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ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

DARRANG COLLEGE

TEZPUR, ASSAM

2022 – 23



Academic and Administrative Audit Report
Darrang College, Tezpur, Assam
2022-23

Introduction:

Darrang College, established in 1945 is a reputed institute of Higher Learning situated on the North Bank of the Brahmaputra in Assam. The College has a green campus encompassing 15.07 acres of land with well-furnished classrooms, library, laboratories, auditorium, seminar hall, indoor stadium, gymnasium, canteen, car parking, cycle stand and a playground. The college also has a boys and a Girls Hostel catering to the needs of the students. The College is headed by a Principal who is assisted by a Vice Principal and three Academic Vice Principals who oversee academic matters. The College runs 31 programmes in three different streams – Arts, Science, and Commerce along with four PG Courses in Assamese, Geography, Botany and Zoology. There are currently 95 permanent faculty members and 23 contractual teachers and has a total of 3735 number of UG and PG students.

Observations:

I. Curricular Aspects:

The College prepares the Academic Calendar of the college on the basis of the Academic Calendar provided by the Gauhati University. The CBCS curriculum of Gauhati University is followed for curriculum delivery by the departments. 39 certificate courses were conducted by different departments along with some skill courses. Faculty members are also involved in syllabus preparation meeting held at university as Board of Studies member. The calendar should specify the dates of examinations, including the sessional exams, and the important events such as College Sports/Cultural Week.

Professional ethics, gender sensitivity, human values, environment, and sustainability etc. are taught as part of syllabus in some departments. The College also organizes talks, workshops, extracurricular activities such as tree plantation, blood donation, and activities in adopted village. The departments also conduct field visits and give Project works to students as part of the curriculum for most of the programs. These promote team work and learning experiences among the students. It is necessary to retain this practice. Extension activities are also conducted by some departments as part of most of the programmes.

II. Teaching Learning and Evaluation

The College has a favourable demand for admission, with most programmes achieving a high level of seat occupancy. Admissions are conducted in accordance with the prescribed norms and reservation policy of the Government of Assam. A small proportion of admitted students, approximately 10–15%, subsequently withdraw to pursue professional and other specialized courses.



The teaching-learning process is supported by departmental lesson plans prepared by faculty members. However, there is scope for further strengthening the system through the adoption of a **standardized institutional format for lesson planning** and better alignment of contact hours with the prescribed credit structure of individual courses. Practical components, fieldwork, project work and experiential learning are integral parts of several programmes, thereby providing students with opportunities for application-oriented learning.

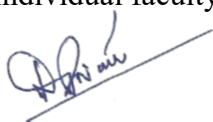
The evaluation system comprises **80% external/university-level assessment and 20% internal assessment**, as prescribed by the affiliating University. The College facilitates students in addressing grievances related to external examinations and evaluation. Internal assessment is conducted through class tests and other prescribed academic activities, and answer scripts of class tests are made available to students for review and feedback, thereby promoting transparency in the evaluation process.

The College and its departments undertake measures to identify **slow and advanced learners** based on their academic performance in sessional examinations and university examinations. While most departments follow performance-based identification, some departments have initiated systematic analysis of student performance data for more effective classification. Remedial classes and academic support are provided to slow learners. Students interested in competitive examinations are also provided guidance and academic support. Induction programmes are organized by departments for newly admitted students to facilitate their academic and institutional orientation. In addition, some departments have established faculty-supported funds to provide limited assistance for specific student-related academic requirements.

Student-centric and experiential learning practices are incorporated into several programmes. Project work forms a component of the curriculum in most programmes, while field visits, educational tours and industry visits are organized by departments wherever feasible. Departments also make efforts to facilitate internship opportunities for students, although the availability of suitable internship placements remains an area requiring further strengthening. Laboratory-based learning is an important component of the Science programmes, providing students with opportunities for practical application of theoretical concepts.

