	NIL

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	NIL

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

- Self-declaration of level:

Level	L4

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 11-03-2025

Kalpana Upadhyaya

Department of Chemistry
PDUAM, Palgaon
Date: 20/11/2024

Name & Signature of HOD: Dr. Kalpana Upadhyaya

IQAC PDUAM DALGAON ASSAM

PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: **COMPUTER SCIENCE**
 b) Name of HOD: **DR. ZAVED IQUBAL AHMED**
 c) Academic Program(s) conducted in the Department: **FYUGP B.Sc. Computer Science**

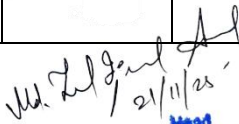
Sl. No.	Name of the Program (BA/B.Sc.)	In-take capacity	Actual number of students
1	FYUGP B.Sc. 1 st semester (2024 batch)	40	37
2			

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	Well the curriculum aligns very well with the mission, vision of the college and department.	https://pdduamdalgaon.in/departments-of-computer-science/
2	Are learning outcomes clearly defined for each course / program?	YES	The learning outcomes are incorporated in the syllabus	documents\FYUGP SYLLABUS.pdf
3	Is there flexibility to include inter-disciplinary and skill-based courses?	YES	Skill-based courses are offered from the department for 1 st , 2 nd , and 3 rd semester	
4	Are curricula updated regularly (every 2-3 years)?	YES	It is done by parent university	documents\Revised structure of FYUGP_FYIMP.pdf
5	Is industry-relevant content included in the syllabus?	YES	The syllabus is highly relevant for industry as there are courses on programming languages, software engineering	documents\FYUGP SYLLABUS.pdf
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NOT CLEAR	It can be answered by parent university	
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	It is very-well defined by the parent university	documents\FYUGP SYLLABUS.pdf documents\internal evaluation.jpeg documents\05-Internal Marks Guideline-NEP.pdf


 21/11/25
 Head
 Deptt. of Computer Science
 PDUAM, Dalgaon

B. Teachers of the department participate in following activities related to curriculum Development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University		
2	SUBRAT CHETIA DR. ZAVED IQUBAL AHMED	Setting of question papers for UG/PG programs	2024-2025	15
3		Design and development of curriculum for any courses		
4	SUBRAT CHETIA DR. ZAVED IQUBAL AHMED	Assessment/evaluation process of The affiliating University	2024-2025	15

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP B.Sc (Computer Science)	SUBRAT CHETIA	COMPUTER SCIENCE	WEB TECHNOLOGIES
2	FYUGP B.Sc (Computer Science)	DR. ZAVED IQUBAL AHMED	INFORMATION TECHNOLOGY	MACHINE LEARNING
3				
4				

D. Course completion details:(2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	COM0100104-N	100%	SEC0101303-N	100%				
2 nd SEM	COM0200104-N	100%	SEC0200703-N	100%				
3 rd SEM	COM0300104	100%						
4 th SEM	COM0400104	100%	COM0400204	100%	COM0400304	100%	COM0400404	100%
5 th SEM	CSC-HC-5016	100%	CSC-HC-5026	100%	CSC-HE-5016	100%	CSC-HE-5036	100%
6 th SEM	CSC-HC-6016	100%	CSC-HC-6026	100%	CSC-HE-6016	100%	CSC-HE-6026	100%

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; inter disciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders ; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher : Student Ratio
FYUGP B.Sc. (Computer Science)	1:35

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	SUBRAT CHETIA	Full-time	M.C.A	pursuing	NET
2	DR. ZAVED IQUBAL AHMED	Full-time	M. Tech.	Completed	NET
3					
4					

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	2

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	SUBRAT CHETIA	0	2	<u>2</u>
2	DR. ZAVED IQUBAL AHMED	nil	nil	0
3				
4				

e) Professional Development of Faculty(August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation /FIP	Refresher Course	Workshops	Seminars and Conference s (Attended/ Presented) In numbers
1	DR. ZAVED IQUBAL AHMED	<u>1</u>	NIL	<u>1</u>	NIL
2	SUBRAT CHETIA	<u>1</u>	NIL	NIL	1
3					
4					

(ii)

Sl. No.	Name of the Faculty	FDPs/ Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer)in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer)in numbers.
1	DR. ZAVED IQUBAL AHMED	NIL	NIL	NIL	NIL
2	SUBRAT CHETIA	NIL	NIL	NIL	NIL
3					
4					

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less thanRs.10 Lakhs)	Number of Research Project undergoing (more/ less thanRs.10 Lakhs)	Number of Consultancy	Number of Patents
1	DR. ZAVED IQUBAL AHMED	2	NIL	NIL	NIL	NIL
2	SUBRAT CHETIA	3	NIL	NIL	NIL	NIL

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

LEVEL	None of the above. Limited number of faculties; posts vacant

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	37
Number of sanctioned seats in the department during the year	40

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	0	0	2	0	3	30 (approx)		35

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Projects: Students are encouraged to undertake Projects to develop small applications to apply programming concepts. Lab Activities: Use computer laboratory to perform experiments in data structures, networking, or database systems, etc. Internships: Students have to undergo internship programme during summer vacation as part of the FYUGP curriculum. Encourage students to use and contribute to open-source projects. Document: link
2	Participative learning	Students are encouraged to form groups to discuss algorithms, data structures, or competitive programming problems. Flipped Classroom: Students watch recorded lectures or tutorials at home and discuss problem-solving or coding exercises in class. Seminars & Tech Talks: Students prepare presentation on emerging technologies like AI, Blockchain, or IoT, promoting research and communication skills.

		Group Projects & Pair Programming: Students collaboratively design and implement software, fostering teamwork and shared learning.
3	Problem solving	Students are encouraged to develop problem solving skills as part of the curriculum. Students learn programming language as well as subjects like data structures, DBMS, networks, artificial intelligence, data science, etc. which are very useful for problem solving.
4	Any other method	

d) Teaching-learning methodologies:(Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
Yes	No	Yes	Internship	

e) Outcome-based education(OBE)practices:

The learning outcomes are clearly defined in the syllabus and the teaching–learning process — including, **instruction, and assessment** — is aligned to help students achieve those outcomes. Participative learning, experiential learning are some of the OBE practices adopted in the department.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
SUBRAT CHETIA	18	18	13	13	4	4
DR. ZAVED IQUBAL AHMED	19	19	12	12	5	5

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Project-based learning, Flip-classroom.

d) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No?	Yes

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Yes (Unit tests / Sessional examination conducted)

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No?	Yes(But not done in systematic manner)

i) Feedback Mechanism:

Collection and analysis of feedback from Students and faculty for improvement: Yes/No?	Yes, faculty feedback collected by IQAC

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	B.Sc. (computer science) programme is well-structured and the curriculum aligns with NEP 2020. The programme has compulsory internship incorporated in the curriculum for industry needs. documents\Revised structure of FYUGP_FYIMP.pdf

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	All the faculties in the department are NET qualified and one of them have completed Ph.D. and another is pursuing from Cotton university. The faculties have more than 8 years of teaching experience. 1. CV of Subrat Chetia 2. CV of Dr. Zaved Iqbal Ahmed

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	The department has learners with diverse Learning readiness or preparedness. In a computer science class, some learners may already know basic programming, while others are completely new to coding. Learners prefer visual, auditory, reading/writing modes of learning. There are also students with diverse academic interests, Cultural and linguistic backgrounds, and Learning pace.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The college has full-fledged Central library with books related to computer science. Various e-resources are made available to the student in the college website . The department has dedicated projector facility which is regularly used by the faculties. The department has a computer laboratory with 18 computers with software installed. 1. Computer Laboratory

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The department computer laboratory is fully connected with the college Internet facility. Although, the department does not have any dedicated smart classrooms, a portable projector is used in the lab.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The academic planning and policies are guided by the affiliating university, Academic Monitoring Committee and Board of Studies of the college. The department conducts meeting regarding course deliver plan and evaluation mechanism.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	Yes, the department conducts majority of the classes using ICT tools. All the courses are practical oriented and students are highly engaged in laboratory facility. Apart from that students also take part in project works under the guidance of faculties. The students also participate in various awareness programs, workshops, etc. organized by the college. Also, the students are assigned topics for presentation for flipped learning.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	The faculties prepare details lesson plan for systematic deliver of course content in order to achieve the course outcomes. Supporting Documents: Course file

Description	Brief Description with Supporting Documents
c)Use of digital tools, simulation, and online platforms for enhanced learning experience.	Students often use digital tools such as MS word, excel, powerpoint, compilers, pdf tools, etc. Students are also encouraged to use online learning platforms like NPTEL, SWAYAM, etc.

Description	Brief Description with Supporting Documents
d)Regular formative and summative evaluations to monitor learning progress.	The students are evaluated regularly through cross questioning, class discussion, sessional examinations, unit test, quizzes etc. as mechanism of formative assessment. Regarding summative assessment, end semester examination is conducted by the affiliating university.

Description	Brief Description with Supporting Documents
e)Academic mentoring and remedial sessions for slow and advanced learners.	Mentor-mentee interaction and remedial classes are allotted in the class routine. Students having doubt in other academic matters are also addressed by the department. Supporting documents: Class routine

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	It is done by Principal and IQAC of the college.

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	In the 2024-2025 outgoing batch, one of the student Riaz Rakib Rahman have secured 5th Rank in B.Sc. (Computer Science) under GU with CGPA of 7.97. Supporting documents: Rank holder list

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Yes, students have developed critical thinking, communication and problem-solving skills. After completion of degree programme, students have been able to get admitted to higher educational institutions for master's programme.

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	Students undergo compulsory projects. Although students are encouraged for seminars and publications, students have not yet participated in seminars or published any article.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	Graduates from the department are able to secure jobs displaying their employability. Supporting documents: document

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The institution has gained reputation in the nearby community and has seen influx of students in the college. The department has produced graduates who have undergone Master's programme in reputed higher educational institutions like Gauhati University, cotton university, etc. Few students are undergoing PhD programme also. This has greatly enhanced the reputation of the college. Also, many students have secured jobs after completion of degree from the college.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	Many students of the department have progressed for higher education and have secured job in reputed organization Govt. as well as non-Government.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	Teachers encourage the students in research as well as focus on professional development. Students undertake project works and undergo various skilling programs organized by the college. This has enhanced teaching-research integration.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Departmental meetings are conducted at the start of each semester and action plans are prepared regarding curriculum deliver and academic enrichment. The action taken report is also discussed in the meetings.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	Students have undergone various project works in order to learn the necessary skill for social innovation and sustainable development. Students development projects related to office automation in order to reduce paper work as well as time.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education(OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:**Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Faculties are involved in publications.	
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and Consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	No		
5	Is there policy for promoting research and innovation at the department/ institution?	No		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-Oriented faculty	Number and quality of faculty engaged in Research and supervision	
	Nil	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment For research	There is a computer laboratory with 18 desktop computers. The computers have i5 processor and 4GB RAM, and 512 GB hard disk. The department also has a Intel Xeon AT310 server.
	1 computer lab	

Indicator	Description	Details of research grants
c)Research funding and grants	Number of internal/ external funding and research grants	
	Nil	

Indicator	Description	Details of Cells & their objectives
d)Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	The college has a functional Institution's Innovation Council (IIC) cell.
	Yes	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a)Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	
Indicator	Description	Write description & provide supporting documents
b)Seminars, workshops and conferences	Organization of academic events promoting research culture	The college organizes ICSSR sponsored National seminar promoting research culture.

Indicator	Description	Write description & provide supporting documents
c)Publication and patent promotion	Mechanisms to support publications and intellectual property	

Indicator	Description	Write description & provide supporting documents
d)Innovation and incubation activities	Support for innovation, incubation and prototype development	

Indicator	Description	Write description & provide supporting documents
e)Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	

OUTCOME:

Indicator	Description	Write description &provide supporting documents
a)Research publications and patents	Quantity and quality of research publications, patents, and citations	

Indicator	Description	Write description & provide supporting documents
b)Funded research projects	Participation in funded projects from government/industry	No funded research projects in running in the department

Indicator	Description	Write description & provide supporting documents
c)Innovative products and prototypes	Development of new technologies, prototypes, or models	The department has developed various software: 1. Online Admission Portal of PDUAM, Dalgaon 2. Official Website of Kharupetia College 3. Online Admission Portal of Kharupetia College 4. Fee Collection Application for PDUAM, Dalgaon 5. Student Attendance Monitoring Portal 6. E Voting System for PDUAM, Dalgaon

Indicator	Description	Write description & provide supporting documents
d)Research awards and recognition	Recognition Received by Faculty and Students for research excellence	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a)Increase in citation	Increase in citation in any work of a Faculty from the department	

Indicator	Description	Write description & provide supporting documents
b)Societal and industrial impact	Real-world applications solving Community or industry problems	

Indicator	Description	Write description & provide supporting documents
c)Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	No start-up creation has been done. However, students are encouraged for entrepreneurship and startups.

Indicator	Description	Write description & provide supporting documents
d)Institutional ranking and visibility	Improvement in national/international ranking due to research	NIRF ranking not yet done

Indicator	Description	Write description & provide supporting documents
e)Contribution to national innovation ecosystem	Participation in national innovation missions and policies	

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L1

5. EXTRA-CURRICULARANDCO-CURRICULARACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a)Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	The college has infrastructure for sports and other activities. The college sports facilities include outdoor areas for football, cricket, indoor facilities for chess, carom, and table tennis, a cricket pitch, and a gymnasium. Indoor games: Facilities for chess, carrom, and table tennis are available. Gymnasium: Equipped with treadmills and other gym equipment. The college also has an open air theatre for conducting cultural programs.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to Guide student activities	Faculties are involved as coordinator in various student activities like sports, literary and cultural. Various events are organized to guide the students in the activities.

Indicator	Description	Write description & provide supporting documents
d) Institutional policy and budget support	Institutional Provision of Financial and administrative Support for events	The college has provision of funds for various student activities. And funds are utilized in conducting college week.

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in Clubs such as NSS, NCC, Student Union Body, society, etc.	The students of the department are actively involved in activities organized by NSS. There is a functional student union body that conducts various programs like fresher's, college week, teachers' day, etc.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-Institutional and community-Based programs	The department do not have collaboration with external agencies

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation From all student groups	Although there is not policy regarding student's participation, however, the students are encouraged to join NSS, and in various activities conducted in the college.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage Cultural and physical expression	The college conducts college week annual. Various sports, cultural and literary competitions are conducted during the college week.

Indicator	Description	Write description & provide supporting documents
b)Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	

Indicator	Description	Write description & provide supporting documents
c)Inter-collegiate and inter-university participation	Participation of students in Events beyond the institution	Yes, the students in the college participate in inter-college competitions as and when they are organized.

Indicator	Description	Write description & provide supporting documents
d)Integration of co-curricular activities with academics	Embedding co-curricular Activities as part of curriculum design	Although there is not slot in class routine for sports and games, however, the participate in sports and cultural activities as and when organized.

Indicator	Description	Write description & provide supporting documents
e)Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	The mentor-mentee system is functional in the department. The students are mentored in diverse aspects as per their requirement. However, due to shortage of faculties in the department, one-to-one mentor is still not very effective.

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	Yes student's activities records are retained by the department.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a)Student participation in events	Active involvement of students in institutional and external events	Students participate in institutional events but very low participation in external events.

Indicator	Description	Write description & provide supporting documents
b)Achievements in competitions	Awards, medals, and recognitions earned by Students in University Level/National/ International	Nil

Indicator	Description	Write description & provide supporting documents
c)Institutional recognition and awards	Awards or recognition for institutional initiatives	Nil

IMPACT:

Indicator	Description	Write description & provide supporting documents
a)Representation of students in National/larger bodies	National/ International Participation & Recognition	Nil

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	The college conducts various programmes and workshops apart from normal classes. These programmes are conducted primarily for all round development of the students.

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Various programs are organized in the college on societal and cultural issues.

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a)Institutional/ Department policy and framework for community engagement	Policy framework guiding social Outreach and community-based initiatives	The college has a functional NSS unit, UBA cell, women cell and Eco-club. The NSS unit conducts various awareness programs and community based initiatives. Also, Eco-club conducts various environmental programs and plantation drives. Women cell is primarily focused on out-reach and community based initiatives such as women health and hygiene. Under UBA the college has adopted villages.

Indicator	Description	Write description & provide supporting documents
b)Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	The college has NSS unit and UBA Cell. In both the cell, faculties are engaged to organize outreach programs.

Indicator	Description	Write description & provide supporting documents
c)Trained faculty Coordinators and student volunteers	Faculty and student volunteers Trained for Extension and Social programs	Summer camp organized by NSS unit to train student volunteers for community engagement and social programs. Suman Subedi of entry batch 2024-2025 is a volunteer enrolled in NSS.

Indicator	Description	Write description & provide supporting documents
d)Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	Yes, the NSS unit collaborates with other agencies while conducting programs such as summer camp, blood donation camp, etc.

Indicator	Description	Write description & provide supporting documents
e)Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	The college provides fund for organizing community programs.

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	

Indicator	Description	Write description & provide supporting documents
c)Integration of community Projects into the curriculum.	Curriculum Includes service-learning or community engagement components	

Indicator	Description	Write description & provide supporting documents
d)Active faculty and student participation	Regular Involvement of faculty and Students in Outreach activities	

Indicator	Description	Write description & provide supporting documents
e)Collaboration with community stakeholders	Joint initiatives undertaken with Local communities for sustainable outcomes.	

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a)Increased student participation	Active Participation of students in Outreach and extension programs	

Indicator	Description	Write description & provide supporting documents
b)Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents
d)Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a)Tangible social change and community well-being	Long-term Positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b)Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	

Indicator	Description	Write description & provide supporting documents
c)Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs,etc.	

Indicator	Description	Write description & provide supporting documents
d)Sustained collaborations with NGOs and government	Sustained Partnerships with development organizations	

Reference Level for Community Engagement

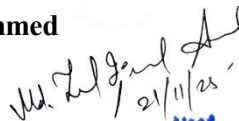
- **L1:** Occasional outreach/extension activities.
 - **L2:** Regular NSS/NCC/social service participation.
 - **L3:** Structured extension programs linked to curriculum.
 - **L4:** Community-based projects, impact assessment, long-term partnerships.
 - **L5:** Nationally/internationally recognized community engagement model; policy influence.
-
- **Self-declaration of level:**

Level	

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 21-10-2025

Name & Signature of HOD: Dr. Zaved Iqbal Ahmed


21/11/25
Head
Deptt. of Computer Science
PDUAM, Dalgaoon

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: **ECONOMICS**
b) Name of HOD: **APARUPA SARMA**
c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	FYUGP 1 st Semester (Session- August 2024- December 2024)	50 +150	200
2	FYUGP 2 nd Semester (Session- January 2025- July 2025)	50+150	90
3	FYUGP 3 rd Semester (Session- August 2024- December 2024)	50+150	30
4	FYUGP 4 th Semester (Session- January 2025- July 2025)	50+150	04

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	The curriculum designed by Gauhati University reflects the vision of academic excellence, social responsibility, and holistic development. The University's vision is to promote quality education, research, and innovation that contribute to the socio-economic and cultural development of the region and the nation. The recent revision of Gauhati University's syllabus under the National Education Policy (NEP) 2020 framework further strengthens its alignment with institutional goals encouraging flexibility, research, critical inquiry, value-based education, skill-based education and ability enhancement course.	Syllabus Enclosed
2	Are learning outcomes clearly defined for each course / program?	YES	Each course and program under Gauhati University has well-defined Course	Enclosed


(Hod, Department of Economics)

			Outcomes (COs) and Program Outcomes (POs) that specify the knowledge, skills, and attitudes students are expected to acquire upon completion. The learning outcomes are designed to align with institutional goals and graduate attributes, ensuring holistic development through cognitive, affective, and skill-based learning dimensions. The curriculum follows the Outcome-Based Education (OBE) approach, where outcomes are communicated to students through syllabi, course handbooks, and orientation sessions. Assessment methods are also mapped with the intended learning outcomes for transparency and effectiveness.	
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	Gauhati University has provided a list of common SEC courses and Academic monitoring Committee of PDUAM, Dalgaoon instructed the Department on which courses should be taught to the students.	SEC Syllabus Enclosed
4	Are curricula updated regularly (every 2-3 years)?	YES	Updated by Gauhati University and followed by the college.	
5	Is industry-relevant content included in the syllabus?	NO		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	Gauhati University follows a Choice Based Credit System (CBCS) and Outcome-Based Education (OBE) framework where the academic regulations, including credits, course structure, and evaluation procedures, are clearly defined and implemented across all programs. The evaluation system includes continuous internal assessment (CIA) and end-semester examinations, with well-specified weightage, grading criteria, and moderation processes to ensure fairness and transparency.	

			The University publishes detailed academic regulations and ordinances covering the credit distribution, attendance requirements, examination conduct, and grading system, which are communicated to all stakeholders through the University website and academic handbooks.	

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University		
2	Aparupa Sarma, Manash P. Sarma and Nur Samima Begum	Setting of question papers for UG/PG programs	2024-2025	03
3		Design and development of curriculum for any courses		
4	Aparupa Sarma, Manash P. Sarma and Nur Samima Begum	Assessment/ evaluation process of the affiliating University	2024-2025	254

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP 1 st Semester	Aparupa Sarma	Micro Economics and Macro Economics	Price theory, Elasticity, Demand analysis and GDP and other related concepts
		Manash P. Sarma	Macro Economics and Public Finance	Macroeconomic Equilibrium, Income Determination and Public Finance Operations
		Nur Samima Begum	Micro Economics and Macro Economics	Market Structure and Concepts of Unemployment
2	FYUGP 2 nd Semester	Aparupa Sarma	Statistics and Indian Economy	Data interpretation and Indian economic policy
		Manash P. Sarma	Statistics	Data interpretation,
		Nur Samima Begum	Financial Economics	Financial inclusion and Capital market
3	FYUGP 3 rd Semester	Aparupa Sarma	Financial Economics	Financial inclusion, Capital market and Banking sector reforms
		Manash P. Sarma	Microeconomics	Theory of firm, Game theory, and Behavioural economics
		Nur Samima Begum	Micro Economics and International Economics	Trade policies, Exchange rate dynamics, Globalisation
4	FYUGP 4 th Semester	Aparupa Sarma	Public Finance, Mathematical Economics and Statistics	Public expenditure, Taxation policy and Quantitative analysis
		Manash P. Sarma	Microeconomics and Mathematical Economics	Demand theory, Economic optimisation and

				Econometric applications
		Nur Samima Begum	Macroeconomics and Mathematical Economics	National income, Inflation and Growth models

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	ECO010104	100%	SEC0109003	100%	MDC0100203	100%		
2 nd SEM	ECO020104	100%	SEC0207203	100%	MDC0200203	100%		
3 rd SEM	ECO030104	100%	SEC0300203	100%	MDC0300203	100%		
4 th SEM	ECO040104	100%	ECO040204	100%	ECO040304	100%	ECO040404	100%

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
FYUGP 1 st Semester	1: 31
FYUGP 3 rd Semester	1: 6

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	APARUPA SARMA	FULL TIME	MA, MPHIL	PURSUING	NET
2	MANASH PRATIM SARMA	FULL TIME	M.SC		NET
3	NUR SAMIMA BEGUM	FULL TIME	MA	PURSUING	NET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	03

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	APARUPA SARMA	1	1	2
2	MANASH P. SARMA	0	0	0

3	NUR SAMIMA BEGUM	0	0	0

e. Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation/ FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Aparupa Sarma	1. NEP 2020 orientation and sensitization programme organized by MMTTC Gauhati University 2. One-month long Faculty Induction Programme	NIL	NIL	1
2	Manash Pratim Sarma	NEP 2020 orientation and sensitization programme organized by MMTTC Gauhati University	“Managing Online Classes & Co-creating MOOCS” by Teaching Learning Centre Ramanujan College, University of Delhi	1) Impact evaluation of development programmes Organized by Institute of Human Development, New Delhi and Cambell South Asia 22-24 October 2024 2) Handling NFHS Unit level data for Health Research Organized by North East Economic Association and KKHSOU 25-30 July 2025	NIL
3	Nur Samima Begum	NIL	NIL	NIL	NIL

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1					
2					
3					
4					

iii. Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

E. **LEARNING & TEACHING:**

a) Enrolment number

Number of students admitted to the department during the year	Major- 50 Minor- 42
Number of sanctioned seats in the department during the year	Major- 50 Minor- 43

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	0	1	09				84	94

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Teachers organize field visits, surveys, internships, and practical demonstrations to help students relate theoretical knowledge to real-life situations. For example, engaging students through field surveys, industrial visits, data collection exercises and practical exposure to local markets or financial institutions to connect theory with real-world economic practices.
2	Participative learning	Participative learning is promoted through group discussions, classroom debates on current economic issues, student seminars, and role-playing activities like mock budget sessions or policy formulation exercises. These methods foster critical thinking, teamwork, and communication skills among students.
3	Problem solving	Students are given problem-based assignments, numerical exercises (like cost-revenue analysis or elasticity estimation), and case studies related to contemporary economic challenges. This approach enhances their analytical and decision-making abilities and cultivates independent learning.
4	Any other method	The use of ICT tools such as PowerPoint presentations, online databases (RBI, MOSPI, NITI Aayog, World Bank), and learning management platforms (Google Classrooms) makes the teaching-learning process interactive and research-oriented. Online quizzes and digital resources are used to reinforce concepts and promote self-paced learning.

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
	A combination of traditional classroom lectures and online resources is adopted. Teachers share e-materials and research papers through digital platforms like WhatsApp group, google classroom etc to support students' independent learning alongside classroom interaction.		A field-based study was assigned to the second-semester students as part of their SEC paper, wherein they were required to visit a local market and prepare a detailed report based on their observations and analysis of the market's functioning.	

e) Outcome-based education (OBE) practices:

The Department of Economics follows the Outcome-Based Education (OBE) framework to ensure that teaching-learning activities are aligned with clearly defined learning outcomes. The focus is on developing conceptual understanding, analytical ability, and real-world application skills among students. OBE Practices of the Department: 1. Formulation of Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs): Each course offered by the department clearly defines its expected learning outcomes in alignment with the programme objectives. These outcomes focus on conceptual clarity, economic reasoning, critical analysis, and research orientation. 2. Curriculum Mapping: All COs are mapped to relevant POs and PSOs to ensure that course content, teaching strategies, and assessments contribute to achieving the overall programme goals. 3. Outcome-Oriented Teaching Methods: Faculty members employ diverse teaching-learning strategies—such as ICT-enabled classes, field-based assignments, group discussions, and data analysis exercises to facilitate outcome-based learning. 4. Continuous Assessment: Students' progress toward achieving the learning outcomes is continuously evaluated through class tests, presentations, project work, and assignments. 5. Measurement and Attainment of Outcomes: The department periodically reviews and measures the attainment of COs, POs, and PSOs through result analysis and field activities. 6. Enhancement through Review and Revision: Based on outcome attainment reports necessary improvements are made in teaching methods, course content, and assessment practices to ensure continuous quality enhancement.	

