



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**PANDU COLLEGE**

**P.O. PANDU P.S. JALUKBARI KAMRUP (METRO)**

**781012**

**[www.panducollege.ac.in](http://www.panducollege.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pandu College is a premier Higher Education Institute of the North East region, situated in Guwahati and affiliated to Gauhati University, Assam. The college has a glorious existence of 62 years of offering continuous service in the field of education. It is a coeducation college offering courses in three streams- Arts, Science and Commerce.

Towards the end of 1950, with the establishment of the NF Railway Headquarters at Maligaon in 1958, rapid growth occurred in the area and its surrounding society. Gradually, demands for new educational institutions also emerged. In response to the people's growing urge for higher education, a public meeting was held on January 28, 1962. The meeting decided to establish a college and start Pre-University classes. Consequently, Pandu College was established on September 5, 1962, with the blessings of great Sarvepalli Radhakrishnan. The college received a plot of land from the NF Railway authority for the construction of an independent building. Since its inception, the primary goal of the College has been the upliftment of the academic, intellectual and ethical growth of its students.

Presently Pandu College has 22 academic departments, each imparting undergraduate Honours and Regular programs, besides seven of these departments also conducting postgraduate programs. Further, the college has introduced a number of add-on courses, skill based and value added courses. The college boasts a vibrant student community, a committed team of teaching and non-teaching staff members. Accredited thrice by NAAC and certified with ISO 9001:2015, Pandu College has actively participated in the NIRF ranking since 2018.

Pandu College hosts two distance learning centres affiliated with IGNOU and Pondicherry University, offering degree and diploma courses in both undergraduate and postgraduate programs. Through various MoUs, the college collaborates with different National and International institutions and agencies, facilitating student-teacher exchanges and enhancing research capabilities. The college has been a recipient of grants from UGC, DBT, DST, ICSSR, and other agencies, supporting advanced research and development activities. Pandu College has implemented the National Education Policy (NEP) 2020 from the current academic session, initiating several measures, including prioritizing the Indian Knowledge System and similar educational frameworks.

### Vision

To transform the college to a centre of excellence by imparting quality and value based education for all round development of the students.

### Mission

- To enrich and empower the students through quality education
- To ensure a learner centric environment equipped with the latest techniques and technologies
- To ensure the availability of efficient academic, student support and career guidance services

- To develop the skills of the students in diverse fields through participation in literary, cultural, sports and extension activities
- To inculcate social, moral, and spiritual integrity among students

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- The institution has a transparent and efficient mechanism for recruiting faculty.
- The teachers are highly competent, dedicated and strongly motivated.
- Teachers keep themselves aware of the latest developments in higher education. Teachers welcome innovative ideas beneficial to the students, society and the institution and are interested in research activities.
- Pro-active Principal and sincere, cooperative and dedicated non-teaching staff.
- Representation of a number of faculty members in Committee of Courses and Studies (CCS) of the affiliating University contributing to curriculum design and implementation.
- Students of different ethnic groups coming from different states of NE India stay together in the same campus assimilating different cultures promoting a cosmopolitan character;
- PG courses in Assamese, Economics, Education, Geography, History, Political Science, and Zoology
- Availability of self-financing programmes like B.Sc. In Biotechnology and BCA
- Providing Add-on and certificate courses on various areas
- Good library with adequate collection of books of all streams and E-resources which are accessible to students and teachers
- Facilities for ICT enabled teaching-learning process
- Results of students in university examination is very good.
- MOUs with various institutions
- The administration maintains discipline and decorum of the institution by following an integrated Code of Conduct.
- The institution has a GIS laboratory, a Language Laboratory, Central Instrumentation Facilities (CIF) and an Advanced Bio-tech Hub laboratory along with some other research centres.
- Hostel facility for both boy and girl students within the campus.
- Clean, green and Eco-friendly campus
- Active participation of students in outreach and extension activities.
- NCC, NSS college have brought state-level and national-level laurels.
- CCTV surveillance in almost all classrooms and strategic vital points of the campus

### Institutional Weakness

The college has to overcome the following weaknesses to reach out its vision and mission:

- The current campus faces limitations in land availability, which restricts the college's ability to expand its infrastructure.
- The number of classrooms is insufficient compared to the variety of programs offered by the college.
- The college lacks adequate sports facilities for both indoor and outdoor games.
- Research infrastructure across all streams, especially in science, needs enhancement.
- The library requires modernization to meet contemporary needs, including full computerization.

- While the sanctioned teacher strength is complete, there is a shortage of full-time teachers, necessitating the appointment of part-time faculty to address this gap.
- There is a need to strengthen community engagement initiatives.
- Collaboration and consultancy opportunities are limited.

### **Institutional Opportunity**

- Introduction of more Post Graduate (PG) programmes in various subjects.
- There is a significant potential for collaboration with industry-academic linkages.
- Opportunities for collaboration in R&D can be explored with various research centres, universities, professional institutions, and organizations involved in educational research.
- There is a scope of construction of a multi-storeyed Science Block with modern facilities.
- There is an opportunity to introduce more job-oriented professional courses based on surveys of stakeholders' needs and market demand.
- There is scope for organizing a more number of Faculty Development Programs (FDPs) and national and international level seminars/conferences.
- The experience, skills, and knowledge of retired teachers and scholars can be utilized for training young faculty and students, contributing to the overall development of the institution.
- There is potential for greater engagement of alumni in providing both material and non-material support for the college's growth
- The Incubation Centre that has now come into existence recently can be fruitful in enhancing the research and skill environment in the college.
- Promoting e-learning facilities for blended learning.
- To offer a wider framework of courses through implementation of NEP

### **Institutional Challenge**

- Insufficient funds hinder the improvement of infrastructure facilities.
- There is limited scope for creativity and innovation in the teaching-learning process.
- The engagement of contractual teachers and employees poses a financial challenge for the college.
- Inadequate sanctioned posts in some of the academic departments hinder the academic development.
- There is a lack of Industry-Academia Bridge for strategic career orientation and assured placements for students.
- The management faces a growing burden of operating costs.
- There are financial limitations in terms of fee collection.
- Ensuring placement opportunities for graduated students.
- Due to poor economic condition many students avail free admission, they may face problem to register for self-financing and professional courses.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Pandu College is affiliated to Gauhati University (GU) and follows the curriculum designed and prepared by the University. Faculty members from various departments of Pandu College take active part in the process of

designing the curriculum of GU by giving suggestions and modifications as members of syllabus committee of the University.

The IQAC regularly holds meetings to review progress of academic activities and implements an academic monitoring system through academic council to ensure every activity carried out by each department is meticulously recorded with supporting evidence.

The college annually prepares a comprehensive prospectus and Academic Calendar. Each new semester begins with an orientation programme for the freshers to introduce them about Code of Conduct and facilities. A seven-day Bridge Course is also offered to the newly admitted students. Students are informed about Programme Outcome and Course Outcome. Every department prepares class routines, syllabus allocation and teaching plans. Planning for participative learning, experiential learning is done and executed.

As a part of continuous internal evaluation, in addition to the sessional examinations, class tests and group discussion are conducted, assignments are regularly given. Quizzes and Students' Seminar are also conducted time to time.

During the last five years, the college offered 44 Add-on/Certificate and Value-Added courses to enhance students' skills in various job-oriented fields and 2298 students enrolled for such course.

The institution incorporates the different crosscutting issues into its curriculum. 1125 students have undertaken project/ field work during 2022-23. Moreover, the College aims at holistic development of students. Students are actively engaged in NSS, NCC and in different students' club activities such as Music Club, Literary Club, Community Club, Sport Club, Yoga Club, Environment Club. Guidance talks on Critical Thinking, Scientific temperament etc. are conducted. Additionally, the college organizes science model exhibitions and observes Science Day to generate interest and understanding of science among students.

Feedback on the academic performance and ambience of the institution are taken from various stakeholders. Feedbacks are analysed and action taken report on the feedback is uploaded on institutional website.

### **Teaching-learning and Evaluation**

Teaching-learning system of Pandu College is designed to cater students from diverse backgrounds. It employs effective mechanisms to ensure a quality and value based learning experience. Pandu College adheres to a transparent admission process in accordance with government reservation policies, thereby facilitating the enrolment of students on the basis of merit and socio-economic backgrounds.

Throughout the assessment period, enrolment percentage is 80.27% with 81.32% of reserved category seats were filled-up. The student-to-teacher ratio stands at 19.89:1.

Teaching-learning process of Pandu College incorporates experiential and participative learning to enhance the learning experience of students. These include seminar presentation, Quiz and Debate, Group Discussion, field visits, internships, hands-on training as well as involvement in different co-curricular activities. Students are engaged in social outreach programmes.

ICT-enabled tools and online resources are used for teaching learning. There are 18 ICT-enabled classrooms and 04 seminar halls with ICT facilities. To enhance students' communication and soft skills, the college

provides a language lab. The entire campus is connected via Wi-Fi and LAN. During the pandemic period regular classes were conducted by using various online platforms. Blended mode of teaching is conducted for greater flexibility of teaching.

*During the last five years College has 95.62% of full-time teachers against sanctioned posts and 70.94% of the full time teachers are NET/SET/SLET/ Ph. D. qualified.*

Pandu College, affiliated to Gauhati University, adheres to the University's assessment and evaluation rules and guidelines.

College has an Examination Grievance Redressal Committee (EGRC) consisting the Vice Principal as Chairperson, a teacher coordinator and two teacher members to address examination related grievances.

Pass percentage of students during the assessment period is 82.85%. Rubrics and Bloom's Taxonomy are used for effective evaluation of Programme Outcome (POs) and Course Outcome (Cos). College maintains evidence of attainment of Course Outcome and Programme Outcome by analysing the results. Feedback is taken from different stakeholders. The remarkable achievements of our students are testament to their excellence and our commitment to their success.

### **Research, Innovations and Extension**

Pandu College promotes a research-friendly environment in the college. The Research Council of the College organizes workshop on research methodology, intellectual property right and competitions for research proposal writing. The college has successfully conducted both national and international seminars, along with numerous faculty development programs.

- A total of 8 numbers of research projects of amount Rs. 78,86020/- funded by UGC-DAE DBT, SERB etc, have been successfully completed.
- Seven faculty members have been acknowledged as research guides.
- 114 research papers are published UGC care listed journals by the faculty members.
- 85 Books/Chapters/Articles are published.
- College funded five Research Projects during 2021-22.

The Institution has taken up many steps for promoting innovation by setting up an Institution's Innovation Council (IIC) (IIC ID: IC202216676), an Institutional Biotech Hub and a Common Instrumentation Facility (CIF).

During the last 5 years, 65 workshop/seminar/conferences including programmes on research methodology, IPR and entrepreneurship were conducted.

To disseminate Indian knowledge system, the College has organised a lecture series on IKS, conducted workshops on Yoga, Indian philosophy and arranged visits to Heritage sites and places of archaeological importance. Moreover, topics related to IKS are included in the syllabi of different subjects.

The institution has undertaken 105 extension activities in the neighbourhood community and in the adopted schools and village to increase awareness among community about importance of education, to create awareness about gender discrimination, to make them environment conscious and health conscious. Awareness

programme on Digital Economic Literacy helped the community to increase the safe use of digital transactions.

21 NCC students of Pandu college received C certificate from Ministry of Defence, Govt. of India and 9 NSS Volunteers received Appreciation Certificates for participation in North East NSS Festival from 23rd to 27th March, 2019.

Educational linkages in terms of MoU with premier institutions are carried out for the benefit of students and faculty members. The college has 28 functional MoUs with various institutions to undertake collaborative activities.

### **Infrastructure and Learning Resources**

Pandu College boasts an expansive 20,890 sq.m. campus with excellent infrastructure, providing a conducive environment for effective teaching and learning process. Our facilities include 89 well-equipped classrooms with power backup, 22 laboratories, and a modern Language Lab to enhance students' communication and soft skills. There are 4 ICT enabled conference halls to conduct lectures, seminars, meetings, conferences, workshops. One conference room is also used for video conferencing. There are 18 ICT enabled classrooms with LCD projectors and smart boards facilities.

The campus is fully connected with Wi-Fi and is under CCTV surveillance for added security. Additionally, students have access to 157 computers with internet connectivity and 23 printers providing comprehensive support for their academic endeavours. Additionally, there are two photostat machines available for administrative and academic purpose.

The college has various facilities, including parking areas for students and teachers, one fully-furnished girls' common rooms, a boys' common room, and separate toilets for boys and girls. Additionally, there are two canteens on campus to cater to the culinary needs of the college community. There are two hostels for girls and one for boys.

The college library has a collection of 47,500 text and reference books, over 6000 national and international e-journals, and subscriptions to 22 popular magazines and a number national and regional newspapers. Equipped with Wi-Fi and automation, our library provides access to e-books and e-journals through N-LIST, catering to the modern academic needs. It features a reading room, a reference section, collection of rare books, and an e-resource centre. Furthermore, our library includes a corner for Competitive Examinations and for materials related to Kamrup-Kamakhya, enhancing the academic experience for our students.

Pandu College has a well-equipped gymnasium hall that includes weight training and cardio equipment, promoting physical fitness among students. Additionally, the college has implemented eco-friendly practices with rainwater harvesting, a vermicompost unit, and an RRR (Reduce, Reuse, Recycle) waste disposal system, demonstrating its commitment to sustainability.

