



# SETH GYANIRAM BANSIDHAR PODAR COLLEGE

Accredited with 'A' Grade (3.04 CGPA) by NAAC-UGC  
Recognition of *college* under Section 2(f)/12(B), UGC Act, 1956  
Affiliated to *Pandit Deendayal Upadhyaya Shekhawati University*, Sikar

## Academic Audit Report 2024-25

Name of the Auditors: Dr H P Singh and Dr Ambrish Sharma

Name of the Department: Mathematics

Academic Audit 2024-25			
S.No.	Key Indicator	Specific Question to Consider	Weightage given
1	<b>Defining Intended Learning Outcomes (ILOs);</b> A review of program-specific ILOs aligned with program objectives, student needs, and industry requirements.	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	<b>Providing program curriculum:</b> assessment of curriculum design, coherence, and relevance to ILO and adherence to university guidelines.	Is the curriculum design coherent and logically structured?	5
3	<b>Creating certificate courses tailored to student needs and industry requirements:</b> Certificate courses of 30 hours each should be prepared by various departments as per the above requirements and they should be conducted properly.	How many certificate courses were conducted by your department in the session 2024-25?	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 2024-25?	5
4	<b>Designing teaching and learning processes:</b> evaluating teaching methods, use of technology, student engagement strategies and effectiveness in achieving	Have lecture plans been prepared in a prescribed format for each course in your department?	5
		What is the average number of digital learning contents available for how many units out of 5 units in the entire	4

RambilasPodar Road, Nawalgarh, Dist: Jhunjhunu - 333042

Contact No: 8619868884

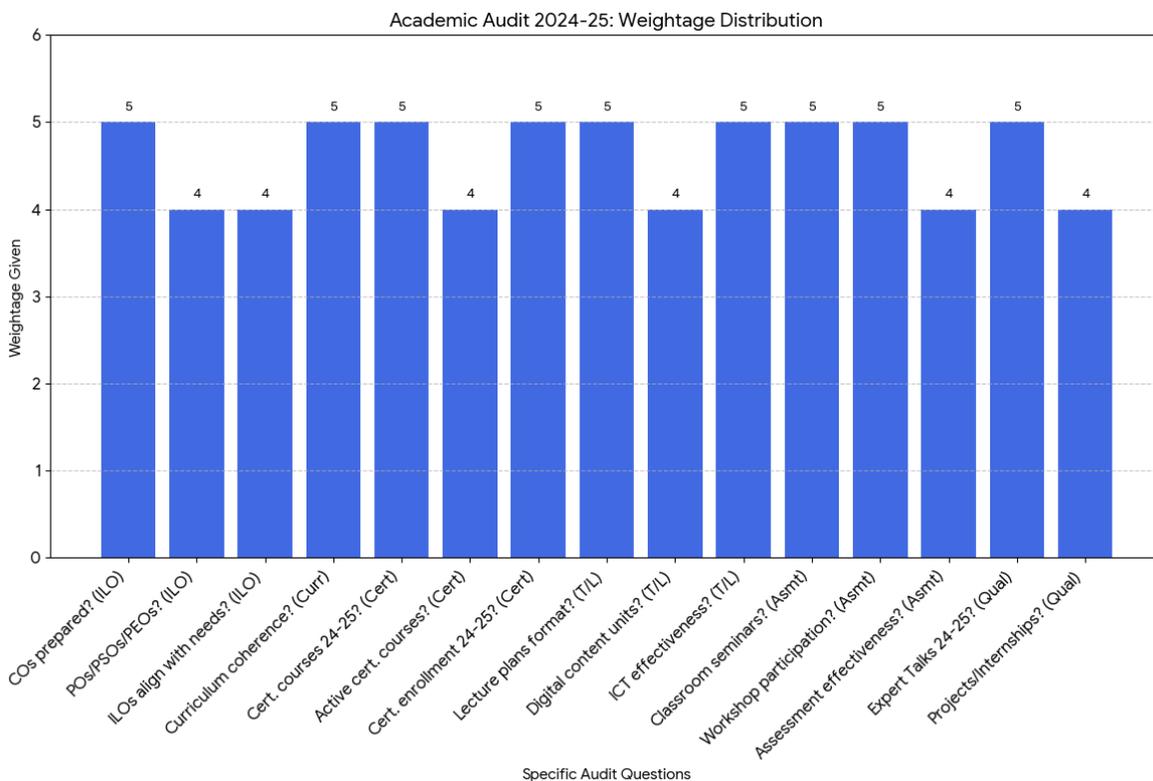
Web Site: [www.podarcollege.com](http://www.podarcollege.com) E-Mail: [principal@podarcollege.com](mailto:principal@podarcollege.com)