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
APARUPA SARMA	16	16	3	1		
MANASH P. SARMA	16	16	3	2		
NUR SAMIMA BEGUM	16	16	3	1		

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Innovative teaching methods such as experiential learning, participatory learning, and problem-solving sessions are integrated into classroom practices to enhance student engagement and critical thinking. Faculty members use ICT-enabled teaching tools such as PowerPoint presentations, Google Classroom, Learning Management Systems (LMS), and online assessment platforms to make learning more interactive and accessible.

e) Teaching Plans:

Syste matic lesson planni ng	Supporting Documents to be attached.

aligned with course outcomes: Yes/No?	
YES	https://docs.google.com/document/d/1SLtZCeV94ghV94N1x7NyuhIdMXKNmh2H/edit?usp=drive_link&ouid=108951114319501723412&rtpof=true&sd=true

e) **Continuous Assessment:**

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Supporting Documents to be attached.
YES	

f) **Mentoring & Tutoring:**

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No?	Supporting Documents to be attached.
YES	

g) **Feedback Mechanism:**

Collection and analysis of feedback from students and faculty for improvement: Yes/No?	Supporting Documents to be attached.
NA	

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The Department of Economics follows a well-structured and outcome-based curriculum framed under the guidance and academic framework of Gauhati University, the parent university. The curriculum is designed in accordance with the principles of the National Education Policy (NEP) , emphasizing flexibility, multidisciplinary learning, and skill enhancement. It integrates both theoretical knowledge and practical applications to ensure that students develop analytical, quantitative, and decision-making skills relevant to the contemporary socio-economic environment. Learning outcomes are clearly defined for each course, focusing on conceptual clarity, critical thinking, and application-oriented learning. The inclusion of skill enhancement courses (SECs), discipline-specific electives (DSEs), and project-based learning further aligns the curriculum with the NEP's vision of holistic and experiential education. Through this outcome-oriented approach, the Department ensures that students are not only academically competent but also equipped with the practical and professional skills necessary for higher studies, research, and diverse career opportunities in economics and related fields.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The Department of Economics has a team of qualified, trained, and dedicated faculty members possessing strong academic backgrounds and diverse teaching experiences. Some of the teachers hold advanced degrees such as M.Phil., and regularly participate in orientation programs, refresher courses, workshops, and faculty development programs (FDPs) to enhance their professional competencies. The faculty are actively engaged in research, publications, curriculum development, and extension activities, which contribute to the overall academic excellence of the department. Their commitment to student mentoring and innovative teaching practices ensures effective learning outcomes and continuous institutional growth.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	The Department of Economics caters to a diverse group of learners with varying levels of academic preparedness, learning abilities, and interests. Students admitted to the department come from different socio-economic and educational backgrounds, reflecting a broad spectrum of learning needs and aspirations. Recognizing this diversity, the department adopts inclusive teaching-learning practices to ensure equitable academic engagement for all students. To address these differences, faculty members employ a combination of student-centric pedagogical methods, such as interactive lectures, group discussions, peer learning, mentoring, and remedial sessions. Advanced learners are encouraged to participate in seminars, research projects, and co-curricular activities to enhance

	their analytical and leadership skills, while slow learners are provided with additional academic support through remedial and mentoring sessions.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The institution ensures comprehensive access to library facilities, e-resources, ICT-enabled classrooms, laboratories, Projectors and a Learning Management System (LMS) to enhance the quality of the teaching-learning process. The library is equipped with both print and digital resources, including access to online journals and databases. ICT tools and smart classrooms support interactive and technology-integrated learning. The LMS serves as a digital platform for sharing study materials, conducting assignments, and promoting blended learning, ensuring that both students and faculty can engage in continuous academic enrichment.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The institution maintains ICT-enabled smart classrooms equipped with modern teaching aids to facilitate interactive and technology-driven learning. High-speed internet connectivity is available across the campus, ensuring seamless access to digital resources and online learning platforms. The academic environment is learner-friendly and conducive to intellectual growth, collaboration, and innovation, thereby enhancing the overall educational experience of students and faculty.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The Department of Economics provides academic coaching and remedial help to accommodate the students' diverse learning needs. Special remedial programs are set up to help slow learners improve their academic performance and fortify their conceptual understanding. Faculty mentors offer continuing guidance and counselling to students in order to assist their academic and personal growth.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	The department emphasizes learner-centric pedagogical approaches to make the teaching-learning process more engaging and effective. Methods such as experiential learning, participatory classroom activities, blended learning, and flipped classroom techniques are actively practiced. These strategies encourage students to take ownership of their learning, promote collaboration, and bridge the gap between theory and practice. Continuous evaluation and feedback mechanisms are integrated to ensure effective learning outcomes and holistic student development.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	The Department of Economics prepares systematic lesson plans at the beginning of each semester to ensure alignment with the defined Course Outcomes (COs). Each plan outlines the topics, teaching methods, and evaluation strategies to be adopted. This structured approach helps maintain coherence between curriculum objectives and classroom delivery, ensuring that students achieve the intended learning outcomes effectively. Course plan Enclosed.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	The Department of Economics effectively integrates digital tools, simulation techniques, and online platforms to enhance the teaching-learning experience. Faculty members use ICT-enabled methods such as PowerPoint presentations, data visualization, and online resources to make economic concepts more interactive and practical. Platforms like Google Classroom, WhatsApp are utilized for sharing materials, conducting discussions, and promoting blended learning. This approach enhances digital literacy, analytical ability, and independent learning among students, aligning with the NEP's emphasis on technology-enabled education.

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations	The Department of Economics conducts regular formative and summative evaluations to assess and monitor students' learning progress. Formative

to monitor learning progress.	assessments include class tests and assignments conducted periodically to improve learning outcomes. Summative assessments are carried out through sessional examinations at the mid of each term and end semester examination at the end of each semester to evaluate comprehensive understanding and achievement of course objectives. https://drive.google.com/file/d/1Es32-AXgIuxzefRC_QkqIhka11XZ_0qB/view?usp=drive_link

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	The Department of Economics provides academic mentoring and remedial support to cater to the diverse learning needs of students. Special remedial classes are organized for slow learners to strengthen their conceptual understanding and improve academic performance. Faculty mentors offer continuous guidance and counselling to help students achieve academic and personal growth.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The institution has strengthened its reputation at the local, regional, and national levels through sustained academic excellence. High standards in teaching-learning, research output, innovative practices, and holistic student development have contributed to this recognition. Faculty achievements, student awards, collaborations, and participation in academic events have further reinforced the institution's image as a centre of quality education and intellectual growth, enhancing its credibility and trust among stakeholders.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	The institution emphasizes the holistic development of students to ensure successful placement, smooth progression to higher education, and active contribution to society. Career-oriented guidance, skill development programs, internships, and mentoring support students in securing employment and pursuing advanced studies. Simultaneously, participation in community service, extension activities, and social initiatives encourages students to apply their learning for societal benefit, fostering socially responsible citizenship.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	The institution actively promotes integration of teaching and research to enrich the learning experience and ensure that curriculum delivery is informed by current knowledge and best practices. Faculty members engage in research, consultancy, and collaborative projects, which are then incorporated into classroom teaching to provide students with practical and contemporary insights. Simultaneously, the institution supports faculty professional development through workshops, seminars, refresher courses, and training programs. These initiatives contribute to enhanced teaching quality, updated pedagogical approaches, and a vibrant academic environment, aligning with the institution's goal of fostering both scholarly and professional excellence.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	The Department of Economics conducts regular departmental meetings to discuss academic planning, review teaching progress, and ensure effective implementation of curriculum and co-curricular activities. These meetings also focus on student performance, departmental initiatives, and quality enhancement measures. Decisions taken during the meetings are recorded and followed up to ensure continuous improvement in academic and administrative functioning. https://drive.google.com/file/d/1COPHUA1InXi_nC8F0lhBr5ZsCB1PsID6/view?usp=drive_link

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	The institution encourages the practical application of academic knowledge to address societal challenges and promote sustainable development. Students and faculty engage in community-based projects, extension activities, innovation initiatives, and research that focus on social welfare, environmental conservation, and sustainable practices. These initiatives foster a sense of social responsibility, ethical awareness, and innovative problem-solving, ensuring that education extends beyond the classroom to create positive societal and environmental impact.

Reference level for Learning & Teaching:

- L1: Teacher-centric, lecture-based, minimal use of technology.
- L2: Blended methods (seminars, group work); some ICT integration.
- L3: Outcome-based education (OBE); learner-centric active methodologies.
- L4: Personalized learning, learning analytics, simulation/lab-based pedagogy.
- L5: Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- Self-declaration level in Learning & Teaching:

Level	L 2

F. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	YES	Involved in research publications	
2	Is research promoted through funding and incentives?	NO		
3	Are industry collaborations and consultancy projects actively pursued?	NO		

4	Are research outcomes disseminated effectively (conferences, journals)?	NO	The institution ensures that research outcomes are effectively disseminated through publications in peer-reviewed journals, presentations at national and international conferences, and participation in academic seminars and workshops.	
5	Is there policy for promoting research and innovation at the department/institution?	NO		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision The department has a dedicated and research-oriented faculty team, with one faculty member holding an M.Phil degree and currently pursuing a Ph.D., while two other faculty members are also engaged in Ph.D. research. This academic progression reflects the department's strong commitment to research, continuous professional development, and quality enhancement. The involvement of faculty in research activities contributes significantly to strengthening the academic environment and promoting a culture of inquiry and scholarly growth.	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	The institution ensures a supportive research ecosystem through well-maintained laboratories, adequate library resources, modern ICT facilities, and essential research equipment. The laboratories are equipped with the required tools and instruments necessary for conducting practical sessions and facilitating small-scale research activities. Regular maintenance and upgrades ensure their functionality and relevance to current academic needs. The central library provides access to textbooks, reference books, journals, and e-resources that support research and advanced learning. Digital platforms such as e-books, online journals, and open educational resources are made available to students and faculty, thereby expanding access to updated knowledge. ICT-enabled facilities-including computer systems with internet connectivity, projectors, printers, and online research tools.

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	The institution encourages a culture of research by facilitating access to funding opportunities from various government and non-government agencies. Faculty members are motivated to apply for research projects, minor research grants, and capacity-building programmes offered by national bodies such as UGC, ICSSR, DST, and State Government schemes. The institution provides necessary administrative support for proposal submission, documentation, and project implementation.

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	The institution has well-defined institutional policies that guide its academic, administrative, and research activities to ensure transparency, accountability, and quality standards. An Ethics Committee has been constituted to oversee and promote ethical practices in research, student activities, and institutional governance. The committee ensures adherence to ethical norms in areas such as data collection, research publications, student conduct, and community engagement. It also provides guidance on issues related to integrity,

		plagiarism, and responsible research practices. Through these structured policies and the functioning of the Ethics Committee, the institution upholds high standards of professionalism and fosters an environment of trust, fairness, and ethical conduct in all its operations.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	NIL

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	Faculty members are actively engaged in publishing research papers in reputed journals, contributing to the academic visibility and research output of the department. The institution facilitates this process through access to library resources, digital databases, and ICT-enabled research tools. Faculty are encouraged to participate in seminars, workshops, and conferences that enhance research skills and publication quality.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	The institution encourages a culture of innovation, creativity, and entrepreneurship by providing supportive mechanisms for incubation and prototype development. Students are motivated to explore innovative ideas through skill development programmes, vocational training, and participation in workshops related to entrepreneurship.

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NIL

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	The institution demonstrates a growing commitment to research excellence, reflected in the quality and quantity of research publications produced by the faculty. Members of the Department regularly publish research papers in peer-reviewed and UGC-listed journals, contributing to the academic visibility and scholarly strength of the institution. Faculty participation in conferences, seminars, and collaborative research further enhances the quality of research output.

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NIL

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	NIL

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	NIL

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	NIL

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	NIL

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	NIL

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.

- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

G. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	The institution provides well-developed and inclusive infrastructure to promote sports, cultural, and literary activities as part of holistic student development. The campus has adequate indoor and outdoor sports facilities, including a playground for major outdoor games, indoor spaces for badminton, table tennis, and other recreational activities, along with essential sports equipment for regular practice and competitions. To nurture cultural and literary talents, the college maintains a dedicated auditorium/multipurpose hall equipped with a sound system, stage lighting, and seating arrangements for conducting cultural programmes, seminars, workshops, and youth festivals. Additionally, facilities such as a students' activity room, music and dance practice space, and literary club room are provided to encourage continuous engagement in creative pursuits. The library supports literary activities through reading rooms, reference sections, and access to multilingual magazines, journals, and digital resources. The college regularly hosts competitions, cultural events, debates, and workshops, ensuring active student participation. Overall, the infrastructure is continuously upgraded to foster an enabling environment for physical fitness, creativity, teamwork, and cultural enrichment in alignment with institutional goal.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	The institution ensures active faculty involvement in planning, coordinating, and mentoring various student activities to promote holistic development. Faculty members serve as coordinators, co-coordinators, and committee members for a wide range of academic, co-curricular, and extra-curricular initiatives such as sports, cultural programmes, NSS/NCC, literary clubs, departmental associations, extension activities, and student welfare cells. One faculty of the Department of Economics named "MANASH P. SARMA" involved as Coordinator of Boys Common room of student's union to guide students.

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	The institution consistently provides financial and administrative support to ensure the smooth organization of academic, co-curricular, and extension activities throughout the year. A dedicated budget is allocated annually for events such as seminars, workshops, cultural programmes, sports competitions, outreach activities, student club events, and observance of important days. Additional funds are sanctioned as per requirement to encourage student participation and institutional visibility.

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	The institution actively promotes student participation in various clubs and societies to foster leadership, social responsibility, and holistic development. Students are regularly involved in activities under the NSS unit, contributing to community service, cleanliness drives, awareness programmes, and outreach initiatives. The Student Union Body plays a vital role in organizing academic, cultural, and sports events, ensuring active student engagement in campus life. Students also participate in different societies and committees, which provide platforms for developing organizational skills, teamwork, and social awareness. Through these structured student bodies, the institution nurtures a vibrant campus environment that supports personal growth and democratic participation.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	The institution actively collaborates with external organizations to strengthen academic, community-based, and capacity-building initiatives. A significant partnership has been established through an MoU with the Piramal Foundation, enabling the institution to implement various programmes focused on student development, community engagement, and life-skill enhancement. Through this collaboration, students participate in workshops, awareness campaigns, mentoring sessions, and outreach activities that address local socio-economic issues and promote holistic growth. These inter-institutional and community-based programmes enhance experiential learning, improve social responsibility among students, and support the institution's commitment to inclusive and community-oriented education.

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	The institution follows a well-defined Inclusive Student Participation Policy to ensure equitable involvement of all students in academic, co-curricular, and extra-curricular activities. The policy emphasizes providing equal opportunities regardless of students' socio-economic background, gender, academic preparedness, or abilities. Committees and faculty coordinators actively encourage participation from all student groups in events such as seminars, sports, cultural programmes, NSS activities, and academic competitions. Special attention is given to first-generation learners, economically weaker students, and slow learners to ensure that no student is excluded from campus activities. Through this inclusive approach, the institution promotes diversity, strengthens student confidence, and creates a supportive learning environment aligned with the principles of equity and accessibility in higher education.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	NIL

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	The institution organizes regular orientation programs aimed at enhancing students' leadership abilities, teamwork, and communication skills.

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	NIL

Indicator	Description	Write description & provide supporting documents

d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	The institution systematically integrates co-curricular activities with the academic framework to promote holistic learning and overall student development. Co-curricular components such as seminars, field visits, group discussions, student presentations, cultural events, and community outreach programmes are embedded within the curriculum design prescribed by the parent university. These activities complement classroom learning by enhancing students' practical understanding, communication skills, teamwork, and social responsibility. Departments encourage students to participate in academic clubs, NSS activities, literary events, and skill-based workshops, linking them to course outcomes and experiential learning. This structured integration ensures that students receive a balanced education that fosters intellectual, cultural, and personal growth in alignment with NEP objectives.

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	The institution places strong emphasis on faculty mentoring and guidance to nurture students' academic potential, personal growth, and active participation in institutional activities. Faculty members serve as mentors, offering individualized support, academic counselling, and motivation to help students identify their strengths and develop their talents. Mentors guide students in academic planning, participation in seminars, projects, co-curricular events, and skill enhancement programmes. Through regular interactions, feedback sessions, and monitoring of student progress, the mentoring system ensures that learners receive continuous support and encouragement. This structured mentorship helps build confidence, improves academic performance, and fosters meaningful engagement in both academic and extracurricular domains. https://drive.google.com/file/d/16-0tva6CfOgpXgpuZip06ToXKLfdtJdV/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	In 2025 college week, one of our students of FYUGP 4 th semester won extempore competition. Moreover, the students of FYUGP 2 nd and 4 th semester students participated in the cultural rally of college week. Apart from this, one of our students of FYUGP 4 th semester participated in workshop named "Soapcraft: Learn, create & Use".

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	The institution encourages and ensures active participation of students in a wide range of institutional and external events to promote holistic development and experiential learning. Students regularly take part in seminars, workshops, cultural programmes, sports competitions, and community outreach activities organized on campus. They also represent the institution in inter-college events, academic competitions, NSS camps, and extension programmes, gaining valuable exposure and practical experience. This active involvement helps students develop confidence, leadership skills, teamwork, and a sense of responsibility. The institution continuously motivates and supports students to participate in such events, fostering an engaging and vibrant campus environment. Students participated in the various events of college week, 2025.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	NIL

Indicator	Description	Write description & provide supporting documents

c) Institutional recognition and awards	Awards or recognition for institutional initiatives	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	NIL

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	The institution is committed to holistic personality development, ensuring the well-rounded growth of students by nurturing their academic, social, emotional, and interpersonal skills. Through a combination of classroom learning, co-curricular activities, leadership programmes, sports, cultural events, and community outreach, students develop confidence, resilience, and a positive outlook. Faculty mentoring, participation in seminars, and exposure to real-life experiences further strengthen their communication, problem-solving, and decision-making abilities. This comprehensive approach prepares students to face future academic, professional, and personal challenges with maturity and confidence.

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	The institution actively promotes social and cultural sensitivity among students, encouraging them to become responsible, empathetic, and culturally aware citizens. Through participation in NSS activities, community outreach programmes, cultural events, and awareness campaigns, students gain exposure to diverse social contexts and learn to appreciate cultural pluralism. Classroom discussions, seminars, and value-based programmes further strengthen their understanding of societal issues, inclusiveness, and ethical responsibilities. This holistic approach helps students develop respect for diversity, social empathy, and a strong sense of civic responsibility.

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L 3

H. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	The institution has a well-defined policy and framework for community engagement that guides all social outreach and community-based initiatives undertaken by the departments. This framework emphasizes fostering social responsibility, civic awareness, and inclusive development through structured programmes such as NSS activities, awareness drives, health and sanitation campaigns, educational outreach, and collaborations with external organizations. The Department follows institutional guidelines to plan and implement community-centred activities that address local needs and encourage student participation. These initiatives not only strengthen community linkages but also provide students with experiential learning opportunities, helping them develop empathy, leadership, and a deeper understanding of societal

		challenges. The policy ensures that community engagement remains an integral part of the institution's mission and academic environment.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	The institution has established dedicated units such as the National Service Scheme (NSS) and other outreach cells to ensure structured and meaningful community engagement. These units coordinate various extension activities, including cleanliness drives, health awareness programmes, literacy campaigns, environmental initiatives, and community development projects. Through these platforms, students participate in socially relevant activities that build leadership qualities, civic responsibility, and social awareness. The structured functioning of these outreach units strengthens the institution's commitment to serving the community while providing students with valuable experiential learning opportunities aligned with the objectives of holistic education.

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	NIL

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	The institution actively collaborates with government departments, NGOs, and civic organizations to strengthen community engagement, social outreach, and experiential learning. These partnerships enable the institution to implement awareness programmes, capacity-building workshops, health and sanitation drives, and skill development initiatives in local communities. Collaborations with NGOs and local bodies provide students with opportunities to understand grassroots issues, participate in social welfare activities, and contribute meaningfully to community development. Such partnerships enhance the institution's outreach capacity and reflect its commitment to fostering socially responsible and compassionate citizens.

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents

f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	The institution conducts baseline surveys and needs-analysis exercises to identify the key socio-economic and educational issues faced by the local community. This helps in designing meaningful outreach programmes and ensuring that extension activities address real and relevant community needs.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	The institution undertakes systematic planning and structured implementation of community development activities. Outreach programmes are organized with clear objectives, timelines, and responsibilities, ensuring meaningful engagement and positive impact on the target groups.
Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	The various cells of the institution regularly conduct awareness campaigns and outreach initiatives focusing on health, literacy, and environmental sustainability. These programmes are designed to sensitize the community, promote responsible practices, and address key social and environmental concerns through active student and faculty participation.

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	The curriculum incorporates service-learning and community-based project components, enabling students to apply academic knowledge to real-life social issues. This integration strengthens experiential learning, fosters social responsibility, and enhances students' understanding of community development.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	The institution ensures regular and meaningful involvement of both faculty members and students in various outreach and extension activities. Their active participation strengthens community engagement initiatives, promotes experiential learning, and reinforces the institution's commitment to social responsibility.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	The institution actively collaborates with community stakeholders to strengthen its academic, social, and extension initiatives. Meaningful partnerships are established with local schools, community organizations, NGOs, government agencies, and panchayat bodies to address educational and societal needs. Faculty and students jointly participate in community outreach programmes such as awareness campaigns, literacy drives, health and sanitation initiatives, and school support activities.

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		The institution has adopted nearby educational institutions and community bodies/villages to strengthen its extension outreach and social responsibility initiatives. Through this adoption, faculty and students regularly engage in activities such as academic support programmes, school visits, remedial teaching, awareness campaigns, and community development projects.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	The institution ensures active and meaningful participation of students in various outreach and extension programs. Students regularly engage in activities such as awareness campaigns, cleanliness drives, health camps, literacy missions, and environmental initiatives organized through NSS/NCC/UBA and departmental outreach cells. These programs provide students with hands-on exposure to community issues, strengthen their sense of social responsibility, and promote experiential learning. The consistent rise in student involvement reflects the institution's commitment to nurturing socially aware, empathetic, and community-oriented individuals.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	The institution's outreach and extension initiatives have significantly contributed to enhancing community awareness and overall welfare. Through targeted programs on health, sanitation, digital literacy, environmental conservation, and social empowerment, the institution has generated a positive and measurable impact on local communities. Regular feedback from beneficiaries indicates improved understanding of key issues and better access to essential services. These outcomes demonstrate the institution's meaningful engagement with society and its role in fostering sustainable community development.

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	Through active involvement in community outreach, extension programs, and service-learning activities, students are developing a strong sense of social responsibility and ethical awareness. Participation in these initiatives helps them cultivate empathy, teamwork, and problem-solving abilities while honing their leadership skills. Such experiential learning nurtures responsible citizens who are committed to contributing positively to society.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	NIL

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	The institution has earned recognition as a socially responsible and community-oriented establishment through its consistent engagement in outreach, extension, and developmental programs. Regular collaboration with local bodies, NGOs, and community groups has strengthened its public image as an institution committed to societal welfare. These efforts not only enhance community trust but also position the institution as a model for socially accountable higher education.

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	The institution actively contributes to national missions such as <i>Swachh Bharat Abhiyan</i> , <i>Unnat Bharat Abhiyan (UBA)</i> , and various Sustainable Development Goals (SDGs) through its structured outreach, awareness drives, and community-based programs. Activities focusing on cleanliness, environmental protection, gender equality, health and hygiene, and quality education align directly with the SDG framework. Through these initiatives, the institution promotes responsible citizenship and strengthens its role in advancing national development priorities.

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	The institution maintains long-term, meaningful partnerships with NGOs, government departments, and development organizations to support continuous community engagement and developmental activities. These sustained collaborations enable the institution to implement impactful outreach programs, access expert resources, and address local needs more effectively. Regular joint activities, training sessions, and community projects reflect the institution's commitment to collaborative development and socially responsible education.

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

Self-declaration of level:

Level	L1

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 20/11/2025

Name & Signature of HOD: APARUPA SARMA


(Hod, Department of Economics)

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: EDUCATION
b) Name of HOD: DR. RENUPRAVA SONOWAL
c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	FYUGP 1 st Sem August 2024 December 2024	50+150	375
2	FYUGP 2 nd Sem January 2025 to July 2025	50+150	274
3	FYUGP 3 rd Sem August 2024 December 2024	50+150	168
4	FYUGP 4 th Sem January 2025 to July 2025	50+150	51

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	The curriculum designed by Gauhati University reflects the vision of academic excellence, social responsibility, and holistic development. The University's vision is to promote quality education, research, and innovation that contribute to the socio-economic and cultural development of the region and the nation. The recent revision of Gauhati University's syllabus under the National Education Policy (NEP) 2020 framework further strengthens its alignment with institutional goals encouraging flexibility, research, critical inquiry, value-based education, skill-based education and ability enhancement course	Syllabus enclosed
2	Are learning outcomes clearly defined for each course / program?	YES	Each course and program under Gauhati University has well-defined Course Outcomes (COs) and Program Outcomes (POs) that specify the knowledge, skills, and attitudes students are expected to acquire upon completion. The learning outcomes are designed to align with institutional goals and graduate attributes, ensuring holistic development through cognitive, affective, and skill-based learning dimensions. The curriculum follows the Outcome-Based Education (OBE) approach, where outcomes are communicated to students through syllabi, course handbooks, and orientation sessions. Assessment	Syllabus enclosed

Renuprava Sonowal
22/11/2025

Dr. Renuprava Sonowal
Assistant Professor & HOD
Department of Education
PDUAM, Dalgaon

			methods are also mapped with the intended learning outcomes for transparency and effectiveness.	
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	Guwahati University has provided a list of common SEC courses and Academic Monitoring Committee of PDUAM Dalgaoon, instructed the department on which courses to be taught to the students	SEC Syllabus enclosed
4	Are curricula updated regularly (every 2-3 years)?	YES	Updated by Guwahati University and followed by the college	
5	Is industry-relevant content included in the syllabus?	NO		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	Gauhati University follows a Choice Based Credit System (CBCS) and Outcome-Based Education (OBE) framework where the academic regulations, including credits, course structure, and evaluation procedures, are clearly defined and implemented across all programs. The evaluation system includes continuous internal assessment (CIA) and end-semester examinations, with well-specified weightage, grading criteria, and moderation processes to ensure fairness and transparency. The University publishes detailed academic regulations and ordinances covering the credit distribution, attendance requirements, examination conduct, and grading system, which are communicated to all stakeholders through the University website and academic handbooks.	

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University		
2	Dr. Renuprava Sonowal Mousumi Bharali Jinti Kalita	Setting of question papers for UG/PG programs	2024-25	03
3		Design and development of curriculum for any courses		
4	Dr. Renuprava Sonowal Mousumi Bharali Jinti Kalita	Assessment/ evaluation process of the affiliating University	2024-25	325

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP 1 st Sem	Dr. Renuprava Sonowal	Psychology	Curriculum
		Mousumi Bharali	Psychology	Democracy, discipline in Education
		Jinti Kalita	Psychology	Aims of education, formal, informal, non-formal education
2	FYUGP 2 nd sem	Dr. Renuprava Sonowal	Psychology	Memory, Attention, interest of learners
		Mousumi Bharali	Psychology	Intelligent, Creativity and personality, exceptional children
		Jinti Kalita	Psychology	Educational psychology, learning and motivation
3	FYUGP 3 rd	Dr. Renuprava Sonowal	Sociology	Sociology and Education

4	FYUGP 4 th Sem	Mousumi Bharali	Sociology	Socialization
		Jinti Kalita	Sociology	Culture and Education
		Dr. Renuprava Sonowal	Educational Philosophy	India & Western Philosophy
		Mousumi Bharali	Development of Education	Educational development in India
		Jinti Kalita	Guidance and Counselling	School guidance

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	EDU0100104	100%	SEC0111303	100%				
2 nd SEM	EDU0200104	100%	SEC0209303	100%				
3 rd SEM	EDU0300104	100%	SEC0305103, SEC0302103	100%				
4 th SEM	EDU0400104	100%	EDU0400204	100%	EDU0400304	100%	EDU0400404	100%
5 th SEM								
6 th SEM								

Reference for Curriculum Level

- L1: Traditional syllabus with minimal updates, limited relevance to industry/society.
- L2: Periodic revision with faculty inputs; basic skill-based components included.
- L3: Outcome-based curriculum; interdisciplinary elements incorporated.
- L4: Regular industry-academia collaboration in curriculum design; global benchmarking.
- L5: Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
FYUGP (1 ST SEM)	3:95, 1:31
FYUGP (3 rd SEM)	3:97, 1:32

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Renuprava Sonowal	Full Time	MA	Ph.D.	NET-JRF
2	Mousumi Bharali	Full Time	MA	-	NET
3	Jinti Kalita	Full Time	MA	-	SLET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	03

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Renuprava Sonowal	01	0	01
2	Mousumi Bharali	0	0	0
3	Jinti Kalita	03	0	03

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation/ FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr. Renuprava Sonowal	-	-	-	01
2	Mousumi Bharali	01	-	-	
3	Jinti Kalita	-	-	01	01

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	Dr. Renuprava Sonowal	-	-	-	-
2	Mousumi Bharali	-	-	-	-
3	Jinti Kalita	-	1	-	-

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	Major-50 Minor-45
Number of sanctioned seats in the department during the year	Major-50 Minor-45

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	3	2	24				294	

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Teachers create activities that connect classroom lessons with real-life situations. For example, participating in tree plantation drives or literacy campaigns promotes social responsibility.
2	Participative learning	Teachers encourage students to exchange ideas and opinions on educational issues. Students actively participate in preparing and presenting topics organized by department & college itself. Students take turns teaching certain topics to classmates to strengthen understanding. Collaborative Assignments such as Group-based projects or lesson plan preparations carried out by the department for promoting teamwork and peer learning.
3	Problem solving	Teachers present real-life educational problems (e.g., classroom management, student motivation) for students to analyse and solve. Using hypothetical classroom situations to develop decision-making and critical thinking.
4	Any other method	Using digital tools like smart boards, online simulations, and multimedia presentations to make learning interactive. Combining face-to-face teaching with online learning platforms for flexible engagement. Assigning readings or videos before class and using class time for discussion, analysis, and practical activities.