### **Student Support and Progression**

Pandu College has a strong commitment towards the students' success, providing comprehensive mentoring and support services. The college prioritizes creating a nurturing environment that fosters holistic student development. With a focus on students' well-being and progress, the College offers a range of support systems

and services, including information, academic and career guidance, financial assistance, and a variety of co-curricular and extracurricular activities, ensuring a fulfilling experience for all students.

Throughout the assessment period, 5242 students were awarded government scholarships.

To improve students' all round capability, 37 capacity development and skills enhancement activities such as face-to-face counselling, health and hygiene education, yoga and physical fitness programs, computing skills training, entrepreneurship development programme, language and communication skills development programmes are organised.

During the last five years, 4516 number of students benefitted by guidance for competitive examinations and career counselling offered by the Institution.

In support of student welfare, Pandu College has established key committees, including the Anti-Ragging Committee, Grievance Redressal Committee, and Anti-Sexual Harassment Committee, and working for students' concern in these critical areas. The Grievance Redressal Committee effectively manages grievances related to examinations and other matters, ensuring a conducive and secure environment for all students.

During the assessment year, 785 students successfully progressed to Higher Education and 323 got placement. 89 students qualified in state/national examinations during the last five years.

The students of the college have participated in 200 sports and cultural activities during the assessment period. 43 students received awards/medal for outstanding performance in sports and cultural activities.

Pandu College has an active alumni association registered under the Societies Registration Act XXI, 1860 (Reg. No. RS/KAM(M)/263/T/11 of 2019-2020). The contribution and support of the Alumni Association and the alumni to the college have been profound in the field of academic excellence as well as extracurricular activities and financial support. During the last five years Rs. 1121163/- was donated by alumni.

## **Governance, Leadership and Management**

Pandu College embraces a decentralized and participatory management approach, engaging multiple stakeholders such as the Governing Body, Principal, Vice-Principal, IQAC Coordinator, HODs, Hostel Superintendents, Administrative Staff, and Teacher Unit. The Governing Body (GB) serves as the primary authority for institutional governance, driving inclusive growth through its visionary policies. The GB formulates policies and oversees the implementation of developmental initiatives. The GB, along with the IQAC, faculty, and non-teaching staff, actively collaborate in shaping and executing the college's policies.

Pandu College has set short-term plans for NEP implementation along with visionary long-term plans for the institution. It has developed comprehensive perspective plans spanning from 2019 to 2024, with a strategic focus on enhancing various aspects of the institution. These plans encompass curriculum development and deployment, improvements in the teaching-learning process, infrastructure enhancements, governance enhancements, and student progression initiatives. These efforts are aimed at ensuring a qualitative improvement in the overall educational experience at the college.

The college prioritizes the welfare of its staff, adhering to government regulations and implementing its own initiatives. These include provisions for pension, PF, gratuity, GIS, leave facilities, medical benefits, and other

forms of cognitive support. Additionally, the college organizes professional development programs for its staff, ensuring their continual professional growth.

The Internal Quality Assurance Cell (IQAC) focuses on continuous improvement through regular quality initiatives and the implementation of sustenance and enhancement strategies. It promotes innovative practices in teaching, learning, evaluation, and continual skill upgrading, which contribute to the improvement of academic performance of the students. Major quality initiatives monitored by IQAC are Academic and Administrative Audit, Feedback Mechanism, Parent Teacher Meet and Alumni meet, E-content Development, ICT integration, initiating for research funding proposals to DST-FIST, DBT and other agencies. College submits reports to AISHE and participates in the NIRF ranking regularly.

### **Institutional Values and Best Practices**

Pandu College consistently strives to nurture its institutional values and fulfill its social responsibilities. The College is committed to promote gender equality, human values, and professional ethics.

Pandu College conducts gender audits to assess gender gap and make policies for promotion of gender equity. To support gender equity, Pandu College has an active Women Cell that conducts different activities focusing on women's health, self-defense, and empowerment. The college observes International Women's Day and participates in the Global Women's Breakfast, conduct workshops and special lectures to raise awareness on gender issues.

The college is implementing sustainability measures to reduce its environmental impact. It has installed a solar plant on the Botany and Biotech division building, with a plan to expand to the entire college within five years. CFL bulbs and tubes are replaced with LED lights, and a Vermicompost plant manages solid waste. Rainwater harvesting is done using a large tank. Furthermore, the college has established a RRR Unit (Reduce, Reuse, and Recycle) to promote sustainability and waste reduction. To support these efforts, the college has signed a Memorandum of Understanding (MoU) with a waste management agency.

Pandu College promotes regional and cultural inclusiveness through cultural events and celebrations of regional and national festivals. It offers courses in multiple languages and encourages participation of students in multilingual publications like 'Pandujyoti', the college annual magazine and departmental publications, showcasing the linguistic talents and interests of its community. The college welcomes students from all communities. It has a Students' Welfare Fund to provide financial assistance to needy students.

The college is committed for providing disable-friendly and barrier free environment. Facilities such as tactile path, ramps, restroom and scribes for specially-abled students are available in the campus.

Educational Outreach for Socioeconomically Disadvantaged Individuals and Empowering Individuals for the Digital Economy are the two best practices of the College.

The distinctiveness of Pandu College is inculcation and dissemination of moral, spiritual and national Values. Pandu College is striving to produce human resource with analytic brain, empathetic mind and spiritual disposition.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PANDU COLLEGE
Address	P.O. Pandu P.S. Jalukbari Kamrup (Metro)
City	GUWAHATI
State	Assam
Pin	781012
Website	<a href="http://www.panducollege.ac.in">www.panducollege.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanchay Jyoti Bora	0361-2570450	9854078814	-	iqacpandu@gmail.com
IQAC / CIQA coordinator	Dipjyoti Barman	0361-2673698	8638787429	-	dipjyoti.barman@panducollege.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Assam	Gauhati University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	22-10-2009	<a href="#">View Document</a>
12B of UGC	22-10-2009	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. Pandu P.S. Jalukbari Kamrup (Metro)	Urban	5.16	18700.84

**2.2 ACADEMIC INFORMATION**

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Assamese,Elective	48	HSSLC Passed	Assamese	70	60
UG	BA,Assamese,MIL	48	HSSLC Passed	Assamese	75	75
UG	BA,Assamese,Honours	48	HSSLC Passed	Assamese	40	38
UG	BA,Bengali,Honours	48	HSSLC Passed	Bengali	40	19
UG	BA,Bengali,Elective	48	HSSLC Passed	Bengali	60	0
UG	BA,Bengali,MIL	48	HSSLC Passed	Bengali	26	26
UG	BSc,Biotechnology,	48	HSSLC Passed	English	40	17
UG	BA,Bodo,Honours	48	HSSLC Passed	Bodo	10	2
UG	BA,Bodo,General	48	HSSLC Passed	Bodo	20	4
UG	BSc,Botany,General	48	HSSLC Passed	English + Assamese	60	58
UG	BSc,Botany,Honours	48	HSSLC Passed	English + Assamese	40	27
UG	BSc,Chemistry,General	48	HSSLC Passed	English + Assamese	150	111
UG	BSc,Chemistry,Honours	48	HSSLC Passed	English + Assamese	35	23
UG	BSc,Computer Science,BCA	48	HSSLC Passed	English	20	0
UG	BSc,Computer Science,Honours	48	HSSLC Passed	English	40	35

UG	BA,Economics,Honours	48	HSSLC Passed	English + Assamese	40	23
UG	BA,Economics,General	48	HSSLC Passed	English + Assamese	75	58
UG	BA,Education,General	48	HSSLC Passed	English + Assamese	150	126
UG	BA,Education,Honours	48	HSSLC Passed	English + Assamese	50	45
UG	BA,English,Honours	48	HSSLC Passed	English	40	35
UG	BA,English,General	48	HSSLC Passed	English	269	269
UG	BSc,English,General	48	HSSLC Passed	English	106	106
UG	BA,Geography,General	48	HSSLC Passed	English + Assamese	30	30
UG	BA,Geography,Honours	48	HSSLC Passed	English + Assamese	30	26
UG	BA,Hindi,MIL	48	HSSLC Passed	Hindi	3	3
UG	BA,History,Honours	48	HSSLC Passed	English + Assamese	40	32
UG	BA,History,General	48	HSSLC Passed	English + Assamese	100	100
UG	BA,Mathematics,Honours	48	HSSLC Passed	English + Assamese	5	0
UG	BSc,Mathematics,Honours	48	HSSLC Passed	English + Assamese	35	27
UG	BSc,Mathematics,General	48	HSSLC Passed	English + Assamese	60	55
UG	BA,Philosophy,General	48	HSSLC Passed	English + Assamese	70	65
UG	BA,Philosophy,Honours	48	HSSLC Passed	English + Assamese	40	30
UG	BA,Political Science,General	48	HSSLC Passed	English + Assamese	60	60

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UG	BA,Political Science,Honours	48	HSSLC Passed	English + Assamese	100	100
UG	BSc,Physics, General	48	HSSLC Passed	English,English + Assamese,Sanskrit	65	33
UG	BSc,Physics, Honours	48	HSSLC Passed	English + Assamese	35	22
UG	BA,Sanskrit, General	48	HSSLC Passed	Sanskrit	10	0
UG	BSc,Statistics,General	48	HSSLC Passed	English + Assamese	65	30
UG	BSc,Statistics,Honours	48	HSSLC Passed	English + Assamese	35	16
UG	BSc,Zoology ,Honours	48	HSSLC Passed	English + Assamese	40	37
UG	BSc,Zoology ,General	48	HSSLC Passed	English + Assamese	60	40
UG	BA,Human Rights Education,General	48	HSSLC Passed	English + Assamese	135	130
UG	BCom,Accountancy,General	48	HSSLC Passed	English + Assamese	7	0
UG	BCom,Accountancy,Honours	48	HSSLC Passed	English + Assamese	35	15
UG	BCom,Finance,Honours	48	HSSLC Passed	English + Assamese	35	17
UG	BCom,Finance,General	48	HSSLC Passed	English + Assamese	7	0
UG	BCom,Management,Honours	48	HSSLC Passed	English + Assamese	35	16
UG	BCom,Management,General	48	HSSLC Passed	English + Assamese	6	0

PG	MA,Assamese,	24	TDC Passed	Assamese	30	24
PG	MA,Economics,	24	TDC Passed	English	20	20
PG	MA,Education,	24	TDC Passed	English	30	29
PG	MA,Geography,	24	TDC Passed	English	20	19
PG	MA,History,	24	TDC Passed	English	25	18
PG	MA,Political Science,	24	TDC Passed	English	20	18
PG	MSc,Zoology,	24	TDC Passed	English	22	21

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				22				54			
Recruited	0	0	0	0	14	8	0	22	17	36	0	53
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	7	17	0	24
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				31
Recruited	30	0	0	30
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	17	5	0	22
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	11	7	0	16	21	0	55
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	3	1	0	4	7	0	15
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	3	0	5
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	5	13	0	18
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	0		0	

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	150	56	0	0	206
	Female	243	80	0	0	323
	Others	0	0	0	0	0
PG	Male	25	0	0	0	25
	Female	124	0	0	0	124
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	30	24	46	28
	Female	40	34	7	31
	Others	0	0	0	0
ST	Male	44	48	80	51
	Female	54	56	16	52
	Others	0	0	0	0
OBC	Male	63	67	96	52
	Female	86	69	16	77
	Others	0	0	0	0
General	Male	168	161	159	226
	Female	349	311	103	264
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		834	770	523	781

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>Pandu College has undertaken several initiatives to align with the National Education Policy (NEP) 2020, particularly emphasizing multi-disciplinary and inter-disciplinary approaches to education. To achieve the aspiration of becoming a Center of Excellence dedicated to developing human resources and contributing to nation-building, Pandu College is committed to imparting education that is not only academically enriching but also life-oriented and value-based. This educational approach is designed to nurture students in a holistic manner, focusing on Academic Excellence, Holistic Development, Value-Based Education, Skill Enhancement, Research and Innovation and Continuous Improvement. The</p>
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students have the option to pursue interdisciplinary courses that blend STEM subjects with humanities. For example, students of humanities disciplines can opt for Natural Science courses, and students of science disciplines can opt for courses in humanities and social sciences. Additionally, the course of Environmental Science is made mandatory for all students. The college promotes collaborative projects and research that bring together faculty and students from different disciplines to work on common problems, fostering an environment of interdisciplinary learning. Pandu college provides a range of credit-based courses that allow students to choose electives from different disciplines, combining STEM with humanities and social sciences. This flexibility encourages students to pursue their interests and develop a broad skill set. The institution actively encourages students to explore multidisciplinary approaches by providing a wide range of co-curricular activities and add-on courses. These opportunities allow students to develop a comprehensive understanding of diverse disciplines. Pandu College offers provisions for multiple entry and exit points at the end of the 1st, 2nd, and 3rd years of undergraduate education. This system maintains the rigor of learning while providing students with the flexibility to pursue their educational and career goals at their own pace. Students can enter or exit the program at the end of each academic year, earning certificates, diplomas, or degrees based on the duration of their study. Credits earned can be accumulated and transferred if a student decides to exit and later re-enter the program, ensuring continuity in education without losing the progress made. The institutional plans to engaging in multidisciplinary research endeavors include establishing research centers, fostering collaborations, providing funding and resources, and promoting community-based research. Faculty members will be encouraged to focus on the key areas for research, such as environmental sustainability, public health, and social issues. Research labs will be created equipped with advanced technology and tools to facilitate innovative research across multiple fields. Moreover, the college will offer internal grants and scholarships to support multidisciplinary research endeavors. In line with the NEP 2020, Pandu College has

