SETH GYANIRAM BANSIDHAR PODAR COLLEGE

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Affiliated to *Pandit Deendayal* Upadhyaya *Shekhawati University*, Sikar

Academic Audit Report 2024-25

Name of the Auditors: Prof. Ramesh Pareek and Mr Ratnaram Tanwar
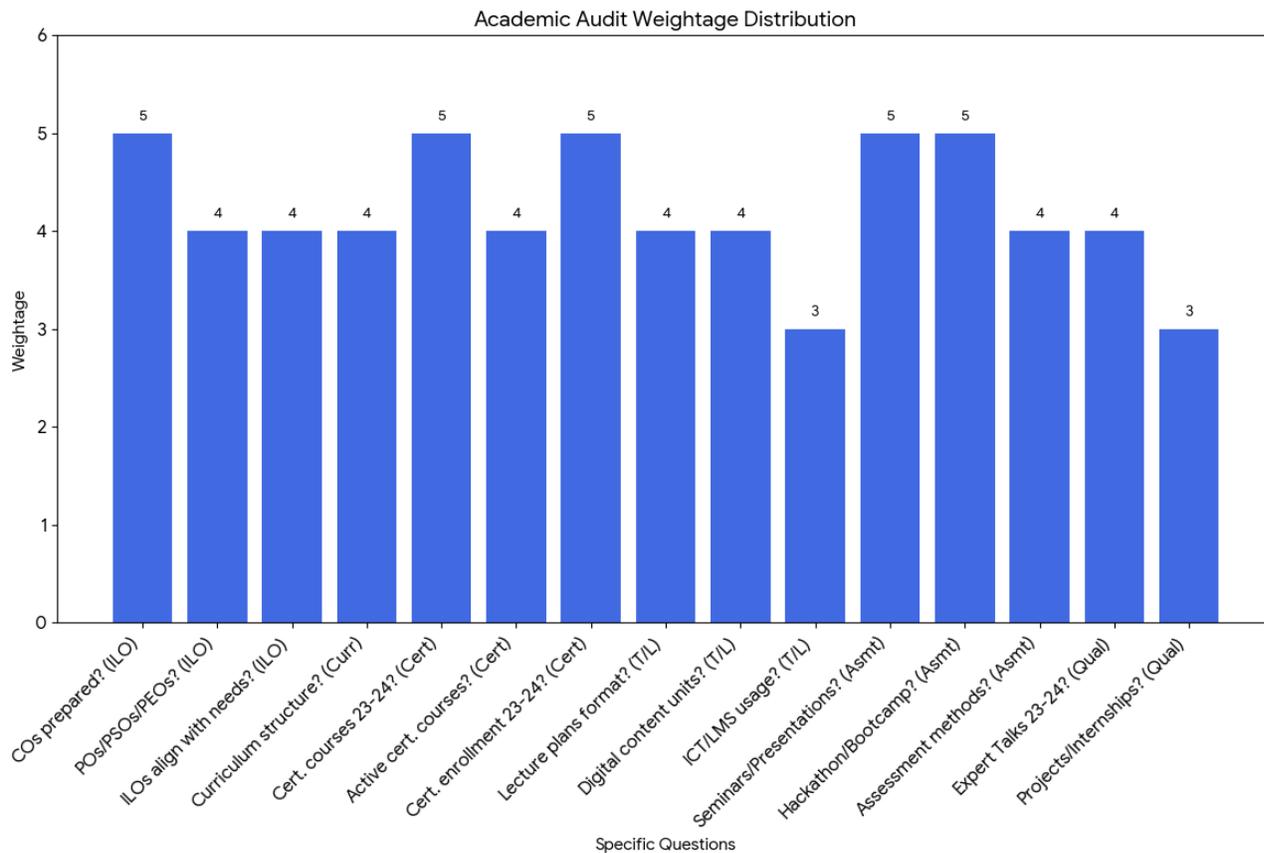**Name of the Department:** English

Academic Audit Evaluation 2024-25

S. No.	Key Indicator	Specific Question to Consider	Weightage
1	**Defining Intended Learning Outcomes (ILOs)**	Have the course outcomes for all the courses of UG and PG programs of your department been prepared?	5
		Have program outcomes, program specific outcomes and program educational objectives been prepared for the UG and PG programs of your department?	4
		Do ILOs align with program objectives, student needs, and industry requirements?	4
2	**Providing program curriculum**	Is the curriculum design coherent and logically structured for technical learning?	4
3	**Creating certificate courses**	How many certificate courses were conducted by your department in the session 2023-24?	5
		How many certificate courses are being conducted by your department?	4
		How many total students were enrolled in the certificate courses conducted by your department in the session 2023-24?	5
4	**Designing teaching and learning processes**	Have lecture plans been prepared in a prescribed format for each course in your department?	4
		What is the average number of digital learning contents available for how many units out of 5 units in the entire lecture Plans of your department?	4
		Is ICT (LMS, Coding Platforms) used effectively by your department to enhance learning?	3
5	**Development and use of student assessment**	Number of classroom seminars/technical presentations conducted in your department?	5
		Do students actively participate in workshops (Hackathons/Bootcamps) organized by the department?	5
		Are assessment methods effective in measuring student learning outcomes?	4
6	**Implementation of quality education**	How many Expert Academic/Industry Talks were organized by your department in the session 2023-24?	4
		How many students from your department are involved in projects/internships?	3

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1

Academic Audit Weightage Distribution

Strengths

- **Foundation in Course Planning:** The highest weightage (5) is assigned to the preparation of course outcomes and certificate courses from the previous session, indicating a strong emphasis on documentation and historical performance.

- **Practical Engagement:** Significant weight (5) is placed on classroom seminars, technical presentations, and active student participation in workshops like Hackathons or Bootcamps, fostering hands-on learning.

- **Student Enrollment Focus:** The framework prioritizes student reach by assigning a weight of 5 to the total enrollment in certificate courses.

Weaknesses

- **Lower ICT Prioritization:** The effectiveness of ICT, including LMS and coding platforms, is assigned the lowest weightage (3) in the Teaching/Learning category, which may lead to slower digital adoption.

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2

- **Minimal Internship Weightage:** Despite their importance for career readiness, student involvement in projects and internships is only weighted at 3, potentially de-emphasizing external industry experience.

- **Process over Content:** While lecture plan formats are weighted at 4, the actual availability of digital content for all units is also a 4, suggesting a potential gap between administrative compliance and resource availability.

Opportunities

- **Industry Integration:** There is an opportunity to boost the "Quality Education" score (currently weighted at 4 for Expert Talks) by strengthening ties with industry leaders for more frequent technical sessions.

- **Curriculum Refinement:** Since curriculum coherence is weighted at 4, the department can leverage this to periodically update technical learning paths to match rapid industry changes.

- **Outcome Alignment:** Refining the alignment of ILOs with student needs (weightage 4) offers a chance to improve overall student satisfaction and placement rates.

Threats

- **Administrative Overload:** The requirement for prescribed formats and documented outcomes (weightage 4-5) may focus faculty effort more on "paperwork" than on teaching innovation.

- **Assessment Gap:** If assessment methods (weightage 4) do not evolve alongside technical workshops (weightage 5), the audit may fail to accurately measure the skills students are actually gaining in bootcamps.

- **Digital Divide:** A lower weightage for ICT (3) might result in the department falling behind technologically compared to institutions that prioritize digital coding platforms more heavily.

Signature of Audit Members

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3