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
	Online resources are used in conjunction with traditional classroom lectures. Teachers promote students' independent study in addition to classroom engagement by sharing research papers and e-materials via digital platforms such as Google Classroom and WhatsApp groups.	The department of Education students are divided into small groups to discuss a specific topic, issue, or problem related to the lesson. The teacher acts as a facilitator or moderator, guiding the discussion, ensuring participation from all members, and summarizing key points.		

e) Outcome-based education (OBE) practices:

To make sure that teaching-learning activities are in line with precisely defined learning outcomes, the Department of Education adheres to the Outcome-Based Education (OBE) framework. Students' conceptual comprehension, analytical aptitude, and practical application abilities are the main goals.

Defining Vision, Mission, Program & Course Outcomes

First, the department defines its Vision and Mission statements around what kind of graduates it intends to develop.

Program Educational Objectives (PEOs): statements of what graduates will achieve in their career

Program Outcomes (POs): what a student is expected to know or be able to do by the time of graduation.

Course Outcomes (COs): specific to a course, what a student will be able to do at the end of the course.

Program Specific Outcomes (PSOs): tied to the discipline or specialization.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Renuprava Sonowal						

	16	16	16	16		
Mousumi Bharali	17	17	17	17		
Jinti Kalita	17	17	17	17		

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Innovative teaching methods such as experiential learning, participatory learning, and problem-solving sessions are integrated into classroom practices to enhance student engagement and critical thinking. Faculty members use ICT-enabled teaching tools such as PowerPoint presentations, Google Classroom, Learning Management Systems (LMS), and online assessment platforms to make learning more interactive and accessible

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No?	Supporting Documents to be attached.
YES	https://docs.google.com/document/d/1mA3cp6lNSHZX7NCStkTkVRN-YMgwIZ7/edit?usp=drive_link&rtpof=true&sd=true

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Supporting Documents to be attached.
YES	

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No? YES	Supporting Documents to be attached.

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No? N/A	Supporting Documents to be attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The Department of Education follows a well-structured, outcome-based curriculum designed and implemented by Gauhati University, the parent university. The curriculum is developed in line with the National Education Policy (NEP) 2020, emphasizing flexibility, skill development, and interdisciplinary learning. It also reflects contemporary industry and societal needs, ensuring that students acquire both theoretical knowledge and practical competencies required for professional and educational sectors. The curriculum promotes critical thinking, research aptitude, digital literacy, and employability skills, making it relevant to the evolving demands of education and allied industries. Department offers papers like -Mental, health & hygiene, developing teaching skill, Psychology in education, Life skill education course under skill enhancement course also offers Disaster management paper under value added course.

Description	Brief Description with Supporting Documents

b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The Department of Education has a team of qualified, trained, and dedicated faculty members possessing strong academic backgrounds and diverse teaching experiences. Some of the teachers hold advanced degrees such as Ph.D. and regularly participate in orientation programs, refresher courses, workshops, and faculty development programs (FDPs) to enhance their professional competencies. The faculty are actively engaged in research, publications, curriculum development, and extension activities, which contribute to the overall academic excellence of the department. Their commitment to student mentoring and innovative teaching practices ensures effective learning outcomes and continuous institutional growth.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	The department acknowledges the diversity among learners in terms of academic preparedness, learning styles, and interests. To address this, it adopts differentiated instructional strategies, conducts remedial and bridge courses, and provides mentoring and peer-learning opportunities. Enrichment activities, value-added courses, and flexible assessment methods are also implemented to support both advanced and slow learners, ensuring inclusive and outcome-based learning for all students.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The institution ensures comprehensive access to library facilities, e-resources, ICT-enabled classrooms, laboratories, Projectors and a Learning Management System (LMS) to enhance the quality of the teaching-learning process. The library is equipped with both print and digital resources, including access to online journals and databases. ICT tools and smart classrooms support interactive and technology-integrated learning. The LMS serves as a digital platform for sharing study materials, conducting assignments, and promoting blended learning, ensuring that both students and faculty can engage in continuous academic enrichment.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The institution maintains ICT-enabled smart classrooms equipped with modern teaching aids to facilitate interactive and technology-driven learning. High-speed internet connectivity is available across the campus, ensuring seamless access to digital resources and online learning platforms. The academic environment is learner-friendly and conducive to intellectual growth, collaboration, and innovation, thereby enhancing the overall educational experience of students and faculty.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	To meet the various learning requirements of the students, the Department of Education offers remedial assistance and academic coaching. To help slow learners enhance their academic performance and strengthen their conceptual comprehension, special remedial programs are arranged. In order to support students' academic and personal development, faculty mentors provide ongoing advice and counselling.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	The department emphasizes learner-centric pedagogical approaches to make the teaching-learning process more engaging and effective. Methods such as experiential learning, participatory classroom activities, blended learning, and flipped classroom techniques are actively practiced. These strategies encourage students to take ownership of their learning, promote collaboration, and bridge the gap between theory and practice. Continuous evaluation and feedback mechanisms are integrated to ensure effective learning outcomes and holistic student development.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	The Department of Education design systematic lesson plans to ensure that teaching and learning activities are directly linked to the intended course outcomes . This process involves careful planning of objectives, content, teaching methods, and assessments in a logical sequence. Course plan Enclosed

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online	The institution integrates digital tools, and online platforms into the teaching-learning process to promote innovation and experiential understanding. Faculty members utilize ICT-enabled classrooms, MOOCs, google classroom and interactive software (whatssp) to

platforms for enhanced learning experience.	make learning more engaging and application-oriented. These practices enhance conceptual clarity, foster critical thinking, and support continuous learning beyond the classroom, thereby ensuring an enriched and technology-driven educational experience for students.

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	The Education Department ensures continuous improvement in teaching and learning by conducting both formative and summative evaluations systematically. Formative evaluation is carried out during the teaching-learning process to monitor students' ongoing progress and provide timely feedback, it includes Class Tests, Assignments, group discussions Sessional etc. Summative Evaluation Summative evaluation is conducted at the end of a unit, term, or course to measure the overall achievement of learning outcomes. End-Semester Examinations, Practical Exams or Demonstrations: Evaluating teaching skills, lesson planning, and classroom performance. https://drive.google.com/file/d/16bgYwqsDKOieJM1ghaCPDNNEyS1NNNUo/view?usp=drive_link

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	To meet the various learning requirements of pupils, the Department of Education offers remedial assistance and academic coaching. To help slow learners enhance their academic performance and strengthen their conceptual comprehension, special remedial programs are arranged. In order to support students' academic and personal development, faculty mentors provide ongoing advice and counselling.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	The institution encourages and facilitates active student involvement in academic and research activities such as projects, seminars, workshops, and publications. Over the years, there has been a significant increase in student participation in these activities, promoting research aptitude, presentation skills, and collaborative learning.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	The institution actively encourages innovation and entrepreneurial thinking among students through participation in innovative practices, start-up initiatives, and incubation activities. Students are guided by faculty mentors to develop creative solutions to real-world problems, prepare innovative projects, and participate in innovation competitions or start-up cells. Workshops, innovation fairs, and collaboration with industry and government initiatives further nurture their entrepreneurial mindset. These efforts have led to increased student participation in innovation-driven projects and start-up ventures, contributing to the institution's goal of fostering a culture of creativity, self-reliance, and innovation.

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	NILL

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The institution has strengthened its reputation at the local, regional, and national levels through sustained academic excellence. High standards in teaching-learning, research output, innovative practices, and holistic student development have contributed to this recognition. Faculty achievements, student awards, collaborations, and participation in academic events have further reinforced the institution's image as a centre of quality education and intellectual growth, enhancing its credibility and trust among stakeholders.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	The institution emphasizes the holistic development of students to ensure successful placement, smooth progression to higher education, and active contribution to society. Career-oriented guidance, skill development programs, internships, and mentoring support students in securing employment and pursuing advanced studies. Simultaneously, participation in community service, extension activities, and social initiatives encourages students to apply their learning for societal benefit, fostering socially responsible citizenship.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	The institution actively promotes integration of teaching and research to enrich the learning experience and ensure that curriculum delivery is informed by current knowledge and best practices. Faculty members engage in research, consultancy, and collaborative projects, which are then incorporated into classroom teaching to provide students with practical and contemporary insights. Simultaneously, the institution supports faculty professional development through workshops, seminars, refresher courses, and training programs. These initiatives contribute to enhanced teaching quality, updated pedagogical approaches, and a vibrant academic environment, aligning with the institution's goal of fostering both scholarly and professional excellence.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	The Department of Education conducts regular department meetings to discuss academic planning, review teaching progress, and ensure effective implementation of curriculum and co-curricular activities. These meetings also focus on student performance, departmental initiatives, and quality enhancement measures. Decision taken during the meetings are recorded and followed up to ensure continuous improvement in academic and administrative functioning. https://drive.google.com/file/d/1F4bFvMegTRqF1TD3C-mVM8sz8jmbg22G/view?usp=drive_link

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	The institution encourages the practical application of academic knowledge to address societal challenges and promote sustainable development. Students and faculty engage in community-based projects, extension activities, innovation initiatives, and research that focus on social welfare, environmental conservation, and sustainable practices. These initiatives foster a sense of social responsibility, ethical awareness, and innovative problem-solving, ensuring that education extends beyond the classroom to create positive societal and environmental impact.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L2

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	YES	Members involved in research publications	
2	Is research promoted through funding and incentives?	NO		
3	Are industry collaborations and consultancy projects actively pursued?	NO		
4	Are research outcomes disseminated effectively (conferences, journals)?	YES	The institution ensures that research outcomes are effectively disseminated through publications in peer-reviewed journals, presentations at national and international conferences, and participation in academic seminars and workshops.	
5	Is there policy for promoting research and innovation at the department/institution?	NO		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision At present, one faculty member has successfully completed a Ph.D., contributing to research publications, and departmental academic leadership. In addition, one faculty members of the department are actively pursuing their Ph.D. degrees, thereby strengthening the department's research potential and scholarly engagement.	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	The institution ensures a supportive research ecosystem through well-maintained laboratories, adequate library resources, modern ICT facilities, and essential research equipment. The laboratories are equipped with the required tools and instruments necessary for conducting practical sessions and facilitating small-scale research activities. Regular maintenance and upgrades ensure their functionality and relevance to current academic needs. The central library provides access to textbooks, reference books, journals, and e-resources that support research and advanced learning. Digital platforms such as e-books, online journals, and open educational resources are made available to students and faculty, thereby expanding access to updated knowledge. ICT-enabled facilities-including computer systems with internet connectivity, projectors, printers, and online research tools.

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants The institution encourages a culture of research by facilitating access to funding opportunities from various government and non-government agencies. Faculty members are motivated to apply for	

	research projects, minor research grants, and capacity-building programmes offered by national bodies such as UGC, ICSSR, DST, and State Government schemes. The institution provides necessary administrative support for proposal submission, documentation, and project implementation.	

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	The institution has well-defined institutional policies that guide its academic, administrative, and research activities to ensure transparency, accountability, and quality standards. An Ethics Committee has been constituted to oversee and promote ethical practices in research, student activities, and institutional governance. The committee ensures adherence to ethical norms in areas such as data collection, research publications, student conduct, and community engagement. It also provides guidance on issues related to integrity, plagiarism, and responsible research practices. Through these structured policies and the functioning of the Ethics Committee, the institution upholds high standards of professionalism and fosters an environment of trust, fairness, and ethical conduct in all its operations.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	Faculty members are actively engaged in publishing research papers in reputed journals, contributing to the academic visibility and research output of the department. The institution facilitates this process through access to library resources, digital databases, and ICT-enabled research tools. Faculty are encouraged to participate in seminars, workshops, and conferences that enhance research skills and publication quality.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	The institution encourages a culture of innovation, creativity, and entrepreneurship by providing supportive mechanisms for incubation and prototype development. Students are motivated to explore innovative ideas through skill development programmes, vocational training, and participation in workshops related to entrepreneurship.

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NIL

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	The institution demonstrates a growing commitment to research excellence, reflected in the quality and quantity of research publications produced by the faculty. Members of the Department regularly publish research papers in peer-reviewed and UGC-listed journals, contributing to the academic visibility and scholarly strength of the institution. Faculty participation in conferences, seminars, and collaborative research further enhances the quality of research output.

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NIL

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	NIL

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	NIL

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	NIL

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	NIL

Indicator	Description	Write description & provide supporting documents

e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	NIL

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	The institution provides well-developed and inclusive infrastructure to promote sports, cultural, and literary activities as part of holistic student development. The campus has adequate indoor and outdoor sports facilities, including a playground for major outdoor games, indoor spaces for badminton, table tennis, and other recreational activities, along with essential sports equipment for regular practice and competitions. To nurture cultural and literary talents, the college maintains a dedicated auditorium/multipurpose hall equipped with a sound system, stage lighting, and seating arrangements for conducting cultural programmes, seminars, workshops, and youth festivals. Additionally, facilities such as a students' activity room, music and dance practice space, and literary club room are provided to encourage continuous engagement in creative pursuits. The library supports literary activities through reading rooms, reference sections, and access to multilingual magazines, journals, and digital resources. The college regularly hosts competitions, cultural events, debates, and workshops, ensuring active student participation. Overall, the infrastructure is continuously upgraded to foster an enabling environment for physical fitness, creativity, teamwork, and cultural enrichment in alignment with institutional goals.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/member to guide student activities	The institution ensures active faculty involvement in planning, coordinating, and mentoring various student activities to promote holistic development. Faculty members serve as coordinators, co-coordinators, and committee members for a wide range of academic, co-curricular, and extra-curricular initiatives such as sports, cultural programmes, NSS/NCC, literary clubs, departmental associations, extension activities, and student welfare cells.

Indicator	Description	Write description & provide supporting documents

c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	The institution consistently provides financial and administrative support to ensure the smooth organization of academic, co-curricular, and extension activities throughout the year. A dedicated budget is allocated annually for events such as seminars, workshops, cultural programmes, sports competitions, outreach activities, student club events, and observance of important days. Additional funds are sanctioned as per requirement to encourage student participation and institutional visibility.

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	The institution actively promotes student participation in various clubs and societies to foster leadership, social responsibility, and holistic development. Students are regularly involved in activities under the NSS unit, contributing to community service, cleanliness drives, awareness programmes, and outreach initiatives. The Student Union Body plays a vital role in organizing academic, cultural, and sports events, ensuring active student engagement in campus life. Students also participate in different societies and committees, which provide platforms for developing organizational skills, teamwork, and social awareness. Through these structured student bodies, the institution nurtures a vibrant campus environment that supports personal growth and democratic participation.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	The institution actively collaborates with external organizations to strengthen academic, community-based, and capacity-building initiatives. A significant partnership has been established through an MoU with the Piramal Foundation, enabling the institution to implement various programmes focused on student development, community engagement, and life-skill enhancement. Through this collaboration, students participate in workshops, awareness campaigns, mentoring sessions, and outreach activities that address local socio-economic issues and promote holistic growth. These inter-institutional and community-based programmes enhance experiential learning, improve social responsibility among students, and support the institution's commitment to inclusive and community-oriented education.

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	The institution follows a well-defined Inclusive Student Participation Policy to ensure equitable involvement of all students in academic, co-curricular, and extra-curricular activities. The policy emphasizes providing equal opportunities regardless of students' socio-economic background, gender, academic preparedness, or abilities. Committees and faculty coordinators actively encourage participation from all student groups in events such as seminars, sports, cultural programmes, NSS activities, and academic competitions. Special attention is given to first-generation learners, economically weaker students, and slow learners to ensure that no student is excluded from campus activities. Through this inclusive approach, the institution promotes diversity, strengthens student confidence, and creates a supportive learning environment aligned with the principles of equity and accessibility in higher education.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	On the occasion of International Literacy Day, the Education Department organized a meaningful extension activity aimed at promoting awareness on the importance of literacy and inclusive education within the community. The programme was conducted in collaboration with local school. The event included a book donation drive in the school library.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	The institution organizes regular orientation programs aimed at enhancing students' leadership abilities, teamwork, and communication skills.

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	NIL

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	The institution ensures meaningful integration of co-curricular activities with academic programmes to promote holistic learning and enhance student competencies beyond classroom instruction. Co-curricular activities are planned in alignment with the curriculum to reinforce subject knowledge, develop critical thinking, and promote experiential learning. Departments organize seminars, field visits, educational tours, project-based activities, exhibitions, quizzes, group discussions, and student presentations that complement academic content. Activities such as debates, cultural events, eco-club initiatives, community outreach, and literacy drives are linked with relevant course outcomes, enabling students to apply theoretical concepts in real-life contexts.

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	The institution has a well-structured system of faculty mentoring and guidance to support the academic, personal, and professional development of students. Each faculty member plays an active role in mentoring learners through regular interaction, counselling, and academic support. Mentors guide students in understanding course requirements, improving study habits, and addressing academic challenges. https://drive.google.com/file/d/1_NHGjFddLiAGSTnHNQETVrzNGPSolaHK/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	In 2025 college week, all our students of FYUGP participated in cultural rally and Wall Magazine as group Activity also two of our students from 2 nd semester got the 1 st Prize in Rongoli competition and Salad Competition.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	The institution ensures active and meaningful student participation in academic, co-curricular, and extracurricular events throughout the year. Participation in debates, quizzes, exhibitions, community outreach programmes, NSS/NCC activities, and youth festivals enables students to showcase their talents and develop essential life skills such as teamwork, communication, creativity, and responsibility. The Student Union Body and various clubs also provide platforms for students to contribute ideas, lead initiatives, and enrich campus life.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	NIL

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	NIL

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	The institution is committed to fostering the holistic personality development of students by providing opportunities that nurture their intellectual, emotional, social, and ethical growth. Through participation in seminars, workshops, cultural programmes, sports events, NSS/NCC activities, community outreach, and club-based initiatives, students develop essential life skills such as teamwork, problem-solving, adaptability, and self-discipline. Faculty mentors play a key role in guiding students, encouraging positive attitudes, and helping them recognize and enhance their strengths.

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	The institution actively promotes social and cultural sensitivity among students, encouraging them to become responsible, empathetic, and culturally aware citizens. Through participation in NSS activities, community outreach programmes, cultural events, and awareness campaigns, students gain exposure to diverse social contexts and learn to appreciate cultural pluralism. Classroom discussions, seminars, and value-based programmes further strengthen their understanding of societal issues, inclusiveness, and ethical responsibilities. This holistic approach helps students develop respect for diversity, social empathy, and a strong sense of civic responsibility.

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L3

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	The institution has a well-defined policy and framework for community engagement that guides all social outreach and community-based initiatives undertaken by the departments. This framework emphasizes fostering social responsibility, civic awareness, and inclusive development through structured programmes such as NSS activities, awareness drives, health and sanitation campaigns, educational outreach, and collaborations with external organizations. The Department follows institutional guidelines to plan and implement community-centred activities that address local needs and encourage student participation. These initiatives not only strengthen community linkages but also provide students with experiential learning opportunities, helping them develop empathy, leadership, and a deeper understanding of societal challenges. The policy ensures that community engagement remains an integral part of the institution's mission and academic environment.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	The institution has established dedicated units such as the National Service Scheme (NSS) and other outreach cells to ensure structured and meaningful community engagement. These units coordinate various extension activities, including cleanliness drives, health awareness programmes, literacy campaigns, environmental initiatives, and community development projects. Through these platforms, students participate in socially relevant activities that build leadership qualities, civic responsibility, and social awareness. The structured functioning of these outreach units strengthens the institution's commitment to serving the community while providing students with valuable experiential learning opportunities aligned with the objectives of holistic education.

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	NIL

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	The institution actively collaborates with government departments, NGOs, and civic organizations to strengthen community engagement, social outreach, and experiential learning. These partnerships enable the institution to implement awareness programmes, capacity-building workshops, health and sanitation drives, and skill development initiatives in local communities. Collaborations with NGOs and local bodies provide students with opportunities to understand grassroots issues, participate in social welfare activities, and contribute meaningfully to community development. Such partnerships enhance the institution's outreach capacity and reflect its commitment to fostering socially responsible and compassionate citizens.

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents

f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	The institution conducts baseline surveys and needs-analysis exercises to identify the key socio-economic and educational issues faced by the local community. This helps in designing meaningful outreach programmes and ensuring that extension activities address real and relevant community needs.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	The institution undertakes systematic planning and structured implementation of community development activities. Outreach programmes are organized with clear objectives, timelines, and responsibilities, ensuring meaningful engagement and positive impact on the target groups.

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	An extension programme organised by Dept. of education to observed "International Literacy Day" 2024

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	The various cells of the institution regularly conduct awareness campaigns and outreach initiatives focusing on health, literacy, and environmental sustainability. These programmes are designed to sensitize the community, promote responsible practices, and address key social and environmental concerns through active student and faculty participation.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	The institution ensures vibrant academic engagement through the active participation of both faculty and students in all academic, co-curricular, and extension activities. Faculty members regularly mentor students, coordinate departmental initiatives, and lead various committees to enhance academic quality. They actively participate in seminars, workshops, FDPs, curriculum planning, and research-related events.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	The institution actively collaborates with community stakeholders to strengthen its academic, social, and extension initiatives. Meaningful partnerships are established with local schools, community organizations, NGOs, government agencies, and panchayat bodies to address educational and societal needs. Faculty and students jointly participate in community outreach programmes such as awareness campaigns, literacy drives, health and sanitation initiatives, and school support activities.

Indicator	Description	Write description & provide supporting documents

f) Adoption of nearby institutions, bodies, or villages.		The institution has adopted nearby educational institutions and community bodies/villages to strengthen its extension outreach and social responsibility initiatives. Through this adoption, faculty and students regularly engage in activities such as academic support programmes, school visits, remedial teaching, awareness campaigns, and community development projects.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	Students of the institution actively participate in a wide range of outreach and extension programmes aimed at promoting social responsibility and community engagement. They contribute enthusiastically to activities such as literacy drives, health and sanitation campaigns, environmental awareness programmes, blood donation camps, gender sensitization activities, and rural development initiatives. Their involvement is facilitated through NSS units, departmental clubs, and institutional committees.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	Institutional outreach initiatives have significantly enhanced community awareness on key issues such as literacy, health, hygiene, environment, and social welfare. These programmes contribute to improved community well-being and promote positive behavioural change.

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	Student participation in outreach activities fosters social responsibility and strengthens leadership, teamwork, and community engagement skills.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	NIL

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-cantered initiatives.	The institution has earned recognition as a socially responsible and community-oriented establishment through its consistent engagement in outreach, extension, and developmental programs. Regular collaboration with local bodies, NGOs, and community groups has strengthened its public image as an institution committed to societal welfare. These efforts not only enhance community trust but also position the institution as a model for socially accountable higher education.

Indicator	Description	Write description & provide supporting documents

c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	The institution actively contributes to national missions such as Swachh Bharat Abhiyan, Unnat Bharat Abhiyan (UBA), and various Sustainable Development Goals (SDGs) through its structured outreach, awareness drives, and community-based programs. Activities focusing on cleanliness, environmental protection, gender equality, health and hygiene, and quality education align directly with the SDG framework. Through these initiatives, the institution promotes responsible citizenship and strengthens its role in advancing national development priorities.

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	The institution maintains long-term, meaningful partnerships with NGOs, government departments, and development organizations to support continuous community engagement and developmental activities. These sustained collaborations enable the institution to implement impactful outreach programs, access expert resources, and address local needs more effectively. Regular joint activities, training sessions, and community projects reflect the institution's commitment to collaborative development and socially responsible education.

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.
- **Self-declaration of level:**

Level	L1

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 20/11/25 Name & Signature of HOD: Dr. Renuprava Sonowal

Renuprava Sonowal
22/11/2025
Dr. Renuprava Sonowal
Assistant Professor & HOD
Department of Education
PDUAM, Dalgaoon

IQAC PDUAM DALGAON ASSAM

PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: English
b) Name of HOD: Porosha Sonowal
c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	FYUGP in English (2023)	70	13
2	FYUGP in English (2024)	70	114 (Major+ Minor)

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	Yes	1. The curriculum includes AEC and SEC courses that promote professionalism and develop skills that enhance employability of students. 2. The curriculum covers gender issues such as the women's question and gender studies that makes students aware of gender inequalities and makes them aware of their social responsibilities as educated minds. The curriculum aims at holistic development of students by enhancing their skills (through SECs), and advancing their critical thinking by developing ability to analyze and interpret texts and processing cultural imperatives (through English CORE)	https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=sharing
2	Are learning outcomes clearly defined for each course / program?	Yes	Gauhati University (affiliating university) has clearly defined Programme Objectives (PO) & Course Objectives (COs)	https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=sharing
3	Is there flexibility to include interdisciplinary and skill-based courses?	Yes	a) The department offers two Ability Enhancement Courses (AEC) which are interdisciplinary in nature: a) Alternative English (Semester I) b) English Communication (Semester II) c) English Communication & MIL (Semester IV) b) The department offers two skill-based courses (SEC): (a) English Reading and Comprehension (b) Making Effective Communication	https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=drive_link
4	Are curricula updated regularly (every 2-3 years)?	Yes	The curriculum was recently updated as per NEP.	https://drive.google.com/drive/folders/1yAG

Porosha Sonowal
Head
Deptt. of English
PDUAM, Dalgaoon

				HuTcu1J4FZU QYRIVIRdIQ LLHdMJNk?u sp=drive_link
5	Is industry-relevant content included in the syllabus?	Yes	The department offers Ability Enhancement Courses (AEC) to promote communication skills relevant for industry.	https://docs.google.com/document/d/1NS9qWP8sqAel-GtC8gwprS2gB2wUKTt4uJOvHPz8Fpc/edit?usp=sharing
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	No		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	Yes	Gauhati University has defined academic regulations under NEP for the FYUGP in English and its courses.	https://drive.google.com/file/d/1roWAAGk5JFSOQQevf9T5xnwTPGz6r2Br/view?usp=drive_link

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University	2024-2025	
2	Dr. Nurjahan Begum	Setting of question papers for UG/PG programs	2024-2025	1
	Josephine Sangma		2024-2025	2
3	—	Design and development of curriculum for any courses	—	—
4	Dr. Nurjahan Begum	Assessment/ evaluation process of the affiliating University	2024-2025	3
	Porosha Sonowal			3
	Josephine Sangma			4

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	FYUGP in English	Dr. Nurjahan Begum	Indian Writing in English	Travel writing, Life Writing, Postcolonial Literature, Women's writing
2	FYUGP in English	Porosha Sonowal	American Literature	Postcolonial Literature, Indian Writing in English, Women's Writing, African-American Literature
3	FYUGP in English	Josephine Sangma	Postcolonial Literature	Indian Writing in English, Women's Writing, African-American Literature North-East Literature

D. Course completion details: (2024-2025)

Semester	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	0%
1 st SEM	ENG0100104	100	AEC0100402	100						
2 nd SEM	ENG0200104	100	SEC0203903	100	AEC0200104	100				
3 rd SEM	ENG0300104	100	SEC0301603	100						

4 th SEM	ENG0400104	100	ENG0400204	100	ENG0400304	100	ENG0400404	100	AEC0400104	100
5 th SEM										
6 th SEM										

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

3. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
FYUGP in English (Aug-Dec 2024)	Semester I: 3:114
	Semester III: 3:13
FYUGP in English (Jan-July 2025)	Semester II: 3:47
	Semester IV: 3:13

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Nurjahan Begum	Full Time	M.A	Yes	NET & SLET
2	Porosha Sonowal	Full Time	M.A	-	NET-JRF
3	Josephine Sangma	Full Time	M.A	-	NET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	03

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Nurjahan Begum	Nil	Nil	N/A
2	Porosha Sonowal	Nil	Nil	N/A
3	Josephine Sangma	Nil	Nil	N/A