	<p>implemented various initiatives to foster a multidisciplinary and interdisciplinary approach to education and research. For instance, the college has introduced integrated courses that blend subjects from diverse disciplines. Examples include courses merging environmental science with humanities or integrating basic sciences with social sciences, promoting exploration of connections between traditionally distinct fields. Furthermore, the institution provides grants and funding specifically aimed at supporting student-led interdisciplinary research projects.</p>
2. Academic bank of credits (ABC):	<p>To ensure the smooth implementation and integration of the Academic Bank of Credit (ABC) as per the National Education Policy (NEP), the college has initiated several measures. These efforts are aimed at facilitating a seamless operation of the ABC system within the higher education framework. Initiatives include conducting orientation programs and awareness campaigns for students to understand the benefits of the ABC system, learn how to accumulate and transfer credits between institutions, and utilize multiple entry and exit points. Additionally, training programs will be organized for faculty members on credit-based learning, assessment methods aligned with learning outcomes, and effective use of technology for administering and tracking credits. These steps collectively aim to enhance flexibility, transparency, and accessibility in higher education, in line with the objectives outlined in the NEP. Pandu College is actively encouraging student enrollment in various courses offered through the SAMARTH e-Gov suite following the implementation of NEP 2020. The college is implementing the ABC in accordance with guidelines provided by the affiliating university and the Higher Education Department of the Government of Assam. Students are encouraged to register on the DigiLocker platform using their Aadhaar number or mobile number to create an account. Once registered, they can securely upload their academic documents such as certificates, mark sheets, degrees, and other relevant records. The integration of DigiLocker with the ABC through SAMARTH creates a unified ecosystem where students' academic records and credits are digitally managed and accessible. This linkage allows students to manage both their academic documents and credits</p>

	<p>within a single platform. Credits earned by students are transferable across different programs, departments, or institutions participating in the Credit Accumulation and Transfer System. This flexibility enables students to tailor their academic journey, switch programs or institutions if necessary, and continue their education without loss of credits. To effectively implement the Academic Bank of Credits (ABC) in alignment with the NEP 2020, Pandu College has adopted several practices: The college conducts awareness programmes and training sessions to ensure that students are capable in using digital platforms like DigiLocker and the SAMARTH portal. These sessions cover the registration process, document uploading, credit tracking, and transferring credits within the ABC framework. The institution has set up help desks to assist students with the registration process on DigiLocker and linking it with their ABC account. Guidance is provided for using Aadhaar numbers or mobile numbers for creating accounts and uploading academic documents.</p>
3. Skill development:	<p>Pandu College prioritizes skill development, as evidenced by the establishment of a Skill Development Cell under the Institutional Innovation Council (IIC) of MHRD, demonstrating its commitment to nurturing practical abilities among students. Collaborating with IQAC and the Skill Development Cell, the college actively explores avenues to enhance students' skills through programs focused on communication, computer literacy, personality development, and more, both internally and through partnerships. Each department offers Skill Enhancement Courses integrated into the curriculum. For example, the Geography department teaches "Remote Sensing" and "Geographic Information System (GIS)," the Botany department offers "Mushroom Cultivation Technology" and "Nursery &amp; Gardening," and the Zoology department includes "Eco-tourism &amp; Wildlife Photography." Additionally, departments offer courses like "Translation: Principles &amp; Techniques," "Web Designing," "Costume &amp; Textile Design for Bodos," and "CV Writing and Interview Skills," ensuring diverse skill development opportunities. Furthermore, the college introduces various add-on/certificate courses across subjects such as Advanced Computer Skills, English Communication, Machine Learning,</p>

	<p>Statistical Techniques, Web Development using PHP, Map Reading, Surveying, Graphic Design, and Desktop Publishing (DTP) to enhance students' proficiency. Pandu College is dedicated to providing value-based education that fosters positivity among learners, emphasizing the development of humanistic, ethical, constitutional, and universal human values. The institution integrates these values throughout its educational framework to promote holistic development. Courses on ethics and value education are embedded in the curriculum, covering topics such as truth (Satya), righteous conduct (Dharma), peace (Shanti), love (Prem), and nonviolence (Ahimsa). Additionally, subjects that teach the principles of the Indian Constitution, including justice, equality, liberty, and fraternity, are included to instill citizenship values. Students are encouraged to engage in community service and outreach programs, promoting empathy, compassion, and social responsibility. Cultural activities and events are organized to celebrate diversity, fostering mutual respect and understanding among students. A well-defined code of conduct promoting integrity, respect, and responsibility is enforced, ensuring that students adhere to high ethical standards. Looking ahead, Pandu College proposes to mandate students to complete at least one vocational course through online platforms (SWAYAM, MOOCs) before graduation.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Preserving and promoting India's cultural heritage is a crucial priority for the nation. To achieve this, it is crucial to integrate the Indian Knowledge System into the curriculum. Language is deeply intertwined with arts and culture; thus, preserving and promoting a culture's languages is essential for the overall preservation and promotion of that culture. The college has a strong tradition and abundant resources for providing training in several Indian languages and their respective literatures, including Assamese, Bengali, Hindi, and Bodo subjects at the degree level. Furthermore, Sanskrit is offered as an elective subject. The college's Literary Club provides a platform for students to participate in diverse literary activities, including workshops, discussions, interactions, and symposiums conducted in local languages. The syllabi for English, Assamese, Hindi, Sanskrit, Philosophy, Economics, Education, and</p>

Bengali at Pandu College include topics that explore into various aspects of Indian culture and tradition. To promote and integrate local language, art, and culture, the institute regularly celebrates various Indian festivals and traditional days like National Mathematics Day, National Science Day, Teacher's Day, National Mother Tongue Day, Bhasha Diwas etc. The magazines published by various departments and other forums feature articles in diverse languages, reflecting the diverse linguistic and cultural backgrounds. To promote an appreciation for Indian culture among students, the College frequently organizes competitions in classical music, folk songs, and dance. Students actively participate in cultural rallies, which serve as platforms to showcase and celebrate ancient Indian traditions and culture. Different departments of the college offers variety of add-on courses on topic related to Indian Knowledge System. The college library features a dedicated section on Indian Knowledge System, housing a collection of relevant books to enrich students' understanding of traditional knowledge systems. To boost transfer of knowledge on Indian Traditional Knowledge System, a lecture series was organized on 'Indian Knowledge System' on the occasion of Pandu College Diamond Jubilee celebration. The different departments of the College also promote Indian Traditional Knowledge System by conducting workshops on Yoga, study of different Indian languages, Indian philosophy and field trips and visits to Heritage sites and places of archaeological importance. The Department of Mathematics also presented a wall magazine on Ancient Indian Mathematics. Additionally, the Department of Zoology also provided hands-on training program on induced breeding of indigenous fishes to students of the college as well as for students of other colleges. Various departments of the college also disseminate Traditional Knowledge to students through projects and dissertations on ethnic medicinal plants and animals as medicine and as food signifying their relevance in modern times. Research work carried out on Traditional knowledge including food, species, culture, beverages, ancient language and literature by faculty members of the College are also published on various journals and books.

5. Focus on Outcome based education (OBE):

Our college follows the curriculum prescribed by

Gauhati University, providing a comprehensive range of 48 programs in Science, Arts, Commerce, BCA, and Bio-Technology. These programs are designed as Outcome-Based Education (OBE) to align with the standards set by the university, incorporating both regional and global requirements. Our college website prominently showcases the well-defined Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO) for each program. Each program at our institution is backed by specific methodologies, evaluation systems, and lesson plans meticulously crafted and executed by our faculty. Our focus remains persistent on achieving the desired outcomes for each program. In terms of participative learning, the college emphasizes hands-on training, peer-led classes, and activities such as preparing wall magazines, organizing seminars, debates, quizzes, and science model and poster making competitions. Additionally, satellite study groups and project work are integrated into the curriculum as problem-solving methodologies. Teachers are actively involved in developing teaching-learning materials, utilizing ICT-enabled classrooms for PowerPoint presentations, employing audio-visual techniques in language and GIS laboratories, and delivering PDF study materials to enhance student engagement and learning. Additionally, the college offers certificate and add-on courses to ensure the holistic education and overall development of students. These courses are designed to help students apply contextual knowledge for societal welfare, adhere to professional ethics, understand the current societal and environmental factors, and foster innovative thinking to identify business opportunities and develop entrepreneurial skills. Assessment of course outcomes is carried out through a combination of direct and indirect methods. Direct assessment involves internal and external evaluations. Internal assessment is based on students' performance in internal tests, seminars, assignments, semester examinations, and other relevant criteria, providing robust evidence of their learning. Furthermore, we evaluate Program Outcomes by tracking students' employment and progression to higher studies. Additionally, we gather feedback from students to assess the effectiveness of our outcome-based education approach.

6. Distance education/online education:	<p>The rise of distance education and online learning has significantly increased the accessibility and affordability of education for a wider audience. Recognizing this growing need, Pandu College is actively working to establish the necessary infrastructure for effective online teaching and learning experiences through various digital platforms. Our college is continuously striving to integrate Open and Distance Learning (ODL) into the teaching-learning process by conducting webinars and online lectures. Amidst the COVID-19 pandemic starting in 2020, the college administration opted to introduce online education for students, ensuring uninterrupted continuity of their studies and prioritizing student welfare in an unprecedented environment. Online classes were conducted using platforms such as Google Classroom, Google Meet, and Zoom. Additionally, teachers shared reading materials in WhatsApp groups. A substantial amount of online learning resources was also made available on YouTube and the college website by the teachers. The Internal Quality Assurance Cell (IQAC) at Pandu College, in collaboration with various departments, conducted numerous online webinars to encourage student and faculty participation in online programs. Throughout the COVID-19 pandemic, internal assessment and departmental test examinations were conducted using various ICT tools. Additionally, departmental meetings among faculty members and students were organized using different online platforms. Since, the NEP emphasizes on the importance of online education and use of ICT tools, Pandu College has made significant efforts to implement these strategies within the institute. Presently, our college operates study centres for IGNOU and DDE Pondicherry University, providing a variety of Certificate, Degree, and Diploma programs. This initiative has been particularly advantageous for students who are unable to pursue higher education through regular mode of studies.</p>
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Pandu College has established an Electoral Literacy Club with the primary goal to enlighten the students
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	about democratic rights, including the importance of participating in the electoral process and exercising their right to vote.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Principal, Pandu College has appointed Dr. Aniruddha Kumar Baro, Assistant Professor, Department of Political Science, as the nodal officer of the Election Literacy Club (ELC), and Mr. Nihal Malakar (Asst. Gen Secretary of Students' Union) as the Campus Ambassador. The ELC is operating effectively, and the Pandu College ELC is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The college has taken several initiatives and organised different competitions to raise awareness among the students about their electoral rights. As part of the 'Xojaag Voter Abhiyan', the college has organized music and dance competitions. The ELC of Pandu College had organized different programme to encourage the new voter of the college especially to enroll themselves in the voter's list. Several voting awareness camps were organized in collaboration with Election Commission and Office of the Deputy Commissioner of Kamrup metro. Students of Pandu College also attended the National Voters' Day programme organized at ITA center, Machkhowa on 25th January 2024. One of the Voting Awareness Programme organized by Pandu College Electoral Literacy Club was held on 07/02/2024 where supervisor of Election Commission, Kamrup Metro along with several BLOs of the Pandu area attended the awareness programme in the college premise. A total of 65 members participated in the programme comprising of BLOs, students and locals. In the said programme Election Commission demonstrated how to vote in the Electronic Voting Machine (EVM) and how to register in the voting list especially for the new voters.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has organized voter registration drives on campus to ensure that all eligible students and staff get themselves registered in the voter list. These campaigns often include information booths, forms, and assistance with the registration process. The college has a student union, where representatives are elected through a democratic voting process. This practice plays a crucial role in instilling democratic values and encouraging participation in the electoral process among students. Moreover, in association

	with the Department of Political Science, the Electoral Literacy Club (ELC) conducted a community awareness program on voting rights.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In collaboration with the district administration, the college has conducted meetings to educate students about their electoral rights and the importance of voter registration. Additionally, the Electoral Literacy Club (ELC) of Pandu College organized a voter enrolment program on 10-02-2024, resulting in 60 students being enrolled in the electoral roll.

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1910	1905	1849	2118	2028
File Description		Document		
Upload Supporting Document		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 117

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	90	83	83	85

### 3 Institution

#### 3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
402.65056	98.90258	105.72657	293.64043	194.30061

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

According to NAAC guidelines, our college has established an IQAC to oversee the key aspects of academic quality along with other responsibilities. It ensures the development of teaching plans, academic calendars, and curriculum delivery systems, incorporating e-learning resources and ICT. The IQAC holds meetings to review progress of academic activities and implements an academic monitoring system through academic council, ensuring that every activity carried out by each department is meticulously recorded.

The college annually prepares a comprehensive prospectus, providing essential information about available facilities, courses, eligibility criteria, and detailed fee structures for prospective students during the admissions process. For continuous internal assessment, the college designs its academic calendar, analysing the diverse needs of students. The curriculum is delivered as per the affiliating university guidelines adhering to both the CBCS and NEP pattern.

In the beginning of each session, a 7-day Bridge Course is offered to newly admitted students. The Routine Committee prepares class schedules well in advance of the academic year's commencement, which are then uploaded in the college website for the students. Each department develops teacher-wise timetables, allocating topics to be covered within designated time frames. Faculty members create their teaching plans according to their syllabus portions and maintain daily logs online/offline through the college's portal, accessible to both students and administration. The teachers' logbooks include records of working days, topics taught, practical sessions, blended teaching methods, examination-related tasks. Records of remedial classes, co-curricular activities and ICT utilization are maintained separately.