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	ILO.	lecture Plans of your department?	
		Is ICT used effectively by your department to enhance learning?	5
5	<b>Development and use of student assessment:</b> Analysis of assessment practices, alignment with ILO, effectiveness and feedback mechanisms in measuring student learning.	Number of classroom seminars conducted in your department	5
		Do students actively participate in workshops organized by the department?	5
		Are assessment methods effective in measuring student learning outcomes?	4
6	<b>Implementation of quality education:</b> continuous improvement initiatives, quality assurance mechanisms and assessment of compliance with established standards.	How many Expert Academic Talks were organized by your department in the session 2024-25?	5
		How many students from your department are involved in projects/internships?	4





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## Strengths

- **Foundation in Course Planning:** The audit places the highest emphasis (Weightage 5) on the preparation of Course Outcomes (COs) and structured lecture plans, ensuring a standardized academic baseline.
- **Curriculum Integrity:** Coherence and logical structure of the curriculum are prioritized (Weightage 5), ensuring adherence to university guidelines and academic relevance.
- **Robust Certificate Program:** High value is placed on both the historical conduct of certificate courses and total student enrollment (Weightage 5 each), indicating a strong focus on supplemental education.
- **Experiential Learning & Outreach:** The framework highly rewards active student participation in workshops, classroom seminars, and the organization of Expert Academic Talks (Weightage 5 each).
- **Technological Integration:** Effective use of ICT is treated as a critical success factor (Weightage 5) for enhancing the learning environment.

## Weaknesses

- **Outcome Diversity Gaps:** While COs are highly weighted, the preparation of broader POs, PSOs, and PEOs carries a slightly lower weightage (4), which may lead to a narrower focus on individual courses rather than holistic program goals.
- **Consistency in Digital Resources:** The average availability of digital content across all 5 units is weighted at 4, suggesting potential variability in how resources are distributed across the curriculum.
- **Internship Integration:** Student involvement in projects and internships is currently among the lower-weighted indicators (4), which could limit the emphasis on real-world professional exposure.

## Opportunities



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- **Industry Alignment Refinement:** There is an opportunity to further refine Intended Learning Outcomes (ILOs) to align more closely with industry requirements (Weightage 4).
- **Continuous Assessment Improvement:** By focusing on the effectiveness of assessment methods (Weightage 4), the department can better measure and prove actual student learning gains.
- **Scalability of Certificate Courses:** The current focus on conducting certificate courses (Weightage 4) can be leveraged to expand into new, emerging technical fields.

## Threats

- **Administrative Overload:** The heavy emphasis on prescribed formats for lecture plans (Weightage 5) and CO preparation (Weightage 5) may risk faculty prioritizing documentation over teaching innovation.
- **Technological Dependency:** A high reliance on ICT effectiveness (Weightage 5) means any lack of infrastructure or technical support could significantly impact audit scores and learning quality.
- **Assessment Misalignment:** If assessment methods (Weightage 4) are not perfectly synchronized with the highly weighted ILOs, the reported success of the program may not reflect actual student capability.

Signature of Audit Members