The College has progressively adopted **ICT-enabled teaching-learning practices**. Faculty members use LCD projectors, smart classrooms and PowerPoint presentations for curriculum delivery. Some teachers have also developed course-related video content, which is made available to students through the College's YouTube channel. These initiatives have enhanced access to supplementary learning resources. Nevertheless, there is further scope for expanding and institutionalizing the use of ICT, blended learning resources and digital pedagogical practices across departments.

The College follows a **mentor-mentee system** wherein groups of students are assigned to individual faculty mentors. Mentors provide academic guidance and, wherever required,



counselling and personal support. The mentoring process has contributed positively to the academic and personal development of several students. There is, however, scope for strengthening the frequency and systematic documentation of mentor-mentee interactions, including the recording of issues identified, interventions undertaken and outcomes achieved.

The faculty profile reflects a significant level of academic qualification, with **more than half of the teachers holding Ph.D. degrees**, while several others are pursuing doctoral studies. The College has initiated the process of implementing **Outcome-Based Education (OBE)**. Course Outcomes (COs) have been defined for most courses; however, in some cases, these require further standardization and presentation in clearly enumerated and measurable formats. Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) have been identified for a limited number of programmes and require wider institutional adoption. The systematic measurement and documentation of the attainment of COs, POs and PSOs is an area that requires further development. The College may further strengthen its OBE framework through faculty sensitization, capacity building, systematic mapping of COs with POs/PSOs, attainment analysis and the use of attainment data for continuous improvement of the teaching-learning process.

The overall academic performance of the students remains encouraging, with the **average success rate in university examinations exceeding 90%**. Students from several departments have also secured top positions/ranks in university examinations on a regular basis, reflecting the effectiveness of the academic support and teaching-learning practices followed by the College.

Overall, the College has established a **student-centric and progressively ICT-enabled teaching-learning environment**, supported by practical learning, field exposure, mentoring, remedial measures and outcome-oriented initiatives. Further institutionalization of lesson planning, ICT-enabled pedagogy, mentoring documentation, learner-performance analytics and Outcome-Based Education will contribute to enhancing the quality and effectiveness of the teaching-learning and evaluation system.

III. Research, Innovation and Extension

There are 3 funded ongoing research projects in the College. Though the strength of the papers published in Journals is not considerably large, there are a good number of books published. The overall research activities need to be improved. A few faculty members engage in UG/PG research-oriented projects. This can be expanded to other departments as well. One faculty member is a recognized as a PhD supervisor.

The department of Physics conducts a course on LED Bulb Production. The mushroom cultivation unit and the vermi-compost unit carries out training programs for students it is highly encouraging to see it generating some revenue. There are museums of spices, zoological specimens, plantations of rare horticultural and medicinal plants maintained by the departments. Additionally, the departments of Assamese and History have set-up small museums with appropriate collections.



The Institutional Innovation Centre (IIIC) established by the college has been carrying out promotional programs among the students in the recent years. Furthermore, the College has adopted a nearby village where it has conducted a few extension activities.

The College has an active NSS unit and two NCC units for boys and girls. These units have carried out commendable service and received recognitions at state as well as national levels. It is encouraging to see a few NCC cadets have participated in National Republic Day Camps.

There have been several MoUs with other educational, research and technical institutions.

IV. Infrastructure and Learning Resources

The college has very good infrastructure for academic, co-curricular activities, and administrative activities.

Adequate classrooms, seminar halls, and laboratories are available for effective teaching and learning. A good number of classrooms are equipped with ICT facilities with internet and wifi. The college has a well-equipped central library facility with more than 70000 books for both undergraduate and postgraduate courses, 14 journals, 15 magazines, and newspapers. The central library is automated by SOUL software. The library also facilitates reading rooms, digital sections, and a section for rare books. Along with the central library, each department also maintains a departmental library through contributions from faculty, alumni, and publishers as well. All science departments have good laboratories. There is scope for better maintenance of laboratory facilities and instruments. Apart from this, the college has three galleries, two well-equipped conference halls, and one auditorium.