Faculty members regularly update by participating in various training programs for effective curriculum delivery. Moreover, College also organises professional development programmes for teachers to enhance their skill of curriculum delivery. Many of the faculty members are also members of Committee of Courses and Syllabus of affiliating university.

For effective curriculum delivery and to enhance the learning experience of students, the departments organize subject-specific seminar/ webinars, popular talks, interactive session with scholars on diverse fields, video screenings with multimedia aids and brainstorming sessions.

Beyond traditional classroom instruction, the college regularly hosts distinguished professionals from diverse fields to share their insights with students, enriching their educational journey. Additionally, the college offers a variety of co-curricular and extracurricular activities, fostering the holistic development of its students.

As a part of continuous internal evaluation, in addition to sessional examinations, class tests and group discussion are conducted, assignments are regularly given. Quizzes and Students' Seminar are also conducted time to time. Students' performances in all these aspects are discussed and analysed. Results and marks are promptly declared and students are informed about their progress and areas of improvement. Furthermore, the college adopts effective academic strategies for both slow learners and advanced learners. For the slow learners, remedial classes and mentoring session are arranged and for advanced learners, guidance talk, coaching for different competitive examinations and training for subject specific software uses are organised.

Furthermore, Academic and Administrative Audits (AAA) and Quality Audit are conducted to encourage departments to evaluate their education quality processes. These audits enhance improvement of teaching-learning.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.2.2

***Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years***

**Response:** 19.07

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
987	120	7	202	555

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

***Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum***

**Response:**

The institution seamlessly incorporates the above crosscutting themes into its curriculum through the following strategies:

**Professional Ethics** is taught in the curriculum of:

- Botany in the course 'Intellectual Property Rights' (BOT-SE-4034) for UG 4th semester.
- Philosophy: 'Ethics' (PHI-HC-3036 and PHI-RC-3016) for UG 3rd Semester (Honors and Regular).

**Gender Issues** are taught in the curriculum of:

- Education: 'Emerging Issues in Education' (EDU-HC-4036) for UG 4th Semester (Honors).
- English: 'Women's Writing' (ENG-HC-5026) for UG 5th Semester (Honors).
- History: 'Gender History' (HIS-HC-2026) for UG 2nd Semester (Honors) under CBCS curriculum.

**Human Values** are taught in the curriculum of:

- Education: 'Value and Peace Education' (EDU-HC-3036) for UG 3rd Semester (Honors).
- Political Science: 'Human Rights' (POL-HC-5016) for UG 5th Semester (Honors).

**Environment and Sustainability** is taught in the curriculum of:

- 'Environmental Studies' (ENV-AE-2014) for UG 2nd Semester (Compulsory Course).
- Botany: 'Natural Resources Management' (BOT-HE-5016) for UG 5th Semester (Honors).
- Botany: 'Horticulture Practices' (BOT-HE-5026) for UG 5th Semester (Honors).
- Botany: 'Industrial and Environmental Microbiology' (BOT-HE-6016) for UG 6th Semester (Honors).
- Botany: 'Nursery and Gardening' (BOT-SE-4014) for UG 4th Semester.
- Economics: 'Environment and Energy Economics' (ECO-HC-4116) for UG 4th Semester (Honors).
- Economics: 'Environmental Economics' (ECO-RE-5036) for UG 5th Semester (Regular).
- Economics: 'Environmental Economics' (ECO-3066) for PG 3rd Semester.
- Education: 'Emerging Issues in Education' (EDU-HC-4036) for UG 4th Semester (Honors).
- Geography: 'Climatology and Biogeography' (GGY-HC-2026) for UG 2nd Semester (Honors) under CBCS system.
- Geography: 'Environmental Geography and Disaster Management' (GGY-HC-4016) for UG 4th Semester (Honors).
- Geography: 'Climatology and Biogeography' (GGY 1036) for PG 1st Semester.
- Geography: 'Geography of Environment and Development' (GGY 2076) for PG 2nd Semester.
- Geography: 'Environment and Climate Change' (GGY 4176) for PG 1st Semester.
- Geography: 'Climatology and Biogeography' (GGY 1036) for PG 4th Semester.
- History: 'Environmental History of India' (HIS-HC-1026) for UG 1st Semester (Honors) under CBCS system.
- Human Rights Education: 'Environment and Human Rights' (HRE-RG-6026) for UG 6th Semester (Regular).
- Philosophy: 'Environmental Ethics' (PHI-SE-6014) for UG 6th Semester.
- Zoology: 'Bio-diversity' (ZOO-HC-2014) for UG 2nd Semester (Honors) under CBCS system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**

**Response:** 65.24

#### 1.3.2.1 Number of students undertaking project work/field work / internships

**Response:** 1246

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 80.28

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
834	770	523	781	833

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1072	955	845	868	920

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 2.1.2

*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years*

**Response:** 81.32

##### 2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
318	298	261	291	290

### 2.1.2.2 Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
408	367	321	338	359

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

**Student – Full time Teacher Ratio**  
(Data for the latest completed academic year)

**Response:** 19.9

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

The college considers that student centric learning provides opportunity for the learner's autonomy and independence and gives utmost importance in identifying interests and aptitude of the learners.

**Experiential Learning:**

Experiential learning methods in the college includes:

- Industrial visits, Field trips, Educational tours
- Internships
- Laboratory practical
- Workshop and hands-on training programmes.
- Engagement of students in community services.
- Involvement of students in preparing posters for presentations and models for exhibitions.
- Skill oriented courses on Anchoring, Computer Application and productivity tools, Creative Writing, Cutting and Tailoring, Food Processing, Mushroom cultivation, Spectroscopic Methods of Analysis, Web Development using PHP, Machine Learning, Remote Sensing, GIS and GPS application for micro level land survey and Advanced Computer Skill.
- Innovative Practices

**Participative Learning:**

The following participative learning activities are conducted:

- Group discussions
- Seminars, poster presentations and report writing
- Quiz, Debate and Speech Competitions
- Interactions with Alumni
- Preparation of Wall Magazines and E-magazines
- Collaborative Learning
- Participation of Students in Different Sports and Cultural Events
- Role play and Mock Teaching by a few departments
- Participation of students in exhibitions
- Audio-visual preparation by students
- Participation in Different Students' Club
- Participation in expert talk, popular talk, guidance talk etc.

**Problem Solving Methods:**

The following problem-solving methods are used in the college:

- Tests, Quiz, MCQ, Home Assignments and Brainstorming sessions.
- Courses/workshops on research methodologies are provided to equip students with the skills to conduct systematic investigations and problem-solving
- Practical lab sessions and experiments focus on identifying problems and their solutions.
- Field trips to industries, research institutions, and other relevant sites expose students to real-world problems and their solutions

- Collaborative projects are assigned to group of students to solve specific problems.

#### Use of ICT Enabled Tools and Online Resources:

- The college has fully Wi-Fi campus for both the students and teachers.
- IQAC has created You Tube Channel where video classes of teachers are uploaded.
- PPT and Question Banks prepared by teachers are uploaded in the college website
- A number of software, such as MS Office, Edpuzzle, Kahoot, Canva, Screencastify, Plotagon Studio, SPSS, R programming, Minitab, ArcGIS, Google Earth Pro, QGIS, Easy GPS, Scilab, Latex, Origin, Anaconda, Mathematica, Matlab, Latex, ChemDraw, ISIS Draw, Mercury, Diamond, WingX, AVRO, NCBI, CLUSTAL, PHYLIP, MEGA, PDB-PIR, Bioedit, OMIM are used for teaching learning process.
- Teachers regularly take ICT-based classes to enhance the effectiveness of teaching and learning. Both teachers and students frequently utilize PowerPoint presentations and Google Classroom for efficient and effective engagement in the teaching-learning process
- Students' Portal is used for giving study materials, assignment and conducting online class tests etc.
- Subject-related videos are shown to the students.
- The college library utilizes KOHA software for comprehensive library management, including book issuance and return processes.
- The college library is frequently updated with various online resources and also provides INFLIBNET membership. Both teachers and students can access e-books, and e-materials through INFLIBNET.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

#### Percentage of full-time teachers against sanctioned posts during the last five years

**Response:** 95.62

#### 2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
97	94	88	88	90

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 84.67

**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
83	77	71	70	69

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

Pandu College, affiliated to Gauhati University, adheres to the University's assessment and evaluation rules and guidelines.

- An academic calendar is prepared for each session, and internal assessments are conducted according to it.
- Changes in schedules, patterns, methods, and university norms/circulars related to course-wise examination patterns, dates, and internal assessment schedules are promptly notified through the college website and students' portal.
- An Examination Committee is formed to coordinate internal and external examination activities, notifying detailed schedules for Sessional examinations prominently on the college notice board and through other channels like the college website and students' portal.
- HoDs distribute syllabi among the faculty members entrusting responsibilities of internal evaluation.
- To ensure transparency, the signature of every student appearing in the sessional exam is recorded on an attendance sheet.
- Students' performance in internal examinations are shared and evaluated answer scripts are discussed with suggestion for improvements.
- Internal assessment marks are uploaded on the university portal, and a signed copy of the same is also submitted.
- Teachers maintain records of students' attendance in internal examinations, question papers, answer scripts, and marks sheets for academic monitoring.

### **Mechanism to Deal with Internal Examination Related Grievances is Transparent, Time-bound and Efficient**

#### **Grievances related to University Examinations**

- The College has an Examination Grievances Redressal Committee (EGRC) consisting of the Vice Principal as Chairperson, a teacher coordinator and two teacher members to address examination related grievances.
- A transparent method is followed in the College to deal with these grievances. Students are allowed to apply for re-evaluation in a proper format of the college.
- The Coordinator of the Committee maintains the records of all the issues submitted by the students in the Grievance Record Register.
- The queries related to results, corrections in mark sheets and absence of internal marks in the mark sheets issued by the university are dealt with promptly by the EGRC after forwarding such queries through the college Examination Committee.
- These grievances are forwarded to the respective departments for rectification. After rectification, the Examination Committee forwards the same to the university.
- In 2022, Gauhati University has launched the **Raise Issue** portal for dealing with examination related grievances and solution through which the issues or grievances of the students can be sent online to the University for rectification by the respective college.

#### **Grievances Related to Internal Examinations**

- If a student fails to appear in the Sessional examination/submit assignment on due time for medical or any genuine reason with valid documents, she/he is given a chance to re-appear.
- If any student obtains less mark and wants to re-appear for improvement, she/he is permitted for the same.
- The evaluated assignments and answer scripts are shown to students to maintain transparency of the marks awarded and if any discrepancies are reported by the students, then these are resolved

immediately.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

#### Response:

Pandu College is constantly striving by empowering its students community to adapt them to the evolving challenges as well as with the processes for nation building. The institution also makes efforts to access, equity, quality, affordability and accountability in higher education. As such, the institution recognises the significance of Programme Outcomes and Course Outcomes in the implementation of the full pedagogic process and takes effective steps towards its dissemination and evaluation of its attainment.

To achieve the objectives of POs, the course outcomes are structured using the principles of Bloom's Taxonomy which covers cognitive domain, affective domain, and psychomotor domain. Bloom's Taxonomy is also used for setting question papers. The institution also incorporates the taxonomy in the development and evaluation of Higher Order Thinking Skills (HOTS) through assignments, group discussions, and seminar presentations. The affective domain of Bloom's Taxonomy is evident in the undergraduate curriculum, as well as through co-curricular activities conducted by clubs such as the Dance and Drama Club, Fine Arts Club, Music Club, and Literary Club.

#### Mechanism of Communication of Program and Course Outcome:

##### Communication to Teachers:

- Departmental meetings, as well as meetings with the Principal and academic experts, are convened at the outset and throughout the academic sessions to ensure effective communication and enrichment of POs and COs among the faculty.
- Faculty members actively participate in the syllabus revision meetings conducted by the affiliating University. This collaboration between the faculty members of the college and the university significantly contributes to enhance the POs and COs.
- The IQAC organizes meetings, workshops, and seminars for faculty members to introduce new ideas relevant to the emerging world and to enable faculty members to stay updated with latest technologies, thereby positively impacting the COs and POs.

**Communication to Students:**

- POs and COs are displayed in the website so that students could easily visualize the outcome of the programmes and courses.
- The students are also made aware of the same during the Orientation Programme.
- Through regular interactions with students facilitated by individual teachers.

**Evaluation:**

The college has a structured mechanism to evaluate the POs and COs. The results of the assessment are used as feedback to improve the entire process of teaching-learning. By using Rubric, the overall learning outcomes are evaluated. Assignments, projects, performance in group discussion, seminar presentation and class attendance are regularly evaluated to assess the knowledge base, skill and aptitude acquired by students.

Results of students are discussed at Departmental level as well as in Academic Council meetings of the College.

Overall results of the students are statistically analysed and students' progression and placement are recorded.

Feedback from different stakeholders is analysed along with the action taken report and both are displayed in the website.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The courses and programs offered by Arts, Science and Commerce departments of Pandu college have attained success in fulfilling the vision of the college. Students acquire new skills and knowledge through these courses. This ensures that the assessment procedure for the outcomes of courses and programs is conducted properly and effectively.

**Direct Assessment Tools:**

All departments at Pandu College employ various direct assessment methods such as class tests,

sessional exams, seminars, group discussions, assignments, and project work on regular basis for student evaluation. This comprehensive approach to assessment ensures a thorough and systematic evaluation of POs and COs. By incorporating these methods, the evaluation process becomes more distinct and streamlined, providing valuable insights into student performance and progress.

