ACADEMIC AND ADMINISTRATIVE AUDIT REPORT

DIMORIA COLLEGE
SESSION: 2020-2021

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- Date of Formation of the Audit Committee : 26/02/2022
- Date of Visit by the Auditors : 28/03/2022

1. Members:
  a. Prof. Utpal Sarma, Dept. of Instrumentation and USIC, Gauhati University
  b. Prof. Parag Phukon, Dept. of Geological Sciences, Gauhati University

2. Profile the College
2.a. Introduction

Dimoria College, Khetri is located at Guwahati City adjacent to the national highway 37 under Dimoria Tribal Belt and Dispur LAC of Kamrup (metro) District. A brainchild of a group of highly motivated social entrepreneurs who in the seventies dreamt of bringing the gospel of higher education to this relatively backward tribal area, Dimoria College was inaugurated on 29th August, 1979. The Arts Stream was brought under Deficit Grants in Aid System on 1st February 1986 and the Science Stream in 1996. The Science Stream got a fillip with the inauguration in 1992 by the then Hon'ble Vice President of India K. R. Narayanan. Always striving for excellence and incremental progress, the college opened post graduate classes in Assamese, Political Science and Economics in 1992. A new feeder was added to the PG wing in 2004 with the introduction of a unique and emerging science course in Ecological Restoration. Expanding its horizon in student and faculty exchange, an MoU was signed with the Brandenburg Technical University, Germany in 2008. It was followed by introduction of PG course in Environment Management in 2008, funded under UGC Innovative Programme. The vision of Dimoria College is to mould the character of the future generations as competent citizens of the nation, who can be self-reliant and inspiring for others. It has its mission a passionate concern for providing higher education for upcoming generations for this educationally and socially backward region, predominantly inhabited by various tribal and ethnic groups. The college intends to translate into reality the dreams and visions of the founding fathers through teaching, learning, evaluation, innovations, research and extension.

The college presently has 22 UG and 5 PG courses and 3 certificate courses. The college also has research facilities in three subjects and planning to have more in near future. Its premier role as a Higher Education Institution was recognised and consistent efforts by the stakeholders paid off in bringing laurels to the College. In 2010   the coveted 'A' Grade was awarded to Dimoria College. In yet another recognition it was granted "College with Potential for Excellence (CPE)" by the UGC.   Taking the advantage of these strengths, the College Management (Governing Body) with active support of the teaching community, students and local people, is planning to

promote this institution into a Rural University for the upliftment of the rural poor and to bring about a comprehensive development of the socially under privileged people. A Detailed Project Report (DPR) is being prepared with an aim and objective of both vertical and horizontal expansion of higher education, where all stages of learners will get an opportunity to fulfil their aspiration of their learning.

2.b. Present status

The College has been accredited with **'A'** grade by NAAC in the year 2010 for a period of 5 years. The next NAAC was due in 2016. However, due to some administrational constraints and due to Covid-19, it was postponed and the IQAC finally reconsidered to apply for accreditation from 2016-2017 to 2020-2021. Dimoria College follows a robust financial auditing system and therefore authorises a CA firm to audit its annual financial statements every year. Financial Audit is done for all the academic years from 2016 onwards.

With 22 full-fledged departments (in Arts and Science stream) which run 22 undergraduate courses and 5 Post-Graduate courses. Dimoria College is the torch bearer of higher education in this tribal Dimoria region which is considered as an economically and socially backward tribal belt block. Surrounded by a lush green environment, Dimoria College presents a sustainable ecosystem within its campus. Many valuable trees and medicinal plants present in the campus makes Dimoria one of the only colleges in the region to have such a green and pollution free campus. Along with it, the campus also holds a pond which comprises of many aquatic flora and fauna making it one of the most beautiful natural campuses in the region. Being in a tribal belt region, the students of Dimoria College have high affinity for extracurricular and sports activities. Football and Basketball are the favourites among all others. A high-level regional football and basket competition among the local clubs in the Dimoria College playground is evident of the high enthusiasm of the youths of the region towards the sports. It has to be acknowledged that the Dimoria region has many sports/athletic clubs that represent sport activities in various State and NE level competitions. Apart from this, recently a young female student of Dimoria College got selected for a national level boxing competition which shows that both male and female students are equally enthusiastic for sports and physical athleticism in the region and beyond. In addition to this, every year a good number of youths/students/ex-students from the region join the armed forces which again add glory to the institution year after year. A Student Activity Centre (SAC) provides all possible facilities for growth in this direction. Table -Tennis, Badminton, Gym etc. needs special mention.