The college has good infrastructure and facilities for co-curricular activities. Sports facilities include a football ground, basketball court, volleyball court, indoor stadium, other minor sports facilities, and a gymnasium. The college has hostel facilities for both boys and girls students. However, to support large student enrollment, hostel capacity needs to be increased.

There are separate rooms for the examination branch, the general branch, and the accounts branch for effective management of academic and administrative work.

V. Student Support and Progression

In recent years, the State Government has introduced provisions for tuition fee support for students from economically disadvantaged sections of society. The College also places considerable emphasis on career guidance and student progression. Various departments regularly organize career guidance programmes, including talks and interactive sessions by external experts and distinguished alumni.

A significant proportion of students pursue higher education after completing their studies at the College, with several gaining admission to reputed institutions across the country and pursuing diverse academic disciplines. The College has also recorded encouraging outcomes



in student placement, with graduates securing employment in various sectors. Some alumni have also successfully ventured into entrepreneurship.

The College has a democratically elected Students' Union that actively promotes and organizes sports, cultural, literary, and other co-curricular activities. Students regularly participate in university-level competitions, with several securing notable positions and distinctions. Some students have also represented the College and the University at state and national levels, bringing recognition to the institution.

The College maintains active engagement with its alumni, who contribute to its academic and infrastructural development in various ways. Alumni regularly participate in academic activities through guest lectures, sharing professional experiences, and mentoring students, particularly in competitive examinations such as UGC-NET/SLET. Some alumni and well-wishers have also contributed books, computers, and other educational resources. As a premier institution of higher education in the region, the College takes pride in its distinguished alumni, who have achieved success in academic, professional, administrative, entrepreneurial, and social fields. Their continued association serves as a valuable source of mentorship, inspiration, and institutional development.

VI. Governance, Leadership and Management

- The College has a duly constituted Governing Body in accordance with the prescribed norms. It comprises representatives of the Government, affiliating University, teaching and non-teaching staff, guardians, and the Principal as Secretary. The Governing Body provides overall guidance and oversight for the effective academic and administrative functioning of the College and meets regularly to review institutional matters and take necessary decisions.
- The College follows a decentralized and participatory governance system through various statutory and non-statutory bodies, committees, and cells. The Principal, assisted by the Vice-Principal, three Academic Vice-Principals, IQAC, Heads of Departments, and committee coordinators, oversees academic and administrative functions. Faculty, students, guardians, and non-teaching staff participate in relevant committees, ensuring shared responsibility, stakeholder involvement, transparency, and effective decision-making.
- The College has a well-defined Perspective Plan. The recent initiatives and developments of the College have been undertaken in alignment with the objectives and priorities outlined in the Perspective Plan, ensuring systematic, planned, and sustainable institutional growth.
- The College has established a comprehensive set of policies, rules, and procedures to ensure transparent and effective governance. It has its own software modules for e-Governance. To ensure uniformity across institutions, the College is in the process of adopting the SAMARTH platform of the Ministry of Education, Government of India, in accordance with the directions of the State Government.
- Faculty members actively participate in the administration of the College through various committees. Administrative responsibilities are decentralized and delegated to Heads of Departments and other designated functionaries, ensuring effective participation and smooth institutional functioning.



- The College provides various welfare and support facilities for its employees, including admission provisions for eligible wards of employees, a well-furnished Teachers' Common Room, adequate parking facilities, and ICT-enabled departmental infrastructure with computers, LCD projectors, and internet connectivity. Faculty and non-teaching staff can avail themselves of affordable loans through their respective Thrift and Credit Co-operative Societies. Financial assistance is also provided during medical emergencies. An Internal Complaints Committee (ICC) is in place to address complaints related to sexual harassment. The College also provides fitness and yoga facilities for employees' physical and mental well-being and extends financial support to faculty members for participation in seminars and conferences.
- Faculty members regularly participate in in-house and external Faculty Development Programmes (FDPs), Refresher Courses, and Orientation Programmes. Most departments also offer additional certificate courses to enhance students' knowledge and practical skills beyond the regular curriculum.
- The College has an active IQAC that coordinates quality-enhancement initiatives in collaboration with various departments and external organizations. It maintains faculty performance appraisal records and facilitates the centralized collection of student feedback. Departments also undertake feedback analysis and follow-up activities. The IQAC conducts regular internal meetings to review quality initiatives and institutional improvement measures.
- The College has a well-established system for conducting both internal and external audits. An independent Chartered Accountant is appointed annually to conduct the internal audit, while the external audit is carried out periodically by the Department of Local Audit, Government of Assam. The audit reports are duly examined and forwarded to the Directorate of Higher Education, Government of Assam, for necessary action.
- The College follows the financial resource mobilisation and optimal utilisation policies approved by the Governing Body. IQAC, committees, departments, and faculty members regularly submit proposals to funding agencies such as RUSA, DST, and ASTEC. Institutional resources, including classrooms and the lecture gallery, are utilised for conducting examinations and generating revenue. The College also generates income through its mushroom cultivation and training centre and vermicompost production centre. The campus, auditorium, and lecture gallery are made available to government and non-government organisations for various programmes, while the Central Library is accessible to research scholars from other institutions.

VII Institutional Values and Best Practices

1. As Flood is a recurring and chronic problem of Assam, Darrang College takes responsibility in its own way focussing human values and professional ethics through small initiatives. NSS/NCC distributes relief funds and necessary materials to flood affected areas like Tel Gereki and adopted villages of the College. It also conducts awareness programs on health, hygiene and education. The College delivers a strong community service through NSS, NCC and extension activities of departments by conducting plantation programs, blood donation camps, cleanliness drives and visits to orphanages for orienting and instilling among students a culture of social responsibility and empathy.

2. Darrang College practices the culture of inclusiveness and constitutional values. It celebrates Republic Day, Independence Day, NCC Day and Constitution Day. Code of Conduct is designed for students and reflected through the college prospectus. Regional festivals like Rongali Bihu, Bhogali Bihu are celebrated along with Saraswati Puja for promoting cultural harmony.
3. Darrang College adopts Green Campus initiatives. It follows proper waste management through solid, liquid and e-waste segregation. It has also installed LED lights all through the college for energy conservation.

DARRANG COLLEGE stands among the most reputed colleges of Assam. Over the decades, it has served the educational needs of a wide catchment area, including the entire North Bank of the Brahmaputra and parts of neighbouring Arunachal Pradesh. During its nearly eighty-year-long glorious existence, the college has produced a distinguished network of alumni spread worldwide, many of whom are now contributing as faculty in prestigious institutions of higher learning.

SWOC ANALYSIS

Strengths

1. **Long-standing institutional legacy:** With seventy-nine years of service to the nation, the College has established a strong institutional legacy and a sustained commitment to higher education and societal development.
2. **Adequate infrastructure:** The College possesses reasonably good physical and academic infrastructure to support teaching-learning, co-curricular, extracurricular and extension activities.
3. **Qualified and diverse faculty profile:** The College has a well-qualified faculty, with **51% of faculty members holding Ph.D. degrees**, supported by a healthy mix of young and experienced teachers.
4. **Strong alumni support:** A well-established alumni base contributes to the institutional development and extends support to various academic and developmental initiatives of the College.
5. **Socially relevant academic programmes and extension activities:** The College offers socially relevant courses and undertakes commendable extension and outreach activities addressing the needs of the surrounding community.
6. **Strong sports infrastructure:** The College has excellent sports infrastructure that provides students with opportunities for participation, training and achievement in sports and games.
7. **Strong academic performance of students:** Students have demonstrated very good performance at the university level, reflecting the effectiveness of the institution's academic support and learning environment.
8. **Achievements in co-curricular and extracurricular activities:** Students have made notable achievements in a range of co-curricular and extracurricular activities, contributing to the overall development of their personalities and competencies.