While assessing achievement, **Rubric** is used for both Formative and Summative Evaluation. It explains the criteria against which students' performances are evaluated.

#### **Indirect Assessment Tools:**

In addition to direct assessment tools, the college authority utilizes indirect assessment tools to gather insights into student learning outcomes and program effectiveness. One such tool is feedback analysis, where feedback from students is collected yearly, both through offline channels and online platforms. This feedback provides valuable insights into students' perceptions of various aspects of the program, including teaching quality, course content, learning experiences, and overall satisfaction. Analyzing this feedback enable the college to identify areas of strength and areas for improvement. Further, key feedbacks on curriculum are informed to the affiliating University for revision and necessary action.

College maintains evidence of attainment of Course Outcome and Programme Outcome by analyzing the results in three different ways. Firstly, year-wise and stream wise overall result of the college is analyzed. Secondly, year-wise and programme-wise results are analyzed through diagrams. Thirdly, the college uses rubrics to categorize students' achievements on a 3-point Likert scale: high, average, and low, employing a standardized mechanism for evaluation.

Moreover, the Internal Quality Assurance Cell of Pandu College plays a pivotal role in collecting information on the career trajectories of alumni. The IQAC systematically collects data regarding the post-graduation endeavors of alumni, including their pursuit of higher education, employment status, career advancements, and other relevant information. These information are meticulously maintained and updated to ensure its accuracy and comprehensiveness. By tracking the career progression of alumni, the college gains valuable insights into the long-term impact of its programs on students' professional development and success in the workforce. This data also serves as a testament to the effectiveness of the college's educational offerings and helps in benchmarking against industry standards. Overall, the combination of feedback analysis and alumni career tracking provide the college with valuable evidence for continuous improvement efforts and to ensure the relevance and quality of its educational programs.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### **2.6.3**

**Pass percentage of Students during last five years (excluding backlog students)**

**Response:** 82.77

**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
636	532	563	502	472

**2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
769	674	700	573	552

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.24

File Description	Document
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

*Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*

**Response:** 53.87

#### 3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
45.89	1.09	4.0000	0	2.89

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.2 Innovation Ecosystem

#### 3.2.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

1. The institution has taken numerous steps to promote innovation, including establishing an Institution's Innovation Council (IIC) (IIC ID: IC202216676), an Institutional Biotech Hub, and a Common Instrumentation Facility (CIF). The CIF is equipped with modern instrumentation facilities such as FT-IR, UV-vis spectroscopy, gel electrophoresis, optical microscope, and high-speed centrifuge. These facilities are open to students, research scholars, and faculty members for conducting various research projects.

2. To facilitate the transfer of knowledge on Indian Traditional Knowledge System,

a) Topics related to IKS are included in the syllabi of different subjects namely Sanskrit, History, Assamese, Education and Philosophy.

- b) The College has organized a lecture series on IKS.
- c) The College has conducted workshops on Yoga, Indian philosophy, field trips, visits to Heritage sites and places of archaeological importance.
- d) A workshop on orchid plantation was organized.
- e) Research work related to IKS carried out by faculty members of the College are published in various journals and books.
- f) One-year PG Diploma course on Hindi translation was organized.
3. To raise awareness about Intellectual Property Rights (IPR), the college has established an IPR Cell under the IIC, which has conducted workshops and lecture programs.
4. Under the IIC, an Incubation Centre was established, offering courses in tailoring, food processing training, LED bulb assembly, mushroom cultivation, and vermicompost production. The outcomes of these initiatives include the production of cotton bags, vermicompost, mushrooms, and LED bulbs. These activities have contributed to skill development of the students and increased revenue for the college.
5. The Research Council of the college has undertaken activities such as providing funds for research projects to faculty members and conducting workshops on research methodology. Additionally, the college has offered financial assistance to faculty members for attending FDPs, conferences, seminars, etc.
6. To facilitate the dissemination of knowledge and technology, the college has undertaken several activities: Establishment of a Language Lab, conducting workshops on GIS technology for students and faculty members, utilization of drone technology for documenting events, creating awareness about cryptocurrency through wall magazine presentations, organizing a one-week online training program on 'e-Learning in Higher Education' by IQAC, initiating innovative activities such as eco-friendly earthen lamps, changing cover pattern of land use in the Pandu area using GIS technology, microbial art, and mobile app development etc.
7. To enhance the use of electronic resources, a student portal has been created for sharing class notes, assignments, videos, and conducting online tests. The college library is equipped with e-resources, including e-books and e-journals. Additionally, all departments use QR codes for various departmental resources, including wall magazines.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.2.2

***Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years***

**Response:** 49

**3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
31	11	04	01	02

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**Response:** 0.38

**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	17	7	2

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3.2

**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

**Response:** 0.73

**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	11	23	7	8

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

The college has adopted Dhanola, a village approximately 25 kilometres away, as part of its community engagement efforts. Students, teachers, and NSS volunteers regularly visit the village to raise awareness among villagers through various programs. These include free health check-ups, HIV-AIDS & TB awareness campaigns, cleanliness drives, literacy programs, hands-on training on LED bulb making, workshops on mushroom cultivation, awareness programs on saving soil and the environment, and digital economic literacy. These initiatives have significantly increased awareness about the importance of education, environmental conservation, and health within the community.

Programme conducted by NCC, Pandu College on Disaster Awareness and Preparedness Campaign, Awareness on Blood Donation, Gender Equality, Blood Donation Camp, Free health Check-Up Camp, Cleanliness Drive, Donation of Food Items and Cloths items etc. could raise the civic consciousness, health and wellbeing of people. Different health care initiatives have led to the early detection and treatment of illnesses, as well as increased awareness about healthcare practices.

Hands-on training on induced breeding technique for Small Indigenous Species (SIS) is also provided to students from other colleges. These initiatives have increased knowledge and skill levels among students, thereby improving their livelihood opportunities.

The Pandu College Community Club plays a crucial role in supporting education by conducting classes at Harijan Hindi LP School, located in the Pandu area. This initiative has resulted in increased attendance and improved academic performance among students from underprivileged backgrounds. Additionally, students from Pandu College are actively involved in teaching underprivileged students at nearby schools through Memorandums of Understanding (MoUs) with Snehalya, an NGO. Various competitions and activities are organized to engage students from neighbouring schools, fostering inclusivity and community participation.

During the COVID-19 pandemic, Pandu College played an active role in organizing vaccination drives and distributing sanitizers to the community, contributing to disease prevention and public health awareness.

Furthermore, faculty members have actively assisted expectant mothers from the community in availing healthcare services during the pandemic, resulting in improved maternal health outcomes. This initiative has also led to academic achievements, such as securing research projects.

In 2022, District Tobacco Control Cell, Kamrup, Assam appreciated Pandu College for the efforts made to sensitize students and Community about the harmful effect of tobacco consumption and making a Tobacco free campus.

Adult literacy drive programme of the college helped 10 illiterate females of nearby area to become literate.

The Councillor, Ward No. 3 of Guwahati Municipal Corporation appreciated for providing environment awareness to people of the locality.

The Councillor, Ward No.7, GMC, Guwahati, appreciated Pandu College for its outstanding contribution to the locality.

Digital Economic Literacy drive programme enhanced the knowledge, awareness and use of digital

economic transaction.

An assessment of the impact of extension activities on students revealed positive outcomes, with students expressing high levels of sensitization to social issues and a strong desire to contribute to society. Feedback from 365 students indicated significant awareness (ranging from 3.774-4.451 in a 5-point scale) and eagerness to engage in social issues, reflecting the success of the college's community engagement efforts.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

#### Awards and recognitions received for extension activities from government / government recognised bodies

##### Response:

1. Pandu College has received national recognition and has acquired A+ in Green Cover, A+ in Waste Management, A in Rooftop Solar system, B+ in Rooftop, B in surface water harvesting on campus by Mahatma Gandhi National Council of Rural Education, Dept. of Education and Ministry of Education, GOI.
2. NSS student volunteer Arjina Begum was selected by Ministry of youth Affairs and Sports, GOI and participated NSS Republic Day Parade Camp, New Delhi from 1st to 31st January 2023. She was also awarded as Winner of Group Dance Competition.
3. NSS student volunteer of Pandu College ARJINA Begum was selected by Ministry of youth Affairs and Sports, GOI as delegate at Youth 20 Inception meeting from 6th Feb-8th Feb 2023.
4. 21 NCC students of Pandu college received C certificate from Ministry of Defence, GOI.
5. Nine students from Pandu College received Appreciation Certificates for participation as NSS Volunteer in North East NSS Festival from 23rd to 27th March, 2019.
6. Appreciation letter for outstanding contribution on Environmental Awareness Programme for Community from Councillor of Ward no 3 of Guwahati Municipal Corporation, Govt. of Assam.
7. Appreciation letter for outstanding contribution towards Plantation Drive, Health and Hygiene, Environment and Different Social Issues from Councillor of Ward no 7 of Guwahati Municipal Corporation, Govt. of Assam.
8. Award for making Pandu College a Tobacco Free Campus from Kamrup (Metro), District Tobacco Control Society, 2022.
9. Appreciation letter from Child Friendly, Guwahati, an NGO for helping the Marginalised Children of Guwahati City.
10. Letter of Appreciation from Head Master, Harijan LP School for efforts made by the college for overall development of students of the school.
11. Pandu College NCC received Appreciation Letter from Marwari Hospital for organising Blood Donation Camp on 20 March, 2023.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**3.4.3**

*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

**Response:** 47

**3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	09	02	0	06

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

**3.5 Collaboration****3.5.1**

*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*

**Response:** 14

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

**Response:**

**Teaching – learning, viz., Classrooms, Laboratories, Computing Equipment etc.:**

The college features an extensive infrastructure covering an impressive 18,700.839 sq.m. of built-up area, situated on approximately 20,890 sq.m. of *myadi-patta* land, facilitating teaching and learning through systematic expansion of infrastructural facilities.

- 89 well-furnished classrooms,
- 22 laboratories equipped with state-of-the-art apparatus and instruments.
- The college provides a total of 157 computers, along with 24 printers to support students' academic endeavors.
- Additionally, there are two Photostat machines available for administrative and academic use.
- 4 conference halls serve as venues for lectures, seminars, meetings, conferences, and workshops for both students and faculty.

**Research Facilities Available in the College:**

- There is a **Central Instrumentation Facility** (CIF), funded by Oil India Limited.
- Zoology Department has **Departmental Instrumentation Facility** (DIF) for students of Pandu College and other universities and colleges
- The department of Physics has a **Centre for Theoretical Research** and a **Material Science Laboratory**
- There is one **Bioinformatics Lab** jointly maintained by Department of Zoology and Biotechnology.
- The College has one **Advanced Level Biotech Hub**
- Department Zoology maintains a **Termite Identification Centre** which has been used by the students of other Colleges.
- Zoology Department has a **Centre for Limnology and Water Soil Analysis** to study Aquatic Ecosystem.
- Computer Science department has a **Centre for Artificial Intelligence and Machine Learning**
- Statistics department runs the **Centre for Biostatistics Computation**
- Botany department has a fully equipped **Microbiology Laboratory** for research scholars.
- Chemistry Department has a fully equipped **Materials Chemistry Laboratory**.

**ICT – enabled Facilities such as Smart Class, LMS etc.:**

- The college features four ICT-enabled conference halls designed to host lectures, seminars, meetings, conferences, and workshops for both students and faculty. There are 18 classrooms equipped with LCD projectors and smart boards for interactive learning. All other classrooms have Wi-Fi connectivity.
- Geography Department houses a specialized GPS and Remote Sensing Lab equipped with advanced software viz., ArcGIS, QGIS, Google Earth Pro, and Easy GPS.
- The college is equipped with 6 Computer Labs, providing students with access to computing resources.
- **Language Lab** is available for students enrolled in language departments. The lab has 21 computers equipped with software tailored for language learning.
- The **LMS** stores students' attendance records, class presentations, notes, video lectures, seminars, and participative e-learning materials. Google Classroom is also utilized for enhanced learning experiences.
- The college houses a **Yoga and Meditation Hall**, providing spaces for students, faculty members, and non-teaching staff to focus on mental and spiritual well-being.
- The college features a well-equipped **gymnasium**.
- In collaboration with the **Uttar Sarathi Club**, our college offers access to a nearby playground, allowing students to participate in outdoor sports activities.
- Our college features a multipurpose hall designed to accommodate various events and gatherings.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

**Response:** 35.85

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
183.80430	28.72150	42.43930	60.80053	76.82951

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*

#### Response:

The Pandu College Library occupies an area of 5500 sq. ft., featuring separate reading rooms for students and teachers, along with dedicated sections for circulation, computers, and newspapers. This layout creates a conducive environment for learning and research activities.

The library houses an extensive collection of over 47,500 printed books, covering textbooks and reference materials across Arts, Science, and Commerce streams. Additionally, it subscribes printed journals, popular magazines, and both regional and national newspapers, enriching the academic and reading experience of its users.

To streamline its operations, the library is automated using the Integrated Library Management Software (ILMS) KOHA (version 21.05.13.000), ensuring efficient management of its resources. As a member of the INFLIBNET Centre, it has access to a wide range of e-resources available under NLIST, enhancing research and learning experiences.

Users benefit from easy access to books through the Online Public Access Catalogue (OPAC), while the Dewey Decimal Classification (DDC 23rd edition) ensures efficient organization and retrieval of materials. A dedicated library webpage on the college website enhances accessibility and communication with users.