Coming to the academic excellence, Dimoria College has been a pioneer in environmental and sustainability study in the region. Dimoria College also achieved 'College with Potential For

Excellence' award by the UGC in the year 2009. It was for the first time in the history of college education of Assam that Dimoria College introduced Post-Graduate courses in Eco- restoration in collaboration with (BTU, Cottbos) Brendenburg Technical University, Cottbos, Germany with the distinction of only college having the subject in the entire South East Asia then.. This course is affiliated to Dibrugarh University, Assam. Our college has also signed an MOU with BTU, Cottbus and a group of 10 students and a faculty member visited Germany for a three months course under the DAAD scholarship programme. Another course related to environment is the PG in Environmental Management. Both the subjects are started with UGC grants under the interdisciplinary innovative subject programs. In this era of climate change and climate management, these two courses could be an eye opener for the authority to render more support and good will so that the main motto and objectives be satisfactorily sustained. Dimoria College has enough potential to contribute in the field of climate change and Earth System Science. The well trained faculty members and the state of the art laboratory facilities are definitely looking forward for more collaboration and financial support in the days to come.

The College has a faculty strength of 68 out of which 07 presently lying vacant. Besides fulltime teachers additional contractual teachers are also engaged as required. During the last session about 30 such temporary teachers rendered their services. Total sanctioned strength of non teaching staff is 35. A total of 1048 UG, 190 PG students are enrolled in the session 2020-21. Thus with full sanctioned strength the College has a faculty-student ratio of 1:16.

Part A: Academic Audit

2.c. Academic Strength

Sl. No.	Name of the Dept.	UG/PG/Both UG PG	No. of teachers	No. of students		Seat Capacity		No. of value added/Certificate programme offered
				UG	PG	UG BA=450 B.Sc.=250	PG	
1	Anthropology	UG	4	61				
2	Assamese	UG & PG	4	82	80		40	
3	Botany	UG	4	54				
4	Chemistry	UG	4	34				
5	Computer Science	UG	2	27				
6	Economics	UG & PG	5	24	60		30	1
7	Education	UG	3	64				
8	Environmental Management	PG	3	-	30		20	
9	Geography	UG	4	93				
10	Geology	UG	2	54				1
11	History	UG	3	67				
12	Hindi	UG	3	57				1
13	Mathematics	UG	2	36				
14	Physics	UG	4	19				
15	Political Science	UG	3	83				
16	Statistics	UG	2	14				
17	Zoology	UG	3	79				
18	English	UG	3	58				
19	Biotechnology	UG	1	52				
20	Eco-Restoration	PG	3	-	20		20	
21	Linguistics	UG	2	14				
22	Folklore	UG	1	76				

3. Methodology of the Audit:

A questionnaire in tune with current NAAC assessment accreditation framework has been prepared as shown in the Annexure-1. The metrics are considered where academic department need to be involved. Weights for each metrics are fixed as per their importance for enhancing the quality of the College. A score in the scale of 0-4 is provided based on validation by the audit committee members on the claim made by the departments of the College. CGPA for every department has been evaluated using the following formula.

$$CGPA = \frac{\sum_{metrics} Score\ in\ the\ individual\ metric \times Weights\ of\ the\ metric}{Total\ Weights\ (500)}$$

The CGPA for individual departments are shown in the Table-1.

4. Table-1

Sl. No.	Name of the Dept.	CGPA
2	Botany	2.72
3	Assamese	2.55
4	Hindi	2.11
5	Economics	2.10
6	History	2.08
7	Geology	2.06
8	Education	1.95
9	Geography	1.95
10	Env. Management	1.84
11	Zoology	1.70
12	Anthropology	1.60
13	Physics	1.57
14	Chemistry	1.43
15	Pol Science	1.36
16	Mathematics	1.30
17	Computer Science	1.27

4. Observations:

a. *Curricular Aspects*

The College follows the curriculum developed by Gauhati University. Although it is desirable that for effective delivery of curriculum departments should maintain a course file none of the departments were found to follow this. Detail lesson plans with course progress record needs to be institutionalised and well documented. Departments follow academic calendar of Gauhati University. For effective planning of activities academic department can prepare an academic calendar specific to the department following the affiliating University's calendar.

Add on/ Certificate programmes are conducted by three departments and PG courses are offered by the Departments-Anthropology, Economics and Eco Restoration and Environmental Management.

b. *Teaching Learning Aspects*

Assessment of learning levels after admission to identify slow and advanced learners is primarily done through internal assessments/assignments etc. which need to be more structured, done at the beginning of the academic session and well documented. Course plan and lesson plan, strategy for assessing effective curriculum delivery, a detail unit wise plan for experiential and participative learning remains largely unaddressed. Mentoring system is lacking. All the

departments conduct internal examinations as per requirement of the affiliating University. Although some departments like Assamese follow different modes of assessment, continuous and comprehensive evaluation may be practised. Program Outcome, Program Specific Outcomes and Course Outcomes are described in the syllabus. Evaluation of the attainment of learning outcomes not adequate.