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation/ FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Porosha Sonowal	-	Yes	-	-
2	Josephine Sangma	-	Yes	-	-

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver	Workshops (invited to deliver lectures/ resource person/	Seminars (invited to deliver lectures/ resource person/	Conferences (invited to deliver lectures/ resource person/

		lectures) in numbers.	organizer) in numbers.	organizer) in numbers.	organizer) in numbers.
1	Dr. Nurjahan Begum	Nil	Nil	Nil	Nil
2	Porosha Sonowal	Nil	Nil	Nil	Nil
3	Josephine Sangma	Nil	Nil	Nil	Nil

e) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1	Dr. Nurjahan Begum	-	Nil	Nil	Nil	Nil
2	Porosha Sonowal	-	Nil	Nil	Nil	Nil
3	Josephine Sangma	-	Nil	Nil	Nil	Nil

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

4. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	127
Number of sanctioned seats in the department during the year	140

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	1		3					4

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	The students participate in various experiential activities like group discussion, debates, quizzes, assignments, classroom discussions, writing articles, poetry recitations etc., which help them to develop language skills, critical thinking abilities and a deeper understanding of the subject matter.
2	Participative learning	Students participate in various co-curricular and extra-curricular activities, sports and cultural events which help them for their all-round personality developments.
3	Problem solving	The department provides student-based tasks that inculcate in them to solve problems and utilise all the skills; they receive practical and direct experience of negotiating difficult situations, and are trained as capable, competent and accomplished individuals. Problem solving methods that are used in student centric activities include Trial and Error, breaking large tasks into small steps, creating short goals to achieve the targeted one.
4	Any other method	Use of ICT, flipped learning

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
https://drive.google.com/file/d/1tsrr		https://drive.google.com/file/d/1HnLH		

W0A20VfgjEb51eTaBylGd_7SqkBl/view?usp=sharing		2Ea18qTnWrXqBhNrrFPSEfEl9nVt/v		

e) Outcome-based education (OBE) practices:

The College is permanently affiliated to Gauhati University and it follows the programme wise curriculum designed by the university. The learning outcomes of the programmes and courses are stated clearly by the university. The Programme Specific Outcomes are– 1. Demonstrate essential knowledge and understanding of English literature in terms of its history, forms, locations, themes, contexts, and literary practices. 2. Apply critical understanding by engaging literary criticism to evaluate and examine diverse kinds of English writing. 3. Analyse, conceptualise and communicate ideas, theories, concepts and research related to literature in English. 4. Evaluate global issues and multicultural perspectives, and integrate values, ethical practice and responsibility towards society and the environment. To achieve these programme outcomes, the department adopts practices that focus on student centric learning such as problem solving and continuous assessment which emphasizes on knowledge, skills, and attitudes. Assessment methods are both summative and formative that aligns with the programme outcomes.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Nurjahan Begum	17	17	4	4		
Porosha Sonowal	16	16	5	5		
Josephine Sangma	15	15	4	4		

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
1.	The department has adopted the practice of maintaining a question bank to familiarise the students with the question patterns. The question bank is sent to students via respective WhatsApp groups.
2.	Flipped learning-videos and reading materials are provided to students before starting a particular topic and after reviewing material at home, students engage in debates, discussions, or case study analysis in class, which help them explore different perspectives and complexities of a topic.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No?	Supporting Documents to be attached.
YES	https://docs.google.com/document/d/1n72qqAf3cMcrwXWPGPsU_FCfFC31ikI/edit?usp=sharing&oid=112141235675940860034&rtpof=true&sd=true https://docs.google.com/document/d/1Yi7bGad66Y10OjgoU60gMf5ug-bFAG_1/edit?usp=sharing&oid=112141235675940860034&rtpof=true&sd=true

f) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Supporting Documents to be attached.
YES	https://drive.google.com/file/d/1C0LQIY3C93Z2S85NNJQXwCuTmWoJr0Jg/view?usp=sharing

	https://drive.google.com/file/d/16wI9_fE2lpLJUNpC0SnIqbOZeIoTYXjL/view?usp=sharing

g) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No?	Supporting Documents to be attached.
YES	https://drive.google.com/file/d/1OHzPWShYBGk-q2VepvgRePN5m75QJE9/view?usp=sharing

h) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No?	Feedback is not collected at department level.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	- The syllabus is well-structured, the programme outcome, course specific outcome and course outcomes are laid down by Gauhati University as per NEP. - The curriculum includes skill-based courses (English Reading And Comprehension, and Making Effective Communication) and interdisciplinary courses (AEC: English Communication) covering areas like communication, problem-solving, and digital literacy. Such courses are designed so as to meet current industry needs. - The curriculum encourages experiential learning to help students apply their writing skills in real-world settings such as report writing, E-mail writing, applications, biodata, making presentations, appearing for interviews etc . Supporting Documents: FYUGP English syllabus https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=sharing AEC syllabus https://docs.google.com/document/d/1NS9qWP8sqAel-GtC8gwprS2gB2wUKTt4uJOvHPz8Fpc/edit?usp=sharing SEC Syllabi https://drive.google.com/file/d/1Opr5WdKQ4drqn-coUA9U1yv4Iahaftw0/view?usp=sharing https://drive.google.com/file/d/17OAyyDNmNOECDRM0V9hL1jktYf62yYAi/view?usp=sharing

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The teachers are qualified, trained and motivated. The teachers engage themselves in academic and research activities apart from regular teaching. - Porosha Sonowal and Josephine Sangma have completed the Multidisciplinary Refresher Course on Recent Trends and Innovations in Humanities and Social Sciences, under MM-TTC on 22 May-08 June, 2025. https://drive.google.com/file/d/1s2BcoGvekC09mFNkWPn1oZ_Uw4mcGWw3/view?usp=sharing https://drive.google.com/file/d/1hAS7DSgN1qgSYXoeqxFRGQF3lcGFp7oV/view?usp=sharing - Dr. Nurjahan Begum and Porosha Sonowal have published book chapters in edited books with ISBN numbers. https://drive.google.com/file/d/1S7G_LPHMGfGpDIVPLWA-L4NbHC84RM3_/view?usp=sharing https://drive.google.com/file/d/1rPDFAM2UsOfKlhBh3paMewTK3hNhNTyT/view?usp=sharing

	https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=sharing

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	The teachers provide differentiated instruction in response to students' individual interests, levels of readiness, and learning profiles. Teachers adapt the teaching to the needs of each student in order to maximize learning possibilities. The students come from diverse linguistic backgrounds and to help them grasp things, the teachers use both English and Assamese languages and Hindi as and when required. In addition, mentoring is provided to slow learners apart from regular classes. The students are provided a classroom where all students feel respected and valued, regardless of their background. https://drive.google.com/file/d/16FAWRdt5eoT6FJ1Hzkgj5l2l1bDFy4RCW/view?usp=sharing

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The students have access to library resources, E-resources along with ICT tools. Course materials on each paper are provided to the students in their respective WhatsApp groups. In addition, books and articles in hard copies are also provided to the students. https://drive.google.com/file/d/1tsrW0A20VfgjEb5leTaBvYlGd_7SqkBI/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	Students have easy access to smart classroom and internet connectivity. The academic environment is conducive. Classroom discussions and activities are encouraged. The curriculum and teaching methods are culturally relevant and cater to diverse needs, making the learning experience meaningful for all students. Opportunities for students to work together and build a sense of community are provided, which can increase engagement and collaboration.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	• The College, affiliated to Gauhati University (GU), follows academic planning, teaching-learning, and evaluation policies that are primarily guided by the University's framework. • Lesson Plans are prepared and followed as part of Academic Planning. • Departmental timetables are prepared as per the central timetable of the college. • The syllabus and course structure designed by Gauhati University is implemented by the department. • For the Four-Year Undergraduate Program (FYUGP) under NEP, each semester has a maximum of 22 credits, with a total of 132 credits for a 3-year degree course and 176 for a 4-year course. • Course Types: Courses are categorized into Core, Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), and Value-Added Courses (VAC). • The Quality Enhancement Cell (IQAC) organizes meetings and training for faculty to enhance the quality of teaching and adapt to new evaluation parameters. • Student Counseling: Teachers are required to counsel students to provide support for students' academic, social, and emotional development • For evaluation, a combination of internal evaluation and a final semester-end examination conducted by Gauhati University is followed. • Sessional examination answer scripts are shown to students to provide feedback on their progress. • Credit Transfer: A mechanism for credit transfer is encouraged to allow student mobility between institutions. • Online Feedback: The IQAC facilitates online student feedback on teachers to maintain quality standards.

	Supporting Documents: https://drive.google.com/file/d/1roWAAGk5JFSOQQevf9T5xnwTPGz6r2Br/view?usp=sharing https://drive.google.com/file/d/1P7S15lnRXiumUIkQi-M9WAaA3kKCIc_/view?usp=sharing https://drive.google.com/file/d/1C0LQIY3C93Z2S85NNJQXwCuTmWoJr0Jg/view?usp=sharing

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	- The institution strives to integrate experiential, participatory, and problem-solving methodologies by devising innovative teaching-learning methodologies that bring a profound learning experience for the divergent students in the DIGITAL ERA. - Participatory Learning Methods –Seminar, Home Assignments and Presentations, Group discussions. - Experiential Learning Methods— reflection of literary techniques and themes as portrayed in films, television and other online content, Industry internship. - Both blended and flipped learning methods are adopted. The students are provided with materials to review before attending class, including video lectures, reading materials in the form of ebooks, pdfs, quizzes or interactive multimedia content. https://drive.google.com/file/d/16wI9_fE2lpLJUNpC0SnlqbOZeloTYXjL/view?usp=sharing

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Systematic lesson plans for all the courses are followed and these align with the course outcomes. https://docs.google.com/document/d/1Yi7bGad66Y10OjgoU60gMf5ug-bFAG_1/edit?usp=sharing&oid=112141235675940860034&rtpof=true&sd=true https://docs.google.com/document/d/1n72qqAf3cMCrWuXWPGPsU_FCfFC31ikl/edit?usp=sharing&oid=112141235675940860034&rtpof=true&sd=true https://drive.google.com/file/d/1flegyhR9aHft-7_fIC00K4xNumqqLaXe/view?usp=sharing

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	Digital tools are used for helping students understand the concepts effectively. Study materials are provided in the form of self-prepared notes, journal articles, website links, E-books and pdfs, videos etc. in the respective WhatsApp groups. https://drive.google.com/file/d/1HjrLuvxQQNOjM0k62bH6UvOrcm8TsNUQ/view?usp=sharing

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	Regular formative and summative evaluations are conducted to monitor the learning progress of students. Informal feedback and quizzes are conducted as part of formative evaluations. Sessional Examinations, End Semester Examinations, Assignments, Group Discussions, Presentations are part of Summative evaluations. https://drive.google.com/file/d/16wI9_fE2lpLJUNpC0SnlqbOZeloTYXjL/view?usp=sharing https://drive.google.com/file/d/1PMn7pFXqfB9DDz-8OruJGgS_dVUzOAo_/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	The Mentor-Mentee programme is conducted regularly for helping the slow and advanced learners. Apart from that extra classes are also taken to complete the syllabus in time.

	https://drive.google.com/file/d/1OHZPWSHYBGk_-q2VepvgRePN5m75QJE9/view?usp=sharing

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	The IQAC of the college collects feedback and analyses them accordingly for the improvement of faculties.

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	Pass percentage has improved.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	The curriculum aims at holistic development of students by enhancing their skills (through SECs), as well as their critical thinking by developing ability to analyze and interpret texts and processing cultural imperatives (through English CORE). Assigning problem-solving tasks, case studies, conducting classroom discussions and debates and by using group discussions, and assignments, students are encouraged to foster critical thinking skills. The syllabus also provides ample scope to students to hone their comprehension skills. https://drive.google.com/file/d/17OAYyDNmNOECDRM0V9hL1jktYf62yYAi/view?usp=sharing https://docs.google.com/document/d/1NS9qWP8sqAel-GtC8gwprS2gB2wUKTt4uJOvHPz8Fpc/edit?usp=sharing https://drive.google.com/file/d/1Z3ZqYxnfMq3kUPAeY8EPy_8p6wrl3ddS/view?usp=sharing

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	NIL

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	NIL

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	NIL

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	

Description	Brief Description with Supporting Documents

c) Strengthened teaching-research integration and professional development.	Faculties have attended Refresher Courses for professional development. https://drive.google.com/file/d/11NUtYcWZRL7yqO39cmokKdrIgarNcig4/view?usp=sharing https://drive.google.com/file/d/1s2BcoGvekC09mFNkWpn1oZ_Uw4mcGWw3/view?usp=sharing

Description	Brief Description with Supporting Documents
c) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Departmental meetings are conducted regularly for syllabus distribution, question paper setting, class distribution, mentor-mentee programme and other allied fields. Departmental Action Plan and Action Taken Reports are maintained properly. https://drive.google.com/file/d/1qCVJccwP-bbwQea36CqW5mpEyLeWkS-b/view?usp=sharing https://drive.google.com/file/d/1JCvjLqsp0xqv_EiHWTTR9gZRYYYohLGJo/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	

Reference level for Learning & Teaching:

- L1: Teacher-centric, lecture-based, minimal use of technology.
- L2: Blended methods (seminars, group work); some ICT integration.
- L3: Outcome-based education (OBE); learner-centric active methodologies.
- L4: Personalized learning, learning analytics, simulation/lab-based pedagogy.
- L5: Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.

Self-declaration level in Learning & Teaching:

Level	L3

5. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Book chapters were published by Dr. Nurjahan Begum and Porosha Sonowal	https://drive.google.com/file/d/12ICW3hqNC4PeL9N1d982u8c2kEeQTE0y/view?usp=sharing https://drive.google.com/file/d/1S7GLPHMGfGpDIVPLWA-L4NbHC84RM3/view?usp=sharing
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	No		
5	Is there a policy for promoting research and innovation at the department/institution?	No		

INPUT:

Indicator	Description	Name of Faculty with years of experience

a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	NIL
	NIL	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	NIL
	NIL	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	NIL
	Nil	

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	NIL

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	NIL

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	NIL

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	NIL

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NIL

OUTCOME:

Indicator	Description	Write description & provide supporting documents

a) Research publications and patents	Quantity and quality of research publications, patents, and citations	1. Porosha Sonowal published a book chapter titled “Animal Symbolism and Cannibalistic-Predatory Ethics in Aravind Adiga’s <i>The White Tiger</i>” in <i>Anweshā</i> (Page No. 68-76, Year: 2024, ISBN:978-81-19322-85-5) 2. Porosha Sonowal published a book chapter titled “Reading 'Politics' in Aravind Adiga's <i>The White Tiger</i>” in <i>Ashwattha</i> (Page No. Volume: I, Year: 2024, ISBN:978-93-6095-470-3) 3. Dr. Nurjahan Begum published a chapter titled "Cultural Memory as a Signifying Practice in Mamang Dai's <i>The Legends of Pensam</i>" in the Proceeding volume of ICSSR sponsored National seminar on "Narratives of Culture in North East India: Revisiting People, Place and National". Published by Department of English, Madhabdev University in November 2024 (ISBN-978-93-340-8683-6) 4. Dr. Nurjahan Begum published "Eco-feminist consciousness in Temsula Ao's <i>Laburnum for My Head</i>" in the Proceeding volume of ICSSR sponsored National seminar on Environment, Sustainable Development and Gender in North East India: Issues and Challenges. Edited by Dr. Sikhamoni Gogoi and Published by Kakojan College, Jorhat, in August, 2024. (ISBN-978-93-94944-78-7) https://drive.google.com/file/d/12ICW3hqNC4PeL9N1d982u8c2kEeQTE0y/view?usp=sharing https://drive.google.com/file/d/1S7G_LPHMGfGpDIVPLWA-L4NbHC84RM3_/view?usp=sharing https://drive.google.com/file/d/1rPDfAM2UsOfKlhBh3paMcwTK3hNhNTyT/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NIL

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	NIL

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	NIL

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	NIL

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	NIL

Indicator	Description	Write description & provide supporting documents

d) Institutional ranking and visibility	Improvement in national/international ranking due to research	NIL
Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	NIL

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L1

6. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	Our institution is well-equipped to support sports, cultural, and literary activities through dedicated infrastructure and facilities. We have spacious playgrounds for various outdoor games, encouraging students to maintain physical fitness and team spirit. For cultural and literary events, we have one open air theatre that serves as a vibrant space for performances, debates, and celebrations. The open-air setting provides an engaging environment for creative expression and audience interaction. https://drive.google.com/file/d/19JZkXCMO1lJpyCs_7UXszxe4EhPDY4Ex/view?usp=sharing https://drive.google.com/file/d/1IIQupQmc5MbNF_3HpeZbvJmiVJdk6-2A/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/member to guide student activities	The faculty members serve as coordinators and mentors to guide and support student activities. The students of the department are equally distributed among the faculty members to ensure individual attention and effective mentoring. Students are always encouraged to approach their assigned mentors whenever they require guidance or assistance. This mentoring system fosters a healthy relationship between students and faculty, promoting overall growth, confidence, and academic well-being. https://drive.google.com/file/d/1zcddqcS0WnuaLglvpNxa461XyQFF122b/view?usp=sharing https://drive.google.com/file/d/19p94kZB-JILqO4WZQ_pHShPO27CyPmw/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	N/A

Indicator	Description	Write description & provide supporting documents

d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Students actively participate in various clubs and societies such as the NSS and the Student Union Body. The NSS unit regularly engages students in community service, social awareness programs, and outreach activities that foster a sense of responsibility and teamwork. The Student Union Body plays an active role in organizing and managing numerous college events, including College Week, cultural programs, and academic functions. Through these clubs and societies, students develop leadership skills, social awareness, and a spirit of cooperation, contributing positively to both the campus environment and the wider community. https://drive.google.com/file/d/1e3zHdwFEv-gFH15AOuP5LLsf46AHJ5oI/view?usp=sharing https://drive.google.com/file/d/1_j4L1LID_vLxEZ57gM3XR0F0BuYz3Tdt/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	Nil

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	The college upholds an Inclusive Student Participation Policy to ensure equitable opportunities for all students in academic, cultural, sports, and extracurricular activities. Both female and male students are encouraged to participate equally in every event without discrimination. Participation processes are designed to be transparent, inclusive, and accessible to students from all backgrounds, including those with disabilities. The college promotes gender equity, fairness, and diversity in all activities. Event organizers must ensure that every student is given an equal platform to contribute and excel. Regular awareness programs are conducted to foster inclusivity, respect, and equal representation across the student community https://drive.google.com/file/d/15vFnLb3A3a1wYlg1TZ0xVK_mupCOtuwe/view?usp=sharing https://drive.google.com/file/d/1ALHG0omMN-rXVTy6cIp6r4SKFCJaKw6a/view?usp=sharing

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	The college actively organizes annual cultural, sports, and literary events to encourage students' cultural, creative, and physical expression. Every year, the college conducts Sports Week in the month of February, featuring various athletic competitions and recreational games that promote teamwork and fitness. Alongside sports activities, the college also hosts a range of literary and cultural events such as poem recitation, wall magazine, poster making, short story writing, debates, and quizzes. These events provide students with a platform to showcase their talents, develop confidence, and foster a spirit of participation, creativity, and healthy competition across the student community. https://drive.google.com/file/d/1ALHG0omMN-rXVTy6cIp6r4SKFCJaKw6a/view?usp=sharing https://drive.google.com/file/d/1_kYpDRodXioLQDcxZYiodjAJ7GitJSFS/view?usp=sharing

Indicator	Description	Write description & provide supporting documents

b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	The NSS unit of the college provides training to the students and helps to enhance leadership, teamwork and communication skills of the students. The students participate in different events and awareness campaigns conducted at different times. https://drive.google.com/file/d/1PLVJWM9pzKkuw_HeL_kfTseAPCtLl1ov/view?usp=sharing https://drive.google.com/file/d/1_j4L1LID_vLxEZ57gM3XR0F0BuYz3Tdt/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	Nil

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	The college integrates co-curricular activities with academics to promote holistic development and experiential learning. As part of the curriculum, students actively participate in NSS-related activities and various community-oriented drives such as plantation, cleanliness, and awareness campaigns organized by different student clubs. These activities complement classroom learning by fostering social responsibility, teamwork, and leadership skills among students. By embedding such initiatives into the academic framework, the college ensures that students not only gain theoretical knowledge but also apply it in real-life contexts, contributing positively to society while enhancing their personal growth and overall educational experience. https://drive.google.com/file/d/1e3zHdwFEv-gFHI5AOuP5LLsf46AHJ5oI/view?usp=sharing https://drive.google.com/file/d/10WJ2OM_IM_XQyA-am-4bTI37cDjAvj6G/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	The faculty members serve as coordinators and mentors to guide and support student activities. The students of the department are equally distributed among the faculty members to ensure individual attention and effective mentoring. Students are always encouraged to approach their assigned mentors whenever they require guidance or assistance. This mentoring system fosters a healthy relationship between students and faculty, promoting overall growth, confidence, and academic well-being. https://drive.google.com/file/d/1OHZPWShYBGk_-q2VepvgRePN5m75QJE9/view?usp=sharing

Indicator	Description	Write description & provide supporting documents

e) Documentation of student achievements	Maintaining systematic records of student activities and performance	The department systematically maintains records of student achievements, documenting participation in academic, co-curricular, and extracurricular activities. Details such as performance reports, awards, certificates, and recognitions are recorded for reference. This documentation helps in assessing progress, motivating students, and showcasing departmental accomplishments in various institutional and external events. https://drive.google.com/file/d/19CvYPGdOYZVys7CMkMc7XD9u7rEvUPAE/view?usp=sharing https://drive.google.com/file/d/1oo18vqewQPhU-7p0FxGc90ubBGWnuTEO/view?usp=sharing

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	The college encourages active student participation in various institutional and external events to promote engagement, confidence, and skill development. Students regularly take part in a wide range of events organized by the college, including cultural, literary, and sports competitions, and workshops. Such participation fosters teamwork, leadership, and creativity while enhancing students' overall learning experience. The college continually supports and motivates students to engage in these opportunities as an integral part of their academic and personal growth. https://drive.google.com/file/d/1ALHG0omMN-rXVTy6cIp6r4SKFCJaKw6a/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	NIL

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	Nil

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	Nil

Indicator	Description	Write description & provide supporting documents

b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	The college emphasizes holistic personality development by providing opportunities that nurture intellectual, emotional, social, and physical growth. Through a balanced blend of academic, co-curricular, and extracurricular activities, students are encouraged to build confidence, resilience, and leadership qualities. Participation in cultural, sports, and community service programs helps them develop teamwork, empathy, and a sense of responsibility. Various workshops, and skill development sessions are conducted to enhance communication, creativity, and critical thinking. The college's inclusive and supportive environment ensures that every student evolves into a confident, well-rounded individual prepared to face future challenges with competence and integrity. https://drive.google.com/file/d/1CFPyYOcGns1HZTQ7MUnxKe5tFTjRHtyx/view?usp=sharing https://drive.google.com/file/d/15vFnLb3A3a1wYlg1TZ0xVK_mupCOtuwe/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	The college strives to develop social and cultural sensitivity among students, enabling them to become responsible, empathetic, and culturally aware citizens. Through participation in community service, NSS activities, and awareness campaigns, students learn the value of inclusivity, respect, and social responsibility. Cultural events and festivals organized by the college provide exposure to diverse traditions and perspectives, fostering unity in diversity. By nurturing empathy, tolerance, and appreciation for cultural diversity, the college prepares students to engage constructively in an interconnected global community https://drive.google.com/file/d/1_j4L1LID_vLxEZ57gM3XR0F0BuYz3Tdt/view?usp=sharing https://drive.google.com/file/d/10WJ2OM_IM_XQyA-am-4bTI37cDjAvj6G/view?usp=sharing

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into the academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L2

7. COMMUNITY ENGAGEMENT: INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	The college has an NSS unit and the unit conducts various outreach activities. The NSS unit is dedicated to community work and social welfare initiatives.

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	NIL

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	NIL

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	NIL

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	The department has an adequate action plan for the execution of outreach activities. The department has plans– i) to promote social responsibility and ii) to integrate community service with academic study in order to develop practical understanding and empathy. It further aims to train individuals of the locality in English so as to enhance their employability. Accordingly, Porosha Sonowal and Josephine Sangma were involved as educators in the coaching programme for Police Recruitment under Training & Placement Cell. Further, Dr. Nurjahan Begum participated in an Awareness Programme at Ruhinikash Anganwadi Centre on 6 th September, 2024 on the occasion of National Nutrition Week. https://drive.google.com/file/d/19LVkDAYaiS0QuV7u2DjDeG70pLOxMLjK/view?usp=sharing

		https://drive.google.com/file/d/1ALDCbRvsxgP_2Gfr1-ffOvPy7Q8BgKuQ/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	- Under the aegis of the Women Cell, the department took part in an awareness programme in the nearby Ruhinikash Anganawadi centre on 6th September, 2024 on the occasion of National Nutrition Week. After the discussions on the importance of nutritious diet for women and children, the causes of Malnutrition and preventive measures were suggested by the members of Women Cell. The student volunteers of Women Cell checked the BMI of the Anganawadi children and among the children, two of them were found to be underweight. The underweight children were advised further health check up by doctors and mothers were asked to take good care of the children. - Under the aegis of Eco Club, Porosha Sonowal and Josephine Sangma were part of the organizing committee for a workshop on Solid Waste Management, Vermicomposting & Rainwater Harvesting under Environment Education Programme on 27th January, 2025. https://drive.google.com/file/d/1ALDCbRvsxgP_2Gfr1-ffOvPy7Q8BgKuQ/view?usp=sharing https://drive.google.com/file/d/1RcFoGQUvRQhxZ0qPPPfn4z5nC xSi2gnG/view?usp=sharing https://drive.google.com/file/d/1NGKSOPVK0bs8QbesufvCzbyKw9Tr_4pi/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	The departmental Action Plan focuses on the integration of community projects into the curriculum. https://drive.google.com/file/d/1JCvjLqsp0xqv_EiHWTT9gZRY YohLGJo/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	The students and faculties are involved in outreach activities occasionally.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	NIL

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		The NSS unit of the college has adopted the nearby Kacharipara jungle village and Kacharipara LP school.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	The students have actively participated in the outreach and extension programs conducted by the institution. https://drive.google.com/file/d/1HjrLuvxQQNOjM0k62bH6UvOrcm8TsNUQ/view?usp=sharing https://drive.google.com/file/d/1HjrLuvxQQNOjM0k62bH6UvOrcm8TsNUQ/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	Through service, the students have developed empathy, leadership and a sense of social and civic responsibility. They have also realised the need to utilize their knowledge in finding practical solutions to individual and community problems.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	Nil

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	The enrollment ratio of girl students has increased and students have become aware in regards to personal health and hygiene.

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	Nil

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	Nil

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	Nil

Reference Level for Community Engagement

- L1: Occasional outreach/extension activities.
- L2: Regular NSS/NCC/social service participation.
- L3: Structured extension programs linked to curriculum.

- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

Self-declaration of level:

Level	L1

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 21/11/2025

Name & Signature of HOD: Porosha Sonowal

Porosha Sonowal
Head
Deptt. of English
PDUAM, Dalgan

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: **HISTORY**
 b) Name of HOD: **Dr. Kaushik Thakur Bhuyan**
 c)
 d) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B.A. 1 st sem core (major+ minor 1+ minor 2)	50+300=350	283
2	B.A. 2nd sem core (major+ minor 1+ minor 2)	50+300=350	172
3	B.A. 3rd sem core (major+ minor 1+ minor 2)	50+300=350	76
4	B.A. 4th sem core (major+ minor 1)	50+150=200	23

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:**(Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	It is made sure that the curriculum aligns with Institutional Vision, Mission and Objectives.	1. Department mission vision.pdf
2	Are learning outcomes clearly defined for each course / program?	YES	Learning outcomes for each course/program are clearly defined in GU syllabus.	1. https://docs.google.com/document/d/13CJ8PZsni4XSpFWj26Bqw17fiEjziDy4/edit?usp=sharing&ouid=100630475302309071180&rtpof=true&sd=true
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	In SEC, VAC and MDC students opt for paper as per their choice across stream as per guidelines issued by AMC and relevant college cells.	1. https://drive.google.com/file/d/1UkaQOCgJRMslLiFuYCtMXyJXpAFAGRPe/view?usp=sharing

Kaushik Bhuyan
 21/11/25.