Library usage is accurately tracked using both digital attendance systems, including Smart Library cum Identity Cards and QR codes, as well as a physical register entry system. The library also houses Dissertations, Doctoral Theses, and Reports from Minor and Major Research Projects, expanding its academic resources.

A special section called the Kamrup-Kamakhya Study Corner preserves books related to Mother Goddess Kamakhya and Kamrup, offering a culturally significant resource. The library provides previous years' question papers for academic and exam preparation and is equipped with CCTV cameras for surveillance to ensure security and safety.

Additional services include a Newspaper Clipping Service, recognizing the Best Reader with an award, offering online certificate courses to award recipients, conducting Orientation Programs for students, and providing support for competitive exam preparation through a dedicated Competitive Examination Corner and help desk for online courses.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

*Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

**Response:**

Pandu College aims to meet the evolving technological demands, especially in the information and communication technology sector. Recognizing the significance of staying updated with modern advancements, the college ensures access to cutting-edge IT facilities and robust internet connectivity. Here are the initiatives implemented by the college over the past five years to enhance its IT infrastructure:

- Engaging with two firms, namely **Prag Infosystem** for computer hardware supply & maintenance and **M/S Corexx** for college website hosting & maintenance.
- Providing 6 computer laboratories, including a Bioinformatics and a Language Lab, equipped with internet facilities for students to undertake their course curriculum.
- Equipping the college with ICT tools and e-resources for effective teaching-learning experiences, including four smart Conference Halls and 18 ICT-enabled classrooms with LCD projectors.
- Establishing Wi-Fi facilities across the campus, with Fiber optic cable connected with 200 Mbps bandwidth.
- Introducing Biometric Attendance to replace the traditional attendance recording system.
- Utilizing Google Meet and Google Classroom for teaching-learning and academic activities.
- Upgrading hard disc to SSD, Pentium 4 processor to Core i3 Processor, increasing the size of RAM from 2GB to 4GB and updating operating systems from Windows-7 to Windows-10, with reformatting for computers with corrupt operating systems.
- The institution maintains a user-friendly website that undergoes regular updates to ensure relevancy and accuracy. The previous website, [www.panducollege.org](http://www.panducollege.org), has been upgraded to [www.panducollege.ac.in](http://www.panducollege.ac.in). This website serves as a comprehensive platform, offering a range of facilities including online admission, student notifications, tender announcements, details of

awards and achievements, as well as information about various departments and cells within the institution.

- Operating a user-friendly portal (<https://admission.panducollege.ac.in>) during the admission period to streamline admission procedures.
- Providing a teacher portal (<https://user.panducollege.ac.in/>) for managing student attendance, logbooks, daily activities, leave applications, and overall administrative functions.
- Offering a separate student portal (<https://student.panducollege.ac.in/>) for accessing college notices, class routines, individual attendance, fee payments, and other related information.
- Equipping departments with various software such as Adobe Photoshop, Adobe Acrobat Reader, Anaconda Navigator, Turbo C, C++, Java Development kit, VS Code, XAMPP, MySQL, MS Office, 4 Arc view GIS, MATLAB, Origin 8.0, Diamond 3.0, Mathematica, SPSS, KOHA Library management system, and regularly updating antivirus software on computers.
- Operating the college administrative office with 12 desktop PCs connected through LAN and Wi-Fi, facilitating administration, accounts maintenance, and admission procedures.
- Equipping the college library with 10 desktop PCs in the E-Resource Centre,
- 4 PCs are available for official activities of the Library and 2 are for RFID management system.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio (Data for the latest completed academic year)

**Response:** 14.69

##### 4.3.2.1 Number of computers available for students usage during the latest completed academic year:

**Response:** 130

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

***Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)***

**Response:** 25.84

**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
135.44530	37.68208	19.80009	69.51730	20.60456

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years*

**Response:** 53.44

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
868	626	2391	636	721

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	<a href="#">View Document</a>
Upload policy document of the HEI for award of scholarship and freeships.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 5.1.2

*Following capacity development and skills enhancement activities are organised for improving students' capability*

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

**Response:** B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.3**

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 47.05

**5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2162	1053	598	580	223

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.1.4**

***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 41.04

**5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
518	240	161	116	75

**5.2.1.2 Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
636	532	563	502	472

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 5.58

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
36	40	3	8	2

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

**5.3.1**

**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**Response: 26**

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
19	2	2	1	2

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3.2**

**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**Response: 5.6**

**5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	2	3	07

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

#### Response:

Pandu College has an active alumni association registered under the *Societies Registration Act XXI, 1860*. The Alumni Association has been playing a pivotal role in the growth and development of the college over the years. During its eventful journey, Pandu College has produced a number of alumni who have been able to occupy prominent and coveted positions in diverse fields viz. academic & research institutions, sports and government administrations contributing towards the growth of the State of Assam in particular and nation in general.

Dr. Purnima Devi Barman, one of our notable alumni received **Green Oscar, 2017** and **Whitley Gold Award, 2024** for her efforts towards protecting the Greater Adjutant Stork (*Leptoptilos dubius*). Distinguished alumnus Mr. Pran Pratim Chaliha acquired the international fame in the field of Arm Wrestling. Mr. Dharanidhar Boro, a famous alumnus, has been presented “**Real Hero Award by CNN-IBN in 2008**” and ‘**Asom Gourav Award** by Govt. of Assam in 2022’ for his unparalleled contribution towards the protection of one horned rhino and conservation of Kaziranga National Park.

The contribution and support of the Alumni Association in the field of academic excellence, extracurricular activities and financial support are profoundly significant in the growth of the institution.

#### Academic Contribution:

#### As resource person and teacher:

- The departments invite their alumni as resource persons for motivational lecture, brainstorming sessions, and seminars in order to inspire and support the current batches of students in their career endeavors.
- Many alumni have occupied positions of teacher and scientist in different academic and research institutions of the nation and abroad. They are also in touch with the college and invited to take classes.

#### Donation of books:

Alumni of History, Education, Philosophy departments donate books to the departmental libraries.

**Financial Support:**

- 51 noted alumni of the college contributed a sum of Rs. **9,32,413.00** (Rupees nine lakhs thirty-two thousand four hundred thirteen only) during the assessment period.
- The alumni association contributed an amount of **Rs. 163642.00** (Rupees one lakh sixty-three thousand six hundred forty-two only) for the celebration Pandu College Diamond Jubilee Celebration.
- The association donated five LCD projectors to the college worthing an amount of **Rs. 188750.00** (Rupees one lakh eighty-eight thousand seven hundred fifty only)
- The main gate of the college is constructed with the contribution of the alumni association.

**Contribution in Co-curricular and Extra-Curricular Activities:**

- Noted singer Mr. Chandan Das, one of alumni, performs for the students during cultural events like freshmen social, foundation day, college week etc. free of cost.
- The eligible alumni are often invited as judges or jury members for judging debating, singing and other kind of competitions held in the college.
- NCC 'C' certificate holder alumni like Rohit Upadhaya, Pradip Debnath, Shibu Nath help in cadet training.
- NSS volunteerer Ajay Chakraborty has been guiding our NSS team. Alumnus Mr. Pankaj Das, one of the volunteers of NSS was awarded Indira Gandhi National Service Scheme Award.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*

#### Response:

Governance and leadership in Pandu College are aligned with the institution's vision and mission, as evidenced by its various practices.

#### Implementation of NEP 2020:

- Our institution aligns with NEP 2020 by offering a versatile, multidisciplinary curriculum with multiple entry and exit points in the four-year undergraduate program. We are committed to enhance multidisciplinary research endeavors to address societal challenges.
- Steps for the Academic Bank of Credit (ABC) implementation will follow NEP 2020 guidelines.
- We have integrated add-on courses and projects focused on community engagement, environmental education, and value-based learning, enriching educational experience. Skill based courses such as Certificate course on Mushroom Cultivation, Web Development using PHP, RS, GIS and GPS Application for Micro Level Land Survey, Food Processing, and many more are introduced.
- We are offering a certificate course in Early Childhood Care and Education to align with the NEP 2020 as a step to emphasis on early child care.
- Prioritizing mother languages, our college provides bilingual instruction in English and Assamese, promoting regional Indian languages and preserving ancient traditions through youth awareness programs.
- Utilizing the latest technological tools, we have developed a strategic plan for blended learning implementation.
- Emphasizing outcome-based education, we are able to produce skilled professionals catering to various industries like tailoring, vermi-composting, finance, LED bulb assembly, and more.

#### Sustained Institutional Growth:

- To ensure sustainable growth, our college focuses on continuous development across various areas including academic programs, student enrollment, faculty development, infrastructure, research, and community engagement.
- Prioritizing student success, we offer support services like academic advising, tutoring, career counseling, and extracurricular activities to enhance engagement and retention rates.
- Investing in faculty development is essential for maintaining academic standards. We provide opportunities for professional growth, research grants, and incentives for attending seminars, workshops, and faculty development programs.
- Adequate infrastructure, technology, and resources are vital for facilitating teaching, learning, and

research. We invest in modern facilities such as laboratories, libraries, and IT infrastructure.

- Sound financial management is crucial for long-term stability. We develop strategic financial plans, seek support from various industries and organizations, and explore cost-saving measures.
- Establishing strong community connections enhances our visibility and impact. We engage with local stakeholders, industry partners and alumni through outreach programs, internships, and collaborative projects.

### **Decentralization and Participation in Institutional Governance:**

Institutional governance is effectively managed through decentralization and participative management, with key responsibilities outlined as follows:

- The Principal and the Governing Body serve as executive heads, with the Governing Body overseeing all decisions and policies.
- Office staff contribute to the smooth functioning of administrative and academic operations.
- The IQAC plays a proactive role in ensuring best governance and management practices.
- HoDs rotate responsibilities to liaise with college administration and stakeholders, with micro-level committees ensuring task completion.
- The principal maintains regular communication with department heads, office and library staff, and other stakeholders to facilitate plan and policy implementation.
- Various committees, clubs, and cells, including IQAC, academic council, and infrastructure development, work in coordination to fulfill the institution's vision and mission.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1**

*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*

#### **Response:**

The college strictly adheres to academic, administrative, and financial policies, as well as the Code of Professional Ethics periodically issued by UGC and Gauhati University. Oversight of these tasks is managed by the Governing Body and the Principal. The GB, led by the Principal, serves as the apex policymaking body.

**The effectiveness of the institutional bodies is outlined as follows:**

The college administration's functioning is depicted by an organogram outlining the administrative structure. Responsibilities of the college are distributed among the Vice-Principal, IQAC, administrative office staff, and various committees/cells/councils.

The IQAC has devised a comprehensive perspective plan and academic calendar to ensure the effective execution of all academic and non-academic endeavors. IQAC also institutionalizes internal and external audits. It has conducted 6 quality audits, organized 13 seminars/workshops/training programs and established networks with national and international organizations through MoUs over the last five years.

37 committees, cells and 11 clubs, comprising all stakeholders, efficiently handle various college operations, including addressing grievances, managing ragging-related issues, overseeing construction matters, and providing career guidance etc.

The Academic Council is responsible for planning and executing the curriculum, monitoring progress, and ensuring the timely completion of syllabi. Additionally, it has successfully overseen the operation of 44 add-on/certificate courses during the period 2018-2023.

The implementation of policies pertaining to appointment, service rules, and procedures within the administrative setup adheres to the regulations set by UGC, DHE Govt. of Assam, the affiliated university, and the GB. The selection committee formed by the GB conducts interviews, and DHE appoints candidates based on the GB's recommendations. A total of 19 appointments have been made in the last five years. Contractual full-time teachers, however, are appointed by the GB.

To promote teaching staff, the college adheres to Assam Govt rules by establishing a DPC. This committee assesses candidates based on their API scores, and selected candidates are recommended by the GB to the DHE for approval. However, promotions for non-teaching staff are based on seniority and merit. In the past five years, the college has submitted 39 teachers' promotion files to the concerned authority on time, out of which 30 teachers have been promoted to their next higher level of service.

#### **The effective Deployment of the Perspective Plan is seen in:**

- Improved academic results
- Introduction of value added/Add-on courses
- Faculty development, Skill development, Professional development programs have been organized
- Blended mode of teaching has been introduced
- Promoting a research culture by establishing research laboratories, organizing seminars and conferences, providing research projects to teachers, and offering incentives to faculty members for participating in conferences, seminars etc.
- Increased number of research publications and securing external research grants
- Student support for competitive examinations, career guidance, and skill development training
- Students excelling in extracurricular activities
- Improved physical infrastructure: new classrooms, staff and students' washrooms, well equipped laboratories
- Upgrading library facilities with RFID technology
- Digitization of classrooms and campus and use of ICT tools in teaching-learning and evaluation
- Outreach and extension activities, Gender equity promotion programs
- Effective financial management and fund mobilization.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.2.2*****Institution implements e-governance in its operations***

- 1.Administration**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examination**

**Response:** C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

**6.3 Faculty Empowerment Strategies****6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

The college has fostered a proactive environment on campus to ensure job satisfaction among its employees, offering various welfare schemes and initiatives:

- As per the UGC guidelines, performance appraisal is maintained in the college for each staff member, both teaching and non-teaching staff of the college. Service book with proper remark is

maintained. The institution follows teaching appraisal mechanism outlined in the Career Advancement Scheme (CAS) under UGC regulations. Faculty members are required to submit the Annual Performance Appraisal Report to evaluate their performance.