Weaknesses

1. **Limited research output:** Research activities across the institution remain relatively limited and require further strengthening in terms of research projects, publications, collaborations and other scholarly outputs.
2. **Faculty shortages in some departments:** Some academic departments have inadequate regular faculty strength, which places additional demands on the existing faculty and may affect the optimal delivery of academic programmes.
3. **Inadequate departmental space:** Certain departments face limitations in terms of available physical space for academic and departmental activities.
4. **Limited scope for future expansion:** The availability of space for future academic and infrastructural expansion is constrained, which may pose challenges to institutional growth and diversification.

Opportunities

1. **Government emphasis on higher education:** The growing thrust of the Government on strengthening higher education provides opportunities for institutional development, quality enhancement and access to new schemes and initiatives.
2. **Promotion of multidisciplinary education:** The increasing emphasis on multidisciplinary and interdisciplinary education creates opportunities for the College to diversify its academic offerings and facilitate greater academic integration.
3. **Expansion of skill-oriented programmes:** The growing demand for employability and entrepreneurship-oriented education provides opportunities to introduce and strengthen skill-based and vocational programmes.
4. **Engagement with diverse cultural communities:** The College is strategically positioned to respond to the educational and developmental needs of diverse cultural communities and can further strengthen its role as an inclusive centre of higher learning and community engagement.

Challenges

1. **Resource mobilization and infrastructure development:** Enhancing internally generated resources (IGR), particularly in the context of restrictions on fee-based revenue, and mobilizing external funding remain important challenges for infrastructure development, institutional activities and engagement of contractual personnel.
2. **Strengthening national and regional linkages:** Establishing a stronger national and regional presence through active academic and institutional collaborations with reputed national and regional institutions remains a key challenge.
3. **Developing a robust research culture:** Building a productive and sustainable research culture across all departments, with greater faculty participation and scholarly output, is an important institutional challenge.
4. **Attracting students from a wider geographical area:** Expanding the College's student base to attract learners from across the State and the wider region remains a significant challenge.



5. **Ensuring regular classroom participation:** A section of students engage in various academic, extracurricular and other activities, resulting in missed classes and creating challenges in ensuring consistent classroom participation.
6. **Managing vacancies arising from student attrition:** Vacancies created when admitted students leave the College to pursue professional programmes elsewhere pose a challenge to effective utilization of sanctioned/admitted student capacity.

Recommendations / Areas for Institutional Action

1. **Internship and experiential learning:** The College may facilitate internship opportunities for its own students as well as students from other institutions in functional units such as the LED Bulb Production, Mushroom Cultivation and Vermi-Compost Units.
2. **Strengthening stakeholder feedback mechanisms:** The process of stakeholder feedback collection, analysis, follow-up and corrective action may be further strengthened and standardized.
3. **Strengthening library resources:** Allocation for the library may be enhanced, with particular emphasis on procuring books and learning resources required for newly introduced programmes.
4. **Staff welfare and incentives:** Appropriate measures may be explored to enhance the welfare of teaching and non-teaching staff engaged on a full-time contractual basis. Performance-based incentives may also be considered for long-serving contractual staff.
5. **Capacity building of non-teaching staff:** Regular in-service training and professional development programmes may be organized for non-teaching staff to enhance administrative efficiency and institutional effectiveness.
6. **Strengthening Outcome-Based Education:** While certain aspects of Outcome-Based Education (OBE) are determined by the affiliating University, the College may proactively develop and strengthen the components that fall within its institutional purview.
7. **Strengthening stock verification:** Periodic stock verification may be accorded greater emphasis to ensure effective asset management, accountability and institutional record maintenance.



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