4	Are curricula updated regularly (every 2-3 years)?	YES	As per the notification of Gauhati university the department keeps up to date with GU curriculum.	Same as in left column
5	Is industry-relevant content included in the syllabus?	YES	In SEC we try to impart skill relevant content. i.e. in the paper Historical tourism of North East India (SEC) we try to make our students explore the potentiality of tourism sector of the region.	Enclosed 1. https://drive.google.com/file/d/1hJ7KVYxHalHTnE2aXgG6gxMtjRMvwkqS/view?usp=sharing
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	No	MOU with Piramal Group has been initiated.	1. https://drive.google.com/file/d/1hLTaZpabzLHZJ0a1pKiGfcHCWGVg6-/view?usp=drive link
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	Academic regulations are well defined as per the guidelines issued by Gauhati university and AMC of the college.	1. National Credit Framework.pdf

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	Dr. Kaushik Thakur Bhuyan	Academic council/ BoS of Affiliating University	2024-25	1
2	Dr. Kaushik Thakur Bhuyan, Parinita Kakati Rupsikha Kalita,	Setting of question papers for UG/PG programs	2024-25	03 (SEC) (question paper) setting notice and sample)
3	Add on course	Design and development of curriculum for any courses	Sample draft was made.	To be attached
4	Dr. Kaushik Thakur Bhuyan, Parinita Kakati, Rupsikha Kalita,	Assessment/ evaluation process of the affiliating University	2024-25	03(SEC, VAC, MDC)

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	B.A.	Dr. Kaushik Thakur Bhuyan	Modern History	Modern Indian historiography and cinema/social history
2	B.A.	Parinita Kakati	Medieval History	Socio-cultural history of Assam, folk cultures, gender studies in the field of culture
3	B.A.	Rupsikha Kalita	Ancient History	Socio-religious history, art and cultural history and gender studies

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	HIS0100104	100	MDC0100103	100	SEC0111403	100		
2 nd SEM	HIS0200104	100	SEC0208303	100	VAC0200402	100		
3 rd SEM	HIS0300104	100	SEC0316503	100		100		
4 th SEM	HIS0200104	100	HIS0200204	100	HIS0200304	100	HIS0200404	100
5 th SEM	N/A	N/A	N/A					
6 th SEM	N/A	N/A	N/A					

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:**a) Teacher-Student Ratio:**

Program	Teacher: Student Ratio
B.A. 1 st SEM CORE	1:94
B.A. 2 nd SEM CORE	1:57
B.A. 3 rd SEM CORE	1:25
B.A. 4 th SEM CORE	1:8
B.A. 1 st SEM MDC	1:67
B.A. 2 nd SEM SEC	1:24
B.A. 2 nd SEM VAC	1:36
B.A. 3 rd SEM SEC	1:24

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Kaushik Thakur Bhuyan	Full time	M.A., Ph.D. (ICSSR Doctoral fellow 2017-19)	YES	SLET (4 th Rank in GEN list) 2018
2	Rupsikha Kalita	Full time	M.A	NO	NET
3	Parinita Kakati	Full time	M.A	NO	SLET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-25
Number	3

d) Number of Research Publications (in referred journals excluding the journal published by the University) * since joining in December 2023.**

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Kaushik Thakur Bhuyan	2	2 (Chapter in Routledge, New York)	2
2	Rupsikha Kalita	1	0	1

3	Parinita Kakati	1	0	1

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr. Kaushik Thakur Bhuyan	2	NIL	1	2
2	Rupsikha Kalita	2	NIL	1	2
3	Parinita Kakati	2	NIL	1	2

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	Dr. Kaushik Thakur Bhuyan	Nil	1	Nil	Nil
2	Rupsikha Kalita	Nil	2	Nil	Nil
3	Parinita Kakati	Nil	1	Nil	Nil

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1	Dr. Kaushik Thakur Bhuyan	Interviewed Molaya Goswami/Munin Barua (National Award winners in 2013 for self-MA dissertation.	ICSSR Ph.D. award 2017.	Nil	Nil	Nil
2	Rupsikha Kalita	Nil	Nil	Nil	Nil	Nil

3	Parinita Kakati	Submitted U.G Dissertation Paper on Dynamics of Silk and Handloom Industry of Sualkuchi Assam.	Nil	Nil	Nil	Nil

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	50 (major)
Number of sanctioned seats in the department during the year	50 (major)

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	1	Nil	1	0	16			18

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Interview for project of SEC (project sample enclosed) 1. https://drive.google.com/file/d/1ZHJKY_loT8ogn-K6ombtufLxYE-iadhE/view?usp=sharing
2	Participative learning	Group discussion, library visit. 1. https://drive.google.com/file/d/1CyDqkw7KRQuI-NwRAoaAqfrSd5_kxECjz/view?usp=sharing 2. https://drive.google.com/file/d/1VULB3SsWEcO-Sufpr_-b85iuKDTQzqEN/view?usp=sharing

		3. https://drive.google.com/file/d/1hGWl93wq5FNe21EEtN08y1tXkaSWzpAq/view?usp=sharing 4. https://drive.google.com/file/d/1m35H72K_GWVxXDvtgRc4XSdIEbJ1iE04/view?usp=sharing
3	Problem solving	Quiz in class, projects, class test, Group Discussions. 1. https://drive.google.com/file/d/1ZHJKY_loT8ogn-K6ombtuFLxYE-iadhE/view?usp=drive_link 2. https://drive.google.com/file/d/1qBDoiO3V6MCjYav2ra8eu9Cam3m1KoST/view?usp=sharing 3. https://drive.google.com/file/d/1Op395wA1hFBIL_A6cLA6VAOBZzZDQHv1K/view?usp=sharing
4	Any other method	Assignment, flip classroom, Library Visit. 1. https://drive.google.com/file/d/14g4nEZtNJHxLIbaQqvFyoIvzTILdnFm/view?usp=sharing 2. https://drive.google.com/file/d/1mk4PxT3l_0NGJtOFc1zrCR9cl9elkDoK/view?usp=sharing 3. https://drive.google.com/file/d/1FSVRVASD0m8tfsDGTWChIQwX7Jxa8b4F/view?usp=sharing 4. https://drive.google.com/file/d/1huTHQaY6yNPbqrbPLr8RGd-ocUOTHgZz/view?usp=sharing

d) Teaching-learning methodologies: (Supporting documents to be attached) (photograph)

ICT	Blended methods	Group discussion	Field-based study	Any other
Yes	Yes	yes	Yes	Library activity

e) Outcome-based education (OBE) practices:

Program and courses are followed as defined by GU curriculum. Curriculum and teaching methods are regularly updated as notified by G.U/college office. Active student involvement is encouraged through group discussion, library visit, quiz session, etc. Assessments are held regularly as per the timetable and feedbacks are given on basis of the same. Assignment and projects are given to the students. To address the needs of the student's mentor mentee sessions are held. For the slow learner's remedial classes are held by the department. Flip classroom method is also used to generate interest among students in the class. It has been observed that use of ICT improves class pass percentage which is reflected as attached in next columns.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Kaushik Thakur Bhuyan	18	14	12	7	N/A	N/A

Rupsikha Kalita	16	15	12	7	N/A	N/A
Parinita Kakati	16	14	13	7	N/A	N/A

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	To ensure the needs of types of learner's different methods are applied in teaching. Group discussion, flip classroom method, library visit, quiz and presentations are held. For the slow learners' remedial classes are held. The department had organised workshop on Artefacts of the Past: Museum and Memories in the Preservation of History. Shri Sujit Das, Guinness World Record holder was invited to give talk/demonstrative workshop on the methods of preservation of heritage and artifacts of Assam and India to students.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No? YES	Supporting Documents to be attached. (course plan copy) 1. COURSE PLAN DEPARTMENT OF HISTORY AUG 2024-JUNE 2025

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No? YES	Supporting Documents to be attached. 1. https://drive.google.com/file/d/1qBDoiO3V6MCjYav2ra8eu9Cam3m1KoST/view?usp=sharing 2. https://drive.google.com/file/d/1Qp395wA1hFBILA6cLA6VAOBZzZDQHv1K/view?usp=sharing 3. https://drive.google.com/file/d/14g4nEZtNJHxLIbaQqvFyoIvzTILdnFm/view?usp=sharing 4. https://drive.google.com/file/d/12EWQ5B3WTYOkbHDEK69Ej8oaSXA3NzZv/view?usp=sharing 5. sessional examination question paper jan-june 2025

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No? YES	Supporting Documents to be attached. Yes. 1. https://drive.google.com/file/d/12uoUI0YjGTLR7vNceaGoy67eeirpXzb4/view?usp=sharing 2. https://drive.google.com/file/d/1JolqFusYsQq3jPxOUmT65EmWMd3pPrVn/view?usp=drive_link

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No? YES	Supporting Documents to be attached. Yes. 1. https://drive.google.com/file/d/14CVHSOzXe3J07pG399B5NxApOvll5p5m/view?usp=sharing 2. https://drive.google.com/file/d/1c6FJsBS4mPK--fBiZLRJKAYKYJtiQHLm/view?usp=sharing

INPUT:

Description	Brief Description with Supporting Documents
Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The college follows the syllabus of Gauhati University. This syllabus is aligned with NEP and industry needs. BA history syllabus FYUGP .docx

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The teachers of the department are qualified, trained and motivated to help the students learn. The teachers have academic and research expertise. The teachers have done various FIP, FDP, NEP oriented FDPs notified by college/Government. The teachers have made efforts to publish research papers and attended seminar, workshops during the session. The teachers of the department always try to give their best to the students. (FIP, FDP certificates) 1. FIP, FDP DR. KAUSHIK T. BHUYAN 2. FIP, FDP PARINITA KAKATI 3. https://drive.google.com/file/d/1WhewywX6IMOM6Ypd-R19dwlzywqpNUM6/view?usp=sharing 4. https://drive.google.com/file/d/1LEC_tXib803NgwvymWMUA_Cf_wMmQAGSD/view?usp=sharing 5. https://drive.google.com/file/d/1smuKlRseaFzSqFm4rIXUaVOuBbRix2Md/view?usp=sharing 6. https://drive.google.com/file/d/191HLgU7g-FO-LNAdVklNi_fQ3mGh4I-/view?usp=sharing

Description	Brief Description with Supporting Documents

c) Diverse learners with varying academic preparedness and interests.	On the basis of summative and formative assessments as well as classroom activity diverse learners are identified. The teachers try to address the needs of these learners according to their requirements and types. The fast and medium learners are encouraged but at the same time slow learners are given special attention such as remedial classes and special class before examinations were taken to make sure, they perform well. 1. https://drive.google.com/file/d/12uoU10YjGTLR7vNceaGoy67eairpXzb4/view?usp=drive_link 2. https://drive.google.com/file/d/1SrDw4J9lmDx5jNJaokMEcdJOiq7C5Bxd/view?usp=sharing

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	It is made sure that the students have proper access to library, ICT tools. Library visits are organised for the students of the department. The college has smart classrooms where we give ICT facilities to our students. E- resources are also shared with the students as per their needs. https://drive.google.com/file/d/1HSPCHuZfrWX0x_Yqy7-UkuTGj_VmJ5lt/view?usp=sharing 1. https://drive.google.com/file/d/1VULB3SssWEcOSufpr_-b85iuKDTQzqEN/view?usp=sharing

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	Classes are held in smart classrooms. The college has Wi-Fi facility. https://drive.google.com/file/d/1HSPCHuZfrWX0x_Yqy7-UkuTGj_VmJ5lt/view?usp=sharing

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The department with the aid of AMC of the college design academic planning. Course plans are made regularly and evaluation policies are designed accordingly. (course plan copy) 1. COURSE PLAN DEPARTMENT OF HISTORY AUG 2024-JUNE 2025

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	Group discussions, flip classroom method, ICT, library visit, quiz, assignments, class tests etc are used as learner centric method by the teachers. (enclosed the documents of group discussion, book circle, class test) https://drive.google.com/file/d/13-Rm1Cai1AkDrxjH0oZs3IC5b-VE92jy/view?usp=sharing https://drive.google.com/file/d/1RYcmWxS21mv23BnFEq6PsCD2_ZaQVpd3/view?usp=sharing class test papers

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Course plans are prepared and course outcomes are as of last session substantially achieved as reflected in AMC notification.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	ICT is used on a regular basis as it has been observed that student interest in academic/extra-curricular participation has shown marked improvement. ICT classrooms are held, video screening, etc are used in teaching learning process. Use of ICT .jpg ict class P. Kakati 4th Semester .jpg

Description	Brief Description with Supporting Documents

d) Regular formative and summative evaluations to monitor learning progress.	Sessional examinations, class tests are held to assess the students. Assignments and projects are given. https://tinyurl.com/3u9tpuhs https://tinyurl.com/3tn3cub4 https://tinyurl.com/bp565xcv https://tinyurl.com/yh9d4phb sessional examination question paper jan-june 2025

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	Mentor mentee sessions are held. Remedial classes are organised for slow and advanced learners. 1. https://drive.google.com/file/d/1JolqFusYsQq3jPxOUmT65EmWMd3pPrVn/view?usp=sharing 2. https://drive.google.com/file/d/12uoUl0YjGTLR7vNceaGoy67eairpXzb4/view?usp=sharing

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	Towards the end of each session feedback forms are distributed among the students. After collection of these forms the teachers analyse the feedbacks and areas of improvement. 1. https://drive.google.com/file/d/1c6FJsBS4mPK--fBiZLRJKAYKYJtiQHLm/view?usp=sharing 2. https://drive.google.com/file/d/14CVHSOzXe3J07pG399B5NxApOvll5p5m/view?usp=sharing

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA,	

and student retention rate.	From 2023 to 2024 substantial improvement has been observed regarding pass percentage and overall departmental performance. (report of B.A. 1stsem result, AUG-December 2024) 1. https://docs.google.com/spreadsheets/d/1PXia6VnduK_8_xduAZXuvho9pvlaC-jF/edit?usp=sharing&ouid=113763096769679648788&rtpof=true&sd=true 2. https://tinyurl.com/deptperformancereport 3. https://tinyurl.com/secperformancereport

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Book discussion circle, group discussion, etc. (group discussion report and book circle report already enclosed) 1. https://drive.google.com/file/d/1VULB3SssWEcOSufpr_-b85iuKDTQzqEN/view?usp=sharing 2. https://drive.google.com/file/d/1UBCq1e3MxBtCaxekkvz3B2ApyRyG2Bpz/view?usp=drive_link

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	Since we are a Graduation college, student participation in projects has been undertaken viz. a viz. SEC curriculum but research component is a serious prospect that will be undertaken as soon as notification from college/G.U. is made available to departments. 1. https://drive.google.com/file/d/1ZHJKY_loT8ogn-K6ombtufLxYE-iadhE/view?usp=sharing

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	Nil

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	Internship programmes are arranged for the B.A. 4th semester students. https://drive.google.com/file/d/1iAnltHaeZhdheyMchQaXh0XfQHt88Rfr/view?usp=drive_link

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	College has been accredited with B+ grade by NAAC in January 2024.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	N/A

Description	Brief Description with Supporting Documents

c) Strengthened teaching-research integration and professional development.	Teachers have attended various FDPs, FIPs and NEP orientation programme. 1. FIP,FDP DR.KAUSHIK T. BHUYAN 2. FIP, FDP PARINITA KAKATI 3. https://drive.google.com/file/d/1WhewywX6IMOM6Ypd-R19dwlzywqpNUM6/view?usp=sharing 4. https://drive.google.com/file/d/1LEC_tXib803NgwvymWMUACFWMmQAGSD/view?usp=sharing 5. https://drive.google.com/file/d/1smuKlRseaFzSqFm4rlXUaVOuBbRix2Md/view?usp=sharing 6. https://drive.google.com/file/d/191HLgU7g-FO-LNAdVkJni_fQ3mGh4I-/view?usp=sharing

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Departmental meetings are held regularly. In the beginning of each session the departments lay down departmental action plan for the session and also analyse the actions taken in the previous session. https://tinyurl.com/Deptcordbook

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	N/A

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?		Yes, HOD has published two book chapters from Routledge, New York since joining PDUAM in 2023	PUBLICATIONS IN ROUTLEDGE DR. KAUSHIK BHUYAN
2	Is research promoted through funding and incentives?		Not yet in BA in PDUAM Dalgaoon	
3	Are industry collaborations and consultancy projects actively pursued?		MOU with Piramal Group this Aug-Dec session.	https://tinyurl.com/hcvbj74u
4	Are research outcomes disseminated effectively (conferences, journals)?		Yes.	
5	Is there policy for promoting research and innovation at the department/institution?		The GU curriculum is followed for the same.	

INPUT:

Indicator	Description	Name of Faculty with years of experience
	Number and quality of faculty	

a) Qualified research-oriented faculty	engaged in research and supervision	Dr. Kaushik Thakur Bhuyan, ICSSR Doctoral Fellow 2017-2019,

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	NA for BA History (ICT available in common classrooms allotted by AMC)

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	The Department aims to avail a grant from relevant funding institutions in the coming new session.

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	No information is available in the Department at the time of making this report for this section on ethics committee.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	Undertaken by HOD. (self-research) (same as above). Other two faculties are involved in application process of their PhD.

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture (Yes)	The Department successfully completed one talk/workshop in highlighting role of Archives, Museums and Preservation of historical artefacts with Mr. Sujit Das, Conservator/Curator, Nagaon and Guinness World Record Holder, Assam. Talk Lecture Cum Demonstration by Mr. Sujit Das.pdf

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	Department is very new since establishment in December 2023 and we are hopeful college will advise on POA. A CTA talk was organised in 2024 in pursuance of these aims and it was attended by all Department faculties including

		questions from the HOD regarding the subject asked.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	NA

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	Self-research is undertaken as of now.

OUTCOME:

Indicator	Description	Write description & provide supporting documents

a) Research publications and patents	Quantity and quality of research publications, patents, and citations	Quantity given above. Quality is of National/International standards.

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	Participated in ICSSR-NERC funded conference held at PDUAM Dalgaoon in 2024. https://drive.google.com/file/d/1QQeNkUnYW_NjkC5FS7ZvUs-Gjvfz-QtT2/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NA

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	1. Indian Council of Historical Research Travel Grant Award (ICHR), 2016. 2. Indian Council for Social Science Research (ICSSR) Doctoral Fellow, 2017-2019. 3. IRIS Fellow Japan, Embassy of India and MOFA -Japan, Jan 2020, selected to promote intercultural relations. Head has introduced <i>Interview method</i> (in practice) to students of SEC in the last semester which is a research component that can empower students if they opt for research after 6th semester. Research Fellowship Records Dr. Kaushik Bhuyan.pdf

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	Two chapters were published in two books in the last sessions.

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	Yes, a few students have engaged themselves in industry problems. As this is chor area, current supply is short, some college students are involved in learning and repairing of electrical works. https://tinyurl.com/Industrial-Training-of-Studnts

Indicator	Description	Write description & provide supporting documents

c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	Internship was provided as per NEP and Government of Assam guidelines to BA students in 4th semester. How they will use it will reflect after they pass out. As college is in chor area, few students have been involved in collection of information about local area incentives/start offs. 1. https://drive.google.com/file/d/1iAnltHaeZhdheyMchQaXh0XfQHt88Rfr/view?usp=drive link

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	***d) Answer to Indicator only Accreditation with NAAC B+ grade.

Indicator	Description	Write description & provide supporting documents

e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	To be attached.

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L3

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	Playground is available.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	Yes. 1.Dr. Kaushik Thakur Bhuyan (Music and Culture In-Charge + Extracurricular cell, PDUAM 2. Rupsikha Kalita, (Debate and Symposium incharge)+ Training and placement cell member, PDUAM Dalgaon. https://drive.google.com/file/d/1mVyUAqzNca0xzAHpzozd19JmccwphWQR/view?usp=drive_link 3.Parinita Kakati, Music and Culture Committee + Hostel Committee +Admission Committee (2 sessions) INVOLVEMENT IN DIFFERENT COMMITTEE P. KAKATI

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	Allotted by Principal's Office.

Indicator	Description	Write description & provide supporting documents

d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Yes.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	MOU with Piramal Group. https://tinyurl.com/PIRAMAL-MOU

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	As per college/GU/Government of Assam and India guidelines as received from office from time to time.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	Yes. Celebration of Foundation Day, Freshers, College Annual Week are major highlights in which students are encouraged to perform in all categories mentioned. The Department is pleased to see its students win three prizes in the very first year of faculty appointments.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	The Department successfully completed one talk/workshop in highlighting role of Archives, Museums and Preservation of historical artefacts with Mr. Sujit Das, Conservator/Curator, Nagaon and Guinness World Record Holder, Assam. https://tinyurl.com/DEMOSTRATION-BY-SUJIT-DAS

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	N/A in last session.

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	Is encouraged regularly by Department faculties throughout the whole annual year.

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	Done as in-charges especially in duties allotted to faculties across cells https://drive.google.com/file/d/1mVyUAqzNca0xzAHpzozd19JmccwphWQR/view?usp=drive_link https://drive.google.com/file/d/1DfQSDSY7v6660Q7iIRIwfqLAU5FIlyS9/view?usp=sharing

Indicator	Description	Write description & provide supporting documents

f) Documentation of student achievements	Maintaining systematic records of student activities and performance	Is documented substantially well.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	Same as Above

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	Yes. In college events last semesters. Department is new so we hope to see more participation in mentioned categories in coming future. (Wall magazine 2 nd position) (Football Champion)

Indicator	Description	Write description & provide supporting documents

c) Institutional recognition and awards	Awards or recognition for institutional initiatives	N/A.

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	Nil

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	Is encouraged. Proof enclosed as in other categories.

Indicator	Description	Write description & provide supporting documents

c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Is encouraged as per proof given in other categories. •

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L3

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	Department has ensured identification and encouragement of students that are or can be mentored to take community engagement seriously. One or two students are involved in teaching in schools to foster community education. *However, this affects class attendance and passes percentage.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	Many students of the department have joined NSS unit of the college.

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	Cell wise distribution of college faculties attached.

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	Collaborated with NSS and Mangaldoi Civil Hospital in Blood Donation in 2024 session. https://drive.google.com/file/d/1XTckDz6GfOMF2cig-LC1Flzk6MN22oaw/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	Department does not have any extra budget allocation source except from college office for programs designated in the curriculum.

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	Nil

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	PiramaL MOU.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	Amrit Bhikshan carried out by students and faculties of the History Department in collaboration with ECO Club that has regular engagement with the local plant and fertiliser centre Dalgaon. An outreach activity was conducted by the women cell where teachers and students have participated. Amrit Vrikshan.pdf https://tinyurl.com/extensionactivitywomencell

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	The teachers and students of the department are part of multiple awareness, health, literacy and environmental programs. https://drive.google.com/file/d/1XTckDz6GfOMF2cig-LC1Flzk6MN22oaw/view?usp=sharing

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	Advise/notification from AMC and BOS is awaited in this regard.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	Faculties and students of the department are part of many outreach activities. https://drive.google.com/file/d/1JolqFusYsQq3jPxOUmT65EmWMd3pPrVn/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	MOU with Piramal Group in planning and execution of street plays in creation of awareness against early child marriage in chor areas such as ours is in the pipeline.

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		Nil.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	Yes. Amrit Briksha Andolon and Awareness programme by Women Cell. Amrit Vrikshan.pdf

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	Female enrolment has increased. Now more than 54% students of the college are girls. Child marriage will show gradual decline.

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	To be enclosed with Panchayat pdf Panchayat Record Azgar Ali.jpg

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	Nil

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	Female enrolment has increased and child marriage is being reduced.

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	N/A

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	Yes (plantation photo) Amrit Vrikshan.pdf

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	Yes. Piramal MOU.

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.

- **L5:** Nationally/internationally recognized community engagement model; policy influence.

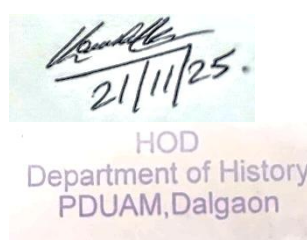
- **Self-declaration of level:**

Level	L2

All the above information & supporting documents provided are true to the best of my knowledge. * Files may be absent or not uploaded due to size or format issue. Kindly bear with for non-availability of printer/net issue for time being*.

Date: 03/10/2025

Name & Signature of HOD: Dr. Kaushik Thakur Bhuyan



Handwritten signature: *Kaushik Bhuyan*
 21/11/25.
 HOD
 Department of History
 PDUAM, Dalgaon

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: Mathematics
b) Name of HOD: Mr. Pritam Das
c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B.Sc.	120	22

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	Yes		
2	Are learning outcomes clearly defined for each course / program?	Yes		
3	Is there flexibility to include interdisciplinary and skill-based courses?	Yes		
4	Are curricula updated regularly (every 2-3 years)?	Yes		
5	Is industry-relevant content included in the syllabus?	Yes		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	No		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	Yes		

P. Das
Head
Dept. of Mathematics
PDUAM, Dalgaon

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University		
2	Dr. Kamal J. Barman	Setting of question papers for UG/PG programs	2025	1(SEC)
3		Design and development of curriculum for any courses		
4	Dr. Kamal J. Barman Mr. Pritam Das	Assessment/ evaluation process of the affiliating University	2025	2(SEC+M DC)

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	B.Sc.	Mr. Pritam Das	Graph Theory, Algebraic Number Theory	Ring Theory, Real Analysis
2	B.Sc.	Dr. Kamal J. Barman	Graph Theory, Algebra	Number Theory, Topology

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	MAT010104	100						
2 nd SEM	MAT020104	100	SEC02006803	100				
3 rd SEM	MAT030104	100						
4 th SEM	MAT040104	100	MAT040204	100	MAT040304	100	MAT040404	100
5 th SEM	MAT-HC-5016	100	MAT-HC-5026	100	MAT-HE-5036	100	MAT-HE-5066	100
6 th SEM	MAT-HC-6016	100	MAT-HC-6026	100	MAT-HE-6036	100	MAT-HE-6086	100

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
B.Sc.	1:50

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Mr. Pritam Das	Full Time	M.Sc.	No	NET
2	Dr. Kamal J Barman	Full Time	M.Sc. , PhD	Yes	No

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-25
Number	2 against 4 sanctioned posts.

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1				
2				
3				
4				

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr. Kamal J Barman	2	0	1	0
2					
3					
4					

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1					
2					
3					
4					

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1.	Mr. Pritam Das	2				
2.	Dr. Kamal J Barman	2				

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L3

3. **LEARNING & TEACHING:**

a) **Enrolment number**

Number of students admitted to the department during the year	12 students admitted out of which 8 remains.
Number of sanctioned seats in the department during the year	40

b) **Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.**

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number						5	3(Gen)	8

c) **Student-centric methods used for enhancing learning experiences.**

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	The students of the department undertake internship at various institutions and dissertation or project work is assigned to promote experimental learning.
2	Participative learning	Quiz and other competitions are organised among the students to promote participative learning.
3	Problem solving	The problems are connected to real-life contexts, helping students understand how theoretical knowledge is used in everyday situations.

4	Any other method	

d) **Teaching-learning methodologies: (Supporting documents to be attached)**

ICT	Blended methods	Group discussion	Field-based study	Any other
Yes				Mathematical software such as GNU Octave WinEdt, Notepad etc.

e) Outcome-based education (OBE) practices:

The department follows the curriculum designed by Gauhati University which clearly defines the course outcomes and program outcomes. Continuous evaluation methods such as sessional examination, home assignment are conducted to measure the level of attainment of these outcomes.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Mr. Pritam Das	6	6	6	6	2	2
Dr. Kamal J Barman	6	6	6	6	2	2

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	The department encourages innovative learning through the use of ICT tools. Problems are solved with the help of mathematical software such as GNU Octave, WinEdt, Notepad etc. Project work, Internship are also assigned to them to enhance their critical thinking and problem-solving skills.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No? Yes	Supporting Documents to be attached.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No? Yes	Supporting Documents to be attached.

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No? No	Supporting Documents to be attached.

Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No No	Supporting Documents to be attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	As our institution is affiliated with Gauhati University, we strictly follow the curriculum designed by the University, which is aligned with the requirements of the National Education Policy and Industry Needs.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The department has qualified faculty members with notable research contributions, including publications, book chapters and conference paper publications.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	Although we encourage diversity among learners with varying academic preparedness and interest, they have not shown any enthusiasm beyond the prescribed curriculum.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The department utilise smart classroom and ICT tools as needed. Additionally, the college boasts a well-structured library with a substantial collection of books.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The department utilise smart classroom whenever required and conducts practical sessions in the computer centre, which is equipped with the internet connectivity.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The department follows a time table prepared in accordance with the credit allotment of each paper and faculty member adheres to a lesson plan to ensure the timely completion of the course. Sessional examinations are conducted in a transparent manner and the evaluated answer scripts are shown to the students to ensure fairness and transparency.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	The students of the department undergo internship in various institutions to gain practical exposure and industry experience. They also attend practical classes and submit their project reports as part of the course requirements.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Faculty members of the department adhere to a systematic lesson plan to ensure the timely completion of the course and plans the delivery of the lectures in alignment with the intended learning outcomes.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	The department uses various digital tools to enhance the teaching learning process of students, such as GNU Octave, WinEdt, Notepad++ etc which facilitates computational analysis, documentation and programming activities.

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	The department conducts sessional examination as per the schedule notified by the college and also organizes class test whenever required.

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	The department has implemented a mentor mentee system to address students' queries and problems whenever required. However, due to shortage of faculty and time constraints, remedial classes could not be conducted.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	The faculty members of the department ask the students whether the classes are understandable and if the concepts are clear, but formal feedback is not collected either through forms or Google forms.

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	During this academic session, there has been a noticeable improvement in the pass percentage and overall CGPA. However, the student retention rate has not shown a corresponding level of improvement.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Compared to the time of their admission into the department, there has been a noticeable improvement in the critical thinking, communication, and problem-solving skills of most of students of the department.

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	The department encourages students to participate in research projects and seminars and also to engage with recent academic articles. However there is no interest from student's side.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	So far, during this academic session, there has been no involvement of students in any innovative practices or startup initiatives.

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	Graduates of the department possess good employability skills and demonstrate adequate knowledge of programming languages and mathematical tools such as GNU Octave, WinEdt and Notepad. This proficiency enables them to meet some of the requirements of industry and applied research sectors.

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	A good number of students have successfully completed their postgraduate studies from various Central and State universities, while several others are presently pursuing their higher studies. This progression reflects the department's consistent efforts to motivate students towards academic excellence and lifelong learning.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	The department demonstrates a good rate of progression to higher studies. A good number of students have enrolled in higher studies across various central and state universities, reflecting the academic preparedness and motivation nurtured by the department.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	Faculty members of the department keep themselves updated with current research trends by attending national level seminar/workshop and FDPs. Also motivate students to explore recent developments in respective fields. However, due to limited students' interest in undertaking research -oriented environment, the department could not make significant progress in this area.

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Department meetings are convened as and when required to discuss various academic and administrative matters such as course distribution, course completion and other activities. The proceedings of these meetings are duly recorded in the departmental proceeding register.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	The department is currently unable to undertake any new initiatives related to social innovation and sustainable development due to limited resources; however, it remains committed to exploring possibility for future engagement in such areas.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.

- **Self-declaration level in Learning & Teaching:**

Level	L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES / NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Although the faculty members have research publications and book chapter to their credit, there are no publications recorded during the period from August 2024 to July 2025	
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	Yes	The results of research are shared or communicated in a proper and impactful way to the relevant audience through journals, books, seminar/ conference presentation.	
5	Is there policy for promoting research and innovation at the department/institution?	No		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	Dr. Kamal Jyoti Barman (7 years of research experience)

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	The department presently doesn't possess adequate infrastructure such as laboratories, library resources, ICT tools or research equipment to support research activities.

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	There is no internal/external funding or research grants available.

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research.	The department has, as yet, not undertaken any research projects involving collaboration or interdisciplinary approaches.

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	So far, the department has not conducted any academic events or activities intended to promote a research-oriented environment.

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	The department has not yet adopted any mechanism to promote research publications and support intellectual property rights.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	While the department acknowledges and supports activities related to innovation, incubation and prototype development, the unavailability of dedicated funding has limited the scope for implementation.

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	The department has not undertaken any research projects for monitoring and evaluation, nor has it implemented a formal feedback mechanism for faculty members.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	During this academic session, the department has not recorded any research publications, patents or citations.

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	The department has not been involved in any funded projects sponsored by government or industry agencies.

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	The department has not engaged in any development initiatives leading to new technologies, prototype or models.

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	The department has not had any faculty or students acknowledged for excellence in research.

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	A faculty member has received a few citations for his research contributions.

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	The department has not been engaged in research projects that support industries or address real-world community problems.

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	The department has not generated any start-ups or spin-offs arising from research and innovation activities.

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	The department has not taken part in any initiatives under national innovation missions or related policy frameworks.

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:**INPUT:**

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	The institution has a well-maintained playground equipped with necessary sports facilities and an open gallery that serves as a multipurpose space for organizing various cultural and co-curricular activities. Although the institution doesn't have a dedicated auditorium, major events and programs are efficiently conducted in the open gallery or other available spaces, ensuring active students' participation and smooth execution of institutional activities.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	One of the department's faculty members has been actively contributing as a member of both the training and placement cell and the grievance cell.

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	One of the departments students has actively participated as a member of the institute student union body.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	The department is yet to establish partnership with external organizations for inter-institutional collaboration and community-based programs. Efforts will be made in the future to develop such linkages for mutual academic and social benefits.

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	Sports, cultural and literary events are organised to encourage students physical, creative and cultural expression and to promote their holistic development.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	So far, the department has not conducted any workshop focused on developing leadership, teamwork and communication competencies among students.

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	The department did not record any student participation in inter-institutional or external events during the academic session.

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	

Indicator	Description	Write description & provide supporting documents
c) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	

Indicator	Description	Write description & provide supporting documents
g) Documentation of student achievements	Maintaining systematic records of student activities and performance	The department has initiated the practice of maintaining systematic records of student activities and performance for better monitoring and evaluation.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	The department's students have shown active participation in institutional level activities including college week and similar events, but there has been no involvement in external or inter-institutional events so far.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	The department doesn't have any records of students receiving awards or medals at university, national or international level.

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	The department's students have not yet participated in any national or international level bodies, nor have they received formal recognition.

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	Students are encouraged to participate in various sports and cultural activities to foster confidence, teamwork. The department also organizes quiz/recitation competition to promote critical thinking and holistic development among students.

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Students are encouraged to develop as responsible and culturally aware citizens through active participation in academic, cultural and community-based activities.

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L3

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	The institution has established NSS unit, which has actively undertaken and successfully organised numerous outreach and community service programs for the benefit of society.

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	Although the institution doesn't receive dedicated financial support for community programs, the institutional playground is effectively utilized for conducting training session for employment seekers and the training and placement cell of the institution has organised training programs to enhance their employability.

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	The department has not yet undertaken any baseline survey or need- based analysis to assess and identify the specific requirements of the local communities.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	Being an affiliated college under Gauhati University, the institution adheres strictly to the curriculum prescribed by the University. The existing curriculum offered by the department doesn't incorporate any component on service learning or community engagement.

Indicator	Description	Write description & provide supporting documents
d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	In earlier years, the department organized some outreach initiatives, including plantation and cleanliness drive. However, during the current academic session, the department has not undertaken or participated in any such community-oriented programs.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	The department has not yet established any collaboration or partnership with local communities or organizations aimed at achieving sustainable and long-term outcomes.

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		In the previous years, the department adopted Kharupetia Higher Secondary school as part of its outreach initiatives; however, no specific activities or programs have been conducted during the current academic session.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	Despite being encouraged to participate actively in outreach and extension activities, the students have not shown any interest in doing so.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

- **Self-declaration of level:**

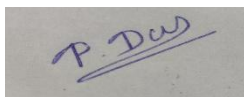
Level	L2

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 03/11/25

Name & Signature of HOD :

Mr. Pritam Das

A rectangular box containing a handwritten signature in blue ink that reads "P. Das".

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: PHYSICS
b) Name of HOD: Dr. DEBABRAT KALITA
c) Academic Program(s) conducted in the Department:

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B.Sc.	90 (Major)	47 (Major)

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:**(Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES		
2	Are learning outcomes clearly defined for each course / program?	YES	Gauhati University Syllabus	Ref: Gauhati University Syllabus
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES		
4	Are curricula updated regularly (every 2-3 years)?	YES	Gauhati University Syllabus	
5	Is industry-relevant content included in the syllabus?	YES	SEC Paper	
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	Gauhati University Syllabus	



Shalita
Head
Deptt. of Physics
PDUAM, Dalgaon

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	Dr. Debabrat Kalita	Academic council/ BoS of Affiliating University	2024-25 (PDUAMD)	
2	Dr. Debabrat Kalita Dr. Lakhi Chetia Dr. Angana Goswami Mriganko B. Chakraverty	Setting of question papers for UG/PG programs	2024-25	6 (each faculty)
3		Design and development of curriculum for any courses	Nil	
4	Dr. Debabrat Kalita Dr. Lakhi Chetia Dr. Angana Goswami Mriganko B. Chakraverty	Assessment/ evaluation process of the affiliating University	2024-25	8 (each faculty)

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	BSc in Physics	Dr. Debabrat Kalita	Electronics & Photonics (in MSc)	Electronics & Photonics
2	BSc in Physics	Dr. Lakhi Chetia	Condensed matter physics (in MSc)	Condensed matter physics
3	BSc in Physics	Dr. Angana Goswami	Molecular and laser spectroscopy (in MSc)	Bioluminescence, spectroscopy
4	BSc in Physics	Mr. Mriganko B. Chakraverty	Particle Physics and Cosmology (in MSc)	QFT (Quantum Field Theory)

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	PHY0100104 (Mathematical Physics and Mechanics)	100	SEC0107803 (Physics Workshop Skills)	100	MDC0100103 (Introduction to Natural and Physical Sciences)	100		
2 nd SEM	PHY0200104 (Mathematical Physics and Electricity and	100 %	SEC0200903 (Basic Skills on Electronic Equipments)	100 %	MDC0200103 (Natural and Physical Sciences in	100		

	Magnetism)				Everyday Life)			
3 rd SEM	PHY0300104 (Waves and Optics)	100						
4 th SEM	PHY0400104 (Classical mechanics)	100	PHY0400204 (Quantum Mechanics I)	100	PHY0400304 (Analog Electronics)	100	PHY0400404 (Mathematical Physics)	100
5 th SEM	PHY-HC-5016 (Quantum Mechanic & Application)	100	PHY-HC-5026 (Solid State physics)	100	PHY-HE-5046 (Physics of Devices & applications)	100	PHY-HE-5056 (Nuclear and Particle Physics)	100
6 th SEM	PHY-HC-6016 (Electromagnetic Theory)	100	PHY-HC-6016 (Statistical Mechanics)	100	PHY-HE-6036 (Advanced Mathematical physics)	100	PHY-HE-6056 (Classical dynamics)	100

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
B.Sc.	1:66 (including Mjaor, Minor and Common courses) 1:18.75 (only B.Sc. major)

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc

1	Dr. Lakhi Chetia	Full time	PhD	PhD	SLET
2	Dr. Debabrat Kalita	Full time	PhD	PhD	SLET
3	Dr. Angana Goswami	Full time	PhD	PhD	SLET
4	Mr. M.B. Chakrvertty	Full time	M.Sc.	-----	NET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-2025
Number	04

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Lakhi Chetia	---	International	01
2	Dr. Debabrat Kalita	---	International	01
3	Dr. Angana Goswami	01	-----	01
4	Mr. M.B. Chakraverty	01	-----	01

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conference s (Attended/ Presented) in numbers
1	Dr. Lakhi Chetia	NIL	NIL	NIL	NIL
2	Dr. Debabrat kalita	NIL	NIL	NIL	NIL
3	Dr. Angana Goswami	NIL	NIL	NIL	NIL

4	Mr. M.B. Chakrvertty	NIL	NIL	NIL	NIL

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	Dr. Lakhi Chetia	NIL	NIL	NIL	NIL
2	Dr. Debabrat Kalita	NIL	NIL	NIL	NIL
3	Dr. Angana Goswami	NIL	NIL	NIL	NIL
4	Mr. M.B. Chakravertty	NIL	NIL	NIL	NIL

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
	Dr. Lakhi Chetia	NIL	NIL	NIL	NIL	NIL
	Dr. Debabrat Kalita	NIL	NIL	NIL	NIL	NIL
	Dr. Angana Goswami	NIL	NIL	NIL	NIL	NIL
	Mr. M.B. Chakravertty	NIL	NIL	NIL	NIL	NIL

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- **Self-declaration level in Faculty Resources:**

Level	L2

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	30 (Major)
Number of sanctioned seats in the department during the year	04

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	0	2	1	0	4	0	23	30

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Use of laboratory equipments and computer for programming and simulations. 3D model making as a part of assignments, Mini physics project etc.
2	Participative learning	Discussions in the class about different topics, Group discussion for problem solving etc.
3	Problem solving	Test in the class and home assignments given periodically.
4	Any other method	Use of ICT tools like digital board, Youtube video link, PDF , PPT etc.

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
YouTube videos, PDF, PPT links, Smart digital board	Delivering online study materials before the class followed by discussion in the class.	YES	NIL	3D model making.

e) Outcome-based education (OBE) practices:

Guidance for entrance examinations such as CUET, JAM, GATE, NET etc.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Lakhi Chetia	7	7	5	5	3	3
Dr. Debabrat Kalita	8	8	6	6	2	2
Dr. Angana Goswami	7	7	5	5	2	2
Mr. M.B. Chakraverty	7	7	5	5	2	2

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Special classes for tutorial with focus on problem solving.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes/No? YES	Supporting Documents to be attached.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No? YES	Supporting Documents to be attached.

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes/No? YES (re-test exam of students)	Supporting Documents to be attached.

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No? NO	Supporting Documents to be attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	Yes (Under Gauhati University)

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	All faculties meet the minimum eligibility requirements for Assistant Professors set by UGC. All are having specializations in different area. There are 3 Faculties with PhD degree.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	Students can access library and have free internet access.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	There are no dedicated smart classroom for Physics department. There are few smart classrooms commonly used by all departments.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	Course plan is prepared before the starting of the session.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	Experiment in every Physics paper is compulsory. Experiential learning through laboratory experiments and project works. Participatory learning is ensured through group discussion and class interactions.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	Course Plan is prepared. Teachers prepare lesson plan to efficiently cover the syllabus in time.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation,	Yes. Smart board with internet connectivity is used in classes.

and online platforms for enhanced learning experience.	

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	Yes. Regular class tests, unit test , assignments and sessional examinations are conducted in a fully transparent manner where students are shown their evaluated copies.

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	Yes. Performances are monitored and guidance is provided addressing the needs of students.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	No

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	Pass percentage has improved. Batch wise CGPA has been fluctuated.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Continuous upgradation is observed during the study of the program .

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	NA

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	No

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies .	Yes. One Alumnus (Safikul Alam) is engaged with Assam Foods & Civil Supplies Corporation Limited (AFCSCL)

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	Yes. TWO students cleared IITJAM2025 and THREE have cleared CUET 2025 exam for Master Degree of Last Passed out Batch (2022-25). Few of the students of batch 2021-24 also doing Master degree and B.Ed in reputed institute/ university in Assam.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	Yes. TWO students cleared IITJAM2025 and THREE have cleared CUET 2025 exam for Master Degree of Last Passed out Batch (2022-25). Few of the students of batch 2021-24 also doing Master degree and B.Ed in reputed institute/ university in Assam.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Documents are attached.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	Yes	Research Paper s have published in National and International Journals	Attached
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	Yes	Citations is increased	
5	Is there policy for promoting research and innovation at the department/institution?	No		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	No supervision.

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	No

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	No.

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	No

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	No

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	One webinar is organized by Physics dept., PDUAM, Dalgao In collaboration with Girijananda Chowdhury University, Assam.

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	No.

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	No.

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NA

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	1. D. Kalita and L. Chetia; Optical characterization of silver nanoparticles deposited diatom frustules, January 2025, <u>MRS Advances</u> DOI: <u>10.1557/s43580-024-01098-3</u> 2. Dr. Angana Goswami Quantity of publication 1 Fourier Analysis of Firefly Pulses at low Temperature and under Strong Static Magnetic Field

		A.Goswami <i>et al.</i> PANE Journal of Physics 01(01),103(2025) 3. Mriganko Bastav Chakraverty Quantity of Publication 1 Estimating Cosmological Model Parameters Using Type 1A Supernovae Data M.B.Chakraverty Journal of Dynamics and Control Volume 8, Issue 11 (2024)

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NA

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	NA

Indicator	Description	Write description & provide supporting documents

d) Research awards and recognition	Recognition received by faculty and students for research excellence	NA

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	Yes.

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	

Indicator	Description	Write description & provide supporting documents

c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:**INPUT:**

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	Yes.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	1. Dr. Lakhi Chetia, Convenor, IIC, PDUAM, Dalgaon. Coordinator, Anti Ragging Cell, PDUAM, Dalgaon. Member, Eco Club, PDUAM, Dalgaon. 2. Dr. Debabrat Kalita, HOD, Dept. Of Physics. Member, BOS, PDUAM, Dalgaon. Coordinator, Internship, IIC, PDUAM, Dalgaon. Member, Disciplinary Action Committee. Member, Eco Club, PDUAM, Dalgaon. 3. Dr. Angana Goswami, Member, Grievance Redressal Cell. Member, Disciplinary Action Committee. 4. Mriganko Bastav Chakraverty, Member, IQAC PDUAM, Dalgaon.

Indicator	Description	Write description & provide supporting documents

c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Abu Bakkar Siddique, NSS Member and Student Union Body member.

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	One webinar is organized by Physics dept., PDUAM, Dalgaoon In collaboration with Girijananda Chowdhury University, Assam.

Indicator	Description	Write description & provide supporting documents

f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	Students are involved and participated in College week, and other departmental and college activities.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	

Indicator	Description	Write description & provide supporting documents

c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	Students are grouped and are placed under different faculty mentors of the department. Guidance is provided to students on both academic and non-academic matters.

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	Yes.

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	Yes.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	

Indicator	Description	Write description & provide supporting documents

c) Institutional recognition and awards	Awards or recognition for institutional initiatives	

IMPACT:

Indicator	Description	Write description & provide supporting documents
3. Representation of students in National/ larger bodies	National/ International participation & Recognition	NSS Member

Indicator	Description	Write description & provide supporting documents
4. Holistic personality development	Well-rounded student growth fostering confidence and resilience	Students are encouraged to pursue different career goals and moral support is provided to overcome challenges through in-class discussions and mentoring sessions.

Indicator	Description	Write description & provide supporting documents

5. Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Students are involved in programs such as plantation drives, Blood Donation camps, NSS programs as volunteers etc. which inculcates sense of responsibility and cultural sensitivity.

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **COMMUNITY ENGAGEMENT:**
- **Self-declaration of level:**

Level	

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents

e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	

Indicator	Description	Write description & provide supporting documents

d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents

a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.

- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

- **Self-declaration of level:**

Level	

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 02/11/2025



(Dr. Debabrat Kalita)

Name & Signature of HOD:

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: Political Science
b) Name of HOD: Dr. Nandita Das
c) Academic Program(s) conducted in the Department: 04(Four)

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B.A 1 st SEM(major+minor) August 2024	50+150=200	80 (major+1minor)
2	B.A. 2 nd SEM(major+minor)January 2025	50+150=200	80 (major+minor)
3	B.A. 3 rd SEM(major+minor)August, 2024	50+150=200	71 (major+1minor)
4	B.A.4th SEM(major+2minor) January, 2025	50+150=200	44 (major+1+minor +2minor)

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

S L. N O .	CRIT ERIA	Y E S/ N O	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision , Mission,	YES		Enclosed https://docs.google.com/document/d/1H6bqIXmTSxxBdSz2xM6xV0N3BxLbTKnV/edit?usp=drive_link&oid=107436294845423027772&rtpof=true&sd=tru


Dr. Nandita Das
Assistant Professor and HOD,
Department of Political Science
PDUAM, Dalgaon

	and Object ives?			
2	Are learni ng outco mes clearl y define d for each course / progra m?	Y ES		Enclosed https://drive.google.com/file/d/1yFWWD1eQLqV9wHBmR863D2tqNFov8eur/view?usp=drive_link

3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	Moreover, list of papers for common courses of all semesters are provided by Gauhati University from which the academic monitoring committee of the institution after discussion with all departments assign papers to be taught to the	

			respective departments	
4	Are curricula updated regularly (every 2-3 years)?	YES	Gauhati University to which PDUAM, Dalgaoon is affiliated updates	
5	Is industry-relevant content included in the syllabus?	NO	NA	
6	Does regular Industry-academia collaborate in curriculum design; global bench-marking?	NO	NA	
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES		Enclosed https://drive.google.com/file/d/1QzYeaCQCWKOGfkn1w7g_n-pB8bK8jH0/view?usp=drive_link

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council/ BoS of Affiliating University		
2	A) Dr. Nandita Das (HoD) B) Satabdi Sarkar	Setting of question papers for UG programs	August 2024-July	SEC Panchayati Raj in

	C) Dr. Kumar Chandan Jyoti		2025(1 st Sem)	Practice - 01 paper
3	NIL	Design and development of curriculum for any courses		
4	A) Dr. Nandita Das(HoD) B) Satabdi Sarkar C) Dr. Kumar Chandan Jyoti	Assessment/ evaluation process of the affiliating University	January 2025- June 2025(2 nd Sem)	SEC Conflict and Peace Building- 01 paper MDC Democracy and People's Rights-01 Paper

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	A) FYUGP B.A. 1 st Semester	A) Dr. Nandita Das B) Dr. Kumar Chandan Jyoti C) Satabdi Sarkar	A) Gender Studies B) Indian Politics, Public Administration C)Comparative Govt and Politics, Gender Studies.	A) Feminist practice, women and development, etc. B) Indian Politics, Constitution C)Women and empowerment, Constitution, comparative political institutions, etc.

2	B) FYUGP B.A. 2 nd Semester	A) Dr. Nandita Das B) Dr. Kumar Chandan Jyoti C) Satabdi Sarkar	A) Gender Studies B) Indian Politics, Public Administration C)Comparative Govt and Politics,	A) Feminist practice, women and development, etc. B) Indian Politics, Constitution C)Women and empowerment, Constitution, comparative political institutions, etc.

			Gender Studies.	
3	C) FYUGP B.A 3 rd Semester	A) Dr. Nandita Das B) Dr. Kumar Chandan Jyoti C) Satabdi Sarkar	A) Gender Studies B) Indian Politics, Public Administration C)Comparative Govt and Politics, Gender Studies.	A) Feminist practice, women and development, etc. B) Indian Politics, Constitution C)Women and empowerment, Constitution comparative political institutions, etc.
4	D) FYUGP B.A 4 th Semester	A) Dr. Nandita Das B) Dr. Kumar Chandan Jyoti C) Satabdi Sarkar	A) Gender Studies B) Indian Politics, Public Administration C)Comparative Govt and Politics, Gender Studies.	Feminist practice, women and development, etc. B) Indian Politics, Constitution c)Women and empowerment, Constitution comparative political institutions, etc.

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1st SEM	POL-01-01	100%	SEC0107203	100%				
2nd SEM	POL-02-01	100%	SEC0202303 MDC0200503	100%				
3rd SEM	POL-03-01 POL-03-02	100%	MDC0300503	100%				
4th SEM	POL-04-01	100%						

	POL-04-02							
	POL-04-03							
	POL-04-04							

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.
- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L2	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
BA 1st Semester	3:200
BA 2nd Semester	3:200
BA 3rd Semester	3:200
BA 4th Semester	3:200

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Nandita Das	Full Time	M.A, Political Science M.A., Sociology	PhD	SLET

2	Satabdi Sarkar	Full Time	M.A, B.Ed	Pursuing	NET, SLET
3	Dr. Kumar Chandan Jyoti	Full Time	M.A.	PhD	NET, SLET

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2023
Number	03

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr. Nandita Das	NIL	NIL	NIL
2	Satabdi Sarkar	NIL	NIL	NIL
3	Dr. Kumar Chandan Jyoti	01		01

e) Professional Development of Faculty (August 2024 to July 2025)
(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation/ FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr.Nandita Das	FDP-01			1

2	Satabdi Sarkar	FDP-2		1	1
3	Dr. Kumar Chandan Jyoti	FIP-01, FDP-01	1		1

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/resource person/organizer) in numbers.	Seminars (invited to deliver lectures/resource person/organizer) in numbers.	Conferences (invited to deliver lectures/resource person/organizer) in numbers.
1	Dr. Nandita Das	NIL	NIL	NIL	NIL
2	Satabdi Sarkar	NIL	NIL	NIL	NIL
3	Dr. Kumar Chandan Jyoti	NIL	NIL	1	NIL

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1.	Dr. Nandita Das	NIL	NIL	NIL	NIL	NIL
2.	Satabdi Sarkar	NIL	NIL	NIL	NIL	NIL
3.	Dr. Kumar Chandan Jyoti	NIL	NIL	NIL	NIL	NIL

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.

- Self-declaration level in Faculty Resources:

Level	L3

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	346
Number of sanctioned seats in the department during the year	800

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	4	3	13		13			33

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	A) Student Election of college observation and participation as voters and candidates B) Internship

2	Participative learning	Participation in different extension activities organised by NSS and also by the Department of Political Science like Cleanliness Drive on the eve of Gandhi Jayanti, Constitution Day etc.
3	Problem solving	Mentoring/Remedial
4	Any other method	ICT-enabled teaching using Smartboard and PowerPoint presentations is used to visually explain complex topics and

		improve student engagement and understanding

d) Teaching-learning methodologies: (Supporting documents to be attached)

IC T	Blended methods	Group discussion	Field-based study	Any other
Yes	Yes https://drive.google.com/drive/folders/1tZ5QlFTgELhXV0RGXJEclf4PE9s-bP7u?usp=sharing	Yes	NIL	

e) Outcome-based education (OBE) practices:

Outcome-Based Education (OBE) in the Department of Political Science focuses on achieving clearly defined learning outcomes that reflect both theoretical understanding and practical application. The teaching-learning process is designed to ensure that students attain the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) through continuous assessment and reflective learning.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
A) Dr. Nandita Das	40	40	13	13		
B) Satabdi Sarkar	40	40	13	13		
C) Dr. Kuman Chandan Jyoti	40	40	13	13		

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Not practiced yet

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes : Yes/No?	Supporting Documents to be attached.
Yes	https://drive.google.com/drive/folders/1tZ5QIFTgELhXV0RGXJEC1f4PE9s-bP7u?usp=sharing

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes/No?	Supporting Documents to be attached.
Yes	Enclosed https://drive.google.com/file/d/1w7_zN_SHgmkhNUBAoVhQhpvjXIuUR67s/view?usp=drive_link

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners : Yes/No ?	Supporting Documents to be attached.
Yes	Enclosed https://drive.google.com/file/d/1O1Z5tUDCsaXJz1GAsFUaSNusd_d2qsCo/view?usp=drive_link

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No?	Supporting Documents to be attached. NA

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The Department of Political Science follows a well-structured and outcome-based curriculum designed in accordance with the National Education Policy (NEP) 2020. Each course clearly defines Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to ensure holistic learning. The curriculum integrates theoretical knowledge with practical and skill-based components such as panchayati raj in practice, understanding globalization, feminism, democracy and people's rights, etc.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	All teachers meet the minimum eligibility requirement for Assistant Professors as per UGC guidelines.

Description	Brief Description with Supporting Documents

c) Diverse learners with varying academic preparedness and interests.	The Department of Political Science caters to a diverse group of learners coming primarily from rural and minority communities, with most students being first-generation learners from agricultural families. Their academic preparedness varies widely due to differences in schooling and access to learning resources. Faculty members adopt inclusive strategies such as group discussions, peer learning, and personalized guidance to support all learners. Mentoring and remedial sessions are arranged for slow learners and advance learners are encouraged too through informal conversations

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The Department of Political Science has access to the college library, which houses a good collection of textbooks and reference materials relevant to sociology and allied disciplines. Students regularly use these resources for study and examination preparation. ICT tools such as Smart board, projector are effectively utilized during classes to enhance understanding and engagement.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The Department of Political Science conducts classes in ICT-enabled and smart classrooms equipped with a Smartboard, projector, and basic internet connectivity. These facilities help make lectures interactive through and short video demonstrations.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The Department of Political Science follows a structured academic plan prepared in accordance with the college academic calendar and university guidelines. At the beginning of each semester, faculty members develop detailed course and lesson plans outlining learning objectives, teaching methods, and modes of evaluation. Teaching-learning is carried out through lectures, Smartboard, group discussions, assignments, and presentations to ensure active student participation. Evaluation follows a continuous assessment approach through class tests, assignments, and sessional examinations, while end-semester exams are conducted as per university norms. Regular mentoring and remedial classes are arranged to support students from diverse academic backgrounds, ensuring that academic goals are met effectively.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	The Department of Political Science adopts learner-centric methods to enhance student engagement and understanding. Participatory learning is promoted through group discussions, classroom interactions, and student presentations. Blended learning is practiced using Smartboard and digital materials to complement lectures.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	In the Department of Political Science, lesson plans are made in a systematic way to match the Course Outcomes (COs) . Each class is planned with clear objectives, suitable teaching methods, and simple assessments. This helps students understand the topics better, think critically, and achieve the expected learning goals of the course.

Descripti on	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	Yes, sometimes ICT classes are taken and blended methods are adopted https://drive.google.com/file/d/1WO0Nu1aev1JSQEEMNYGAof82MqJTxqJQ/view?usp=drive_link

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	In the Department of Political Science, regular formative (class tests, sessional exam, assignments, discussions) and summative (end-semester exams,) evaluations are conducted to check students learning progress. These help teachers understand how well students are learning and provide support where needed. https://drive.google.com/file/d/1hqehV-dc4IAvQ3u9jJ0_kN8G5kP7XrBl/view?usp=drive_link

Descripti on	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	The Department of Political Science provides mentoring to guide students in their studies and overall growth. Remedial classes are organized too for slow learners to help them understand difficult topics. https://drive.google.com/file/d/1yLtnB_iUVJ590I3mg_pNS_edl2_48x7e/view?usp=drive_link

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	Not practiced

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	The Department of Political Science , being newly established, has recorded a satisfactory pass percentage and consistent academic progress among enrolled students. Continuous internal evaluation, mentoring, and remedial support have helped improve overall student performance in sessional and end-semester examinations. However, due to limited educational awareness and economic dependence on agriculture, a few cases of dropout are observed. The department actively addresses this issue through regular counseling, motivation, and academic support. Faculty members also maintain close interaction with students to encourage continuity in education, resulting in gradual improvement in both CGPA and retention rate.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	The Department of Political Science emphasizes developing students' critical and analytical abilities through participatory and example-based teaching. Group discussions, class presentations, and assignments encourage students to think independently and express ideas clearly. Regular classroom interaction, supported

	by Smartboard helps students relate Political Science theories to real-life situations.

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	As a newly established department, Political Science faculties encourages students to gradually participate in academic activities such as classroom-based mini projects, presentations, and internal seminars.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	As a recently established department in a rural setting, students are gradually being introduced to innovative learning practices that nurture creativity and critical thought.

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	Although the Department of Political Science is in its early years and has not yet produced graduates, it actively focuses on developing employability skills among students through classroom activities and practical exposure.

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The Department of Political Science, though newly established, has contributed positively to the institution's academic reputation through quality teaching, inclusive learning, and student engagement. Situated in a rural area with a predominantly minority and agricultural background student population, the department strives to promote awareness and access to higher education.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	As a newly established department under the FYUGP system, the Department of Political Science currently has two active batches of students, and alumni outcomes are yet to emerge.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	NA

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Department	Departmental meetings are held frequently regarding students' progress and departmental activities

al Action Plan, and Action Taken Report	https://drive.google.com/file/d/1xSQ1qNcszDgQqW68XdrW2_hx_Figih08/view?usp=drive_link

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	The Department of Political Science encourages students to apply knowledge to understand and address local social issues. Classroom discussions often focus on topics such as rights, women empowerment, gender equality, environmental awareness, rural development, and social justice, helping students connect theory with real-life situations.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.

Self-declaration level in Learning & Teaching:

Level	L2

4. RESEARCH AND INNOVATION

S L. N O.	CRITERIA	YE S/ N O	REMA RKS	SUPPORTING DOCUMENTS
1	Are faculty members	Yes		Enclosed

	involved in research projects and publications?		Publication of research papers in ISBN books	https://drive.google.com/file/d/1Q4lvuM7_RIq48yn_hQGRIV5ILnldZ6cC/view?usp=drive_link https://drive.google.com/file/d/1UPAtiK9H7zkMtO2zg2BMzLGJpqWLD5n9/view?usp=drive_link
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	No		
5	Is there policy for promoting research and innovation at the department/institution?	N A		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	Seminar on “Influence of AI on Political Behaviour of Citizens” organised by PDUAM, Dalgaoon and the faculties of Department of Political Science were the convenors and co-convenors of the seminar. https://drive.google.com/file/d/138Wl41ALa6mtkSWL0aQKJv80aTJMtOYX/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	

Indicator	Description	Write description & provide supporting documents

d) Innovation and incubation activities	Support for innovation, incubation and prototype development	

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	

Indicator	Description	Write description & provide supporting documents

d) Research awards and recognition	Recognition received by faculty and students for research excellence	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	NA

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:**INPUT:**

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	NA

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator or member to guide student activities	1. Dr. Nandita Das, Member of IQAC, PDUAM, Dalgaon 2. Dr. Kumar Chandan Jyoti is the Joint Coordinator of Training and Placement Cell of the college 3. Dr. Kumar Chandan Jyoti is the Teacher-in-charge of Magazine and Literature Portfolio of the Student's Union for the session 2024-2025 4. Dr. Kumar Chandan Jyoti is the coordinator of Time Bank at PDUAM, Dalgaon

		5. Dr. Kumar Chandan Jyoti is the Coordinator of Canteen Committee, PDUAM, Dalgaoon https://drive.google.com/file/d/18mUJfp3Xz_VEZ8goRCvDbi-8YyhADtl6/view?usp=sharing https://drive.google.com/file/d/16mkzT5pidTI6MfAHgB0SkEkGZQ18pHq-/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
b) Institutional policy and budget support	Institutional provision of financial and administrative support for events	

Indicator	Description	Write description & provide supporting documents
c) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Yes, Muktarul Ahmed which is presently in 5th Semester, was Social Service Secretary of PDUAM Students' Union Body in 2024 and Tina Devi is Cultural Secretary of 2025 Students' Union Body https://drive.google.com/file/d/1zc-id1_HfO23OtYwVxNnIHX2gLuzWUQU/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
d) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	

Indicator	Description	Write description & provide supporting documents
e) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	

PROCESS:

Indicator	Description	Write description & provide supporting documents

a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	

Indicator	Description	Write description & provide supporting documents
d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	In 2025, college week, two of our students of FYUGP 2nd Semester won in singing and dance competitions and they are Babita Devi and Binod Bodo. Moreover, the students of 2nd Semester and 4th Semester of the Department of Political Science participated in many events like cultural rally, sports like kabaddi, tug of war, cricket, etc. https://drive.google.com/file/d/1yZQo7LhH4W7aljdoUNaXstsVIUaE8fhI/view?usp=drive_link

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	Participated in college week activities https://drive.google.com/file/d/1yZQo7LhH4W7aljdoUNaXstsVIUaE8fhI/view?usp=drive_link

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	

IMPACT:

Indicator	Description	Write description & provide supporting documents

a) Representation of students in National/ larger bodies	National/ International participation & Recognition	

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	

Reference Level for Extra-Curricular & Co-Curricular Activities

- L1: Sporadic cultural/sports activities.

- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	L2

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	Cleanliness drive programme in collaboration with NSS Unit and Department of Sociology under Swachhata Hi Seva on 28-09-2024 in Dalgaon Market in which many students of the Department along with faculties participated

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	

Indicator	Description	Write description & provide supporting documents

d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents

d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-cantered initiatives.	

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	

Indicator	Description	Write description & provide supporting documents

d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.
- **Self-declaration of level:**

Level	L2

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 03-11-2025

Name & Signature of HOD: DR. NANDITA DAS


Dr. Nandita Das
Assistant Professor and HOD,
Department of Political Science
PDUAM, Dalgan

IQAC PDUAM DALGAON ASSAM
PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: Sociology
b) Name of HOD: Dr. Riju Devi
c) Academic Program(s) conducted in the Department: Bachelor of Arts

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	BA 1 st Sem (1Major Minor + 2Minor)	50+150	131
2	BA 2 nd Sem (1Major Minor + 2Minor)	50+150	131
3	BA 3 rd Sem (1Major Minor + 2Minor)	50+150	58
4	BA 4 th Sem (1Major Minor + 2Minor)	50+150	58

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES		
2	Are learning outcomes clearly defined for each course / program?	YES		
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES		
4	Are curricula updated regularly (every 2-3 years)?	YES		
5	Is industry-relevant content included in the syllabus?	NO		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		

Riju
22/11/25
HOD
Department of Sociology
PDUAM, Dalgaon

7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES		

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1	Dr. Riju Devi	Academic council/ BoS of Affiliating University	2024-25	1
2	Dr. Riju Devi Pranay Kumar Uzir Barnali Kalita	Setting of question papers for UG/PG programs	2024-25	2
3	NA	Design and development of curriculum for any courses		
4	NA	Assessment/ evaluation process of the affiliating University		

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	BA 1 st , 2 nd , 3 rd & 4 th Sem	Dr. Riju Devi	Sociology of Health, Education	
2	BA 1 st , 2 nd , 3 rd & 4 th Sem	Barnali Kalita	Indian Sociology	
3	BA 1 st , 2 nd , 3 rd & 4 th Sem	Pranay Kumar Uzir	Research Methodology	

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	SOC0100104	100	SEC0104903	100				
2 nd SEM	SOC0200104	100	SEC0211003	100	VAC0200402	100		
3 rd SEM	SOC0300204	100	MDC0300303	100				
4 th SEM	SOC0400104	100	SOC0400204	100	SOC0400504	100	SOC0400404	100
5 th SEM								
6 th SEM								

Reference for Curriculum Level

- **L1:** Traditional syllabus with minimal updates, limited relevance to industry/society.
- **L2:** Periodic revision with faculty inputs; basic skill-based components included.
- **L3:** Outcome-based curriculum; interdisciplinary elements incorporated.
- **L4:** Regular industry-academia collaboration in curriculum design; global benchmarking.

- **L5:** Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio
BA 1st Semester	3:131
BA 2nd Semester	3:58

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr. Riju Devi	Full Time	MA	Yes	NET
2	Barnali Kalita	Full Time	MA	No	NET
3	Pranay Kumar Uzir	Full Time	MA	No	NET, SLET
4					

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2023
Number	3

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1				
2				
3				
4				

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conference s (Attended/ Presented) in numbers
1	Dr. Riju Devi	FDP			
2	Barnali Kalita	FIP, FDP			
3	Pranay Kumar Uzir	FDP			

(ii)

Sl. No.	Name of the Faculty	FDPs/Refres her Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1					
2					
3					
4					

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents

Reference level for Faculty Resources

- **L1:** Limited qualified faculty; high dependency on part-time staff.
- **L2:** Adequate faculty strength; basic faculty development initiatives.
- **L3:** Structured recruitment and continuous professional development (FDPs, research workshops).
- **L4:** Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- **L5:** Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.

- **Self-declaration level in Faculty Resources:**

Level	

3. **LEARNING & TEACHING:**

a) **Enrolment number**

Number of students admitted to the department during the year	131
Number of sanctioned seats in the department during the year	50+150

b) **Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.**

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	Nil	Nil	8	Nil	Nil	NA	NA	8

c) **Student-centric methods used for enhancing learning experiences.**

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Students relate sociological concepts to real-life experiences through field observations, case studies, and example-based discussions, helping them connect theory with practice.
2	Participative learning	Group discussions, debates, and interactive sessions encourage students to actively engage with social issues and express critical viewpoints, fostering collaborative learning.
3	Problem solving	Assignments and class tests are designed to make students apply sociological theories to analyse and address real or hypothetical social problems, enhancing analytical thinking.
4	Any other method	ICT-enabled teaching using Smartboard and PowerPoint presentations is used to visually explain complex topics and improve student engagement and understanding

d) **Teaching-learning methodologies: (Supporting documents to be attached)**

ICT	Blended methods	Group discussion	Field-based study	Any other
YES	YES	YES	NO	

e) Outcome-based education (OBE) practices:

Outcome-Based Education (OBE) in the Department of Sociology focuses on achieving clearly defined learning outcomes that reflect both theoretical understanding and practical application. The teaching–learning process is designed to ensure that students attain the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) through continuous assessment and reflective learning.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees (2024-25)					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr. Riju Devi (Faculty)	Nil	Nil	20	20		
Barnali Kalita (Faculty)	Nil	Nil	19	19		
Pranay Kumar Uzir (Faculty)	Nil	Nil	19	19		
Charan Biswas	14	14				
Jabir Ahmed	13	13				
Resmina Parbin	13	13				
Md Muktarul Islam	13	13				
Hajar Ali	13	13				
Ashadullah	13	13				
Tamjina Parbin	13	13				
Sahnaj Parbeen	13	13				
Apsana Begum	13	13				
Jakir Hussain	13	13				

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
1.	The Department of Sociology adopts innovative practices such as ICT-enabled teaching using Smartboard and PPTs, example-based discussions, group activities, and mini field studies. These methods make learning interactive, link theory with real-life situations, and enhance students' analytical and critical thinking skills through active participation and practical exposure.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes	Supporting Documents to be attached.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes	Supporting Documents to be attached.

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes	Supporting Documents to be attached.

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes/No?	Supporting Documents to be attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The Department of Sociology follows a well-structured and outcome-based curriculum designed in accordance with the National Education Policy (NEP) 2020. Each course clearly defines Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) to ensure holistic learning. The curriculum integrates theoretical knowledge with practical and skill-based components such as fieldwork, research methods, media studies, and health sociology, thereby preparing students for diverse professional roles in research, media, NGOs, and social development sectors. Student-centric and ICT-enabled teaching methods (Smartboard, PPTs, group discussions, class tests, assignments) further enhance experiential and participative learning.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	The Department of Sociology has three qualified and committed faculty members. All are NET-qualified, one holds a Ph.D. degree, and another has cleared both NET and SLET examinations. The faculty members possess expertise in diverse areas such as Indian Society, Social Research, Gender Studies, and Health Sociology. They regularly participate in academic development activities, including workshops, FDPs, and seminars, ensuring continuous professional growth. Motivated by academic excellence and student welfare, the faculty adopt innovative and ICT-enabled teaching methods, engage in mentoring, and contribute actively to departmental academic and extension activities.

Description	Brief Description with Supporting Documents
c) Diverse learners with varying academic preparedness and interests.	The Department of Sociology caters to a diverse group of learners coming primarily from rural and minority communities, with most students being first-generation learners from agricultural families. Their academic preparedness varies widely due to differences in schooling and access to learning resources. Faculty members adopt inclusive strategies such as group discussions, peer learning, and personalized guidance to support all learners. Mentoring and remedial sessions are arranged for slow learners, while advanced learners are encouraged to lead presentations and discussions.

	Through ICT-enabled teaching and continuous interaction, the department strives to build confidence, bridge learning gaps, and promote interest in higher education among students with limited educational exposure.

Description	Brief Description with Supporting Documents
d) Access to library, e-resources, ICT tools, laboratories, and LMS.	The Department of Sociology has access to the college library, which houses a good collection of textbooks and reference materials relevant to sociology and allied disciplines. Students regularly use these resources for study and examination preparation. ICT tools such as Smartboard, projector, and computer systems are effectively utilized during classes to enhance understanding and engagement. Faculty members also provide e-materials and self-prepared notes to supplement learning. Although advanced digital platforms like LMS or N-LIST are not yet introduced, the department ensures adequate access to learning resources through a blend of traditional and ICT-enabled methods suited to the needs of rural students.

Description	Brief Description with Supporting Documents
e) Smart classrooms, internet connectivity, and conducive academic environment.	The Department of Sociology conducts classes in ICT-enabled and smart classrooms equipped with a Smartboard, projector, and basic internet connectivity. These facilities help make lectures interactive through PowerPoint presentations, visuals, and short video demonstrations. Faculty members also use online resources to provide updated references and examples. The department maintains a clean, friendly, and inclusive academic atmosphere that encourages open discussion, participation, and respect among students. Despite being located in a rural area with limited technological access, the department ensures a conducive environment that supports learning, motivation, and academic discipline.

Description	Brief Description with Supporting Documents
f) Academic planning, teaching-learning, and evaluation policies in place.	The Department of Sociology follows a structured academic plan prepared in accordance with the college academic calendar and university guidelines. At the beginning of each semester, faculty members develop detailed course and lesson plans outlining learning objectives, teaching methods, and modes of evaluation. Teaching-learning is carried out through lectures, Smartboard and PPT-based sessions, group discussions, assignments, and presentations to ensure active student participation. Evaluation follows a continuous assessment approach through class tests, assignments, and sessional examinations, while end-semester exams are conducted as per university norms. Regular mentoring and remedial classes are arranged to support students from diverse academic backgrounds, ensuring that academic goals are met effectively.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	The Department of Sociology adopts learner-centric methods to enhance student engagement and understanding. Participatory learning is promoted through group discussions, classroom interactions, and student presentations. Blended learning is practiced using Smartboard, PPTs, and digital materials to complement lectures. Students also gain practical exposure through computer skill internships, which enhance digital literacy and employability. Occasionally, flipped learning techniques are applied, where students prepare topics in advance and share their perspectives during class discussions.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	The Department of Sociology follows a systematic lesson planning process to ensure effective curriculum delivery and achievement of course outcomes. At the beginning of each semester, faculty members prepare detailed course plans and lesson plans that specify learning objectives, teaching methods, and assessment strategies. Each plan is aligned with the defined Course Outcomes (COs) under the Outcome-Based Education (OBE) framework. The plans are reviewed by the Head of the Department and implemented through ICT-based and interactive teaching methods. Progress is monitored through attendance records, class tests, and continuous evaluation to ensure timely completion of the syllabus and attainment of learning outcomes.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	The Department of Sociology effectively uses digital tools to enrich the teaching-learning experience. Smartboard and PowerPoint presentations are regularly used to explain key sociological concepts through visuals, charts, and short video clips. Internet resources are utilized to supplement classroom discussions with current examples and recent developments in the discipline. Although simulation tools and formal online platforms are not yet in use, digital aids and interactive ICT-based teaching have made learning more engaging and accessible for students.

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	The Department of Sociology conducts both formative and summative evaluations to ensure continuous monitoring of students' learning progress. Formative assessments are carried out through class tests, assignments, group discussions, and question-answer sessions, helping identify learning gaps for timely remedial action. Summative evaluation is conducted through sessional examinations and end-semester assessments as per the university guidelines. Feedback from these evaluations is

	used to improve teaching strategies and enhance student performance.

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	The Department of Sociology provides continuous academic mentoring to support students with diverse learning abilities. Faculty members identify slow and advanced learners through class performance, internal assessments, and interactions. Remedial sessions and extra classes are conducted to help slow learners improve conceptual clarity and exam preparation. Advanced learners are encouraged to take part in classroom presentations, discussions, and creative assignments to enhance their analytical and communication skills. The mentoring system also offers personal and academic guidance, ensuring inclusive and student-centered learning.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback from students and faculty for improvement.	

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	The Department of Sociology, being newly established, has recorded a satisfactory pass percentage and consistent academic progress among enrolled students. Continuous internal evaluation, mentoring, and remedial support have helped improve overall student performance in sessional and end-semester examinations. However, due to limited educational awareness and economic dependence on agriculture, a few cases of dropout are observed. The department actively addresses this issue through regular counseling, motivation, and academic support. Faculty members also maintain close interaction with students to encourage continuity in education, resulting in gradual improvement in both CGPA and retention rate.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	The Department of Sociology emphasizes developing students' critical and analytical abilities through participatory and example-based teaching. Group discussions, class presentations, and assignments encourage students to think independently and express ideas clearly. Regular classroom interaction, supported by Smartboard and PowerPoint presentations, helps students relate sociological theories to real-life situations. Faculty members also motivate students to question and analyze social issues, thereby enhancing problem-solving and reasoning skills. These activities have been particularly effective for students from rural and minority backgrounds, helping them gain confidence in communication and analytical thinking.

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	As a newly established department, the Sociology faculty encourages students to gradually participate in academic activities such as classroom-based mini projects, presentations, and internal seminars. Students prepare short assignments and topic-based presentations under faculty guidance, helping them develop confidence in research and public speaking. Though formal publications and large-scale research projects have not yet begun, these classroom activities serve as the foundation for future academic participation. Faculty members plan to introduce small research-oriented tasks and collaborative seminars to further enhance student engagement and exposure in the coming semesters.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	As a recently established department in a rural setting, students are gradually being introduced to innovative learning practices that nurture creativity and critical thought. While formal start-up initiatives are yet to begin, innovative classroom activities such as student-led presentations, peer teaching, and thematic discussions have encouraged learners to think independently and develop problem-solving abilities. Faculty members guide students in using sociological perspectives to analyze local social issues, promoting awareness and applied learning. These small but meaningful steps are building the foundation for future student involvement in community-based projects, social entrepreneurship, and innovation-oriented learning.

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and	Although the Department of Sociology is in its early years and has not yet produced graduates, it actively focuses on developing employability skills among students through classroom activities and practical exposure. Communication skills, digital literacy,

entrepreneurship competencies.	analytical reasoning, and teamwork are strengthened through group discussions, presentations, and assignments. The inclusion of computer skill internships under the FYUGP framework enhances students' digital competency and workplace readiness. Faculty members also guide students to connect sociological knowledge with real-life situations, fostering social awareness and problem-solving ability. These initiatives collectively prepare learners for future employment, entrepreneurship, and higher education opportunities.

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	The Department of Sociology, though newly established, has contributed positively to the institution's academic reputation through quality teaching, inclusive learning, and student engagement. Situated in a rural area with a predominantly minority and agricultural background student population, the department strives to promote awareness and access to higher education. Three newly qualified faculty members ensure academic excellence through well-planned lessons, Smartboard and PPT-based teaching, and continuous evaluation. Despite being at an early stage, the department's commitment to academic discipline, mentoring, and learner-centered teaching has strengthened its credibility and enhanced the overall academic profile of the college.

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	As a newly established department under the FYUGP system, the Department of Sociology currently has two active batches of students, and alumni outcomes are yet to emerge. Nevertheless, the department places strong emphasis on preparing students for higher education and future employment through skill-based courses, internships, and mentoring. Students are guided to develop communication, analytical, and digital skills that will aid them in pursuing further studies and employability in social and developmental sectors. The department also promotes social awareness and responsibility by linking classroom learning with local community issues, thereby fostering students' sense of contribution to society.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	The Department of Sociology conducts regular departmental meetings to plan, review, and improve academic and administrative activities. At the beginning of each semester, an action plan is prepared outlining teaching schedules, allocation of courses, internal evaluations, and student activities. Progress is periodically reviewed in subsequent meetings, where faculty discuss academic challenges, student performance, and future strategies. Action Taken Reports (ATRs) are prepared to document the implementation of decisions and corrective measures. These meetings promote coordination among faculty members, ensure timely execution of academic tasks, and contribute to the department's continuous improvement and accountability.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	The Department of Sociology encourages students to apply sociological knowledge to understand and address local social issues. Classroom discussions often focus on topics such as gender equality, environmental awareness, rural development, and social justice, helping students connect theory with real-life situations. Through assignments, group discussions, and community-related examples, students are motivated to think critically about sustainable social practices. Although large-scale field projects have not yet been initiated, the department strives to build social sensitivity and responsibility among learners. These efforts aim to nurture future citizens who can contribute to inclusive growth and sustainable community development.

Reference level for Learning & Teaching:

- **L1:** Teacher-centric, lecture-based, minimal use of technology.
- **L2:** Blended methods (seminars, group work); some ICT integration.
- **L3:** Outcome-based education (OBE); learner-centric active methodologies.
- **L4:** Personalized learning, learning analytics, simulation/lab-based pedagogy.
- **L5:** Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- **Self-declaration level in Learning & Teaching:**

Level	

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	NO		
2	Is research promoted through funding and incentives?	NO		
3	Are industry collaborations and consultancy projects actively pursued?	NO		
4	Are research outcomes disseminated effectively (conferences, journals)?	NO		
5	Is there policy for promoting research and innovation at the department/institution?	NO		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories,	

	library, ICT, and equipment for research	

Indicator	Description	Details of research grants
c) Research funding and grants	Number of internal/external funding and research grants	

Indicator	Description	Details of Cells & their objectives
d) Institutional policies and ethics committee	Existence of institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents

a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	

Indicator	Description	Write description & provide supporting documents

b) Funded research projects	Participation in funded projects from government/industry	

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	

Indicator	Description	Write description & provide supporting documents

d) Institutional ranking and visibility	Improvement in national/international ranking due to research	

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	

Reference level for Research & Innovation:

- **L1:** Minimal or no research output; limited student participation.
- **L2:** Individual faculty research; occasional publications in local journals.
- **L3:** Institutional research centers; regular publications; funded projects.
- **L4:** Innovation ecosystem, start-ups, incubation centers, patents.
- **L5:** Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	

5. EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	

Indicator	Description	Write description & provide supporting documents

d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	

Indicator	Description	Write description & provide supporting documents
e) Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	

Indicator	Description	Write description & provide supporting documents
f) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	

PROCESS:

Indicator	Description	Write description & provide supporting documents

a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	

Indicator	Description	Write description & provide supporting documents

d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/International	

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	

Reference Level for Extra-Curricular & Co-Curricular Activities

- **L1:** Sporadic cultural/sports activities.
- **L2:** Regular annual events; student clubs functional.
- **L3:** Well-structured programs integrated into academic calendar.
- **L4:** National/International participation & recognition; skill-linked activities.
- **L5:** Benchmark practices where activities build holistic graduate attributes; societal recognition.
- **Self-declaration of level:**

Level	

6. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	

Indicator	Description	Write description & provide supporting documents

e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	

Indicator	Description	Write description & provide supporting documents
b) Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	

Indicator	Description	Write description & provide supporting documents
c) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	

Indicator	Description	Write description & provide supporting documents

d) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	

Indicator	Description	Write description & provide supporting documents
e) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	

Indicator	Description	Write description & provide supporting documents
f) Adoption of nearby institutions, bodies, or villages.		

OUTCOME:

Indicator	Description	Write description & provide supporting documents

a) Increased student participation	Active participation of students in outreach and extension programs	

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centered initiatives.	

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	

Reference Level for Community Engagement

- **L1:** Occasional outreach/extension activities.
- **L2:** Regular NSS/NCC/social service participation.
- **L3:** Structured extension programs linked to curriculum.
- **L4:** Community-based projects, impact assessment, long-term partnerships.
- **L5:** Nationally/internationally recognized community engagement model; policy influence.

- **Self-declaration of level:**

Level	

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 22/11/2025

Name & Signature of HOD:

[Signature]
HOD
 Department of Sociology
 PDUAM, Dalgaoon

IQAC PDUAM DALGAON ASSAM

PRE-SELF ASSESSMENT DEPARTMENTAL AUDIT (SESSION 2024-2025)

PART-I: GENERAL INFORMATION

- a) Name of the Department: ZOOLOGY
b) Name of HOD: DR RIMJIM DUTTA
c) Academic Program(s) conducted in the Department:
d)

Sl. No.	Name of the Program (BA/B.Sc.)	Intake capacity	Actual number of students
1	B.Sc.	180	164

PART-II: ACADEMIC AUDIT

1. **CURRICULUM DESIGN & DEVELOPMENT:** (Institutes under University may give inputs as per their parent university in terms of curriculum design or may give opinion in remarks):

A.

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Does the curriculum align with Institutional Vision, Mission, and Objectives?	YES	The curriculum is strongly aligned with Institutional Vision, Mission and Objectives.	
2	Are learning outcomes clearly defined for each course / program?	YES	The learning outcome for each course is clearly defined.	
3	Is there flexibility to include interdisciplinary and skill-based courses?	YES	We can include interdisciplinary and skill-based courses by designing ourselves particularly emphasizing on community needs and participation.	
4	Are curricula updated regularly (every 2-3 years)?	YES	Our College follows Gauhati University to which it is affiliated and curriculum is updated by Gauhati University	
5	Is industry-relevant content included in the syllabus?	NO		
6	Does regular Industry-academia collaborate in curriculum design; global benchmarking?	NO		
7	Are academic regulations (Credit System, Evaluation pattern) well defined?	YES	There is a well structured Credit system designed for	

Rimjim Dutta
HOD, Zoology

			each compulsory, DSE and other skill or multidisciplinary, value added courses.	

B. Teachers of the department participate in following activities related to curriculum development and assessment of the affiliating university and are represented on the following academic bodies during the year

Sl. No.	Name of the faculty	Activities	Year	Numbers
1		Academic council /BoS of Affiliating University	2024	
2	Dr. Rimjim Dutta, Mr Borun Kathar, Mr Suman Chodhury	Setting of question papers for UG/PG programs	2024-2025	1
3		Design and development of curriculum for any courses	---	
4	Dr Rimjim Dutta,Mr Borun Kathar,Mr Suman Choudhary	Assessment/ evaluation process of the affiliating University	2024 &2025	3

C. Program wise list of faculties:

Sl. No.	Program name	Name of the Faculty	Subject Specialization	Area of interest
1	B.Sc.&H.S	Dr Rimjim Dutta	Biochemistry	Biochemistry, Hydropbiology, Ornithology
2	B.Sc.&H.S	Mr Borun Kathar	Genetics	Entomology, Ornamental fish biology, Molecular biology
3	B.Sc.&H.S	Mr Suman Choudhary	Cell Biology	Animal Physiology, Biochemistry, Cell Biology

D. Course completion details: (2024-2025)

	Paper Code	%	Paper Code	%	Paper Code	%	Paper Code	%
1 st SEM	ZLG0100104	100	Apiculture	100				
2 nd SEM	ZLG0200104	100	Sericulture	100				
3 rd SEM	ZLG0300104	100	SEC0300503	100				
4 th SEM	ZLG0400104	100	ZLG0400204	100	ZLG0400304	100	ZLG0400404	100
5 th SEM	ZOO-HC-5016	100	ZOO-HC-5026	100	ZOO-HC-5036	100	ZOO-HE-5046	100
6 th SEM	ZOO-HC-6016	100	ZOO-HC-6026	100	ZOO-HC-6036	100	Dissertation	100

Reference for Curriculum Level

- L1: Traditional syllabus with minimal updates, limited relevance to industry/society.
- L2: Periodic revision with faculty inputs; basic skill-based components included.
- L3: Outcome-based curriculum; interdisciplinary elements incorporated.
- L4: Regular industry-academia collaboration in curriculum design; global benchmarking.

- L5: Cutting-edge curriculum co-created with stakeholders; recognized as model practice nationally/internationally.

Self-declaration level in Curriculum:

Level	L3

2. FACULTY RESOURCES:

a) Teacher-Student Ratio:

Program	Teacher: Student Ratio	Teacher:Student Ratio with Actual No.of Students
B.Sc.(CBCS) and B.Sc.(FYUGP)	180:3	56:1

b) Faculty qualifications and experience:

Sl. No.	Name of the Faculty	Full Time/ Part Time	Qualification	PhD	NET/SLET etc
1	Dr Rimjim Dutta	Full time	M.Sc.	PhD	SLET
2	Mr Borun Kathar	Full time	M.Sc.	----	NET
3	Mr Suman Choudhury	Full time	M.Sc.	Pursuing	SLET
4	Vacant	----	-----	-----	-----

c) Number of full-time teachers in the Department against sanctioned posts during the year:

Year	2024-25
Number	3 nos

d) Number of Research Publications (in referred journals excluding the journal published by the University)

Sl. No.	Name of the Faculty	National	International	Total
1	Dr Rimjim Dutta	✓	----	1
2	Mr Borun Kathar	----	----	----
3	Mr Suman Choudhury	----	----	----

e) Professional Development of Faculty (August 2024 to July 2025)

(i)

Sl. No.	Name of the Faculty	FDPs/ Orientation / FIP	Refresher Course	Workshops	Seminars and Conferences (Attended/ Presented) in numbers
1	Dr Rimjim Dutta	---	---	----	3
2	Mr Borun Kathar	3		1	
3	Mr Suman Choudhury	3			2
4	Vacant				

(ii)

Sl. No.	Name of the Faculty	FDPs/Refresher Course (invited to deliver lectures) in numbers.	Workshops (invited to deliver lectures/ resource person/ organizer) in numbers.	Seminars (invited to deliver lectures/ resource person/ organizer) in numbers.	Conferences (invited to deliver lectures/ resource person/ organizer) in numbers.
1	Dr Rimjim Dutta	NIL	NIL	NIL	NIL
2	Mr Borun Kathar	NIL	NIL	NIL	NIL
3	Mr Suman Choudhury	NIL	NIL	NIL	NIL

f) Academic & Research Activity:

Sl. No.	Name of the Faculty	U.G. Dissertation (No of students supervised)	Number of Research Project completed (more/less than Rs. 10 Lakhs)	Number of Research Project undergoing (more/ less than Rs. 10 Lakhs)	Number of Consultancy	Number of Patents
1	Dr Rimjim Dutta	7	---	---	----	----
2	Mr Borun Kathar	6	---	---	----	----
3	Mr Suman Choudhury	6	---	---	----	---

Reference level for Faculty Resources

- L1: Limited qualified faculty; high dependency on part-time staff.
- L2: Adequate faculty strength; basic faculty development initiatives.

- L3: Structured recruitment and continuous professional development (FDPs, research workshops).
- L4: Faculty engaged in funded projects, patents, publications; strong mentorship culture.
- L5: Faculty recognized globally; regular exchange, collaborative networks, leadership in research & pedagogy.
- Self-declaration level in Faculty Resources:

Level	L2

3. LEARNING & TEACHING:

a) Enrolment number

Number of students admitted to the department during the year	29
Number of sanctioned seats in the department during the year	30

b) Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. during the year.

Category	SC	ST	OBC	PWD	EWS	BPL	OTHERS	TOTAL
Number	0	0	1	0	3	14	26	44

c) Student-centric methods used for enhancing learning experiences.

Sl. No.	Student-Centric Methods for enhancing learning experiences	Description
1	Experiential learning	Different experiential learning such as field visit to Zoo, sericulture farm, internships in different organisations and community based survey works and other survey based works are generally held.
2	Participative learning	Participative learning has been practised in the form of making different model in a group, doing projects in relevant field, collection of specimen for practical and project, discussion of any topic in a group, outdoor group study and field visits, preparation of wall megazine etc.
3	Problem solving	Students are learned to think critically and to solve any problem scientifically through taking some survey based works in nearby areas so as to improve percentage of participation.
4	Any other method	Not practised

d) Teaching-learning methodologies: (Supporting documents to be attached)

ICT	Blended methods	Group discussion	Field-based study	Any other
✓	✓	✓	✓	No

e) Outcome-based education (OBE) practices:

Different skill based course like Apiculture, Sericulture, Ornamental Fish farming, project works on plastic pollution and awareness on different environmental issues have been adopted which have definite outcome.

f) Mentoring and Remedial support:

Name of the Mentor	Number of Mentees					
	1 st	2 nd	3 rd	4 th	5 th	6 th
Dr Rimjim Dutta	10	10	8	8	7	7
Mr Borun Kathar	10	10	8	8	6	6
Mr Suman Choudhury	10	10	9	9	6	6

g) Innovative practice in Teaching-learning:

Sl. No.	Innovative practice description
	Students are being engaged in taking classes in HS (both 1 st year and 2 nd year) theory and practical, from which they are evaluated as a part of continuous internal evaluation. Also assignments are given to construct different models or charts which may be used as an ideal TLM for present and future perspectives.

e) Teaching Plans:

Systematic lesson planning aligned with course outcomes: Yes	Supporting Documents to be attached.

g) Continuous Assessment:

Regular formative and summative evaluations to monitor learning progress: Yes	Supporting Documents to be attached.

h) Mentoring & Tutoring:

Academic mentoring and remedial sessions for slow and advanced learners: Yes	Supporting Documents attached.

i) Feedback Mechanism:

Collection and analysis of feedback from students and faculty for improvement: Yes	Supporting Documents attached.

INPUT:

Description	Brief Description with Supporting Documents
a) Well-structured, outcome-based curriculum aligned with NEP and industry needs.	The curriculum is really well-structured; outcome based, aligned with NEP and with equipments to carry out all the practical works too.

Description	Brief Description with Supporting Documents
b) Qualified, trained, and motivated teaching staff with academic and research expertise.	All the teachers are qualified, trained and motivated with academic expertise with research experience.

Description	Brief Description with Supporting Documents
c)Diverse learners with varying academic preparedness and interests.	The Department of Zoology caters to a diverse group of learners coming primarily from rural and minority communities, with most students being first-generation learners from agricultural families. Their academic preparedness varies widely due to differences in schooling and access to learning resources. Faculty members adopt inclusive strategies such as group discussions, peer learning, and personalized guidance to support all learners. Mentoring and remedial sessions are arranged for slow learners, while advanced learners are encouraged to lead presentations and discussions. Through ICT-enabled teaching and continuous interaction, the department strives to build confidence, bridge learning gaps, and promote interest in higher education among students with limited educational exposure.

Description	Brief Description with Supporting Documents
d)Access to library, e-resources, ICT tools, laboratories, and LMS.	Yes.

Description	Brief Description with Supporting Documents
e)Smart classrooms, internet connectivity, and conducive academic environment.	Not all classrooms allotted to the Zoology department are smart classrooms.

Description	Brief Description with Supporting Documents
c) Academic planning, teaching-learning, and evaluation policies in place.	There is an academic calendar provided by Gauhati University which is followed to take any decisions regarding teaching-learning and evaluation policies.

PROCESS:

Description	Brief Description with Supporting Documents
a) Use of learner-centric methods (experiential, participatory, blended, flipped learning).	Learner-centric methodologies such as class test, group assignment, power-point presentation, group projects, student seminar and different field surveys are adopted.

Description	Brief Description with Supporting Documents
b) Systematic lesson planning aligned with course outcomes.	A course wise systematic lesson plan are prepared always before starting sessions.

Description	Brief Description with Supporting Documents
c) Use of digital tools, simulation, and online platforms for enhanced learning experience.	Different types of digital tools like digital board, sharing Google images, videos, online educational resources, animations, Youtube links have been used substantially

Description	Brief Description with Supporting Documents
d) Regular formative and summative evaluations to monitor learning progress.	Crosschecking of Sessional and class test answer scripts by students. The answer scripts of class test and sessional exams are returned with proper remarks and suggestions. Students are assigned to setting questions and also to evaluate. There is also a proper mechanism to solve any examination related grievance

Description	Brief Description with Supporting Documents
e) Academic mentoring and remedial sessions for slow and advanced learners.	Academic mentoring has been continuing from the beginning of the sessions.

Description	Brief Description with Supporting Documents
f) Collection and analysis of feedback	

from students and faculty for improvement.	Collected feedback from students and analyzed as well for improvement.

OUTCOME:

Description	Brief Description with Supporting Documents
a) Improved pass percentage, CGPA, and student retention rate.	Pass percentage, CGPA are increasing from 1 st semester to the current semester.

Description	Brief Description with Supporting Documents
b) Development of critical thinking, communication, and problem-solving skills.	Under NEP curriculum, students are now trying to think critically about any kind of subject, situation, and problem and also learn to communicate and also develop skills for solving problems. The Department also emphasizes developing students' critical and analytical abilities through participatory and example-based teaching. Group discussions, class presentations, and assignments encourage students to think independently and express ideas clearly.

Description	Brief Description with Supporting Documents
c) Increased student participation in projects, seminars, and publications.	It is a compulsory to all students of the department to participate in projects, seminars but no one yet participated in publications.

Description	Brief Description with Supporting Documents
d) Student involvement in innovative practices and start-up initiatives.	NIL

Description	Brief Description with Supporting Documents
e) Graduates equipped with employability and entrepreneurship competencies.	NIL

IMPACT:

Description	Brief Description with Supporting Documents
a) Enhanced institutional reputation through academic excellence.	

Description	Brief Description with Supporting Documents
b) Higher placement, progression to higher studies, and societal contribution.	Only 21% of the total students of the batch 2024-25 have progressed to higher studies.

Description	Brief Description with Supporting Documents
c) Strengthened teaching-research integration and professional development.	Dissertation works

Description	Brief Description with Supporting Documents
d) Departmental Meetings, Departmental Action Plan, and Action Taken Report	Departmental meetings are regularly organized where action plans are discussed and carried out accordingly.

Description	Brief Description with Supporting Documents
e) Application of knowledge for social innovation and sustainable development.	Knowledge is very often practiced to disseminate among the students of the same department as well as others particularly in the mentoring session and common classes regarding issues like early marriage, early pregnancy, women health-hygiene and also topic like environment protection, saving wildlife, deforestation and other contemporary burning issues and students used to participate in events (awareness programmes) related to these major social issues conducted by the department

Reference level for Learning & Teaching:

- L1: Teacher-centric, lecture-based, minimal use of technology.
- L2: Blended methods (seminars, group work); some ICT integration.
- L3: Outcome-based education (OBE); learner-centric active methodologies.
- L4: Personalized learning, learning analytics, simulation/lab-based pedagogy.
- L5: Global best practices; AI/VR-driven pedagogy; continuous innovation in teaching-learning.
- Self-declaration level in Learning & Teaching:

Level	L2,L3

4. RESEARCH AND INNOVATION

SL. NO.	CRITERIA	YES/ NO	REMARKS	SUPPORTING DOCUMENTS
1	Are faculty members involved in research projects and publications?	YES	Faculty members are involved	

			only in publications.	
2	Is research promoted through funding and incentives?	No		
3	Are industry collaborations and consultancy projects actively pursued?	No		
4	Are research outcomes disseminated effectively (conferences, journals)?	N/A		
5	Is there policy for promoting research and innovation at the department/institution?	No		

INPUT:

Indicator	Description	Name of Faculty with years of experience
a) Qualified research-oriented faculty	Number and quality of faculty engaged in research and supervision	Nil

Indicator	Description	Details of major laboratory equipment for research
b) Research infrastructure	Availability of laboratories, library, ICT, and equipment for research	1.Compound microscope 2.pH meter 3.Spectrophotometer 4.Serological water bath 5.Microtome 6.Hotplate 7.Kymograph 8.Stereo microscope

Indicator	Description	Details of research grants
b) Research funding and grants	Number of internal/external funding and research grants	N/A

Indicator	Description	Details of Cells & their objectives
c) Institutional policies	Existence of	

and ethics committee	institutional research policy, ethics, and IP cell	

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Research projects and collaborations	Encouragement of interdisciplinary and collaborative research	NIL

Indicator	Description	Write description & provide supporting documents
b) Seminars, workshops and conferences	Organization of academic events promoting research culture	NIL

Indicator	Description	Write description & provide supporting documents
c) Publication and patent promotion	Mechanisms to support publications and intellectual property	NIL

Indicator	Description	Write description & provide supporting documents
d) Innovation and incubation activities	Support for innovation, incubation and prototype development	NIL

Indicator	Description	Write description & provide supporting documents
e) Monitoring and evaluation of research progress	Monitoring of ongoing research and feedback system	NIL

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Research publications and patents	Quantity and quality of research publications, patents, and citations	NIL

Indicator	Description	Write description & provide supporting documents
b) Funded research projects	Participation in funded projects from government/industry	NIL

Indicator	Description	Write description & provide supporting documents
c) Innovative products and prototypes	Development of new technologies, prototypes, or models	No such innovative development.

Indicator	Description	Write description & provide supporting documents
d) Research awards and recognition	Recognition received by faculty and students for research excellence	No such awards received.

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Increase in citation	Increase in citation in any work of a faculty from the department	Limited increase in citation in this period

Indicator	Description	Write description & provide supporting documents
b) Societal and industrial impact	Real-world applications solving community or industry problems	No such impact

Indicator	Description	Write description & provide supporting documents
c) Entrepreneurship and start-ups	Creation of start-ups or spin-offs from research outcomes	No such startup creation.

Indicator	Description	Write description & provide supporting documents
d) Institutional ranking and visibility	Improvement in national/international ranking due to research	No such improvement

Indicator	Description	Write description & provide supporting documents
e) Contribution to national innovation ecosystem	Participation in national innovation missions and policies	No participation in national innovation ecosystem.

Reference level for Research & Innovation:

- L1: Minimal or no research output; limited student participation.
- L2: Individual faculty research; occasional publications in local journals.
- L3: Institutional research centres; regular publications; funded projects.
- L4: Innovation ecosystem, start-ups, incubation centers, patents.
- L5: Recognized research hub; global collaborations; scalable innovations impacting society/industry.

Self-declaration of level:

Level	L2

5.EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES:

INPUT:

Indicator	Description	Write description & provide supporting documents

a) Infrastructure for sports, cultural, and literary activities	Availability of facilities such as playgrounds, auditoriums, and recreation areas	Sports facilities are available at the institutional level. A college playground is available for organizing various sports events like football, cricket, kabadi, etc. The college has indoor games facilities like TT, carom, chess and a separate sports equipment room. The college has an open-air theatre for conducting various cultural activities and recreational activities.

Indicator	Description	Write description & provide supporting documents
b) Qualified coordinators and mentors	Faculty involved as coordinator/ member to guide student activities	One of the faculty members, Mr. Borun Kathar is the IQAC coordinator of the institute. He is also coordinator of Internal Cleanliness and Beautification Committee. Dr Rimjim Dutta is the Coordinator of Grievance Reddressal Cell which addresses issues of student grievances. Mr Suman Choudhury is also a member of the Grievance Reddressal Cell. Mr. Suman Choudhury is the Co-ordinator of Boys Hostel management committee.

Indicator	Description	Write description & provide supporting documents
c) Institutional policy and budget support	Institutional provision of financial and administrative support for events	The head of the institution provides the financial and administrative support to Head of each department as per requirement.

Indicator	Description	Write description & provide supporting documents
d) Student clubs and societies	Are Students actively involved in clubs such as NSS, NCC, Student Union Body, society, etc.	Our students are very actively involved in NSS. They regularly take part in cleanliness drives organized by NSS. They are also involved in camps organized by the service. 4(Four) students of our department are part of Student Union Body 2025-2026. The General Secretary of the body is Touhid Anchari, a student of our department. Other portfolio like Debate Secretary, Literature and Magazine Secretary, Girls Common Room Secretary are all held by our department students.

Indicator	Description	Write description & provide supporting documents
Collaboration with external organizations	Partnerships for inter-institutional and community-based programs	Inter-institution partnership is undertaken at the institutional level. For research purposes department communicate with some renowned bodies particularly in the field of Environment Studies. For upliftment of local community, the department has adopted one school since 2023. Various awareness program are also have been organized from time to time. Also ethno zoological studies have been carried out in association with Bodo, Rabha and Hazong community of Darrang and Udalguri District

Indicator	Description	Write description & provide supporting documents
d) Inclusive student participation policy	Policies to ensure equitable participation from all student groups	Several policies and practices are adopted to ensure equitable participation and inclusive growth of all student group from time to time by the government. Students belonging to SC/ST/OBC and Economically Weaker Sections are provided benefits as per government norms. All economically weak students are given free admission. Women Cell organizes awareness programs on women health & hygiene, early marriage and early pregnancy, gender equality and different gender issues. Remedial classes are conducted to support students from educationally disadvantaged backgrounds

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Organization of cultural, sports, and literary events	Annual and periodic events to encourage cultural and physical expression	Annual Sports Week is held at the college every year to encourage physical and cultural expression of students. Central and departmental freshman social and farewell program, celebration of foundation day every year encourage the old and newly admitted students of the department and the whole. Besides different special days are observed which are of great significance.

Indicator	Description	Write description & provide supporting documents
b) Leadership and orientation programs	Workshops to enhance leadership, teamwork, and communication skills	No such programs were held in the stipulated period.

Indicator	Description	Write description & provide supporting documents
c) Inter-collegiate and inter-university participation	Participation of students in events beyond the institution	No inter-university participation till now by our department students.

Indicator	Description	Write description & provide supporting documents

d) Integration of co-curricular activities with academics	Embedding co-curricular activities as part of curriculum design	The Department integrates co-curricular activities as an essential component of its curriculum to enhance holistic student learning and practical exposure. The department encourages active participation in field-based, research-oriented activities that complement theoretical knowledge. Field visit are a regular part of the curriculum. The 4 th semester students visited Assam Zoo at Guwahati, Assam as an educational field visit. The 6 th semester students undertake rigorous research projects for fulfillment of their course

Indicator	Description	Write description & provide supporting documents
e) Faculty mentoring and guidance	Guidance by faculty mentors to nurture talent and participation	All the faculty members are involved in mentoring of students. Each student is assigned a mentor by the department. The mentee is exclusively guided the mentor for academic improvement and extracurricular participation. The complete progress of the mentee is analysed and documented. Remedial and tutoring classes are part of the class routine to guide students and nurture talent

Indicator	Description	Write description & provide supporting documents
f) Documentation of student achievements	Maintaining systematic records of student activities and performance	The achievements of students in various areas are recorded by the department

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Student participation in events	Active involvement of students in institutional and external events	Our students actively participate in physical and cultural events. Many students of the department have won prizes in sports and cultural events organized by the college. Many of our students are regularly involved as volunteers in various programs organized by the institute.

Indicator	Description	Write description & provide supporting documents
b) Achievements in competitions	Awards, medals, and recognitions earned by students in University Level/National/ International	No such achievements till date.

Indicator	Description	Write description & provide supporting documents
c) Institutional recognition and awards	Awards or recognition for institutional initiatives	No such achievements till date

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Representation of students in National/ larger bodies	National/ International participation & Recognition	No such participation till date.

Indicator	Description	Write description & provide supporting documents
b) Holistic personality development	Well-rounded student growth fostering confidence and resilience	The Department promotes holistic personality development by engaging students in academic, co-curricular, and outreach activities that build confidence and teamwork. Regular seminars, fieldwork, and soft-skill sessions enhance communication and leadership qualities. Regular participation of our students in talks and lectures by the college and different environmental awareness programs organized by Eco club of the college fosters resilience, responsibility, and overall well-rounded growth

Indicator	Description	Write description & provide supporting documents
c) Social and cultural sensitivity	Students becoming responsible and culturally aware citizens	Students regularly engage in outreach programs such as cleanliness drive and village surveys, helping them understand the social relevance of zoological studies. Cultural events and observances of national and regional days—such as World Environment Day, International Women's Day, Independence Day, —foster respect for Assam's rich cultural heritage and promote unity in diversity.

Reference Level for Extra-Curricular & Co-Curricular Activities

- L1: Sporadic cultural/sports activities.
- L2: Regular annual events; student clubs functional.
- L3: Well-structured programs integrated into academic calendar.
- L4: National/International participation & recognition; skill-linked activities.
- L5: Benchmark practices where activities build holistic graduate attributes; societal recognition.
- Self-declaration of level:

Level	L2

5. COMMUNITY ENGAGEMENT:

INPUT:

Indicator	Description	Write description & provide supporting documents
a) Institutional/ Department policy and framework for community engagement	Policy framework guiding social outreach and community-based initiatives	The policy framework for community engagement is prepared at the institution level. The department follows the policy prepared for guiding social outreach and community-based initiatives.

Indicator	Description	Write description & provide supporting documents
b) Dedicated NSS/NCC/UBA/ Outreach units	Establishment of units such as NSS, NCC, and UBA for structured engagement	Our students are part of the NSS unit of the college. They actively take part in various activities organized by the unit

Indicator	Description	Write description & provide supporting documents
c) Trained faculty coordinators and student volunteers	Faculty and student volunteers trained for extension and social programs	

Indicator	Description	Write description & provide supporting documents
d) Collaboration with NGOs and local bodies	Partnerships with government departments, NGOs, and civic organizations	No such partnerships till date.

Indicator	Description	Write description & provide supporting documents
e) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	Any financial requirement of the department is provided by the administration of the college.

Indicator	Description	Write description & provide supporting documents
f) Resource and budgetary provisions	Financial and infrastructural support allocated for community programs	Any requirement of fund is disbursed by the administration of the college for financial and infrastructural support required by the department.

Indicator	Description	Write description & provide supporting documents
g) Identification of local community needs	Baseline surveys and need analysis of local community issues	No such survey was done the department.

PROCESS:

Indicator	Description	Write description & provide supporting documents
a) Planning and execution of outreach activities	Planned implementation of community development activities	All planning and execution of outreach activities are decided in the Departmental meetings. The minutes and decision of the meeting to organize community activities is documented and a proper action plan is prepared for implementation

Indicator	Description	Write description & provide supporting documents
b)Awareness, health, literacy, and environmental programs	Execution of campaigns on health, literacy, and environmental awareness	The department organized World Sparrow Day as a part of environment awareness initiative. It was organized on March 20, 2025 with the theme “A Tribute to Nature’s Tiny Messengers”.

Indicator	Description	Write description & provide supporting documents
b) Integration of community projects into the curriculum.	Curriculum includes service-learning or community engagement components	The Department actively integrates community-oriented projects into its curriculum to strengthen the connection between academic learning and social responsibility. Students participate in field-based and extension activities that address local environmental and community needs, aligning theoretical knowledge with practical application. Various dissertation projects are completed by 6 th semester students aligning with environmental and community needs.

Indicator	Description	Write description & provide supporting documents
c) Active faculty and student participation	Regular involvement of faculty and students in outreach activities	Our students are regularly involved in college activities. They actively participate in the Cleanliness drives and camps organized by NSS. They also actively participate in the events organized by Eco Club. All the faculties regularly participate in events organized by the college

Indicator	Description	Write description & provide supporting documents
d) Collaboration with community stakeholders	Joint initiatives undertaken with local communities for sustainable outcomes.	No such joint collaborative initiative has been undertaken in the said period.

Indicator	Description	Write description & provide supporting documents
e) Adoption of nearby institutions, bodies, or villages.		The Department adopted Dalgaon Girls ME and High School, Dalgaon, Assam since 2023

OUTCOME:

Indicator	Description	Write description & provide supporting documents
a) Increased student participation	Active participation of students in outreach and extension programs	Our students actively participate in outreach and extension programs. They regularly participate in outreach programs organized NSS of the college.

Indicator	Description	Write description & provide supporting documents
b) Improved community awareness and welfare	Positive community response and measurable social benefits	There is an increase in environmental awareness among the local communities through various events organized by Eco club. The World Sparrow Day celebration by the department improved environmental awareness. Moreover, lectures have been delivered in some schools and public meetings on environment protection by Dr Rimjim Dutta (HoD). In addition to these, different popular articles have already published in regional news papers on current environmental and social issues.

Indicator	Description	Write description & provide supporting documents
c) Enhanced social responsibility and leadership skills	Students are developing empathy, ethics, and leadership through service.	Touhid Anchari, a student of the department is leading the Student Union body as its secretary showcasing his leadership skills. Asrafun Nehar, Sanidul Islam, Rabiul Awal are all leading as a student representative being part of the Student Union Body, 2025.

Indicator	Description	Write description & provide supporting documents
d) Recognition and awards for outreach initiatives	Institution recognized for impactful social engagement	No such recognition received in the said period

IMPACT:

Indicator	Description	Write description & provide supporting documents
a) Tangible social change and community well-being	Long-term positive changes in health, education, or livelihood	Changes to some extent but not up to our satisfactory level.

Indicator	Description	Write description & provide supporting documents
b) Institutional reputation as a socially committed entity	Institution recognized for community-centred initiatives.	No sch recognition has been granted.

Indicator	Description	Write description & provide supporting documents
c) Contribution to national missions and SDGs	Contribution to Swachh Bharat, UBA, SDGs, etc.	Cleanliness drives are organized in line with Swachh Bharat Abhiyan and the department actively participates in it.

Indicator	Description	Write description & provide supporting documents
d) Sustained collaborations with NGOs and government	Sustained partnerships with development organizations	No such collaborations during the assessment period.

Reference Level for Community Engagement

- L1: Occasional outreach/extension activities.
- L2: Regular NSS/NCC/social service participation.
- L3: Structured extension programs linked to curriculum.
- L4: Community-based projects, impact assessment, long-term partnerships.
- L5: Nationally/internationally recognized community engagement model; policy influence.
- Self-declaration of level:

Level	L1, L2, L3

All the above information & supporting documents provided are true to the best of my knowledge.

Date: 03/11/2025

Rimjim Dutta
HOD, Zoology

Name & Signature of HOD: Dr Rimjim Dutta