- Employees receive mandated benefits as per UGC regulations, including child care leave (CCL) and duty leaves (DL).
- Welfare initiatives during the Covid-19 pandemic included establishing vaccination centers on campus, installing hand-sanitizer dispensers, and distributing hand sanitizers prepared in the college.
- Modern infrastructure with air-conditioned rooms, including Principal's chamber, staff offices, IQAC, and conference rooms, along with modern restroom facilities.
- Increments and financial incentives provided to contractual employees periodically.
- Financial assistance is provided to the needy employees.
- Free Wi-Fi access and institutional email addresses provided to all employees.
- Computational facilities such as computers, internet, printers, and LCD projectors available to various departments.
- College library equipped with a separate reading room for faculty, Wi-Fi facility, and well-maintained washrooms.
- Financial assistance provided for staff to attend conferences, workshops, and Faculty Development Programs (FDPs).
- Regular meetings organized for IQAC, Pandu College Teacher's Unit, and Pandu College non-Teaching Employees Association.
- Well-equipped gymnasium and Yoga and Meditation facilities available for faculty, students, and non-teaching staff.
- Separate car parking facility provided for staff members.
- RO drinking water facilities are available in each block of the administrative and academic buildings for the convenience of all occupants.
- A day care center has been established to support working parents.
- Photocopy and printing center established for staff use at reasonable cost.
- Separate residential quarters provided for hostel superintendents. A few non-teaching staff members are provided with free accommodation within the campus.
- There is a provision for a visiting doctor facility for the hostel boarders and teaching and non-teaching staff residing on the college campus. The doctor visits the college 2-3 times a month.
- Canteen facilities offered to employees at subsidized prices, with food quality monitored by the canteen committee.
- Ramps, wheelchairs, and specialized restroom facilities provided for individuals with physical disabilities.
- Promotions for teaching and non-teaching staff conducted following SOPs outlined by UGC and Government of Assam, ensuring transparency.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 0

**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	<a href="#">View Document</a>

**6.3.3**

***Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years***

**Response:** 66.02

**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
81	94	60	61	81

**6.3.3.2 Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	26	26	27

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:****Strategies for Mobilization of Fund:**

- The college primarily receives grant from the Government Assam, students' fees from regular and self-finance courses, UGC, RUSA, DBT, ASTEC, NSS, contributions from well-wishers, alumni etc.
- The college also receives revenue from alternative funding sources such as CSR grants from various organizations/industries, sponsorships for organizing seminars/conferences from the granting agencies including ICSSR, NE-ICSSR, ICPR, MAKAIAS, NAAC, etc.
- The college receives grants for capacity building programs and extension activities etc.
- Rental facility for supplement of institutional funds.

On approval from the Governing Body, the college submits budget estimates to the sanctioning authority. Financial transactions are overseen by the Principal, while funds are allocated through committees such as the Purchase Committee, College Development Committee etc. The GB and core committees aid in planning and utilizing funds for infrastructural development, library, hostel and laboratory needs.

**Optimal Utilization of Resources and Funds are Strategized as Follows:**

- Allocations are made to committees and departments for organizing academic and extracurricular activities including seminars, conferences, expert lectures, workshops, training programs, and field trips.
- Purchases for administration, library, and laboratories are conducted through tenders.
- Funds from projects, schemes, or programs are utilized purposefully, with utilization certificates and audited financial statements submitted to the funding agency.
- Government grants are allocated for infrastructure enhancement, facility maintenance, and academic development.
- Regular inspections of the library and laboratories are conducted, with proper maintenance of records.

The college maintains transparent financial management, with the Governing Body monitoring resource utilization through effective auditing mechanisms. Both external and internal audits are conducted annually, ensuring financial integrity and accountability.

Internal Audits are performed by a Chartered Accountant to review account records and provide suggestions for improvement, reassuring management of correct handling and fraud prevention measures. External audits, conducted by the Auditor General of Assam through the office of the Director of Higher Education, verify financial records' accuracy and enhance credibility.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System****6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The IQAC of Pandu College plays a pivotal role in enhancing the quality of academic activities and institutional operations. Over the years, the IQAC has been instrumental in formulating strategies to bolster the skills and proficiency of students, faculty, and administrative staff, thereby institutionalizing quality assurance processes. Key strategies and functions include:

- Conducting periodic meetings to review teaching-learning methodologies and institutional operations.

- Overseeing the preparation and monitoring implementation of Academic Calendars and Departmental Teaching Plans.
- Organizing Central and Departmental Induction Programmes for newly admitted students
- Undertaking collaborative quality initiatives with other institutions
- Promoting the use of ICT in teaching-learning processes, with most departments equipped with ICT facilities
- Developing e-resources to enrich and disseminate knowledge among students.
- Conducting Career Counselling Programmes in collaboration with the Career Guidance and Placement Cell
- Arranging seminars, workshops, and webinars to facilitate multidisciplinary learning opportunities
- Establishing various student clubs to nurture creative qualities and provide platforms for extracurricular engagement
- Organizing capacity-building workshops for teaching and non-teaching staff on work ethics, data management, and stress management
- Conducting Faculty Development Programs (FDPs), seminars, and workshops to keep faculty members updated on evolving educational trends.
- Encouraging faculty and students to publish in quality journals and apply for research grants from prestigious institutions.
- Conducting both External and Internal Administrative and Academic Audits to ensure continuous improvement.
- Undertaking holistic audits such as Green Audit, Energy Audit, and Quality Audit to foster environmental consciousness.
- Recognizing and rewarding outstanding students, teachers, and alumni during college foundation day celebrations.
- Upgrading the college website and installing a digital notice board for effective communication of important information.

**The Teaching-learning Process has been Reviewed and Improved through Initiatives such as:**

- Integration of ICT in teaching-learning methods.
- Introduction of student-centric learning approaches like seminars, quizzes, hands-on training, and field visits.
- Collection of Self-Appraisal Forms from faculty.
- Maintenance of Head of Department's diary, monitored by the Principal.

**Furthermore, Post-accreditation, the College Continues to Strive for Incremental Improvements Through Various Quality Initiatives, including:**

- Introduction of Add-on courses.
- Signing of MoUs with other Higher Educational Institutions (HEIs).
- Augmentation of infrastructure to support academic and co-curricular activities.
- Implementation of e-governance in administration, finance, and admission processes.
- Organization of staff development programs and **capacity-building initiatives for students.**
- Attainment of ISO certification and participation in NIRF and AISHE.
- Incorporation of NEP-2020 related activities/programmes into educational policies.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**6.5.2**

**Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

**Response:** A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

*Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*

#### **Response:**

Pandu College is committed to foster a vision of gender equity and empowerment through its educational and extracurricular endeavors. The college actively promotes an inclusive environment that prioritizes security and addresses gender equity. Gender sensitization is integrated into the core of the curriculum, ensuring that all students receive comprehensive education on gender-related issues.

#### **Gender Audit**

Pandu College has conducted gender audits to assess gender gap and make policies for promotion of gender equity.

#### **Gender Equity & Sensitization in Curriculum**

Social Science disciplines at Pandu College offer specialized modules in gender studies. These modules cover a range of topics such as:

- Women and society in **Education**,
- Women's writing, feminist theory, and criticism in **English**,
- Gender studies in **History**
- Feminism in **Philosophy**
- Feminist perspectives, gender budgeting, and women in international relations in **Political Science**.

These courses provide students with a deep understanding of gender issues and their implications in various societal contexts.

#### **Co-curricular Activities**

- Expert lectures are organised every year for female students on subjects related to female health such as 'Child Marriage', 'Child Sexual Abuse' and 'Menstruation and Hygiene'.
- Pandu College conducted workshop on **Self Defense** to empower female students. To enhance self-defense skills, the Women's Cell organizes **Karate Training Program** for girls at Pandu College.
- Pandu College Women's Cell, published a book entitled '*Prayash*' with ISBN, focusing on the theme 'Women Empowerment'.

- The Cell offered a certificate course on **Tailoring**, where students create and sale eco-friendly bags to promote sustainability.
- The Cell conducted a certificate course on **Food Processing**.
- **International Women's Day** is commemorated every year to create awareness about gender issues amongst students and staff.
- **Global Women Breakfast (GWB)** is celebrated annually coinciding with the U.N. Day of Women and Girls.
- Awareness program on Women Health Hygiene and Nutrition by Women's Cell.
- Inter college online essay competition on 'Impact of Covid-19 on Women'.
- Poster making competition on 'Abuses of Child Marriage'.
- 'Antaranga Alap', an Interactive Session with noted Assamese novelist Sahitya Akademi awardee Arupa Patangia Kalita on 'Strategical Positions of Assamese Women'.

### Measures for Gender Equity

- Pandu College has established Prevention of Sexual Harassment Cell, Internal Complaints Committee (ICC) and Women's Cell to address gender-related issues within the campus.
- The Anti-Ragging Committee, Students Grievance Redressal Cell, and Employees' Grievance Redressal Cell play crucial roles in ensuring gender safety by addressing grievances related to gender discrimination.
- Maternity and Child Care Leave (CCL) are granted in accordance with government regulations.

### Facilities for women on campus

- Pandu College provides a Girls' Common Room and prioritizes campus safety and security, employing both male and female security guards.
- CCTV cameras are installed to enhance security.
- The Girls' Hostels (*viz.*, Mamoni Raisom Goswami and Chandraprabha Saikiani), within the campus, is secured with boundary walls and night guard. The Hostel Supervising Committee ensures facilities and maintenance.
- The college provides free sanitary pad vending machines and incinerators in the Girls' Common Room and Hostels.
- A Day Care Centre supports working parents.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 7.1.2

#### The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste

3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

**Response:** A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Pandu College, in its vision and mission, clearly states its intention to inculcate human values of discipline, tolerance, democratic inclusivity, and personal integrity. It is committed to preserving and promoting the cultural heritage of the region and the Nation. The College is dedicated to fostering harmony and tolerance among its students and staff, creating an inclusive environment that nurtures these values.

The College promotes cultural exchange by actively involving students in diverse cultural events, including cultural rallies, dances, drama along with other competitions, held during the Annual College Week, Foundation Day, Fresher's Social and other celebrations. These events provide students with opportunities to exhibit their diverse regional cultures and traditions.

With due respect to its **cultural and regional inclusivity**, the College celebrates a plethora of regional and national cultural festivals, such as Saraswati Puja, Eid, Holi, Diwali, and various birth and death anniversaries of revered figures like Bishnuprasad Rabha, Dr. Bhupen Hazarika, Rabindranath Tagore, Upendranath Brahma etc. These festivities not only honor the cultural richness of the region but also underscore the college's dedication in promoting cultural harmony and understanding.

The **linguistic** diversity at Pandu College is equally remarkable, with six language departments offering courses in Assamese, Bengali, Bodo, English, Hindi, and Sanskrit. This linguistic mosaic enables a bilingual or multilingual approach to instruction, thereby enriching the academic experience for students hailing from diverse linguistic backgrounds. The college actively encourages such diversity by publishing multilingual magazines like "Pandujyoti" and departmental publications, showcasing the linguistic talents and interests of its community.

As a premier institute of North East, the college embraces individuals from all **communities and regions** to cultivate a diverse and inclusive learning environment. This commitment is reflected in its implementation of reservation policies for student admissions and staff recruitment, in accordance with government regulations. Additionally, the college maintains a Students' Welfare Fund to provide financial assistance to those in need, ensuring that socio-economic barriers do not hinder access to education. Students are informed about the different categories of scholarships (by government and other agencies) that could be availed by them.

The College takes initiatives like conducting awareness campaigns, organizing seminars, and workshops to sensitize students and employees to inherit human values and constitutional obligations. In the class, they are familiarized with the concepts of fundamental rights and duties, freedom of expression, and human rights. This proactive approach to education empowers students and employees to become informed and responsible citizens, enriching their understanding of societal principles and equipping them with the necessary tools to contribute positively to their communities.

Beyond academics, Pandu College places a strong emphasis on civic engagement and national consciousness. The Electoral Literacy Club plays a pivotal role in educating students about active and

responsible political participation. The significant national days such as Independence Day, Republic Day, and Gandhi Jayanti are observed to raise awareness about constitutional duties and values. Furthermore, the college actively participates in social and national missions such as Environmental Conservation, organizing tree plantation drives, and promoting initiatives like the "Har Ghar Tiranga" campaign.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**

**Response:**

#### PRACTICE 1

##### 1. Title of the Practice

**Educational Outreach for Socioeconomically Disadvantaged Individuals**

##### 2. Objectives of the Practice

- To empower underprivileged individuals through education, helping them enhance their socio-economic status.
- To mitigate the effects of socioeconomic inequality by providing educational support and resources to those who may face barriers to learning
- To promote health literacy, healthy behaviors, and access to healthcare services through education, thereby improving overall well-being
- To provide the knowledge, skills, and tools necessary for personal and professional development, empowering individuals to improve their lives and communities.

##### 3. The Context

- Disadvantaged people face obstacles to good education, like poverty, lack of transport, poor infrastructure, and distant schools. Solutions like mobile classrooms, community centers, and online platforms are needed.
- Our college runs this program using all available resources, including funding, staff, and infrastructure. Addressing challenges like securing sustainable funding, recruiting volunteers, and optimizing resources is crucial.

- Underprivileged communities in Pandu locality lack essential resources such as adequately staffed schools, stationery, and technology, hindering effective learning.
- Economic constraints force children from these families to prioritize work or household duties over school.