Centralised feedback system initiated by the College is commendable. It should be analysed and shared with the respective teachers ensuring followup actions

c.   Research, Innovation and Extension

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

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

d.   Infrastructure

Basic infrastructure facilities for academic activities are available.

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

e.   Students support and Progression

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

f.   Professional development activities

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

5. SWOC Analysis

Strength of the Institute: (10 points)

1. Well qualified, experienced and dedicated staff.

2. Proactive management

3. Green and Eco-friendly clean campus environment

4. Updated curriculum with CBCS.

5. Quality education at affordable cost with emphasis on rural students

6. Adequate Hostel facilities for girl students within the campus

7. Value-added and skill courses under CBCS.

8. Adequate sports infrastructures.

9. Gender parity both among students and faculties.

10. Adequate community participation.

Weakness of the institute: (10 points)

1. Limited financial resources

2. Limited consultancy and collaboration

3. Inadequate industry participation.

4. Limited physical infrastructures

5. Limited infrastructure for research activities.

6. Communication from the city centre

7. No adequate faculty-student ratio.

8. Limited number of well-trained non-teaching staff.

9. Research activities.

10. No self-sustaining or skill development courses.

Opportunities: (10 points)

1. Considering its unique geographic location in a tribal belt of largely rural population, Dimoria College has the opportunity to develop itself into a centre of higher learning catering to the less privileged ones.

2. Eventually it may be upgraded into a rural university

3. It can directly contribute towards socio-economic and intellectual uplift of the greater Dimoria and adjoining region

4. Participation in Skill India and Start up India

5. Involvement of industry for Incubation and start-ups.

6. Enhanced research activities

7. Collaboration with institutions of higher learning.

8. Enhancing employability of students

9. Attracting and retaining competent faculty

10. Enhanced community engagement

Challenges: (10 points)

1. Renovation and upgradation of the present aging physical infrastructures.

2. Mobilization of adequate fund to build-up proper physical infrastructure and state of art laboratories

3. Digitalization and complete automation to transform the institution into smart campus.

4. Implementation of CBCS effectively and meaningfully in pedagogy

5. Introduction of new academic program with employability.

6. Attracting talents both in teaching positions and student intake.

7. Addition of more faculty in academic departments to augment teaching-learning system

8. To transform the present institutional mechanism into a robust and smart system.

9. Overhauling and making a vibrant and responsive academic and administration system.

10. Pulling in investment for development of the college from industries under CSR schemes

6. Recommendations

i. Adequate ICT enabled classroom facility may be made available to the Academic Departments

ii. The lesson plans for each of the courses should be clearly defined and effective delivery of curriculum ensured with well documented assessment of learning outcomes

iii. For effective delivery of curriculum, the course file of Academic Departments should be assessed by IQAC

iv. Academic calendar may be prepared at department level following the affiliating University's calendar

v. A centre for local culture and tradition alongwith a museum depicting various tribal way of life may be set up in the College. Department of Anthropology, Geography, History, economics and Geology may contribute towards this

vi. Add-on vocational courses may be initiated

vii. Considering strong potential for sports talent, sports infrastructure should be augmented and students encouraged to take part in state and national level sports activities besides NCC and NSS camps

viii. A language lab may be set up

ix. Research culture needs much improvement and interdisciplinary research to be initiated

x. Best practices of individual departments should be identified and need to be institutionalised.

xi.   More departments and students should be involved in the extension activities

xii.   More collaborations need to be established for faculty exchange, students exchange, internship etc. Efforts may be made for entering into MoU with national/international knowledge institutions besides industrial collaboration to facilitate internship/skill development/entrepreneurship development and capacity building for research and innovation

xiii.   More teachers should participate in FDP programmes

xiv.   Necessary initiative should be taken to fill up the vacant faculty positions

xv.   Proper documentation is required for all activities

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

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

Template for Academic Audit

Name of the Department:
Year of Establishment:
Head of the Department:

Metric No	Description	Response	Weightage
	Total No. of Seats (Major)		
	Total No. of Students at present		
	No. of sanctioned faculty positions		
	No. of filled up faculty against sanctioned posts		
	No. of other faculty		

1.1.1.	The Institution ensures effective curriculum delivery through a well-planned and documented process: (Response-Yes/ No)
	    a. Lesson plan is maintained by the teachers
	    b. Course progress record is maintained by the teachers
	    c. Course completed in stipulated time
	    d. Feedback on teachers collected from the students
	    e. Internal examination results are analysed and necessary action taken
			10

1.1.2.	The institution adheres to the academic calendar including for the conduct of CIE (Response-Yes/ No)
	    a. Academic calendar is maintained for teaching
	    b. Academic calendar is maintained for CIE
			5

1.2.2	Number of Add on /Certificate programs offered during : 2019-20		10
1.2.3	No. of students enrolled in Certificate/ Add-on programs last year		10

1.3.1.	Following issues are integrated to curriculum: (Response-Yes/ No)
	    a. Professional Ethics
	    b. Gender
	    c. Human Values
	    d. Environment and Sustainability
			10

1.3.2	No. of courses that include experiential learning through project work/field work/internship		10
1.3.3	No. of students undertaking project work/field work/ internships		10
2.2.1	Department assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners		30 QLM (100 words)
2.2.2	Student- Full time teacher ratio		20
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences		20 QLM (100 words)
2.3.2	No. of Teachers use ICT enabled tools for effective teaching-learning process.		15
2.3.3	Ratio of mentor to students for academic and other related issues		15
2.4.2	No. of Teachers with PhD		20
2.4.3	Average teaching experience of full time teachers in the same institution		20
2.5.1	Mechanism of internal assessment is transparent and robust in terms of frequency and mode		15 QLM(100 words)
2.5.2	Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient		15 QLM (100 words)
2.6.1	Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.		15 QLM (100 words)
2.6.2	Attainment of Programme outcomes and course outcomes are evaluated by the institution.		15 QLM (100 words)
2.6.3	Pass percentage of final year Students in the last year		30
3.1.1	Grants received from Government and non-governmental agencies for research projects / endowments		5

3.1.2	No. of research projects funded by government and non-government agencies		5
3.1.3	Number of Seminars/conferences/workshops conducted		5
3.2.1	Number of papers published per teacher in the Journals notified on UGC website		5
3.2.2	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings		10
3.3.1	No. of Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development		10
3.3.2	Number of awards and recognitions received for extension activities from government / government recognised bodies		10
3.3.3	No. of Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs)		20
3.3.4	No. of students participating in extension activities at 3.3.3. above		20
3.4.1	No. of collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc		10
3.4.2	Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc.		10
4.1.3	No. of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc		10

5.1.3	Capacity building and skills enhancement initiatives taken by the department include the following
	1. Soft skills
	2. Language and communication skills
	3. Life skills (Yoga, physical fitness, health and hygiene)
	4. ICT/computing skills
	Options:
	   A. All of the above
	   B. 3 of the above
	   C. 2 of the above
	   D. 1 of the above
	   E. none of the above
			10

5.2.1	No. of placement of outgoing students		10
5.2.2	No. of students progressing to higher education		15
5.2.3	No. of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)		5
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level		10
5.3.3	No. of number of sports and cultural events/competitions in which students of the Institution participated		5
6.3.3	No. of number of professional development /administrative training programs organized		5
6.3.4	of teachers undergoing online/face-to-face Faculty development Programmes (FDP)		5
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.		20 QLM (250 Words each)

Part B: Administrative Audit

The following units were covered

- **Administration**
- **Finance**
- **Library**

Observations

Resource mobilisation and utilisation

- The College is primarily dependent on Govt. grants for salary and development as well as maintenance of infrastructure.
- It has prepared an annual budget for the year 2020-21 that reflect only the salary component.
- It receives fund through digital payment Gateways and also disburse payments through NEFT/RTGS thus maintaining transparency in financial dealings
- College accounts are annually audited by Chartered Accountants. Govt. Audit however, was carried out till 2010.

Administration

- Dimoria College administration is responsive to the stakeholder's issues and strives to ensure quick delivery of the services and attend to the grievances. It maintains a well-documented receipt and despatch registrar. It also maintains an asset registrar showing capital items acquired by the college.
- Issues related to welfare and service conditions of both teaching and non-teaching employees are resolved through a well-established mechanism involving the Governing Body.
- As part of its strategy for long term development of the College, a Perspective Plan (2022-2032) has been prepared.

Recommendations

- To bring in financial discipline, a well-planned annual budget depicting all sources of income and expenditure should be prepared well ahead of beginning of the financial year. This document should have endorsement from the Governing Body of the College. Expertise available at the affiliating university, i.e., Gauhati University may be availed in budget preparation

- Efforts may be made to generate fund from Non Govt. sources including through philanthropy, individual endowment etc. besides approaching industries under CSR for specific, result oriented projects. To this effect, a policy on resource mobilisation should be in place with statutory endorsements.

- The College should get accredited by NAAC at the earliest and also take part in NIRF ranking regularly. It should strive to avail fund under RUSA

- Non-teaching staff of the College need to be provided training on service related matters and student support

- Automation of all the services namely administration, finance and accounts, student admission and support should be completed

- Library automation including facilitating remote access should be initiated

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