#### 4. The Practice

- Pandu College have partnered with the NGO 'Snehalaya' and Harijan Hindi LP School in Pandu, to foster a supportive learning environment and nurture the academic growth of the students.
- We have prioritized adult education, focusing on women in our community. They are learning essential literacy skills like writing and numeracy. This initiative empowers them, enhancing their quality of life and encouraging societal participation.
- To enhance health literacy, encourage healthy behaviors, and improve access to healthcare services through education, we have arranged awareness programs on health and hygiene, as well as health checkup camps.
- To equip individuals with the skills and tools essential for personal and professional growth, we have provided training to those in need in LED bulb assembly, mushroom cultivation, food production, and more.

#### 5. Evidence of Success

- One significant outcome is the increase in enrollment rates among underprivileged children, while another is the improved attendance rates among underprivileged students, certified by the Head Teacher of the Harijan Hindi LP School.
- Also, the grades achieved by Horizon School have shown a marked improvement, progressing from grade 'D' in 2017 grade 'A' in 2024, attributable to the collaborative efforts extended by our college.
- The academic departments of the college have organized about 30 programs and activities focused on mathematics education, language proficiency, and science learning. These initiatives aim to support underprivileged individuals in their educational endeavors, with promising outcomes observed so far.
- We organized literacy programs for a group of completely illiterate women from the nearby area. Through these efforts, these women, who had no prior knowledge of reading or writing, have now acquired the basic skill of writing their names.

#### 6. Problems Encountered and Resources Required

- We have enlisted student volunteers to teach the school students. However, due to their own class commitments, maintaining regular teaching schedules for them is challenging.
- Most of these people face financial constraints that prevent them from participating in educational programs.
- Economic constraints often force children from these families to prioritize work or household responsibilities over attending school.

### PRACTICE 2

#### 1. Title of the Practice

## **Empowering Individuals for the Digital Economy**

### **1. Objectives of the Practice**

- To promote financial inclusion by enabling individuals to access digital banking services, make digital payments, and participate in online financial transactions, thereby reducing barriers to economic participation.
- Encouraging the development and adoption of innovative digital technologies, products, and services to drive economic growth and competitiveness.
- Equipping individuals with digital skills that are in demand in the modern job market, thereby increasing their employability and job prospects.

### **3. The Context**

- Ensuring the availability of reliable and affordable digital infrastructure, including internet connectivity and access to devices, especially in rural and remote areas.
- Promoting awareness of cybersecurity risks and safe online transactions to protect individuals and businesses from cyber threats.
- Promoting a culture of continuous learning and upskilling to enable individuals to adapt to technological advancements and remain competitive in the digital economy.
- Many individuals lack essential digital skills for the digital economy. Targeted training in digital literacy and marketing is needed.

### **4. The Practice**

- To conduct digital literacy programs, including hands-on training covering topics such as basic computer operations, internet usage, online safety, and digital tools and applications.
- Conducting educational campaigns to increase awareness about digital banking services and the benefits of using digital payment platforms. We offer training to help people, learn how to use digital banking apps and make safe online transactions with the help of bank staff.
- Conducting financial literacy programs to help individuals understand personal finance basics, including budgeting, saving, investing, and the risks and benefits of digital financial services.
- Establish feedback mechanisms to gather input from users about digital banking services.

### **5. Evidence of Success**

- Received positive feedback from participants, highlighting improved confidence and skills in using digital tools and online financial services.
- Many people who attended the training sessions have adopted digital banking apps and online payment platforms. They stated that they use apps like Google Pay, BHIM, and Paytm, as well as debit and credit cards, for their daily financial transactions.
- A significant rise in the number of digital transactions in the Pandu locality is observed, and many shopkeepers and street vendors are now using QR codes for payments.
- Our financial literacy programs, aimed at educating individuals about personal finance, saving, and investing, have inspired many to start saving and investing. Participants have invested in SIPs, mutual funds, self-help groups, PPFs, and other avenues.

### **6. Problems Encountered and Resources Required**

- Insufficient internet connectivity in rural and remote areas poses a challenge.
- Some are reluctant to use technology, hesitating during online activities and transactions due to data privacy, and digital security concerns.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

#### **Inculcation of Moral, Spiritual and National Values**

The distinctiveness of Pandu College is inculcation and dissemination of moral, spiritual and national values. Adhering to its Vision and Mission Pandu College is striving to produce human resource/ students with analytic brain, empathetic mind and spiritual essence. The logo of college is based on Upanishadic Mantra “Jyotirgamaya”. This is also the symbolic embodiment of the vision of the college. Keeping this in mind the college aims at inculcation and dissemination of moral, national and spiritual values for the holistic development of students.

Rooted in a deep commitment to its community and Nation/society Pandu College stands as a beacon of educational excellence as well as a center of holistic development. For over six decades, Pandu College has been dedicated to instilling value-based education. It aims not just academic growth but nurtures the overall development of its students. In addition to academic lesson the college aims in inculcation of ethical, spiritual and human values. College tries to give exposure to students by imparting value-based learning facilities.

At the core of its mission, Pandu College emphasizes the importance of cultural preservation, physical and mental well-being. Through a range of workshops on Yoga the college emphasizes not only celebrates the rich cultural heritage of Assam but also encourages students to stay physically active and mentally agile. Adding values to the above, Pandu College organized a 60 hours Foundation Course on YOGA in collaboration with Indian Yoga Culture & Yoga Therapy Centre, Guwahati. Furthermore, Pandu College has taken proactive steps to promote holistic well-being through partnerships and collaborations. The Memorandum of Understanding (MoU) with Vivekananda Kendra Guwahati, highlights the college's commitment to promoting yoga and wellness programs. In continuation with this Pandu College organized a workshop on “Stress Free Examination” for the benefit of the students on 09/01/2022. These initiatives not only benefit the students, staff, and teachers of the college but also

contribute to the overall well-being of the community.

Pandu College aims to teach students to disseminate their knowledge to society to make it more useful and meaningful. College facilitates different platform for students through which they can participate in community service, social awareness programme and volunteer work. Through these activities students learn the value of giving back to society, develop empathy and compassion for others and gain a deeper understanding of the social issues. Students of the college regularly extend their service to underprivileged by imparting knowledge in different nearby schools and in the adopted village of the college. They also make disadvantaged people aware of health care, value of education, value of equality and digital economic literacy.

As a part of outreach activities of NSS, NCC and IQAC, students undertake activities of spreading social awareness and human values. During Covid-19 pandemic our students made Hand-sanitizers under the guidance of teachers and distributed in the neighborhood. They also worked as volunteers during the period of Covid vaccination of community people in the college.

Organizing different workshops, seminars on ethics and motivational speeches on human values to encourage and engage students in participative learning of values. Such activities emphasize the institution's commitment to holistic development and importance of nurturing moral values alongside academic pursuits. Different departments organize workshops, seminars and motivational speeches on human values to encourage the students and to engage them in participative learning of values.

Our college gives effort to develop spiritual values among students. Apart from Yogas, mindfulness practice, prayer and meditation activities are conducted regularly. Hostel inmates are regularly engaged in evening prayer and meditation activities.

Pandu College has been conducting a Goodman project for students since 2019. The Goodman project is a project that aims to inculcate good human values among students by recognizing their own good deeds on daily basis. Here students are asked to write down any good work done by them on a piece of paper and drop it in the drop box provided by the department in front of it. The department collects the sheets in a regular interval and use to paste some of the best sheets on a chart paper to recognize the student's work. Doing this encourages the students to perform more good deeds and gradually inculcate good human values in them.

The ethos of Pandu College is deeply rooted in respect for constitutional values and ethical standards. College organizes awareness program among students to make them aware of constitutional value. Similar effort is reflected in the daily practices of the college, such as regular prayers in the hostels, chanting of the State Anthem, College Anthem, and National Anthem at various events. By adhering to these principles, the college aims to instill National values and a sense of discipline, respect, and patriotism among its students and staff.

Every year International Youth Day is celebrated to inspire the students with students about their hidden potentials and to use their good energy and potentiality in the service to nation.

Beyond the confines of the college campus, the Pandu College fraternity actively engages with society, embodying its values through extension service and outreach programs. For instance, organizing relief camps for flood victims demonstrates a deep sense of empathy and social responsibility. Similarly, the regular classes conducted by our students in neighbouring schools and adopted villages exemplify the

college's commitment to spreading knowledge and education beyond its walls, inculcating and disseminating values help students to build a strong ethical character, good human being and responsible citizens.

In essence, Pandu College's performance with distinctiveness is a testament to its unwavering commitment to its vision and mission. By nurturing a holistic educational environment, promoting cultural heritage, and serving the community, the college continues to be a beacon of inspiration and excellence in the field of education.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Some accomplishments of the college are:

1. Construction of a well-equipped Two storied Auditorium .
2. Organised International Conference jointly with Assam Don Bosco University on 16th-17th March 2023
3. Organized two Day International Seminar on March 15 -16. 2024 in Collaboration with (NEICSSR).
4. Organized NAAC sponsored Online National seminar on 25th February 2023
5. Further, the diverse activities of its faculty in academic, literary and socio-cultural fields have brought laurels to the college
  - Dr. Mrinal Kalita, received Sahitya Akademi's Bal Sahitya Puraskar 2021 for his Assamese novel Bakul Phulor Dore.
  - Dr. Shantanu Roychowdhury, has been recognised as one of the 12 Yoga Gurus by NYSF under ministry of Youth Affairs and sports, Government of India in 2021.
  - Dr. Pranabjyoti Narzary, has been selected as secretary of Prestigious Bodo Sahitya Sabha in 2023.
  - Pallabi Konwar's translation work has been published in the prestigious Commonwealth Foundation's online literary magazine adda, in its special issue on "Translations: South and Southeast Asia" in July, 2021.
6. Three International MOU have been signed with:
  - Department of water Engineering, Isfahan University of Technology, Iran on 13.02.2023.
  - Bhutan India Friendship Association on 19.12.2023
  - Uma Global Inc, New York, USA on 31.03.2024.
7. The college organized
  - An International cultural exchange program with Bhutan India Friendship Association on 21.12.2023.
  - A National Level Symposium in Collaboration with Sahitya Akademi on 30.12.2023
  - A Workshop on Translation on 30.04.2024.
8. Established a psychological counselling cell .
9. Its alumni Dr. Purnima Devi Barman achieved Whitley Gold Award 2024 from Royal Geographical Society, London.
10. Arjina Begum, a student of Pandu College participated in the Republic Day Parade, New Delhi, attended National Camp of NSS and received first prize in Bihu performance.

### Concluding Remarks :

Pandu College has travelled a long way since its inception in 1962 and has been offering persistent service in the field of education. In this period of its eventful journey the college has upgraded itself to a prestigious institute of higher education in the region. With 22 UG, 7 PG and self-financing programmes on Biotechnology and Computer Science, the college has been grooming thousands of students every year.

Pandu College has celebrated Golden Jubilee during 2011-2013. The inaugural and concluding ceremony were graced by two former president of India, honorable Dr. A.P.J Abdul Kalam and honorable Pranab Mukharjee respectively. In 2023 the college celebrate its diamond jubilee.

In its eventful journey Pandu College has significantly contributed towards the holistic development of students. The college aims to instill civic sense, concern for environment and gender equity in students to promote commitment towards society as an outcome of education.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>																				
1.2.2	<p><b><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1100</td><td>252</td><td>9</td><td>402</td><td>731</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>987</td><td>120</td><td>7</td><td>202</td><td>555</td></tr></table> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1100	252	9	402	731	2022-23	2021-22	2020-21	2019-20	2018-19	987	120	7	202	555
2022-23	2021-22	2020-21	2019-20	2018-19																	
1100	252	9	402	731																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
987	120	7	202	555																	
3.1.1	<p><b><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></b></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>63.8472</td><td>2.4524</td><td>4.0000</td><td>0</td><td>8.5606</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45.89</td><td>1.09</td><td>4.0000</td><td>0</td><td>2.89</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	63.8472	2.4524	4.0000	0	8.5606	2022-23	2021-22	2020-21	2019-20	2018-19	45.89	1.09	4.0000	0	2.89
2022-23	2021-22	2020-21	2019-20	2018-19																	
63.8472	2.4524	4.0000	0	8.5606																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
45.89	1.09	4.0000	0	2.89																	

Remark : DVV has considered the supporting document and made changes accordingly.

**3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years**

**3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	17	5	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
31	11	04	01	02

Remark : DVV has considered the supporting document and made changes accordingly

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**

**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
24	18	27	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	17	7	2

Remark : DVV has considered the supporting document and made changes accordingly after taking into consideration only those journals which are notified under UGC Care List.

**3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**

**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

70	22	2	1	10
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	09	02	0	06

Remark : DVV has considered the supporting document and made changes accordingly

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :14

Remark : DVV has considered the supporting document and made changes accordingly

4.3.2 **Student – Computer ratio (Data for the latest completed academic year)**

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**

Answer before DVV Verification : 157

Answer after DVV Verification: 130

Remark : DVV has considered the supporting document and made changes accordingly

5.1.2 ***Following capacity development and skills enhancement activities are organised for improving students' capability***

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly

5.1.4 ***The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases***

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above  
 Remark : DVV has considered the supporting document and made changes accordingly

**5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

**5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	4	4	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	2	2	1	2

Remark : DVV has considered the supporting document and made changes accordingly

**5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)**

**5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
119	33	2	8	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	2	3	07

Remark : DVV has considered the supporting document and made changes accordingly

**6.2.2 Institution implements e-governance in its operations**

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above  
 Remark : DVV has considered the supporting document and made changes accordingly

**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	18	35	33	56

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as only teachers to whom financial assistance of 2000 or more has been provided has been considered.

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations