

Self Study Report - 2016



POLBA MAHAVIDYALAYA

Vill & P.O.- Polba, Dist.- Hooghly, West Bengal., Pin-712148

Email:- officepolbamahavidyalaya@gmail.com

Website :- [http// : www.polbamahavidyalaya.com](http://www.polbamahavidyalaya.com)

Contents

| Items | Page No |
|---|---------|
| Letter from Principal | 03 |
| Certificate of Compliance | 04 |
| Preface | 06-07 |
| A Brief Historical Account Of The College | 08- 10 |
| Executive Summary | 11-16 |
| Profile of the Affiliated/Constitutional College | 17- 32 |
| CRITERION-WISE INPUTS | |
| Criterion – I: Curricular Aspects | 34-43 |
| Criterion – II: Teaching, Learning and Evaluation | 44-68 |
| Criterion – III: Research, Consultancy and Extension | 69-88 |
| Criterion – IV: Infrastructure and Learning Resources | 89-101 |
| Criterion – V: Student Support and Progression | 102-115 |
| Criterion – VI: Governance, Leadership and Management | 116-142 |
| Criterion – VII: Innovations and Best Practices | 143-151 |
| EVALUATIVE REPORTS OF THE DEPARTMENTS | |
| Department of Bengali | 153-159 |
| Department of English | 160-166 |
| Department of Economics | 167-172 |
| Department of Education | 173-178 |
| Department of Geography | 179-184 |
| Department of History | 185-192 |
| Department of Philosophy | 193-198 |
| Department of Political Science | 199-204 |
| Department of Sanskrit | 205-211 |
| Declaration of the Head of the Instituion | 212 |
| ANEXTURE-I- (2F AND 12B REGISTRATION) | 213 |
| ANEXTURE-II (UGC GRANT CERTIFICATE) | 214-215 |
| ANEXTURE-III (UNIVERSITY AFFILIATION) | 216 |
| ANEXTURE-IV (Audit Report) | 217-220 |
| ANEXTURE-V (Students' Feedback Format) | 221-224 |

Telephone: (03213) 225128, 225133
 Fax : (03213) 225128

web site: polbamahavidyalaya.com
 e-mail: officepolbamahavidyalaya@gmail.com

POLBA MAHAVIDYALAYA
 Post Office - Polba, District – Hooghly, West Bengal, Pin - 712148
 AFFILIATED TO THE UNIVERSITY OF BURDWAN
 Recognized under Sections 2(f) & 12(B) of the UGC Act. 1956

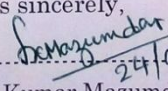
Ref. No. **PM/350(2015-2016)** Date: **24-06-2016**

From
 The Principal,
 Polba Mahavidyalaya,
 P.O. & P.S.-Polba, Distt.-Hooghly,
 PIN-712148, West Bengal.


To
 The Director,
 National Assessment and
 Accreditation Council
 P.O. Box No. 1075, Nagarbhavi
 Bangalore-560072, India

**Sub: Uploading of Self Study Report of Polba Mahavidyalaya for
 First Cycle Accreditation**

Respected Sir,
 I beg to upload the Self Study Report of Polba Mahavidyalaya in our official website
www.polbamahavidyalaya.com for our first cycle of accreditation by your esteemed council.
 Kindly accept this Self Study Report of Polba Mahavidyalaya.
 I request you to give me necessary instructions in this regard.
 I shall send the hard copy of the uploaded Self Study Report within stipulated period.
 With regards,

Yours sincerely,


 (Dr. Sushanta Kumar Mazumdar)
 Principal
 Polba Mahavidyalaya
 P.O.- Polba, Dist.- Hooghly
 West Bengal



mail – officepolbamahavidyalaya@gmail.com

Telephone :- (03213) 225128, 211319

Fax :- (03213) 225128



POLBA MAHAVIDYALAYA

Post Office - Polba, District – Hooghly, West Bengal, Pin - 712148

AFFILIATED TO THE UNIVERSITY OF BURDWAN

Recognised under sections 2(f) & 12(B) of the UGC Act. 1956

Ref. No.

Date :- 24.06.2016

Certificate of Compliance

This is to certify that Polba Mahavidyalaya fulfils all norms

1. Stipulated by affiliating University and/ or
2. Regulatory Council/ Such as [UGC, NCTE, AICTE, MCI, DCI, BCI, etc.]
3. The affiliation and recognition is valid as on date.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulation Council as the case may be.

In case the undertaking submitted by the institution is found to be false, then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date:- 24-06-2016

Place:- Polba, Hooghly.

(Dr. Sushanta Kumar Mazumdar)

Principal
Polba Mahavidyalaya
P.O.- Polba, Dist.- Hooghly
West Bengal



SELF STUDY REPORT (SSR)

FOR SUBMISSION TO

NATIONAL ASSESMENT & ACCREDITATION COUNCIL

(NAAC)

BENGALURU, INDIA

FOR FIRST CYCLE OF ACCREDITATION- 2016.

PREFACE

“Tamaso Maa Jyotirgomaya”

It is an undeniable fact that education expands the potentials of a nation. To withhold education as the coveted treasure of a privileged few is perhaps a great crime towards the humanity as a whole. Education not only liberates the minds and thought of the individual but also uplifts the overall quality of life. On this note, we must recall what our great nation builders had envisioned. Mahatma Gandhi, Jawaharlal Nehru or Dr. B.R. Ambedkar had dreamt of a nation where development would not come only as a sporadic urban outgrowth, but as a balanced progress with social justice.

The founders of the institution had envisioned the popularisation of higher education among communities and areas that had been otherwise left out from the circle of elitist urban centric development. The institution was convinced that the first step of providing social justice and balanced development to these areas was to provide them with the scope of higher education and a good academic and cultural exposure. Thus the college was founded on 19th September, 2005 in a rural setup but in a central location accessible from the adjoining Magra, Bandel, Pandua and Mahanad.

Polba-Dadpur block has a population of 239493 of which 34.83% belongs to Scheduled Caste and 12.05% belongs to Scheduled Tribe communities. The area also has a considerable population from OBC and other minority communities. Polba Mahavidyalaya being the only college in an area exceedingly populated by backward communities thus justifies its central motto of education with social upliftment. At the time of the foundation of the college it was also seen that the area which otherwise boasted of some of the oldest schools of the area like the Free Mission School of Mahanad, established in 1856 or the Akna High School of Polba-Dadpur established in 1889, lacked a centre of quality higher education. Thus a large section of not only the economically and socially backward meritorious students but also the girl students were losing the chance of achieving higher academic excellence.

Since its inception the college has incessantly tried to provoke the culture of learning among these marginalised groups. The records of the student enrolments of 2014-2015 show that 50.9% of the students were female. Also 42.5% of its students belonged to the reserved communities. This stands as the mark of the success of the college in its primary objective.

The college currently offers B.A. Honours courses in Bengali, Sanskrit, English, History, Philosophy, Political Science and Education. It also offers general courses in Geography and Economics. Despite being a rather young college, the college provides the scope of all government scholarships for the backward community and other minority students. It also provides free and half free scholarship to the meritorious and needy students.

It has constantly endeavoured to develop its infrastructure to provide an environment of scholarly excellence. From ensuring the recruitment of full time teachers to expand its

construction the college wants to play a central role in the work of the development of the locality.

However the college feels that it has no space to be complacent. It must strive to remove all its drawbacks and provide the best possible education to the students. Therefore it has taken the step to get itself accredited by the NAAC despite being in a rather formative stage.

Polba Mahavidyalaya is therefore submitting the Self Study Report for assessment and for the first cycle of accreditation. The college look forward to the suggestions and recommendations from the NAAC to push itself towards excellence.

The Self Study Report is submitted in the prescribed format: a) Preface; b) Executive Summary; c) Profile of the institution, d) Criteria-wise analytical report, e) Inputs from each of the departments.

During the preparation of Self Study Report, we have collected data- teacher wise, individual wise and institution wise. In this regard, cooperation and assistance from all stakeholders are gratefully acknowledged.

A BRIEF HISTORICAL ACCOUNT OF THE COLLEGE

Polba Mahavidyalaya embarked on its journey from 19th September 2005 with the goal of providing all round opportunity to higher education to a greater population especially those from the marginalised and back ward communities. This has been an incessant endeavour as the college is situated in the Polba Dadpur Block that has been identified as a SC/ST concentrated block by the appropriate authorities.

The college being the product of a strong participation and will of the local populace, stands committed to its motto of overall development and progress of not only itself but also its surrounding social milieu. Thus it has developed an inclusive model of teaching-learning with sincere dedication towards social participation and development.

Polba Mahavidyalaya is a ten year old, rather young institution of higher learning affiliated to the University of Burdwan, West Bengal since its inception in 2005. Initially the functioning of the college was organised by the local enlightened figures and philanthropists. It began to organise with an Ad Hoc Governing Body from 17.08.2002, with Sri Probir Ghosal as its Founder Secretary. The college continued to function under the ad hoc Governing Body till 07.03.2008 with Dr. Amallesh De Sarkar as the ad hoc Teacher in Charge. The first full and permanent Governing Body was formed on 08.03.2008 with Sri Narugopal Kaibarta, Teacher in Charge as its Secretary and Sri Ashutosh Mukhopadhyay as the President. The college administration was further strengthened when Dr. Sushanta Kumar Mazumdar joined on 08.04.2008 as the first full time Principal of the college. Since 2008 Polba Mahavidyalaya has functioned under the lawful and efficient guidance of three Governing Bodies, without any break.

Till 02.08.2006 the college functioned entirely on the service of temporary guest lecturers. Sri Narugopal Kaibarta joined as the first permanent full time teacher of the college on 03.08.2006 as Lecturer in History (subsequently Assistant Professor of History). Dr. Kaliprasad Mishra joined on 12.08.2006 as an Assistant Professor of Sanskrit. Sri Sanjay Kumar Ghosh joined on 18.08.2006 as an Assistant Professor of Bengali. Smt. Sharmistha Gupta (Dutta) joined on 10.03.2007 as an Assistant Professor of Philosophy. Sri Sribas Biswas joined on 06.05.2010 as an Assistant Professor of Bengali.

Sri Santanu Sengupta joined on 16.07.2014 as an Assistant Professor of History. Smt. Pratima Dhali joined on 21.07.2014 as an Assistant Professor of Philosophy. Sri Preetam Mandal joined on 01.08.2014 as an Assistant Professor of Sanskrit. Sri Milan Kisku joined on 08.08.2014 as an Assistant Professor of Political Science. Md. Mizanur Rahaman Sardar joined on 12.03.2015 as an Assistant Professor of English. Smt. Manali Choudhury joined on 04.06.2015 as an Assistant Professor of English. The college has been successful in filling up all its sanctioned teaching posts barring one, which it hopes to fill up as soon as the West Bengal College Service Commission provides a suitable candidate. Currently only Education and Geography departments are running with guest teachers, the college however intends to pull in permanent faculty members as soon as the Department of Higher Education, Government of West Bengal creates the post and the West Bengal College Service Commission gives its recommendation for suitable teaching faculty.

The college functions with the constant effort of its non teaching work force of five members who joined the college on 29.08.2006. The institution currently has one

administrative staff member- Sri Amlan Kanti Ghoshal, Accountant subsequently promoted as Head Clerk with effect from 26.02.2016 The institution has three support staff members- Sri Rakesh Neogi, Library clerk subsequently promoted as Cashier with effect from 26.02.2016; Sri Amit Kumar Ghosh, Peon, Sri Bishwanath Dhara, Peon and Sri Debu Mallav, Darwan subsequently designated as Guard.

The college began operating in a rather rocky situation with only 17 students in General courses. The college lacked any permanent faculty before August 2006. In the beginning, it conducted teaching learning in B.A. General Course of study in Bengali, English, History, Philosophy, Political Science and Sanskrit. Subsequently teaching- learning in B.A. Honours courses of study in Bengali, History and Sanskrit had started from the academic year 2007-2008. Teaching learning in B.A. honours in English and Philosophy and B.A. general course in Economics had started from the academic year of 2009-2010. Further we have started teaching learning in B.A. General courses in Education and Geography were introduced from the academic session of 2012-13. Teaching learning in B.A. Honours course in Education and Political Science has started from academic year of 2015-16.

In terms of infrastructure, the college began with a low key basic infrastructure with the assistance of the Governmental and local Agencies. The modernisation of the college has however covered great grounds since Dr. Sushanta Kumar Mazumdar joined as the Head of the institute. Particularly in terms of computerisation and digitisation of the institutional activities, the college has acquired around sixteen computer systems (leaving aside other peripherals like photocopier, printer, scanner, projector etc.). In 2010, the college acquired its first projector taking the first step towards expanding its teaching methods from chalk and talk to using multimedia tools. The institution is incessantly trying to develop in this field and has worked to create a fully dedicated ICT room to cater to this. The college has also been particularly concerned about the health and sanitation of its students. In 2011, to ensure uncontaminated and purified drinking water for its students and staff members, it installed three water purifying systems. To provide further comfort to the students in particular a water cooler was installed for them in 2015. To ensure that academic activities are not hampered due to the common power cuts in the rural area, the college installed two generators in 2010 and 2011. The college has also been very concerned about providing a safe environment for its students and in order to do so, from 2013 CCTV surveillance has been set up in the campus. From 2014, the college has started to erect a concrete boundary wall; this work is still in progress.

The college has maintained a clean record in maintaining its administrative transparency along with administrative excellence. An RTI cell was established with Mr. Sanjoy Kumar Ghosh, Assistant Professor of Bengali as its State Public Information Officer and Dr. Kali Prasad Mishra as Appellate Authority; a Grievance Redressal cell has been set up in 2015 to provide speedy remedial to any problems faced by the students and staff. The college was most enthusiastic in implementing online admission system in 2014 to ensure maximum transparency in the procedure.

The college has turned its attention towards developing the academic strength of its students and faculty. A 'Research Consultancy and Extension Committee' was set up in 2015 to encourage research oriented activities among its faculty members. Regular extension lectures and seminars have been started from 2015 to encourage excellence in the field of learning for the stakeholders. The college has encouraged NSS activities to encourage best possible social participation alongside academic activities. A Gender Sensitization Cell has been established in 2015 to ensure gender equality and harassment free environment in the institution. By establishing herbal gardens and plantation

activities, the students are made aware of the ecology's importance. To help the students to develop their knowledge base beyond the strict academic regimen and create a job oriented knowledge base the college has endeavoured to form extension courses in Sanskrit, Communicative English and Computer literacy. To ensure that the marginalised SC/ST or Minority students of the college are encouraged, the institution takes an active initiative to ensure government scholarships to students belonging to these communities. While there is no scope and reason for complacency, the college is incessantly pushing itself towards greater goals of extending its academic and infrastructural base towards providing best education and knowledge to the society.

Executive Summary

Polba Mahavidyalaya has been named after the location where it was founded to respect long cherished aspiration of population of Polba and adjoining areas and to pay gratitude for active support to these people. It was set up by an administrative order and financial aid or support of the Higher Education Department, Government of West Bengal.

According to the Office of the Block Development Officer, Polba-Dadpur Development Block, Polba, Hooghly, the latitude and longitude of the college are North 022°57'42.59" and East 088°18'33.45" respectively and the population of the locality of the college as per 2011 census is 263,555 (all of which is rural).¹ 133,678 of the total population are male and 129,877 of the total population are female. The SC component of the area's population is 94,320 (35.79%) and ST component of the area's population is 30,240 (11.54%). Muslim population of the Polba-Dadpur Block is 50,846 (19.29%).

The existence of eleven years is crucial for a higher education institution to flourish and structure its unique academic environment. In spite of being situated in a rural area, this college is still steady in its sojourn towards extension of higher education in this locality in particular and in Polba-Dadpur block, earmarked as Integrated Tribal Development Block, in general.

With a campus area of 4.54 acres (18372.7282 in sq. meters) and built up area of 5307.0 sq. meters the college has reached gradually to a moderate infrastructural base which is rather considerable achievement for a newly established college like ours. The current number of class rooms have increased to nine of which two rooms are presently equipped with projector, white screen and public address system.

Two internet connections have been installed but critical areas like the administrative office, library, staff room and IEQA room have been connected through suitable LAN. The college has one medicinal plant garden, one Girls' Hostel (under construction), one playground, one counselling room, gender sensitization and grievance redressal committee room.

The college runs in one shift with a students' strength of over six hundred. The teaching staff with great understanding, disciplined students, concerned non-teaching staff members, a Governing Body with parental mentality has worked incessantly towards

¹ "C.D. Block Wise Primary Census Abstract Data(PCA)". 2011 census: West Bengal – District-wise CD Blocks. Registrar General and Census Commissioner, India. Retrieved 17 June 2016.

progress and all-round development. The responsible Students' Union stands always by the side of students and administrative machinery towards extension of higher education in the locality and surrounding areas.

The Milestones of the College

1. The college received permanent affiliation from the University of Burdwan in the academic session of 2008-2009 (Letter dated 03.04.2009).
2. The college received recognition under Sections 2(f) and 12(B) of UGC Act of 1956 w.e.f.14.06.2010.
3. The college has become able to start its teaching and learning in B.A. Honours courses from the academic year of 2007-2008.
4. The most recent achievement of the college was to be able to start B.A. Honours degree courses in Political Science and Education from the academic session of 2015-2016.
5. The college has made its entire admission procedure online from the academic session of 2015-2016.
6. The college has also made arrangements to make the process of form fill-up for university examinations online from 2016 as per direction of the University of Burdwan.
7. The college was able to create a functional IQAC to ensure quality education and development of infrastructure for the institution in 2014.
8. The college completed the construction of the first storey of a part of its Girls' Hostel in 2015.

STRENGTHS

1. The college has a unique work culture, where teachers, administrative staff and other support staff members perform relentlessly together as a team for the development of the college under the administrative control of the Principal.
2. Other than the departments of Political Science and Education, all other departments have two full time teachers, ensuring greater competence in the planning and execution of the academic affairs.
3. The faculty is dedicated both inside and outside the classroom to ensure incessant counselling to the students to extract the best qualities out of them.
4. The non teaching staff community is most concerned about the need of the students thereby ensuring a congenial academic environment in the college.

5. In spite of being situated in a considerably backward Integrated Tribal Development Block, the college has a disciplined, interested and participatory student community.
6. Being the first college in the locality that has only 62.6% female literacy rate, the college has an invested presence of female students accounting to almost 50.9% of the total students.
7. The college has carried out computerisation of all administrative works and digitisation of all records including those of students is in process to ensure greater transparency and efficiency.
8. To ensure transparency in governance, the college has a dedicated RTI response unit.
9. The college has an efficient and dedicated Governing Body and an alert IQAC Cell that constantly pushes for the development of the college in its entirety.
10. The college has a serene, scenic and calm environment that encourages academic activities.
11. The college has a strong library unit with a dedicated reading space that supplies necessary textbooks, as well as higher academic titles to develop academic acumen and to instil intellectual inquisitiveness among the students.
12. The campus is under CCTV surveillance that ensures a secured environment that in turn encourages better academic productivity.
13. The college has installed ample number of computers to ensure adequate access to students, faculty and other staff members guaranteeing switchover to IT based work culture.
14. The college has a dedicated ICT room that encourages multimedia based teaching-learning. Two other class rooms have also been equipped with projector and LCD screens.
15. The college has two powerful generator units of 20-KVA ensuring consistent power supply that has made the college hours more productive.
16. Adequate supply of purified and cold drinking water for students and staff. (Two BLUSTAR WATER COOLERS & five Aqua Guard/Kent water Purifiers)
17. The college has a balanced population of General, SC/ST, minority and OBC categories of students and also a majority component of girl students creating a pleasant and tolerant atmosphere of teaching-learning.
18. Gender sensitivity is given primary importance in the college. There are separate toilets for girl students and female teaching staff members. In 2015, the college took a crucial initiative in institutionalising the idea of gender parity by establishing a Gender Sensitization Cell composed of members of the student, teaching and nonteaching communities.
19. An active Anti Ragging Cell ensures adherence to UGC norms against ragging and creates an ideal environment in the college.
20. The college conducts regular cultural activities and observes important days like Independence Day, Republic Day, Teachers' day, Election Day etc. to

- cultivate a sense of social responsibility and consciousness among the students.
21. The college has a functional NSS unit that not only constructs a bridge between the institution and the greater society but also participates incessantly in the direction of building a new vibrant societal set up in West Bengal in particular.
 22. The college organises extension lecture, debate, discussion and other academic activities to encourage its students to achieve excellence and to shape their overall personality for development of human resource.
 23. Wall magazine and printed magazine provide scope to the students to sharpen their writing skills in particular; teachers and other members of the staff to communicate their views about various issues, which have profound academic and social bearing.
 24. The college has started add-on courses in Communicative English, Computer literacy and Non formal Sanskrit Education to expand the intellectual horizon of the students.
 25. The college has been proclaimed as tobacco and plastic free zone.

WEAKNESSES

1. The college is well aware of its weaknesses. In true sense, the institution considers its weaknesses as an opportunity to strive for betterment.
2. The college is financially rather weak. Being a rather new undergraduate college, located in a remote rural area, it has not yet become able to generate considerable revenue by itself and its dependence on various grants in aid from UGC, Government of West Bengal and other governmental agencies appears to linger its process of development at times.
3. The college needs to carry out intensive construction work and enhance the number of class rooms. It needs to construct a separate administrative wing and library wing. The college also needs to construct a separate Science stream with laboratory facilities to allow expansion in near future. Financial limitations have hindered our progress at the desired speed; but myriad attempts are being made to secure funds for making progress in that direction.
4. The college has various necessary equipments for conducting Geography practical classes and examinations but we currently lack a dedicated room for conducting practical. Now we have one space in the college which is used for this purpose. The college is trying to overcome this as soon as possible.
5. The college does not have a substantive post of Librarian. As our library clerk has been promoted to the post of cashier, this has left a vacuum in the library system. The college needs a full time employee in the library but inspite of financial constraints the institute is going to engage one Library personnel from own fund. We are waiting for the creation of a post by Higher Education Department, Government of West Bengal. However, in spite of all constraints, we are endeavouring to engage contractual employees.
6. The college does not have provisions for separate common rooms for boy and girl students.

7. The college in spite of its best intentions have not been able to provide an indoor games complex and gymnasium for the students.
8. The college lacks a proper Seminar Hall and Auditorium which has become a weakness for the college.
9. The college currently lacks a functional Placement Cell.

OPPORTUNITIES

1. Being the only college in the locality of Polba-Dadpur Block, it can avail itself of the opportunity of having a huge composition of female students, minority students, SC/ST, OBC-A and OBC-B students. The college considers this as a great prospect for fulfilling its proclaimed vision of developing the vibrant and efficient human resource and latent talents among the marginalised groups of the nation.
2. The location of the College is in congregation and junction among major railway stations like Bandel Junction (ER), Magra (ER) and Khanyan (ER); and it is well connected with the district town Chinsurah and Mahanad, the oldest historical places in the district of Hooghly. This provides ample scope for the college to provide greater service and to achieve higher goals in the sphere of higher education.
3. There is enough scope of expanding multiple streams of teaching-learning like Science subjects, Commerce Stream and Physical Education.
4. Scope is there to expand the number of extension courses to expand the mental horizon of the students to enable them to face the real world situations in general and job market in particular.
5. We have one functioning Research Consultancy and Extension Committee which provides scope of academic research to teachers and students for a fruitful and effective teaching-learning and expanding horizon of acquisition of knowledge and skill.
6. The college has ample ground area to construct annexe wings, library and administrative wings. This ensures scope to get extension of affiliation in new subjects. The college is particularly interested in starting a Science Stream w.e.f. Academic session of 2016-2017.
7. The college has a scenic and green campus. This gives us the opportunity to create a model eco-space with serious outlook for environmental conservation and creating ecological awareness.
8. Location of Post Office, Police Station, Bank and B.D.O. Office is in near vicinity of the college.
9. There is a medium sized water body inside the campus of the college. We can use the water body for pisciculture and for training local interested people relating to it.

CHALLENGES

1. In spite having a very committed student community, the pass percentage has not raised to the level that was expected due to several constraints including social and economic backwardness of the students. The college has to organise more tutorial and remedial classes to overcome this stone wall.

2. There is a need introduce vocational courses and to arrange for a fully functional placement cell to provide future job opportunities to the students.
3. Number of teaching staffs of the college should increase to further develop its academic milieu.
4. The number of non teaching staff is required to be multiplied to introduce greater efficiency in the administrative arena.
5. There is a need to regularise the library system and also set up department wise book banks to ensure increased supply of books to the students.
6. It is needed to increase the IT infrastructure of the college to make it easily available to all stake holders for the sake of time tested teaching-learning in higher education.
7. We should chalk out a proper policy oriented and realistic future plan structure for the overall development of the institution.
8. Although the construction of Girls' Hostel has been completed partly, the process has to be accelerated without delay, such that Girls' Hostel could be utilized effectively and properly.

FUTURE PLAN

1. To introduce more modern subjects, especially introduction of Science Stream, Commerce Stream and Physical Education in the college.
2. To extend more and advanced ICT facilities to the students,
3. Encouragement of teacher exchange programme among various College and the University.
4. Improvement of infrastructure for Games & Sports.
5. Conducting various seminar and conference either State level, or national level out of funds from University Grants Commission.
6. To extend the availability of Wi-Fi facility throughout the length and breadth of the campus.

B. Profile of the Affiliated / Constitutional College

1. Name and address of the College.

| |
|--|
| Name: Polba Mahavidyalaya |
| Address: Vill. Polba P.O. Polba. Dist. Hooghly |
| City: Chinsurah Pin: 712148 State: West Bengal |
| Website: www.polbamahavidyalaya.com |
| |

2. For Communication;

| Designation | Name | Telephone | Mobile | Fax | Email |
|--------------------------------|----------------------------|---------------------|----------------|----------------|------------------------------------|
| Principal | Dr. Susanta Kumar Mazumdar | 03213-225-128 R: | 91-9433217622 | 03213225128 | officepolbamahavidyalaya@gmail.com |
| Vice Principal | Not applicable | Not applicable | Not applicable | Not applicable | Not applicable |
| Steering Committee Coordinator | Dr. Kaliprasad Mishra | O: 03213-225-128 | 91-9474464795 | 03213-225128 | kpmishra72@gmail.com |

3. Status of the Institution:

Affiliated College

| | |
|---------------------|------------|
| Constituent College | Affiliated |
| | |
| | |
| Any other (specify) | |

4. Type of Institution:

| | |
|-------------------|--------------|
| a. Gender | |
| i. For Men | |
| ii. For Women | |
| iii. Co-education | Co-education |
| b. By shift | |
| i. Regular | Day |
| ii. Day | |
| iii. Evening | |

5. Is it a recognized minority institution?

| | |
|-----|----|
| Yes | |
| No | No |

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

| |
|--|
| |
|--|

6. Source of funding:

| | |
|----------------|-----------------|
| Government | |
| Grant-in-aid | Grant in aid |
| Self-financing | |
| Any other | |

7. a. Date of establishment of the college:19/09/2005.....
(dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

| |
|---|
| Affiliated to the University of Burdwan, Rajbati, Burdwan, West Bengal |
|---|

c. Details of UGC recognition:

| Under Section | Date, Month & Year (dd-mm-yyyy) | Remarks (If any) |
|---------------|---------------------------------------|---------------------|
| i. 2 (f) | 14.06.2010 | |
| ii. 12 (B) | 14.06.2010 | |

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act....See Annexure I)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)

| Under Section/ clause | Recognition/ Approval details Institution/ Department/ Programme | Day, Month and Year (dd- mm- yyyy) | Validity | Remarks |
|--------------------------|---|--|----------|---------|
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |
| - | - | - | - | - |

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes No NO

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes No NO

If yes, date of recognition: (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes No NO

If yes, Name of the agency and

Date of recognition: (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

| | |
|------------------------------|-----------------------|
| Location * | Rural |
| Campus area in sq. meters. | 18372.7282 sq. mts |
| Built up area in sq. meters. | 5307 sq. mts. |

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

I. Auditorium/seminar complex with infrastructural facilities--Nil

II. Sports facilities

* play ground v

* swimming pool

III. gymnasium -Nil

IV. Hostel

* Boys' hostel

i. Number of hostels - nil

ii. Number of inmates -

iii. Facilities (mention available facilities)

* Girls' hostel v

- i. Number of hostels 01 (**Partially Completed**)
- ii. Number of inmates Nil
- iii. Facilities (mention available facilities)
- * Working women's hostel Nil
- i. Number of inmates-----Nil
- ii. Facilities (mention available facilities)
- V. Residential facilities for teaching and non-teaching staff (give numbers available -- cadre wise)- nil
- VI. Cafeteria -- 01
- VII. Health centre – 01
First aid, Inpatient, Outpatient, Emergency care facility, Ambulance
Only first aid
Health centre staff –
Qualified doctor Full time Part-time

Qualified Nurse Full time Part-time ✓
- VIII. Facilities like banking, post office, book shops Nil
- IX. Transport facilities to cater to the needs of students and staff Nil
- X. Animal house Nil
- XI. Biological waste disposal Nil
- XII. Generator or other facility for management/regulation of electricity and voltage ✓
- XIII. Solid waste management facility Nil
- XIV. Waste water management Nil
- XV. Water harvesting Nil

12. Details of programmes offered by the college (Give data for current academic year):2014-15

| S l · N o | Progra mme Level | Name of the Progra mme/ Cours | Dur atio n | Entry Qualifi cation | Mediu m of instruc tion | Sanct ioned /appr oved Stude | No . of stu den ts |
|-----------------------|------------------------|---|------------------|----------------------------|----------------------------------|--|--------------------------------|
|-----------------------|------------------------|---|------------------|----------------------------|----------------------------------|--|--------------------------------|

| | | e | | | | nt streng th | ad mit ted |
|--|--|------|----------------|--|-----------------------------|--------------------|------------------|
| | Unde r- Grad uate | B.A. | 3 yea rs | Highe r secon dary or equiva lent. | Englis h/ Benga li | 1796 | 609 |
| | Post- Grad uate | | | | | | |
| | Integr ate Progra mmes P G | | | | | | |
| | Ph.D. | | | | | | |
| | M. Phil. | | | | | | |
| | Ph. D. | | | | | | |
| | Certif icate cours es | | | | | | |
| | UG Diplo ma | | | | | | |
| | PG Diplo ma | | | | | | |
| | Any Other (speci fy and provi de detail s) | | | | | | |

13. Does the college offer self-financed Programmes?

Yes

No

no

If yes, how many?

14. New programmes introduced in the college during the last five years if any?

| | | | | | |
|-----|---|----|--|--------|----|
| Yes | v | No | | Number | 04 |
|-----|---|----|--|--------|----|

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

| Particulars | UG | PG | Research |
|-----------------------------|----------------|----|----------|
| Science | Not Applicable | - | - |
| Arts | 7(H)+1(Gen) | - | - |
| Commerce | | - | - |
| Any Other not covered above | | | |

16. Number of Programmes offered under (Programme means a degree course like BA, B. Sc, M.A, M. Com...)

- a. annual system
- b. semester system
- c. trimester system

17. Number of Programmes with

- a. Choice Based Credit System
- b. Inter/Multidisciplinary Approach
- c. Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

a. Year of Introduction of the programme(s)... (dd/mm/yyyy)
and number of batches that completed the programme

Nil

b. NCTE recognition details (if applicable) : Not applicable
Notification No.:

Date:N.A..... (dd/mm/yyyy)

Validity:.....N.A.....

c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes

No

No

19. Does the college offer UG or PG programme in Physical Education?

No

If yes,

a. Year of Introduction of the programme(s)..... (dd/mm/yyyy)
and number of batches that completed the programme

b. NCTE recognition details (if applicable)
Notification No.:

Nil

Date: (dd / mm/ yyyy)

Validity:.....

- c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes

No

20. Number of teaching and non-teaching positions in the Institution

| Positions | Teaching faculty | | | | | | Non-teaching staff | | Technical staff | |
|--|------------------|-----|---------------------|-----|---------------------|-----|--------------------|-----|-----------------|-----|
| | Professor | | Associate Professor | | Assistant Professor | | M | F | M | F |
| | *M | *F | *M | *F | *M | *F | | | | |
| Sanctioned by the UGC / University / State Government | - | - | | | 12** | | 06** | | | |
| <i>Recruited</i> | | | | | 08 | 03 | 05 | nil | | |
| <i>Yet to recruit</i> | 01 | | | | | | 01 | | nil | |
| Sanctioned by the Management /society or other authorized bodies | Nil | Nil | Nil | Nil | Nil | Nil | Nil | Nil | Nil | Nil |
| <i>Recruited</i> | | | | | | | | | | |
| <i>Yet to recruit</i> | | | | | | | | | | |

*M-Male *F-Female **Sanctioned posts do not specify male or female

Promoted by Career Advancement Scheme (CAS)

21. Qualifications of the teaching staff

| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
|--------------------------------------|-----------|--------|---------------------|--------|---------------------|--------|--------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| D.Sc/ D. Lit | - | - | - | - | - | - | - |
| Ph. D | - | - | - | - | 0 1 | | 0 1 |
| M. Phil | - | - | - | - | 0 3 | 0 1 | 0 4 |
| PG | - | - | - | - | 0 4 | 0 2 | 0 6 |
| Qualifications of the Teaching Staff | | | | | | | |
| Highest Qualification | Professor | | Associate Professor | | Assistant Professor | | Total |
| | | | | | | | |
| Temporary Teachers | | | | | | | |
| Ph. D | - | - | - | - | - | - | - |
| M. Phil | - | - | - | - | - | - | - |
| PG | - | - | - | - | - | - | - |
| Part-time teachers | | | | | | | |
| Ph. D | - | - | - | - | - | - | - |
| M. Phil | - | - | - | - | | - | - |
| PG | - | - | - | - | - | - | - |

22. Number of Visiting Faculty /Guest Faculty engaged with the College

05

23. Furnish the number of the students admitted to the college during the last four academic years.

| Categories | Year 1 (2011-12) | | Year 2 (2012-13) | | Year 3 (2013-14) | | Year 4 (2014-15) | |
|------------|---------------------|--------|---------------------|--------|---------------------|--------|---------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SC | 72 | 64 | 122 | 60 | 106 | 64 | 85 | 68 |
| ST | 34 | 25 | 42 | 31 | 32 | 29 | 30 | 36 |
| OBC | 10 | 07 | 17 | 10 | 18 | 09 | 28 | 13 |
| General | 238 | 193 | 205 | 193 | 167 | 206 | 156 | 193 |
| Others | | | | | | | – | – |
| Total | 354 | 289 | 386 | 294 | 323 | 308 | 299 | 310 |

24. Details on students enrollment in the college during the current academic year:

| Type of students | UG | PG | M. Phil | Ph. D | Total |
|---|-----|----|------------|----------|-------|
| Students from the same state where the college is located | 609 | | | | 609 |
| Students from other states of India | Nil | | | | |
| NRI Students | Nil | | | | |
| Foreign students | | | | | |
| Total | 609 | | | | 609 |

25. Dropout rate in UG and PG (average of the last two batches)

UG

38.04

PG

Not
applicable

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component

Rs.11,247.40

(b) excluding the salary component

Rs.4985.75

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes

No

no

If yes,

a) is it a registered centre for offering distance education programmes of another University

Yes / No

no

b) Name of the University which has granted such registration.

Not Applicable

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council.

Yes No

28. Provide Teacher-student ratio for each of the programme/course offered:

11:609 (considering Full Time Teacher only)

29. Is the college applying for Accreditation?

Cycle1 Cycle2 Cycle3 Cycle4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy) Accreditation Outcome/Result

Cycle 2: (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: (dd/mm/yyyy) Accreditation Outcome/Result.....

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year(2014-2015).

| |
|-----|
| 277 |
|-----|

32. Number of teaching days during the last academic year (2014-2015).

| |
|-----|
| 236 |
|-----|

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC).

IQAC ...23.02.2015..... (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.

AQAR (i)..... (dd /mm/yyyy)

AQAR (ii) (dd /mm/yyyy)

AQAR (iii) ... (dd /mm/yyyy)

AQAR (iv) (dd /mm/yyyy)

AQAR (v) ... (dd /mm/yyyy)

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

There is no other relevant data to be included.

SECTION-C

Criteria wise Inputs

Criteria-wise Inputs

Criterion I

Curricular Aspects

1.1] CURRICULUM PLANNING AND IMPLEMENTATION

1.1.1 a] State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Mission: To motivate students to face struggles in life with courage, zeal and austerity and be winner with cultivation of common sense which is rarest in form in the realm of knowledge and wisdom. This will facilitate learning through discovery, synthesis, dissemination and preservation of knowledge.

To inculcate from the very beginning a high regard for ethical principles and meaningful understanding of human values and environmental realities.

To bring higher education within the reach of students coming of poor and economically backward families in this rural area; and to create an ambience in which new ideas spontaneously develop, creativity flourishes, imagination multiplies, skill forms, innovation emanates and knowledge gets freedom for manifestation for development of the society.

To armour students to overcome their weaknesses, to accept each and every odd in life with dedication & devotion such that odds transform into successes with excellence and perform to their fullest potential so as to cope with the present & future needs of the society.

Vision: To develop human potential by providing quality education intermingled with value to our rural students in general and to our students belonging to Scheduled Tribes, Scheduled Castes, Minority Communities and other Backward Categories in particular towards perfection such that humanity manifests with its highest ethical form and moral standard imbued with mettle to struggle against all types of negatives develops and flourishes. It is thus a journey from enlightenment to empowerment, knowledge to wisdom and perception to application.

To emerge as facilitator of whole life continuous education in the lap of Nature through different man-man and man-nature interactions by encouraging self-learning leading to creativity, consciousness, emancipation and perfection of self.

1.1.1b] How are these communicated to the students, teachers, staff and other stakeholders?

- Teachers and other stake holders are informed and reminded in day to day affairs, face to face interactions, meetings and in college publications like college diary, magazine etc.
- The values of the college is proclaimed openly on important occasions like Annual Sports, Annual Function and other important days and is communicated to teachers, students, Staff members and other stake holders alike.
- The Staff members and the Students are encouraged to adhere to the visions of the college in their day to day affairs.

- Prospectus of the college contains its missions, vision and other rules and regulations that informs and prepares the students for their expected role in the college.

1.1.2] How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- A class routine accommodating all requisite classes is prepared at the commencement of the session every year.
- The teachers are asked to prepare their lesson plan and work accordingly (in accordance with the routine) in advance towards the completion of the course in time.
- The Institution implements the curricula set by the University of Burdwan without diversions. But it has also structured its internal evaluative system in a vital, time-tested and need-based manner with reference to the broad guidelines of the University. All Departments organize class tests, quiz etc. in order to examine regularly the receptivity of the students individually or in group.
- The pre-University examination selection test is considered with utmost importance and tutorial classes are continued even after the pre-university test examination to cover up the weaknesses seen in the performance of the students.
- Geography practical classes with all requisite instruments are conducted with regularity.
- Students are often encouraged to write in house papers/projects to develop a better understanding of the subject.

1.1.3] What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

- The University disseminates information regarding changes in curricula through periodic circulars and written instructions.
- It invites teachers of affiliated colleges to participate in workshops on a new syllabus.
- It must be stated that the UG syllabus in some subjects have undergone a great deal of modifications regarding prescribed texts and pattern of

questions. The teachers of Polba Mahavidyalaya always keep themselves informed and updated and adhere to the modifications introduced.

- The Principal of the college mediates and communicates the concerns of the Academic Sub Committee and IQAC regarding curricular affairs to the University and vice versa. Here feedbacks received from respected teachers are very important.
- The teachers are periodically released to attend Orientation Programmes and Refresher Courses to keep them well informed and proficient according to the need of the hour.

1.1.4] Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

- It is not feasible and possible for a college to make any significant changes at the UG level syllabi or teaching-learning in different subjects because the structure of the University curriculum must be followed coherently by its affiliated colleges.
- The Departments and the teachers interpret the curriculum in their own individual way and devise best possible methods to communicate the same to the students.
- Internal projects are assigned to students along with quiz competitions, paper presentations and extension lectures that are organized for effective communication of the curriculum contents.
- Classroom teaching necessary for the completion of syllabus is done according to a Master Routine prepared at the beginning of the academic session.
- Most of the teachers use multimedia tools to enforce more effective teaching-learning. For example, screening of films related to syllabus has been found as an effective method to invoke interest of the students.
- For effective implementation of the curriculum a good number of study materials including books, journals, geography practical apparatus, teaching aids like LCD Projectors, Laptops, and Computers are purchased by the college.
- The library is invariably kept well stocked with the necessary titles.

1.1.5] How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

- The College has no direct tie-up with any industry regarding curricular aspect.
- The College remains always alert regarding the meetings and other interactions with the University to update itself to effectively implement the curriculum in its entirety.
- The teachers attend various workshops, seminars and symposiums organised by various academic and industrial agencies to develop expertise to implement the

curriculum as efficiently as possible. These seminars and workshops help the teachers to frame suitable measures for effective delivery of the curriculum in a lucid way.

1.1.6] What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

Teachers from the College participate in the Seminars/Workshops conducted by the University where they can comment and make suggestions for the development of the curriculum.

Dr. Sushanta Kumar Mazumdar, Principal of this College is presently a member of the Board of Undergraduate Studies of the University of Burdwan in Economics.

1.1.7] Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If ‘yes’, give details on the process (‘Needs Assessment’, design, development and planning) and the courses for which the curriculum has been developed.

The college does not have any such major courses. However it has successfully initiated add on certificate courses in Computer Literacy, Communicative English and Non-Formal Sanskrit Education in collaboration with its partner organizations. In these cases, Polba Mahavidyalaya developed curriculum in these cases and requested the respective agencies to impart teaching and training in accordance with the curriculum.

1.1.8] How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

- The class test results are taken seriously and analyzed by the respective departments internally. Steps are taken to rectify the weaknesses.
- Teachers’ Council and Academic sub Committee analyse the concerns emerging from the daily academic affairs.
- Concerns that the Teachers’ Council and the Academic Committee deem of utmost importance are immediately forwarded to the IQAC for redressal and for taking corrective measures.
- Students’ feedback is given importance to find out the loopholes and weaknesses and IQAC takes a serious note on the emerging issues and suggest essential remedial measures.

1.2] ACADEMIC FLEXIBILITY

1.2.1] Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

A few Add-On Courses are offered by the institution namely-

- a) Communicative English
- b) Computer Literacy
- c) Non Formal Sanskrit Education

All the courses have been initiated in collaboration with respective organisational partners to prepare the students for the job sector and to become more equipped with skills to become responsible citizens.

1.2.2] Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

No, the institution offers no such course.

1.2.3] Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. a) Range of Core /Elective options offered by the University and those opted by the college. b) Choice Based Credit System and range of subject options. c) Courses offered in modular form. d) Credit transfer and accumulation facility. e) Lateral and vertical mobility within and across programmes and courses. f) Enrichment courses.

- a) The college tries to provide maximum choices to the students in terms of elective subjects. Options of undertaking elective courses in Bengali, English, History, Sanskrit, Philosophy, Education, Economics, Political Science and Geography is given to Honours and General students alike.
- b) As per the norms of University of Burdwan, the college offers no option for Choice Based Credit System.
- c) The University syllabus has an inherent flexible structure divided into modules and the Departments are given autonomy to restructure those modules into units that best suits their plan of implication.
- d) There is no provision for credit transfer and accumulation facility in University of Burdwan. As an affiliated college it has to adhere to the regulations of the University.
- e) The students are given one choice to change their elective subjects before the final registration with the University. Other than this all students are encouraged to attend lectures and extension lectures of different Departments and taking part in the interactive sessions to develop a broader academic base and interpersonal skills. University provisions are there for vertical mobility in respect of admission in post-graduate courses for general students.
- f) Enrichment courses are offered in Communicative English; Computer Literacy & Non Formal Sanskrit Education.

1.2.4] Does the institution offer self-financed programmes? If 'yes', list them and

indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

No, the institution does not offer any self-financed programme.

Add-on and Enrichment courses that are offered in Polba Mahavidyalaya, include, Communicative English; Computer Literacy & Non Formal Sanskrit Education are self financed.

1.2.5] Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If ‘yes’ provide details of such programme and the beneficiaries.

In the current job market knowledge in English and Computer operation is considered to be essential. The college has started the add-on self financed courses in Computer Literacy and Communicative English to inculcate these basic necessary skills into its students.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice” If ‘yes’, how does the institution take advantage of such provision for the benefit of students?

No, the University provides no such flexibility. Teaching in the institution is very intimate and learner centric. It has the ultimate objective of percolation of knowledge, man-making and character building.

1.3] CURRICULUM ENRICHMENT

1.3.1] Describe the efforts made by the institution to supplement the University’s Curriculum to ensure that the academic programmes and Institution’s goals and objectives are integrated?

- As per the current regulations and affiliation norms of the University, there is very limited leeway to make any crucial appendages in the curriculum. However the teaching methodology with personal level interaction with the learner allows the syllabus to be adapted to the goals of the institution.
- The constant exposure of students to intra and inter departmental extension lectures and library facilities widen their horizons beyond the syllabus.
- NSS and other value based initiatives taken by the college assist in merging of University curriculum with the local social concerns and problems.

1.3.2] What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

Although the college does not have much scope for modification of the University

curriculum, it has taken an initiative to prepare the students for the job market through the aforementioned enrichment programs in Communicative English, Computer Literacy and Non Formal Sanskrit Education.

The teaching community of the college also assists and provides counselling to the students to achieve necessary guidance to enter into the job market.

The NSS unit provides the students with social exposure to prepare them to face greater individual, group and social responsibilities. The certificate that the students get from their active participation in the NSS gives them certain edge in terms of component marks in certain job sectors.

1.3.3] Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- Although there is not much scope for direct modifications, the course content of all the subjects, especially Environmental Studies (Part III) allows the students to be informed on these issues.
- As multi-media is used as a medium of teaching, the students are encouraged to learn about the methods and tools used by the teachers.
- The students have access to computers and internet to enrich their academic culture.
- A seminar on Human Rights was arranged to give exposure to students for understanding of our position in our family as well as in our society.

1.3.4] What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

- Multiple extension lectures on communicative English has been organised to enhance career option of students and to help to develop their communication skills.
- The college has encouraged local industries to conduct interviews to recruit students from the college. On 8th December 2015, a campus interview was held. Two students were selected as Sales Representatives. Although they chose not to take the job, the main intention of the college to provide them an opening into the real job world has become successful.
- Community services through NSS have been a regular effort of the college to create social and communitarian awareness and participatory attitude among its students.
- Gender Sensitization Cell has been set up to create awareness regarding gender equality and alertness against harassments and odds of myriad types. A holistic gender sensitive value has been attempted to be inculcated among the students by creating a consciousness through this Body.
- The college used to observe various important days like Independence Day,

Republic Day, Teachers' Day etc. to cultivate the great values and ideologies of our nation builders among the students.

- Cultural Programmes and sporting activities are encouraged to encourage holistic development of the student community.
- By involving the students in the plantation programmes of the college, attempts are made to make student community aware of the importance of the ecology and importance of its conservation.

1.3.5] Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- There is no formal mechanism to obtain only the feedback only about the curriculum but students are asked to give a general feedback about the academic and infrastructural condition of the college. Academic concerns are also reflected from the feedback.
- The college takes feedback from all students anonymously to include their concerns in the future academic and administrative policy making of the college. For example a higher degree of ICT based teaching has been taken into concern on the basis of their feedback.
- The Departments often try to divide their teaching methods into suitable modules to suit the needs of the students on the basis of their feedback in order to communicate the curriculum as effectively as possible.
- As an affiliated college, the institution cannot exert any other effective change in the curriculum given by the University. The teachers are however encouraged to convey the concerns in meetings and courses conducted by the University.
- Students can think freely in an open academic atmosphere of the College as regards to different aspects of curriculum and they compare it with curriculum of the University of Calcutta, University of Kalyani etc.

1.3.6] How does the institution monitor and evaluate the quality of its enrichment programmes?

The college does not directly control the enrichment programmes but they keep a close tab on the number of classes concerned, the fee structure and quality with continuity of teaching through informal feedback from students. The matters are then conveyed to the IQAC for further decision making and taking necessary measures in right direction.

1.4] Feedback System

1.4.1] What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- As an affiliated college, the institution cannot exert any effective influence on the preparation of curriculum of the University. A few teacher members are however

encouraged to give their opinion in framing syllabus of the undergraduate courses to be followed in affiliated colleges.

- In case the University asks for any suggestions as regards to design and development of the curriculum from the college, it is promptly sent.

1.4.2] Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If ‘yes’, how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programmes?

- There is no formal mechanism to obtain only the feedback about the curriculum but students are asked to give a general feedback about the academic, administrative and infrastructural condition of the college. Academic concerns are also reflected from the feedback.
- The college takes feedback from all students anonymously to include their concerns in the academic and administrative policy making of the college.
- As an affiliated college, the institution cannot exert any other effective change in the curriculum given by the University. The teachers are however encouraged to convey the concerns in meetings and courses conducted by the University as regards to on going curriculum.

1.4.3] How many new programmes/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programmes?)

B.A. General Courses in Education and Geography were introduced from the academic session of 2012-2013. Teaching-Learning in B.A. Honours Course in Education and Political Science started from the academic session 2015-2016.

Students of feeder schools in particular are eager to get themselves admitted to B.A. Honours Courses in traditional as well as modern subjects and B.Sc General and Honours Courses in different subjects. Reasons are two: 1) Lack of social mobility for SC/ST categories and minority communities helps our prospective girl students in particular to show eagerness to get themselves admitted to these courses in Polba Mahavidyalaya; and 2) Cordial relation among the teachers, students and the non teaching staff help to create a congenial academic atmosphere in this College thereby ensuring the academic atmosphere in this College, thereby increasing the demand for introduction of new courses.



Photograph I: Dr. Sushanta Kumar Mazumdar, Principal introducing the students to the History of Ancient Civilizations on the occasion of a Discourse Session on the Harappan Civilization. The College organizes such sessions to facilitate the communication of the curriculum to the students.

Criteria-Wise Inputs

Criterion II:

Teaching-Learning and Evaluation

2.1] Student Enrolment and Profile

2.1.1] How does the college ensure publicity and transparency in the admission process?

The college takes utmost care to maintain transparency in the admission procedure. This is done in a systematic procedure, through a number of steps. Various technical utilities

are used to keep the procedure free of any glitches. In accordance with the orders and relevant instructions of the Higher Education Department of Government of West Bengal and the University of Burdwan, the college has opted for making its entire admission process online with effect from 2014-2015.

The Admission Committee of PolbaMahavidyalaya takes resolution beforehand regarding registration, method of application, selection procedure; merit list and dates of being admitted etc. to B.A. Part I classes on the basis of instructions of Higher Education Department of the Government of West Bengal and relevant circulars of the University of Burdwan. Subsequently, the college publishes its norms for admission on its institutional website and the College Notice Board. Details of marks requirement, reservation criteria, procedure of selection and required fees are mentioned in details. An admission committee with stake holders is formed prior to the commencement of the procedure to chalk out the entire procedure and review any glitch that might appear. This body remains alert throughout the procedure to avoid any inconsistency.

The applicant students may also refer to the prospectus (which is made available online) to learn all necessary details about the college including courses of study offered.

The Merit List is also computer generated to ensure impartiality and lucidity in the procedure. The Merit List keeps under consideration all the qualifying norms including merit criterion, reservation norms etc as per order of Higher Education department, Government of West Bengal and circulars of University of Burdwan.

2.1.2] Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

The criteria adopted for admission to both Honours and General courses in PolbaMahavidyalaya is based strictly and entirely on merit. Students are selected for admission to the various Degree Courses (Honours and General) on the basis of merit at the previous qualifying examination and the reservation norms. For admission in Honours Course the Merit List is prepared on the basis of sum total of aggregate marks in the Higher Secondary Examination or equivalent (10+2), (which include the higher one of the marks in Language I or Language II & best of three of the four remaining subjects) and the marks in the Honours seeking subject. For admission in general subject the sum total of aggregate marks Higher Secondary Examination or equivalents (10+2), (which include the higher one of the marks in Language I or Language II & best of three of the four remaining subjects) is calculated. The minimum requirement of marks is as follows:

- i) For admission to Honours Courses: Minimum 45% marks in Higher Secondary Examination or equivalents (10+2) including higher one of the marks in Language I or Language II & best of three of the four remaining subjects. The marks in the honours subject is added with the above mentioned sum to get the percentile from which the cut-off marks for merit list is obtained.
- ii) For admission to General Courses: Minimum qualifying marks in the Higher Secondary Examination or equivalents (10+2) including higher one of the

marks in Language I or Language II & best of three of the four remaining subjects.

2.1.3] Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Polba Mahavidyalaya is situated in rural area, and it is a tendency for the male students to seek admission in urban colleges. Statistical figures, in detail, as regards to admission in other colleges in the district are not available to us at present.

| Subject | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014- 2015 | |
|------------------|-----------|---------|-----------|---------|-----------|---------|------------|---------|
| | Highest % | Lowest% | Highest% | Lowest% | Highest% | Lowest% | Highest% | Lowest% |
| Bengali hons. | 73 | 52.8 | 73.4 | 56.2 | 63 | 55 | 72 | 45.6 |
| English hons. | 76.6 | 54.68 | 70.2 | 50.8 | 70.6 | 47.2 | 74 | 57.6 |
| History hons. | 69.4 | 55.4 | 73 | 46 | 75 | 53.8 | 57.8 | 50 |
| Philosophy hons. | 67.8 | 48 | 77 | 45.2 | 61 | Nil | 47 | Nil |
| Sanskrit hons. | 65.4 | 48 | 78.2 | 48 | 73 | 58.6 | 66.4 | 56.6 |
| General | 59 | 35.2 | 71.8 | 30.4 | 57 | 36 | 70.2 | 30.4 |

*The percentile in the table represents the sum total of aggregate marks (which include marks in Language I, Language II & best of three of the four remaining subjects)

2.1.4] Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Apart from Admission Committee, the admission process and Students' profile are reviewed by Teachers' Council in general & the concerned department in particular. The admission in programmes in PolbaMahavidyalaya is also discussed in meetings of the Governing Body. With an eye to getting quality students cut-off marks at the entry level are reviewed every year. In this way through the involvement of all sections it becomes possible to make planning & implementation flawless & ideal. Since the introduction of the IQAC, the monitoring on the admission norms and procedure has been further disciplined to ensure quality intake, free of dispute.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and

inclusion. For example SC/ST, OBC, Women, Differently able, economically weaker sections, Minority community, any other-

The college is situated in a SC/ST Integrated Area; therefore, it takes utmost care to accommodate diverse student community in the institution.

SC/ST- The College strictly follows the reservation policy of the Government of West Bengal and Government of India to ensure the access for the students of SC and ST community. 22% and 6% seats are reserved for candidates of SC and ST community, respectively, in each Honours subject at UG level and also in the general course. There is however no relaxation in the cut-off marks for admission. After admission, the college assists in obtaining scholarships that are provided to SC/ST students by the State Government.

OBC- Reservation policy for the candidates of OBC category for admission to Higher Education Institutes has been introduced by Government of West Bengal from the academic session 2014-15. As per policy of the Government of West Bengal, 10% and 7% seats have to be kept reserved for OBC-A and OBC-B category, respectively without reducing the seats of General category. The college strictly adheres to these requirements.

Women – There is no provision of keeping reserved seats for women separately. However the college has been able to provide a congenial milieu, which has encouraged a considerable number of female students to join the college. The college assists the female students to apply for the State Government provided Kanyashreescholarship. Female students composing the majority of the total students show a successful direction of social mobility.

Differently abled – For differently abled students 3% seats are kept reserved in each category in each Honours and General programmes of study.

Economically weaker section - There is no provision for reservation of seats for students from economically weaker section. However, once a student from this section got admitted, the college authority extends every kind of support to such students to encourage them to complete the course. Free studentship (full/half) is awarded by the College as per order of the Government of West Bengal to needy and deserving candidates on the recommendation of the Principal, subject to fulfilment of certain norms, including the stipulated attendance.

Minority Community – Again there is no provision for reservation of seats for students from Minority Community other than OBC-A category. There are several Govt. and other scholarships for Minority community students. The college assists them in applying for those scholarships, once they get admission to this college.

TABLE 2.A: Year wise student diversity in college (General/SC/ST/OBC)

| Year | SC | ST | OBC | GENERAL | TOTAL |
|---------|-----|----|-----|---------|-------|
| 2011-12 | 136 | 59 | 17 | 431 | 643 |
| 2012-13 | 183 | 73 | 27 | 397 | 680 |
| 2013-14 | 171 | 61 | 28 | 371 | 631 |

| | | | | | |
|----------------|------------|-----------|-----------|------------|------------|
| 2014-15 | 156 | 63 | 38 | 352 | 609 |
|----------------|------------|-----------|-----------|------------|------------|

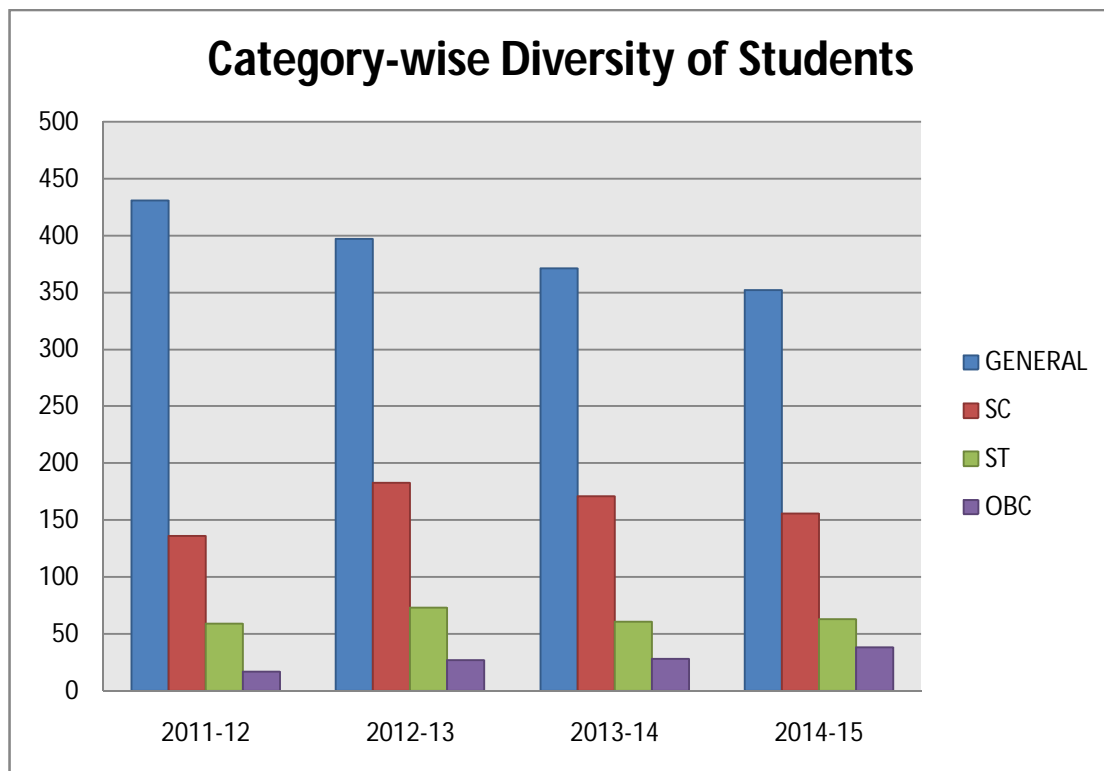


FIGURE: 2.A

TABLE 2.B: Year wise gender ratio in college

| YEAR | MALE | FEMALE | TOTAL | GENDER RATIO |
|---------|------|--------|-------|--------------|
| 2011-12 | 372 | 271 | 643 | 1.21:1 |
| 2012-13 | 387 | 293 | 680 | 1.32:1 |
| 2013-14 | 333 | 298 | 631 | 1.12:1 |
| 2014-15 | 297 | 312 | 609 | 0.95:1 |

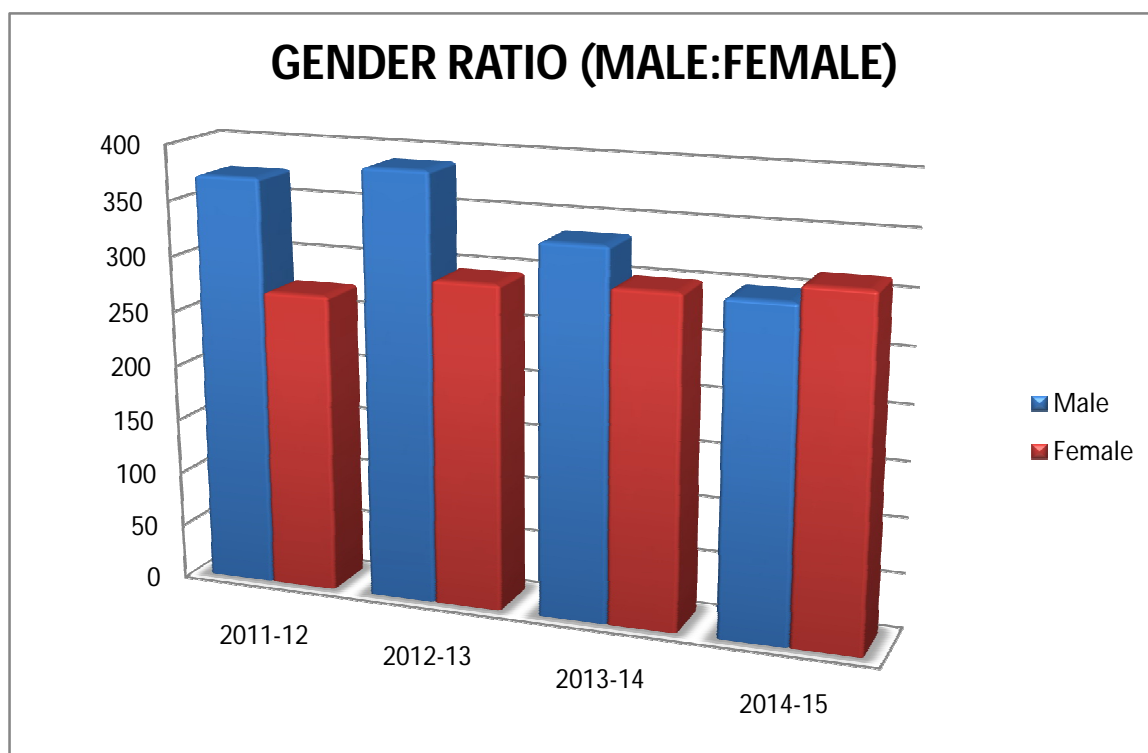


Figure: 2.B

TABLE 2.C: Year wise minority student, in proportion to total students, other than OBC (Total: Minority)

| YEAR | TOTAL | MINORITY | Minority Student to Total Student Ratio |
|---------|-------|----------|---|
| 2011-12 | 643 | 70 | 9.19:1 |
| 2012-13 | 680 | 84 | 8.1:1 |
| 2013-14 | 631 | 84 | 7.51:1 |

| | | | |
|---------|-----|----|--------|
| 2014-15 | 609 | 80 | 7.61:1 |
|---------|-----|----|--------|

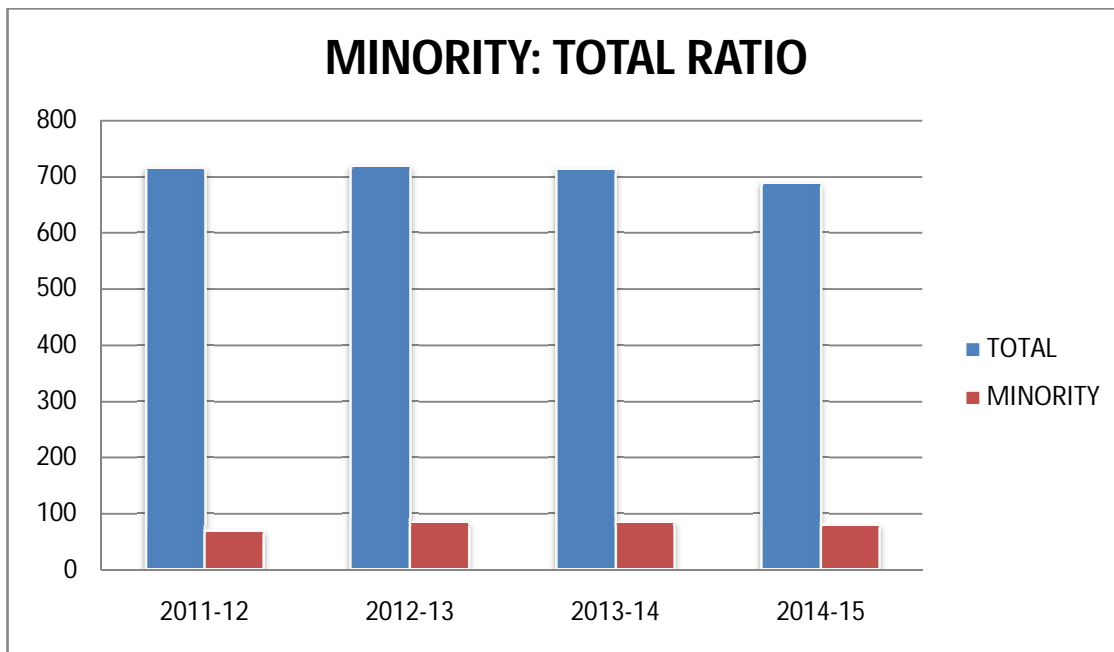


Figure 2.C

2.1.6] Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase / decrease and actions initiated for improvement.

Following is the record for various programmes offered by the College where the demand ratio shown is the ratio of the number of the students admitted to the number of applicants.

| Year | Programme | Number of applications received | Number of students admitted (in first | Demand Ratio |
|------|-----------|---------------------------------|---------------------------------------|--------------|
| | | | first | |

| | | | year) | |
|---------|----|-----|-------|--------|
| 2011-12 | UG | 694 | 289 | 2.40:1 |
| 2012-13 | UG | 681 | 347 | 1.96:1 |
| 2013-14 | UG | 449 | 259 | 1.73:1 |
| 2014-15 | UG | 455 | 242 | 1.88:1 |

Year wise intake in **Subjects** with Honours.

Bengali

| Year | Programme | No. Of students admitted |
|---------|-----------|--------------------------|
| 2011-12 | Honours | 32 |
| | General | 136 |
| 2012-13 | Honours | 33 |
| | General | 163 |
| 2013-14 | Honours | 27 |
| | General | 137 |
| 2014-15 | Honours | 31 |
| | General | 128 |

English

| Year | Programme | No. Of Students admitted |
|-----------|-----------|--------------------------|
| 2011-2012 | Honours | 15 |
| | General | 04 |
| 2012-2013 | Honours | 13 |
| | General | 03 |
| 2013-2014 | Honours | 17 |
| | General | 02 |

| | | |
|---------|---------|----|
| 2014-15 | Honours | 10 |
| | General | 03 |

History

| Year | Programme | No. of students |
|-----------|-----------|-----------------|
| 2011-2012 | Honours | 20 |
| | General | 87 |
| 2012-2013 | Honours | 20 |
| | General | 92 |
| 2013-2014 | Honours | 05 |
| | General | 62 |
| 2014-2015 | Honours | 07 |
| | General | 122 |

Philosophy

| Year | Programme | No. of students |
|-----------|-----------|-----------------|
| 2011-2012 | Honours | 33 |
| | General | 179 |
| 2012-2013 | Honours | 12 |
| | General | 176 |
| 2013-2014 | Honours | 01 |
| | General | 142 |
| 2014-2015 | Honours | 00 |
| | General | 108 |

Sanskrit

| Year | Programme | No. of students |
|-----------|-----------|-----------------|
| 2011-2012 | Honours | 33 |
| | General | 179 |
| 2012-2013 | Honours | 27 |

| | | |
|-----------|---------|-----|
| | General | 211 |
| 2013-2014 | Honours | 19 |
| | General | 151 |
| 2014-2015 | Honours | 11 |
| | General | 112 |

2.2] Catering to Diverse Needs of Students

2.2.1] How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

The college has enforced the governmental reservation policies for the differently-abled. Since, the institution has not yet been able to construct ramps for differently able students; it ensures in the routine that such students do not have to climb stair cases and their scheduled classes invariably are placed in the ground floor. The college is however, trying to make provisions for ramp construction.

The college taking into cognizance the specific needs of such students, has constructed special toilet facility for them.

2.2.2.] Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

The students are enrolled on the basis of their merit, adjudged on the basis of their marks in the 10+2 examination. Therefore, there is no direct provision for judging the specific knowledge and skill base of the students, before the commencement of the programme. But, through face to face discussions, the specific needs of the students are pointed out and suggestions are given accordingly.

2.2.3.] What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge/ Remedial /Add-on /Enrichment Courses, etc.)

The College gives admission to the students as per admission rules. There is no provision for entrance test. Assessment tests for Honours students are taken within one month of admission to ascertain their area of strength and weakness and classes are taken accordingly to overcome the deficiencies. Tutorial classes for B.A. Honours and General Students also appear to be helpful to bridge the knowledge gap. Interest and knowledge base of general students is also reviewed by specific subject teachers.

2.2.4] How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

NSS conducts various programmes around the year, including, Voters' Day, Thalassemia awareness, AIDS awareness, Consumer awareness, *Swaccha Bharat Avijan*,

Vanamahotsav etc. Students, teachers, non-teaching staff members and other stake holders of the institution regularly take part in such activities. This assists in creating a greater level of awareness regarding the social and environmental milieu, making the process of teaching and learning in the college more social responsibility oriented. The college has also set up a medicinal plantation programme to create awareness regarding rare medicinal plants and their efficacy and use.

Our institution took a great leap towards ensuring gender equality in the college, by invoking a “Gender Sensitization Cell” in the session of 2015-2016. The cell’s aim is to create awareness regarding gender equity and harassment free institutional space and make speedy interventions regarding any unwanted incident or complaint.

Anti Ragging cell has also been formed to create awareness regarding undesirability of harassment in academic institution.

The college involves students from all castes, creeds and languages, equally in its cultural programmes to create an inclusive and tolerant environment. The campus has also been pronounced as a “Tobacco and Plastic Free Zone”, to inculcate healthy values in both students and staff members.

2.2.5] How does the institution identify and respond to special educational/learning needs of advanced learners?

The institution identifies slow & advanced learners by taking periodic class tests during the progress of the syllabus. Class responses and assignments are also reviewed regularly to identify the stronger/weaker spots. Tutorials and assignments are used as primary tools to meet these issues. The teacher also makes an effort to involve weaker section and develop their capability through more inclusive teaching methodology.

The College also offers the advanced learners the opportunity to speak at the on specific subject matters within the frame work of the syllabus to enhance their knowledge on the subjects, power of expression and the personality in front of teachers & students from the department. They are provided with information regarding reference books & reading materials available in the College and public libraries and internet. The advanced learners are also encouraged to conduct small project works to invoke their interest and knowledge in the subject.

2.2.6] How does the institute collect, analyze and use the data and information on the academic performance (throughout the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

Month wise attendance of the students are recorded and regular class tests are conducted and these are informed to their parents in the Parent-Teacher meet to make them aware of the progress of their wards. The students with irregular attendance are warned. In case of repetition of such acts, the department and the IQAC takes necessary steps against such students.

Students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. are handled with more care. The teachers through individual counselling and discussions try to locate their problems and take necessary steps to solve it. Providing them with necessary books and involving them in more

tutorial classes have been found as effective means of assisting them in the process of learning. The college also assists them in applying for various scholarships of the Government of West Bengal.

2.3] Teaching-Learning Process

2.3.1] **How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)**

The College follows a well planned schedule of teaching learning and evaluation prepared by beforehand by the Academic Subcommittee and approved by the IQAC.

Academic Calendar of the College that depicts schedules of classes and examinations is prepared through the meeting of the Academic Subcommittee in presence of the Heads of the Departments.

Teaching plans are made in all departments. At the start of the academic session, a special departmental meeting is convened to discuss the distribution of teaching work load. The Heads of the Departments in consultation with other faculty members, fix the period required to complete the allotted portion of syllabus, class test schedule and module of the syllabus and fix the target dates for test examinations.

The syllabus is roughly divided in segments to be taught in phases as described below:

First Year

Module I : From Admission to Puja Vacation

Module II : After Puja Vacation to December

Module III : From January to Test Examination

Second Year

Module I : After Part-I Examination to Puja Vacation

Module II : After Puja Vacation to December

Module III : From January to Test Examination

Third Year

Module I : After Part-II Examination to Puja Vacation

Module II : After Puja Vacation to December

Module III : From January to Test Examination

Individual plan registers are maintained by the departments which are reviewed at intervals by the Departmental Heads. In departmental meeting, progress and completion of allotted teaching schedule is discussed, and additional classes are taken if the scheduled portion of the syllabus is not covered in time.

Evaluation Schedule: At least three class tests are held in an academic session, a student must attend all of them. Individual teachers are encouraged to take more class tests, if they feel the need to do so. Test examinations for Part-I, Part-II & Part-III are also held according to schedule.

2.3.2] **How does IQAC contribute to improve the teaching-learning process?**

Though Polbamahavidyalaya has not undergone assessment and accreditation procedure by NAAC, it has formed IQAC for bringing discipline in academic sphere, improvement in infrastructural facilities and ensuing quality education to our students such that PolbaMahavidyalaya emerge as a temple of learning in the true sense of the term.

The College IQAC as newly formed body has started to take the following measures to improve the teaching-learning process. The team annually receives feedback from the third year collegiate students. The outgoing students anonymously rate the College, the department in which the student was enrolled, the teachers and infrastructure of the College in terms of Libraries, Laboratories and other facilities. These reports are analysed for strategic development.

The IQAC team annually visits all the departments to conduct academic audit of the departments. During the visits, the IQAC team monitors the academic activities, records of students' seminars, records of College and University results and progress of University examination results of the departments.

2.3.3] How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The College has adopted different strategies to make the learning student centric which include:

- Central Library.
- NSS activities.
- Process has been initiated for add on courses in Communicative English, Computer literacy and Non Formal Sanskrit.
- Organization of seminars/workshops and extension lectures for enabling the students to interact with resource persons.
- Internal departmental seminar; quizzes and debates on various aspects.
- Paper presentations by advanced students.
- Film screenings related to curriculum.

2.3.4] How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

The college puts up a Wall Magazine and also prints a magazine annually to encourage the creative side of our students. Departments conduct quiz and debates to sharpen the skills of our students. The co-curricular and extra-curricular activities undertaken in the institution include cultural activities like Freshers' Welcome, Annual Function, activities of N.S.S, Sports, formation of Red Ribbon Club and other activities which enable students to acquire some skills pertinent for dealing with the issues that are social and may be concurrent in nature. This will help to develop management skills, emotional skills and foster level of perception among the students leading to placing leading experience on a solid foundation of devotion, dedication, sincerity and oneness with nature.

2.3.5] What are the technologies and facilities available and used by the faculty for effective teaching? e.g. Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on

Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

To make teaching-learning more dynamic and creative the departments supplement the lecture method of teaching with various learner centered teaching methods which include:

- Practical demonstration wherever possible.
- Seminars and extension lectures.
- Tutorial Assignments.
- Field trips. (To industries, special camps etc.)
- Exhibition.
- Use of power point presentations on projector.

2.3.6] How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Faculty members participate in many Refresher and Orientation Courses. They also participate in UGC sponsored seminars and exchange their thoughts by presenting papers in the seminars. The faculty members are encouraged to undertake research projects.

Students also participate in seminars, group discussions, field surveys, educational tours, etc. The seminars organized by the departments are also helpful to enhance their learning process. The college provides computer with internet facility to have an access to multimedia material and their application in teaching and learning process.

2.3.7] Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling/mentoring/academic advise) provided to students?

Academic guidance is provided by the concerned departments. The teachers are always engaged in discussion with students inside and outside the classroom, to ensure their progress. Personal and psycho-social support is provided by N.S.S, Counselling Cell and Gender Sensitization Cell. Problems, if any, faced by any student is solved through one to one discussion. First root cause is identified and then solution pattern is chalked out.

2.3.8] Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

All departments have started using power point presentation and multimedia tools to enrich the teaching learning process. Workshops and film screenings have been used as methods to make teaching-learning more effective. Extension lectures, class presentations

by students and internal projects have also been found as generally effective means of student enrichment.

2.3.9] **How are library resources used to augment the teaching-learning process?**

The college has a well endowed central library that houses books of all honours and general courses. The library also subscribes to leading English and Bengali dailies that encourage students to be aware of broader world affairs. Recently, the college has also started to subscribe Economic & Political Weekly and Desh Patrika (Bengali Literary Magazine) to encourage advanced learners and faculty members to pursue serious academic issues and research activities.

The central library currently holds over 7800 books (approximately) and 2800 titles. However the college is still trying to create a digital database and an e-catalogue to make the library more accessible.

(P.T.O.)

TABLE 2.D: Subject Wise Share of Titles in Library. (As In 2014-2015)

| SUBJECT | TITLE |
|------------|-------|
| BENGALI | 741 |
| ENGLISH | 426 |
| HISTORY | 417 |
| PHILOSOPHY | 318 |

| | |
|-----------------------------------|------|
| POLITICAL SCIENCE | 230 |
| SANSKRIT | 308 |
| ENVIRONMENTAL SCIENCE & GEOGRAPHY | 119 |
| EDUCATION | 135 |
| ECONOMICS | 106 |
| TOTAL | 2800 |

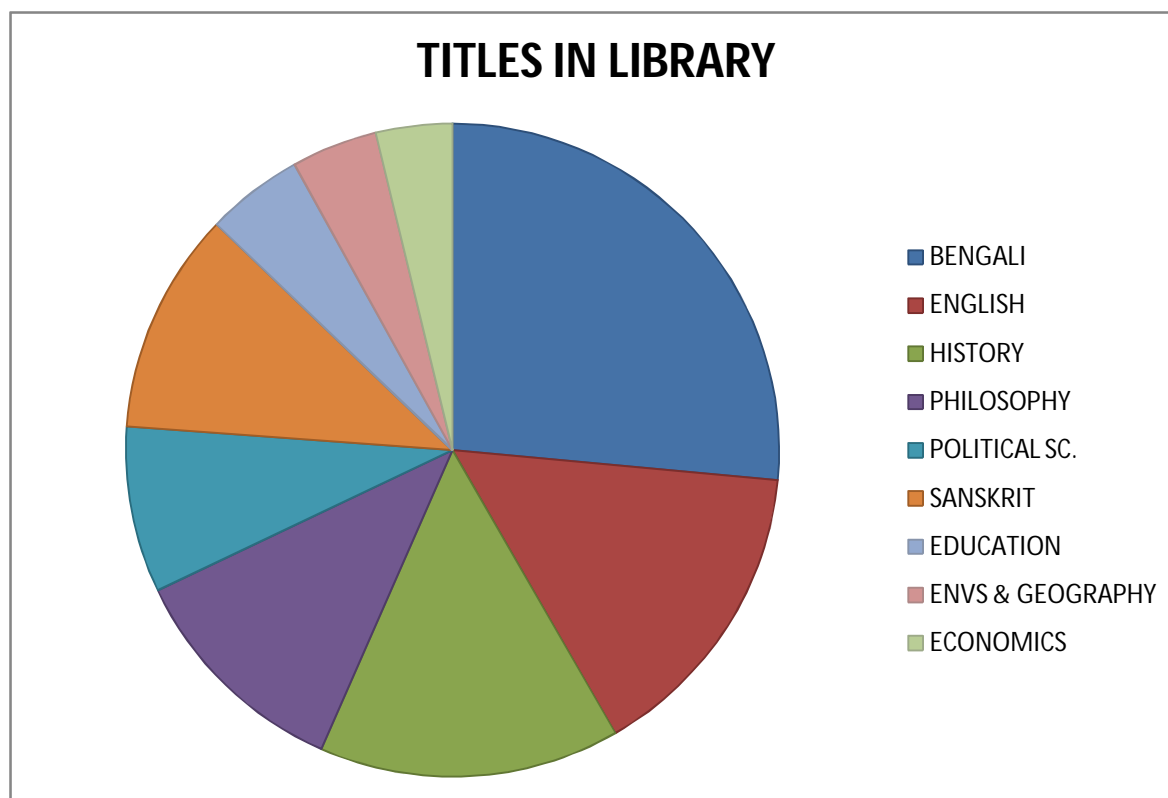


Figure 2.D

2.3.10] Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

Sometimes, the departments face some difficulty in finishing the course in time. Tutorials and extra classes are taken to overcome the drawback. The college is trying to overcome this problem by adopting several measures to cover up the weakness. In some subjects, there is a shortage of teachers which the institution is trying to overcome by taking appropriate measures.

2.3.11] How does the institute monitor and evaluate the quality of teaching learning?

The assessment of teachers by students has been implemented since 2014-2015 by circulation of questionnaire to the second and third year students before their test examination. These feedback reports are directly submitted to the IQAC and Academic Committee for evaluation of the performance of the teachers and communication of the same is sent to the concerned teachers. Discussions are held between the concerned teacher and the Principal regarding the feedback obtained from the feedback report.

Teachers utilise these feedbacks to develop their teaching methods and practices to achieve better results. (For questionnaire kindly see Annexure-).

Regular classes and tutorial classes are under close scrutiny of the IQAC. IQAC also asks and assists the departments in organising seminars, workshops, excursions etc. For completing the curriculum of a particular subject, teachers are encouraged to take classes on leisure time, though on a limited scale. Especially during summer recess and puja vacation, teachers encourage financially challenged students to participate in specially arranged classes

2.4] Teacher Quality**2.4.1] Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum**

The recruitment of the teachers in substantive posts is not controlled by Polba Mahavidyalaya. The West Bengal College Service follows strict norms set by UGC for the recommendation of teachers against substantive post in a particular college. A strict academic merit and interview process is followed to ensure competence of the recommended candidate. Polba Mahavidyalaya only accepts the recommendation of West Bengal College Service Commission for appointment against a particular substantive post and appoints the recommended candidate to the specified post. Polba Mahavidyalaya appoints Guest Faculty in different subjects when the situation so requires by making proper advertisements by observing selection procedure through a Selection Committee where there are Government Nominee of the Governing Body, subject experts recommended by the University and other members of Governing Body of PolbaMahavidyalaya.

- **Highest qualification of teaching staff of the college:**

| Highest qualification | Professor/Principal | | Associate Professor | | Assistant Professor | | Total |
|---------------------------|---------------------|--------|---------------------|--------|---------------------|--------|-------|
| | Male | Female | Male | Female | Male | Female | |
| Permanent teachers | | | | | | | |
| D.Sc/D.lit | | | | | | | |
| Ph.D. | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| M.Phil | 0 | 0 | 0 | 0 | 3 | 1 | 4 |
| PG | 0 | 0 | 0 | 0 | 4 | 2 | 6 |
| Temporary teachers | | | | | | | |
| Ph.D. | | | | | | | |
| M.Phil. | | | | | | | |
| PG | Male-01 | | | | Female-03 | | |

*This list excludes the Principal of the College.

2.4.2] How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

No such new course has been introduced so far.

2.4.3]Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) Nomination to Staff Development Programmes

| | |
|--|-----------------------------|
| Academic Staff Development Programmes | Number of faculty nominated |
| Refresher courses | 05 |
| HRD programmes | 00 |
| Orientation programmes | 07 |
| Staff training conducted by the university | 00 |
| Staff training conducted by other institutions | 00 |
| Summer / winter schools, workshops, etc. | 00 |

Participation in Faculty development programme in details:

| Year | Faculty Name | Course |
|-----------|--------------------------|-----------------------------|
| 2010-2011 | Dr. Kaliprasad Mishra | Orientation Programme |
| | Sharmistha Gupta (Dutta) | Orientation Programme |
| 2011-2012 | Sanjoy Kumar Ghosh | Orientation Programme |
| | Narugopal Kaibarta | Orientation Programme |
| | Dr. Kaliprasad Mishra | Refresher Course |
| | Sharmistha Gupta (Dutta) | Refresher Course |
| | Narugopal Kaibarta | Orientation Programme (NSS) |
| 2012-2013 | Narugopal Kaibarta | Refresher Course |
| 2013-2014 | Sanjoy Kumar Ghosh | Refresher Course |
| | Sribas Biswas | Orientation Programme |
| 2014-2015 | Sribas Biswas | Refresher Course |
| | Dr. Kaliprasad Mishra | Refresher Course |
| 2015-2016 | Sanjoy Kumar Ghosh | Refresher Course |

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning:

- Teaching learning methods/approaches.
- Handling new curriculum.
- Content/knowledge management.
- Selection, development and use of enrichment materials.

- Assessment.
- Cross cutting issues.
- Audio Visual Aids/multimedia.
- O.E.R's.
- Teaching learning material development, selection and use.

The teachers normally handle issues like new curriculum or use of audio-visual methods by discussions among themselves. In case of handling new curriculum, they normally attend relevant workshops or discussion organised by the respective department of the university. Teachers are benefitted through telephonic conversation or personal discussion with faculty members of universities.

c) Percentage of faculty invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies:02 (18% of substantive post holders)

Participated in external Workshops / Seminars / Conferences recognized by national/international professional bodies: 08 (72.7% of substantive post holders)

Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 04 (36.36% of substantive post holders)

2.4.4] What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications, teaching experience in other national institutions and specialized programmes industrial engagement etc.)

The teachers are allowed to apply for study leave according to UGC norms. 'Research Consultancy and Extension Committee' encourages teachers to apply for Minor/Major research projects. Teachers are allowed to participate in seminars to enrich their academic capacity.

2.4.5] Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

Nil.

2.4.6] Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The assessment of teachers by students has been done since 2014-2015 by circulation of questionnaire to the students before their respective test examination. (Annexure-)

2.5] Evaluation Process and Reforms

2.5.1] How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The distribution of marks in the University Examinations and Selection Tests is made known to all especially the students through the prospectus. A detailed discussion regarding the evaluation system of the University of Burdwan is done with the students by the respective departments through meetings at the commencement of the session. The students are informed regarding the probable dates of class tests, at the commencement of the session. The dates of the selection test examinations are also communicated to the students. The examination schedules of the university and circulars are notified in due time and students are informed accordingly.

2.5.2] What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

The University of Burdwan has reformed their examination pattern from the two-tier system of Part-I (at the end of 2nd Year) & Part-II (at the end of 3rd Year) to three-tier system: Part-I, Part-II & Part-III at the end of each year. Previously students had to answer 15 questions of 2 marks, 5 questions of 6 marks and 4 questions of 10 marks. Now they have to answer 8 questions of 2 marks, 6 questions of 6 (4+2 or 5+1) marks and 4 questions of 12 (10+2 or 8+4). The College authority also follows the University rules & regulations regarding examination.

Prior to the final University Examination College conducts Test examination and at least three class tests (students have to appear in all) and students are allowed to appear at the final examination depending upon the performance in class tests and Test examinations.

2.5.3] How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The College has to follow the University norms and guidelines and has no freedom in the implementation of any evaluation reform on its own. The own internal coordinating mechanism of the institution always acts as driving force in ensuring that sort of reforms.

2.5.4] Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

As a part of formative evaluation approach of the students some class tests are taken, and as a part of the summative evaluation approach College conducts Test examination. The class tests and the College tests are not part of the internal assessment of the students for whom the performance in the University Final Examination is the benchmark of evaluation. Naturally these tests cannot be assigned proper weightage; however, these help the students to prepare in a better way to perform in the Final Examinations.

2.5.5] Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students results/achievements (Programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The Institution monitors and communicates the progress and performance of students through the duration of the course arranging Class Tests (for both Honours and general courses) and Tutorials for Honours students. By analyzing results departmentally, steps (like remedial class, tutorial class etc.) are being taken for the betterment of their performance. IQAC takes periodic review of performance of students of B.A. Honours and General Course and advises accordingly.

2.5.6] Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills etc.

No such weightage is placed on the behavioural aspects, independent learning and communication skills in the assessment system. To maintain rigour and transparency in the internal assessment, the teachers strictly adhere to the question pattern prescribed by the University. The record of the marks of all internal examinations is maintained departmentally. Independent learning, communication skills of students are assessed through students' presentations, projects and group discussions. Beside academics, students also participate in different intra and inter-college co-curricular and extra-curricular activities to develop skills of the students.

2.5.7] Does the institution and individual teachers use assessment/evaluation as an indicator for evaluating performance of students, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

The evaluation system properly overviews that students are reviewed at the three distinct levels;

- a) Knowledge of the subject.
- b) Application of the lessons learnt in relation with other branches of life.
- c) Ability to analyze a problem by the gathered knowledge through studies.

As a whole the College endeavours to mould its students into talented professionals in their respective fields of study. They are expected to develop a strong understanding of the basics of the discipline undertaken by the time they complete the programme. Self reliance and skills in communication, coordination, planning, management, academic writing, and presentation skills are also expected in the students, so that they can undertake any career options that demand these skills. All these skills develop the personality and outlook of the students and generate in them a social orientation. All the activities of the departments and the College are designed with this aim.

2.5.8] What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

At the University level, grievance redressal with reference to evaluation mechanism consists of i) Review of papers/results for individual students and ii) For generalized serious grievances sometimes students are guided by the college administration to meet with the Controller of Examinations or the Registrar to place their concerns constitutionally.

At the College level, grievance redressal mechanism is as follows:

In terms of academics, all answer scripts of internal examinations are shown to and discussed with the students. The College has a grievance redressal cell with the members of teaching & non-teaching staff of the College. The members of the cell give their best

effort to solve the grievances of the students. Apart from that students can always talk to Departmental teachers & also to Principal to redress their grievances in particular cases.

2.6] Student performance and Learning Outcomes:

2.6.1] Does the college have clearly stated learning outcomes? If 'yes', give details on how the students and staff are made aware of these?

Our college consists of both first generation learners and advanced candidates, who are aspirants for higher studies. Our first aim is to provide basic knowledge of subject as per Syllabus guidelines provided by the University, so that a uniform degree of knowledge can be imparted to all the students.

Special care is however taken of the potential advanced students. Whenever they seek advice from the teachers, they are provided with all round support in terms of collecting information and carving out niche to get to the desired goal. The students good in sports are encouraged for further improvement. A social goal is set in the mind of the students through the NSS activities. The departments also try to create a target of academic standard among the students through the extension lecture/seminars.

- List of extension lecture/seminars organized in 2015-2016.

| Experts | Topic | Subject | Funding Agency |
|---|--|------------------------|----------------|
| Dr. Meenakshi Krishnan, (Associate Professor, Barrackpore Rastraguru Surendranath College, Calcutta.) | “Discourse Session on Communicative English.” | English | College |
| Dr. Amiya Kumar Ghosh, (Associate Professor, Suri Vidyasagar College, Suri.) | “History & Environment: Harappan Civilization.” | History | College |
| Dr. Rakesh Das (Assistant Professor of Sanskrit, Ramakrishna Mission Vivekananda University) | “The Relevance of Sanskrit in Modern Era.” | Sanskrit | College |
| Prof. Pratip K. Choudhury (Former Member Secretary, West Bengal State Council Of Higher Education) | “The relevance of UGC-NAAC for the colleges of West Bengal & | General/Administrative | College |

| | | | |
|--|-----------------------------|--|--|
| | <p>how to approach it.”</p> | | |
|--|-----------------------------|--|--|



Photograph 2: Dr. Amiya Kumar Ghosh, Associate Professor of History, Suri Vidyasagar College, delivering a lecture on Harappan Civilization & Environment at the College Premises.

2.6.3] What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

To enhance the social & economic relevance of the course offered, academic departments along with Counselling Cell tries to disseminate information, create job awareness, entrepreneurship development & innovative thinking. Departments try to provide information which would pave the way for further research aptitude. NSS volunteers also arrange Health Awareness Programme in our adopted villages by which students along with the common village people are informed about the health hazards. The college also looks forward to any opportunity of participation with the industries, to provide the students with maximum exposure. In 2012, our students attended a “Personality Development Training for Unemployed Graduates and Final Year Students” organised by TCS in collaboration with Burdwan University. On 8th December, 2015 a campus interview for the post of Sales Executive was organised at the college in collaboration with Bhandari Automobiles. Two of our students also got selected in the process.

2.6.4] How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

The information collected from the students is assessed (in percentage) departmentally, as they are made to fill up a feedback form. Planning for overcoming the problem of the individual student in learning is done through discussion with the IQAC and other stake holders. Student feedback regarding teaching abilities of a faculty and also their response towards other campus activities are also taken into account for further improvement. In this way the institution tries to overcome the barriers of learning outcomes both internally & externally.

2.6.5] How does the institution monitor and ensure the achievement of learning outcomes?

After the publication of Part-I or Part-II results counseling of the students are done by the teachers so that the drawbacks are found and they are provided with feedbacks for their improvement. After completion of a particular topic, teachers always discuss about the learning outcomes, both verbally and through tests. IQAC prescribes steps as and when it finds it necessary.

2.6.6] What are the graduate-attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The following attributes are applied by the institution to different contexts to see how those shape the students and the graduates:

- The college intends to train and prepare the students to learn and apply their knowledge to appear and achieve excellence in the University evaluation. The University provides certificates for respective honours subjects and general course. The college observes the results of its students in the University examinations, to gauge the level of success in imparting knowledge to them. The college also aims at seeing its students enter the University in Post Graduate courses.
- Polba Mahavidyalaya considers imparting knowledge that leads to developing values. Therefore it considers development of values in its students as one of the primary graduate attributes.
- The College wants to inculcate learning in a way that the students utilize knowledge for lifelong activities.
- The college gives equal importance to generating social & environmental awareness among its students to mould them into responsible human beings at the end of the course.

- To motivate students to face struggles in life with courage, zeal and austerity and be winner with cultivation of common sense which is rarest in form in the realm of knowledge and wisdom.
- To inculcate from the very beginning a high regard for ethical principles and meaningful understanding of human values and environmental realities.
- To armour students to overcome their weaknesses, to accept each and every odd in life with dedication & devotion such that odds transform into successes with excellence and perform to their fullest potential so as to cope with the present & future needs of the society.
- To develop human potential by providing quality education intermingled with value to our rural students in general and to our students belonging to Scheduled Tribes, Scheduled

Criteria-Wise Inputs

Criterion III

Research, Consultancy and Extension

3.1] Promotion of Research

3.1.1] Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

Polba Mahavidyalaya is primarily an undergraduate institution affiliated to the University of Burdwan. Although the college encourages research activities through its 'Research Consultancy and Extension Committee' and provides basic research related infrastructure like library and computers, it is not affiliated to any University or any other agency/organization. The college however consistently encourages and attempts to inculcate basic research acumen among the undergraduate students. Departmental projects, ENVIS projects and Geography practical activities develop the fundamental concepts of research among the students.

3.1.2] Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Yes, the 'Research Consultancy and Extension Committee' was constituted during the session of 2015-2016. The Committee recommends and encourages research activities of the faculty members.

The Committee is headed by the Principal of the college and is composed of the co-ordinator of IQAC and members of the teaching faculty. The committee promotes, monitors and assesses the Research activities within the institution. Representatives from all the Departments actively take part in the activities and functioning of this Committee.

In 2015, the Committee has recommended Narugopal Kaibarta's (Assistant Professor of History) proposal for UGC-Minor Research Project. The Committee is determined to promote research by developing and revamping the infrastructural facilities in the institution necessary for conducting research. The committee is also trying to create a fund for encouraging research activities. However, it is still negotiating with shortage of resources.

The current composition of the Committee is as follows:

1. Dr. Sushanta Kumar Mazumdar (Principal)
2. Dr. Kaliprasad Mishra (IQAC Coordinator & Assistant Professor of Sanskrit)
3. Sri Sanjoy Kumar Ghosh (Assistant Professor of Bengali)
4. Smt. Sharmishta Gupta (Dutta) (Assistant Professor of Philosophy)
5. Sri Narugopal Kaibarta (Assistant Professor of History)

3.1.3] What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/projects?

There is no ongoing research project at present.

3.1.4] What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

Seminars are arranged by different departments by eminent speakers to create an inquisitive mentality. Students are also encouraged to develop environmental awareness through various programmes organized in the college and in the institutional programme

of cultivation of medicinal plants. NSS also organizes seminars on environmental, health related and social issues. The college has a unit of Red Ribbon Club, initiated and supported by the AIDS Control Society. It works through multi-sectoral collaboration, using the services of volunteers of NSS.

NSS Programme aims at raising awareness on Sexual Issues, HIV and AIDS.

It also motivates youth and builds and develops their capacity of leadership and team work.

3.1.5] Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.)

None of the faculty members of Polba Mahavidyalaya are currently acting as research guides.

Six of the faculty members are currently pursuing their PhD from various Universities of the State.

Santanu Sengupta (Assistant Professor of History), received a grant from The Joint Centre for History and Economics (Centre For History And Economics Cambridge & Centre For History And Economics Harvard) in 2013 before joining the college. The project is expected to be submitted in September 2016.

3.1.6] Give details of workshops/ training programmes/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbining research culture among the staff and students.

The teachers attend regional, national and international seminars and workshops organized by various institutions and are encouraged to present papers to keep themselves updated regarding research activities. The institution however, has not organized any such programme.

3.1.7] Provide details of prioritised research areas and the expertise available with the institution.

The institution is primarily concentrated upon linguistic, humanities and social science based research activities. The respective individual field of expertise of the faculty members are as follows:

| | | |
|--|-----------|--|
| Dr. Sushanta Kumar Mazumdar, Principal | Economics | Econometrics, Money, Banking & Finance, Agricultural Economics. |
| Narugopal Kaibarta, Assistant Professor | History | Modern India, History of Human Communities, Tribes and People of Birbhum District. |
| Dr. Kaliprasad Mishra, Assistant Professor | Sanskrit | Vyakarana; Paninian Grammar |

| | | |
|--|----------------------|--|
| Sanjoy Kumar Ghosh, Assistant Professor | Bengali | Bengali Literature (Novels and Stories), 20 th Century- from 1920s to 1980s, Women Novelists, Literature of Resistance. |
| Sharmishta Gupta (Dutta), Assistant Professor | Philosophy | Truth and assertibility in Indian and Western perspective. |
| Sribas Biswas, Assistant Professor | Bengali | Medieval Bengali literature, Vaishnav literature, Impact of Sri Chaitanya Deb in contemporary age. |
| Santanu Sengupta, Assistant Professor | History | Armenian diaspora, British Empire in Indian Ocean, 18 th century. |
| Pratima Dhali, Assistant Professor | Philosophy | <i>Padarthasin</i> Ayurveda. |
| Preetam Mandal, Assistant Professor | Sanskrit | Kavya; Classical literature |
| Milan Kisku, Assistant Professor | Political Science | Political Theory, Indian Political Thought, Local Government. |
| Mizanur Rahaman Sardar, Assistant Professor | English | Indian writing in English, Contemporary drama |
| Manali Choudhury, Assistant Professor | English | Modern Short Stories, Katherine Mansfield. |

3.1.8] Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

When the seminars/extension lectures are organized, the college invites eminent researchers and academicians, so that teachers and students interact with them to get a clear idea regarding recent development of researches in respective fields.

3.1.9] What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

Does not arise.

3.1.10] Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

The faculty members of the college present their findings in various seminars and workshops. They also publish their works in various journals.

| Name of Faculty | Seminars Attended |
|---|---|
| Narugopal Kaibarta (Assistant Professor, History) | <ul style="list-style-type: none"> UGC Sponsored National Seminar (Nana Ronger Rabindranath); Hiralal Bhakat College, Abhedananda Mahavidyalaya; 24-25th September, 2013. Paper: Rabindranath o Swadesi Andolan; 1905-1911. UGC Sponsored National Seminar (Vivekananda on the 150th Birth Anniversary) – Sreegopal Banerjee College. 19th-20th November, 2013. Paper: Swamijir drishtite manab jati. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • UGC Sponsored State level seminar (Vivekananda-Bharatchinta) Balagarh Bijoykrishna Mahavidyalaya with Khalisani Mahavidyalaya. 29th November, 2013. Paper: Swamijir drishtite prachya o paschatya. • UGC Sponsored National Seminar (Purane nabanirman; Sampratik Sahitya) Asananagar Madanmohan Tarkalankar College with Nabadweep Vidyasagar College. 24-25th June 2015. Paper: Bartaman Prekkhapote Puraner Oitihashik Gurutto. • UGC Sponsored National Seminar (Evolution of Bengal in 20th century in the context of liberal arts and popular culture.) Rampurhat College. 3rd-4th September, 2015. Paper: Bingsho shotoke Birbhumi jela jati prothar bibartan. • UGC Sponsored National Seminar (Sahityasadhak Dwijendralal) 19th-20th January, 2016. Sudhirranjan Lahiri Mahavidyalaya. Paper: Itihasher aloke Dwijendralal Ray. |
| Dr. Kaliprasad Mishra (Assistant Professor, Sanskrit) | <ul style="list-style-type: none"> • National Seminar at Sadashiv Campus, Puri, 22-23 October 2011; Paper: Lingarth Vimarsha. • National Seminar at Sadashiv Campus, Puri, 1-3 December 2012, Paper: Vande Gurunam Charanarvindam. • National Seminar organised by Bharati Chatuspathi Nabadweep, 23-24th March 2012. Paper: Mahaprabhu Darshane Jatiyo Samhati. • National Seminar at Sadashiv Campus, Puri, 21-23 March, 2014; Paper: Sri Jagannathshatake Vaishya Kalyan Bhavna. |
| Sanjay Kumar Ghosh (Assistant Professor, Bengali) | <ul style="list-style-type: none"> • Two Day International seminar on “Katha Sahitye Swadesh Sandhan: Bish Shatak. Department of Bengali, University of Burdwan, 22-23 March, 2012. Paper: Sabitri Rayer Paaka Dhaaner Gaan: Swadesh Chetonar ek Jibonto Dalil. • UGC Sponsored National Seminar on “Puraner Nabanirman: Sampratik Sahitya”; Asannagar Madan Mohan Tarkalankar College, 24-25 June, 2015. Paper: Karna Kunti Sangbad: Mata Santaner Samparke Abhinaba Bhashyarup. • UGC Sponsored National Seminar on |

| | |
|--|--|
| | <p>“Sahityasadhak Dwijendralal”; Sudhirranjan Lahiri Mahavidyalaya. 19-20 January, 2016. Paper: Rabindranather Kabyer Upekkhita: Dwijendralaler Rakta Mangsher Manabi.</p> |
| Sharmishta Gupta (Dutta) (Assistant Professor, Philosophy) | <ul style="list-style-type: none"> • UGC Sponsored State level seminar (Vivekananda-Bharatchinta) Balagarh Bijoykrishna Mahavidyalaya with Khalisani Mahavidyalaya. 29th November, 2013. Paper: Vivekananda: <i>Jubosamajer Alor dishari</i>. • UGC Sponsored National Seminar (Evolution of Bengal in 20th century in the context of liberal arts and popular culture.) Rampurhat College. 3rd-4th September, 2015. Paper: <i>Bish shataker aloke Bangali Hindur Dharma Bhavana</i>. |
| Sribas Biswas (Assistant Professor, Bengali) | <ul style="list-style-type: none"> • International Level Seminar on NSS and development of youth and new media and Bengali Culture. 3-4th May 2012. University of Kalyani. Paper: Bangla Sanskritir paribartan o Sangbad madhyam. • National Seminar on Sree Chaitanya o Jatiyo Samhati, University of Kalyani. 27-28th September 2012. Paper: Uttoron: Nimai theke Sree Chaitanya Deb. • International Seminar on Bangla Sahitye Prantajan. Rabindra Bharati University. 5-6th March 2013. Paper: Nimaier uttorone prantojan. • International Seminar on Bankim Chandra ebong ekobingsho shatabdir bhavana. 27th-28th March 2014. Paper: Bankim Sahitye Baishnabio Anusandhan. • National Seminar on Art, Culture and Ethics in the perspective of Indian Education. Simurali Sachinandan College of Education. 11-12th April, 2015. Paper: Unish Shataker Kirtangane Chaitanya Charcha. |
| Santanu Sengupta (Assistant Professor, History) | <ul style="list-style-type: none"> • National Workshop on Social Networks. IMS-Chennai & IIT Chennai, 20th-24th February, 2012 Paper: <i>Local Experiences of a global diaspora: The Armenian network in 17th-18th century Bay of Bengal</i>. • Regional Seminar on “The Heritage of Minority Groups in Calcutta”. Loreto College, Kolkata. 22-23rd November, |

| | |
|---|--|
| | <p>2013. Paper: <i>Space, Memory and History: Armenian diaspora & the Church of Holy Nazareth in Calcutta.</i></p> <ul style="list-style-type: none"> • International Seminar on Maritime Networks and the Construction of Trans National Spaces: Comparative approaches and Connected Histories. Centre for Studies in Social Sciences, Calcutta & Glasgow University. 12th-13th December, 2014. Paper: <i>"Residing Under English protection": Rethinking the trade, legal culture & the Armenians in 18th century Eastern Indian Ocean.</i> • International Symposium of Indian-Danish Research Network on the Social History of Serampore. Centre for Studies in Social Sciences, Calcutta & The National Archives, Denmark. 13th & 17th April, 2016. Paper: <i>Armenian sites in Bengal: Potentials of a hidden archive of European Settlements.</i> |
| Manali Choudhury (Assistant Professor, English) | <ul style="list-style-type: none"> • International Conference on Post colonial voices in South Asian literatures & Cinema. 7th-8th February, 2014. Garden City College, Bengaluru. Paper: <i>The Ropes Snapped In the Centre: Exploring Defiance As a Means & End in Kushwant Singh's Train to Pakistan.</i> • UGC Sponsored National Seminar on Cultural Studies: Theories and Praxis. 21st-22nd September, 2013. Baharampur College in collaboration with University of Kalyani. Paper: <i>Khodadad & Beyond: Measuring the Length of Such a Long Journey as a discourse on the Parsi Identity.</i> • International Conference on Transitions: Literature, Language and Culture Post 1980. 6th-7th February, 2015. Garden City College. Bengaluru. Paper: <i>"You & I": Exploring the Kaleidoscopic I within the Socially Networked Self.</i> • National Conference on Cultural Representations: Race, Class, Gender and Caste. 4th and 5th September, 2013. Department of English, University of Burdwan. Paper: <i>"A Prisoner Must Learn to Wear Robes of Absence": Finding Poetry in Women's Cells with Special reference to Marilyn Buck.</i> |

| | |
|--|--|
| | <ul style="list-style-type: none"> • National Seminar on Multiple Shakespeares: Investigating New Possibilities of Shakespeare Studies in Academics and Popular Culture. 6th and 7th October, 2015. Department of English, Serampore College in collaboration with Department of English, The Bhawanipore Education Society College. Paper: The Living Greens: The Use and Influence of Forests in Shakespeare's Plays. • International Conference on Narrative and Narratology: Traditions and Innovations in Story-telling Patterns. 5th and 6th February, 2016. Garden City College, Bengaluru. Paper: The Anatomy of Memory: Memo-i-ri-ving the Three Tenses in the Narrative of J.K. Rowling's <i>Harry Potter and the Philosopher's Stone</i>. |
| | |

List of Publications of Faculty Members of Different Departments:

| Name of Faculty | Details of Publication |
|-----------------------|--|
| Narugopal Kaibarta | <ul style="list-style-type: none"> • "Rabindranath o Swadeshi Andolan; 1905-1911" in <i>Nana Ronger Rabindranath Tagore</i>. Calcutta, 2014. ISBN-978-93-82045-90-8 |
| Dr. Kaliprasad Mishra | <ul style="list-style-type: none"> • "Vande Gurunam Charanarvindam" in <i>Utkal-Pratibha</i>, Puri. ISBN-81-89075-84-5 • "Paribhashadwara Apavadvidhe Rahasyakathanam" in <i>Sabdi, vol.13</i>. ISSN-2348-2788 • "Sri Sarada Manhi Ekam Mahaniyam Charitram" in <i>Satyabate</i>, July-September 2012. ISSN-2278-4616 • "Bangasahitye Nari Charitram, Ekam |

| | |
|--------------------------|--|
| | <p>Adhyayanam” in <i>Satyabate</i>, January-March 2012. ISSN-2278-4616</p> <ul style="list-style-type: none"> • “Mahiyasi Vishnupriya” in <i>Satyabate</i>, March 2013. ISSN-2278-4616 |
| Sanjay Kumar Ghosh | <ul style="list-style-type: none"> • Bismritir Atale Sfulingo: Sabitri Ray o taar Uponyash in Manan, Sharodiya edition. 1419 (Bengali Year) • Ashalata Singher Upanyas Pratibadi Chetona: Nirbachito Upanyaser Alope, in Byatikromi Sahitya Pratibha: Ashalata Singha, Bodhan Prakashani, 2013. ISBN: 978-81-923689-0-0 |
| Sharmishta Gupta (Dutta) | <ul style="list-style-type: none"> • “Bartaman Jubo Samaj o Bhabi Bharat: Vivekanander Prashongikota in <i>Lok Bharati</i>, July-September 2014. ISSN-2277-5889 |
| Sribas Biswas | <ul style="list-style-type: none"> • “Sri Ramakrishner Amrita Kothae Sri Chaitanya Jibon o Jug Prashanga” in <i>Sri Chaitanya: Ekaler Bhabona</i> (ed.) Tapas Basu, Bangiya Sahitya Sansad, 2014. ISBN-978-93-83590-27-8 • “Pragadhunik Bangla Sahitye Chaitanya Charcha” in <i>Open Eyes</i>, vol. 9, no. 1-2. June-December 2012. ISSN-2249-4332. • “Hashyo rosher dharae Kabi Mukunda o Chandimangal” in <i>Open Eyes</i>, November 2011 ISSN-2249-4332 • “Rabindra probondhe Chaitanya anushanga” in <i>Nana Ronge Rabindranath</i>, Calcutta, 2014. ISBN-978-93-82045-90-8 • “Ünish shataker kirtan gaan e Chaitanya Charcha” in <i>Art, Culture and Ethics in the Perspective of Indian Education</i>, Dr. Santanu Sen (ed.) 2015, ISBN-978-81-922902-7-0 • “Rammohan Roy er Chaitanya Charcha” in <i>Open Eyes</i>, Vol. 2, no. 1-2, June-December 2014. ISSN-2249-4332 |
| Manali Choudhury | <ul style="list-style-type: none"> • “The Ropes Snapped In the Centre: Exploring Defiance As a Means & End in Kushwant Singh’s <i>Train to Pakistan</i>.” in <i>Luminaire</i>, Vol 5. Issue 1, February 2014. ISSN: 2249 2542. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • “Futility of War” in <i>On the Frontline: Critical Essays on War</i>. 2011. ISBN: 978-93-80663-28-9 • “Khodadad & Beyond: Measuring the Length of <i>Such a Long Journey</i> as a discourse on the Parsi Identity” in <i>Cultural Studies: Theories and Praxes</i>. 2013. ISBN 978-81-927259-0-1 • “The Anatomy of Memory: Memo-i-rising the Three Tenses in the Narrative of J.K. Rowling’s <i>Harry Potter and the Philosopher’s Stone</i>” in <i>Luminaire</i>, Vol 6. Issue 1, February 2014. ISSN: 2249 2542. |
|--|--|

3.2] Resource Mobilization for Research

3.2.1] What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

No such separate fund has been allocated for the development of research.

3.2.2] Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

No such provision has been created so far.

3.2.3] What are the financial provisions made available to support student research projects by students?

No financial provision is there. However the college provides internet, books, computer, and equipments (in case of Geography).

3.2.4] How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

Members of all the departments participate in the workshops and lectures organized and share their respective knowledge. No other formal step has been taken so far, in this direction.

3.2.5] How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The valuable Geography equipments are kept in secured confinement and they are issued to the students only under the supervision of their teachers.

3.2.6] Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If ‘yes’ give details.

No. The institution has not received any such funding till date.

3.2.7] Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of on-going and completed projects and grants received during the

last four years.

Sri Narugopal Kaibarta (Assistant Professor of History) applied for Minor Research Project funded by UGC in 2015. The approval is still pending.

Sri Santanu Sengupta (Assistant Professor of History) received a onetime grant of \$1400 in 2013 from The Joint Centre for History and Economics (Centre for History and Economics Cambridge & Centre for History and Economics Harvard) in 2013 before joining the college. The project is expected to be submitted in September 2016.

3.3] Research Facilities**3.3.1] What are the research facilities available to the students and research scholars within the campus?**

The students are allowed to use computer, internet and the library to facilitate their research. The teachers guide their respective students to conduct their internal departmental projects. We have no Research Scholars.

3.3.2] What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The institution plans to encourage and develop its research potential by making the Research Consultancy and Extension Committee more active in the direction of developing its research related infrastructure. The institution also intends to create a separate fund to develop research related activities.

3.3.3] Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/ facilities created during the last four years:

No such fund has been received so far.

3.3.4] What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

As of now, institution is not in a position to provide such facilities.

3.3.5] Provide details on the library/ information resource Centre or any other facilities available specifically for the researchers?

No specific or exclusive resource is allotted to the researchers. They can however utilize the normal resources of the college.

3.4] Research Publications and Awards:**3.4.1] Does the Institute publish or partner in publication of research journal(s)? If**

‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

No, the institution has no such publication as yet.

3.4.2] Give details of publications by the faculty and students:

Publication per faculty - List of Publications of Faculty Members of Different Departments:

| Name of Faculty | Details of Publication |
|--------------------------|--|
| Narugopal Kaibarta | <ul style="list-style-type: none"> • “Rabindranath o Swadeshi Andolan; 1905-1911” in <i>Nana Ronger Rabindranath Tagore</i>. Calcutta, 2014. ISBN-978-93-82045-90-8 |
| Dr. Kaliprasad Mishra | <ul style="list-style-type: none"> • “Vande Gurunam Charanarvindam” in <i>Utkal-Pratibha</i>, Puri. ISBN-81-89075-84-5 • “Paribhashadwara Apavadvidhe Rahasyakathanam” in <i>Sabdi</i>, vol.13. ISSN-2348-2788 • “Sri Sarada Manhi Ekam Mahaniyam Charitram” in <i>Satyabate</i>, July-September 2012. ISSN-2278-4616 • “Bangasahitye Nari Charitram, Ekam Adhyayanam” in <i>Satyabate</i>, January-March 2012. ISSN-2278-4616 • “Mahiyasi Vishnupriya” in <i>Satyabate</i>, March 2013. ISSN-2278-4616 |
| Sanjay Kumar Ghosh | <ul style="list-style-type: none"> • Bismritir Atale Sfulingo: Sabitri Ray o taar Uponyash in Manan, Sharodiya edition. 1419 (Bengali Year) • Ashalata Singher Upanyas Pratibadi Chetona: Nirbachito Upanyaser Alope, in <i>Byatikromi Sahitya Pratibha</i>: Ashalata Singha, Bodhan Prakashani, 2013. ISBN: 978-81-923689-0-0 |
| Sharmishta Gupta (Dutta) | <ul style="list-style-type: none"> • “Bartaman Jubo Samaj o Bhabi Bharat: Vivekanander Prashongikota in <i>Lok Bharati</i>, July-September 2014. ISSN-2277-5889 |
| Sribas Biswas | <ul style="list-style-type: none"> • “Sri Ramakrishner Amrita Kothae Sri Chaitanya Jibon o Jug Prashanga” in <i>Sri Chaitanya: Ekaler Bhabona</i> (ed.) Tapas Basu, Bangiya Sahitya Sansad, 2014. ISBN-978-93-83590-27-8 • “Pragadhunik Bangla Sahitye Chaitanya Charcha” in <i>Open Eyes</i>, vol. 9, no. 1-2. June-December 2012. |

| | |
|------------------|--|
| | <p>ISSN-2249-4332.</p> <ul style="list-style-type: none"> • “Hashyo rosher dharae Kabi Mukunda o Chandimangal” in Open Eyes, November 2011 ISSN-2249-4332 • “Rabindra probondhe Chaitanya anushanga” in Nana Ronge Rabindranath, Calcutta, 2014. ISBN-978-93-82045-90-8 • “Ünish shataker kirtan gaan e Chaitanya Charcha” in <i>Art, Culture and Ethics in the Perspective of Indian Education</i>, Dr. Santanu Sen (ed.) 2015, ISBN-978-81-922902-7-0 • “Rammohan Roy er Chaitanya Charcha” in Open Eyes, Vol. 2, no. 1-2, June-December 2014. ISSN-2249-4332 |
| Manali Choudhury | <ul style="list-style-type: none"> • “The Ropes Snapped In the Centre: Exploring Defiance As a Means & End in Kushwant Singh’s <i>Train to Pakistan</i>.” in <i>Luminaire</i>, Vol 5. Issue 1, February 2014. ISSN: 2249 2542. • “Futility of War” in <i>On the Frontline: Critical Essays on War</i>. 2011. ISBN: 978-93-80663-28-9 • “Khodadad & Beyond: Measuring the Length of <i>Such a Long Journey</i> as a discourse on the Parsi Identity” in <i>Cultural Studies: Theories and Praxes</i>. 2013. ISBN 978-81-927259-0-1 • “The Anatomy of Memory: Memo-i-rising the Three Tenses in the Narrative of J.K. Rowling’s <i>Harry Potter and the Philosopher’s Stone</i>” in <i>Luminaire</i>, Vol 6. Issue 1, February 2014. ISSN: 2249 2542. • |

- **Number of publications listed in International Database (for example: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) :** NIL

3.5] Consultancy

3.5.1] Give details of the systems and strategies for establishing institute-industry interface?

At present no such strategy has been adopted.

3.5.2] **What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?**

The college is interested in publicizing the expertise of its teaching faculty members. Collaborations emerging from identifying their expertise will also enrich the academic environment of the college. The college website contains the research areas and expertise of its faculty members in considerable details.

3.6] **Extension Activities and Institutional Social Responsibility (ISR)**

3.6.1] **How does the institution promote institution neighbourhood community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?**

The consistently active NSS unit of the college takes the primary responsibility to fulfill the Institutional Social Responsibility of the institution. Through their year round social activities, the NSS not only contributes in social progress and creates link between the institution and the outside society, but also cultivates a sense of social responsibility among the students.

The various regular activities of the NSS are as follows:

- College campus and surroundings cleaning activity is carried out every week.
- Organizing awareness camps regarding deadly diseases and social threats like Thalasaemia and AIDS.
- In 2015 they actively participated in the *Swaccha Bharat Abhijan* programme in Polba-Dadpur Block.
- The NSS unit observes *Banomahotsav* and organizes planting of saplings in the college premises every year. They also actively work for tending the plants.
- The Unit also looks after the medicinal plantation maintained by the college.
- The NSS unit adopts a village from the local vicinity every year and works for the general development and social improvement of the village. The following are the adopted villages:
 - * 2010-2011- Chingri Malancha, P.S., Polba, Hooghly.
 - * 2011-2012-Sarangpur, P.S. Polba, Hooghly.
 - * 2012-2013-Patna, P.S., Polba, Hooghly.
 - * 2013-2014-Kantapur, Polba, Hooghly.
 - * 2014-2015-Kantapur, Polba, Hooghly.
- During special camps, the NSS members teach students from the primary school of the adopted village to inculcate the philosophy of 'each one-teach one'.
- The NSS unit also identifies drop out students in the adopted villages and encourage them and their parents to send them back to school.
- The NSS unit observes various important days, including- Independence Day, Republic Day, Netaji's Birthday, Voter's Day, NSS Day.
- The NSS Unit makes common people conscious about the ill effects of child labour.
- The NSS Unit of the College takes active part in convincing people to dissuade child marriage.

3.6.2] **What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?**

The students are motivated by the NSS activities, along with the general outlook of the college to create productive and responsible citizens of the future. Record of attendance is maintained regarding the student participation in various events and activities. NSS certificate is given to the participants at the end of the session.

3.6.3] **How does the institution solicit stakeholder perception on the overall performance and quality of the institution?**

The college takes feedback from its students and guardians through feedback forms or meetings. The staff members can voice their opinion through the council meetings and these concerns get voiced at the Governing Body. The Governing Body members act over the emerging concerns and voice their opinion regarding the institutional affairs.

3.6.4] **How does the institution plan and organize its extension and outreach programs? Providing the budgetary details for last four years list the major extension and outreach programmes and their impact on the overall development of students.**

The College carries out its extension and outreach programme through NSS activities.

The following is the year wise report of NSS activities of Polba Mahavidyalaya.

The consistently active NSS unit of the college takes the primary responsibility to fulfill the Institutional Social Responsibility of the institution. Through their year round social activities, the NSS not only contributes in social progress and creates link between the institution and the outside society, but also cultivates a sense of social responsibility among the students.

The various regular activities of the NSS are as follows:

College campus and surroundings cleaning activity is carried out every week.

- Organizing awareness camps regarding deadly diseases and social threats like Thalasemia and AIDS.
- In 2015 they actively participated in the Swaccha Bharat Abhijan programme in Polba-Dadpur Block.
- The NSS unit observes *Banomahotsav* and organizes planting of saplings in the college premises every year. They also actively work for tending the plants.
- The Unit also looks after the medicinal plantation maintained by the college.
- The NSS unit adopts a village from the local vicinity every year and works for the general development and social improvement of the village. The following are the adopted villages:
 - * 2010-2011- Chingri Malancha, P.S., Polba, Hooghly
 - * 2011-2012-Sarangpur, P.S., Polba, Hooghly
 - * 2012-2013-Patna, P.S., Polba, Hooghly
 - * 2013-2014-Kantapur, P.S., Polba, Hooghly
 - * 2014-2015-Kantapur, P.S., Polba, Hooghly
- During special camps, the NSS members teach students from the primary school of the adopted village to inculcate the philosophy of 'each one-teach one'.
- The NSS unit also identifies drop out students in the adopted villages and encourage them and their parents to send them back to school.
- The NSS unit observes various important days, including- Independence Day,

- Republic Day, Netaji's Birthday, Voter's Day, NSS Day.
- The NSS Unit makes common people conscious about the ill effects of child labour.
 - The NSS Unit of the College takes active part in convincing people to dissuade child marriage.

(PTO)

➤ **YEAR WISE & ANNUAL ACTIVITIES OF NSS FROM 2011 TO 2015.**

NSS ACTIVITIES

2010-2011

1. Number of volunteers- 100
2. Adopted village- Chingri Malancha (Polba-Dadpur Block)

2011-2012

1. Number of volunteers- 100
2. Adopted Village- Sarangpur (Polba-Dadpur Block)

2012-2013

1. Number of volunteers- 100
2. Adopted Village- Patna (Polba-Dadpur Block)

2013-2014

1. Number of volunteers- 100
2. Adopted Village- Kantapukur (Polba-Dadpur Block)

2014-2015

1. Number of volunteers- 100
2. Adopted Village- Kantapukur (Polba-Dadpur Block)

Works done at the adopted villages

- The NSS unit has annually arranged seven day special camps in the villages where the following works have been conducted.
 - All the hundred student volunteers participating in the camp are divided into ten groups consisting of 10 students each.
 - NSS first conducts a survey on the facilities available there. A general policy is adopted to address general issues of the concerned village, like, dropout rate, child marriage, hygiene and health issues.
 - Students who do not come to school regularly and are on the verge of dropping out are identified. The Unit tries to contact their parents to make them aware of the benefits of education. NSS volunteers, who are our students, go to the Primary School of the concerned village to encourage the students to learn with greater enthusiasm. During special camps, the NSS members teach students from the primary school of the adopted village to inculcate the philosophy of 'each one-teach one'.
 - The villagers are made aware of the need of being conscious about pollution, hygiene, environmental issues, etc. They are also made aware of the needs of immunizing children below the age of five with doses of pulse polio.
 - NSS arranges tree plantation programs in the village making the villagers aware of the new innovations in plantation technology. The Unit interacts with the villagers on the issues of environment and tree plantation.
-
- Seminar was conducted on AIDS and Thalassemia to create awareness. Eminent and experienced doctors are invited to deliver speeches on these issues.
 - In 2011-2012: Dr. Subhasis Saha, Block Medical Officer of Health, Polba-Dadpur Block, was invited by the NSS unit of Polba Mahavidyalaya to conduct awareness lectures on Thalassemia, AIDS and DISCO (A local

disease so named, which had been causing considerable frenzy and stigma among the locals by capturing their psychosomatic balance.)

- 2012-2013: Dr. Amit Ghosh, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
- 2014-2015: Dr. Kaushik Mandal, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
- Villagers are also taught the basics of consumer awareness.
- Throughout the days of the NSS camps, volunteers undertook activities to make the respective village clean and hygienic by cleaning clogged drains, roads, temples and so on.
- We conduct regular cultural programs after community lunch with the students of the concerned village's primary school. Performances like singing, dancing and acting are organized to showcase the talents of the Unit members. The Unit members also train students of the primary school in cultural activities like singing, dancing, recitation etc. They also perform along with the NSS unit members in the cultural programme.
- Villagers are also encouraged to discuss issues regarding consumer rights.

Regular activities of the Unit

- Student volunteers of the NSS Unit conduct weekly programs to keep the college clean throughout the length and breadth of the campus.
- We celebrate special days like the Independence Day, Republic Day, birthdays of eminent personalities with great respect and pomp. The NSS unit observes various important days, including - Independence Day, Republic Day, Netaji's Birthday, Voter's Day, NSS Day.
- We organize awareness camps to make the students aware of deadly diseases like AIDS, Thalassemia etc.
- Students of our college participate in many inter-collegiate special camps and district special camps.
- Students of our college are sent to special seminars organized by the University of Burdwan. They attended the Personality development training for unemployed graduates and third year students, offered by Tata Consultancy Services in association with NSS and University of Burdwan in 2012.
- The Swachh Bharat program initiated by the Government of India; was observed by the NSS Unit of the college throughout 2015.



NSS UNIT-1, Polba Mahavidyalaya on a cleanliness drive in the adopted village- Kantapukur.

3.6.5] How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The students are motivated to participate in the NSS activities through various means-

- The NSS Unit of Polba Mahavidyalaya was founded in 2008.
- They are allotted a separate and specific period in the general class routine to ensure regular participation and encouragement in terms of attendance.
- Students are given refreshments and other entitled endowments as per NSS norms.
- Students are given the opportunity to participate in camps at the district or the State Level.
- The students, on the completion of work and participation in NSS for a stipulated period, receive a certificate, which is also valuable for their further studies and in certain job sectors.
- The college has maintained a record of having a full unit of hundred members every year, since its inception in December, 2008.
- **NSS BUDGET STRUCTURE:** a) Out of pocket allowances for the Programme Officer.
- b) Programme Development Allocation.

- c) Travel Allowance of NSS Volunteers.
- d) Decoration, cultural programmes and other miscellaneous expenses.
- e) Office and Stationery Expenses.

2011-2015: Normal Grant Amount: Rs. 22000/-

Special Camp: Rs. 22500/-

3.6.6] Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The college is in the process of starting UGC sponsored remedial classes for SC/ST and other backward student groups, when it gets a nod from the UGC.

3.6.7] Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

The NSS and other social extension activities aim to create a bridge between textual knowledge and social responsibilities. It teaches our students to understand the meaning of education and knowledge in true sense of the terms and how it is meant for the development of the greater society. The students are trained to become not only as able professionals of their field but are also encouraged, to evolve as responsible citizens with humanitarian qualities. They are taught to face all challenges with conviction and grit to emerge successful in their social and professional duties.

3.6.8] How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

The college encourages the members of the local community to participate in the important events of the college. The NSS activities and special camps invariably involve the local populace. AIDS awareness, Thalasaemia awareness, health and environment awareness activities are primarily directed at the local community members. Students also participate in community cleaning and plantation activities. Awareness meetings have been organized on issues like domestic violence and child marriage.

3.6.9] Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.—

The college participates in various activities organized by the local Panchayat, Block Development Office etc. The college normally organizes its special camps at local primary schools. This creates a link between the college and such local institutions,

leading to the enrichment of both institutions.

3.7] Collaboration

3.7.1] How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college has no such collaborations.

Criteria Wise Inputs

Criterion IV

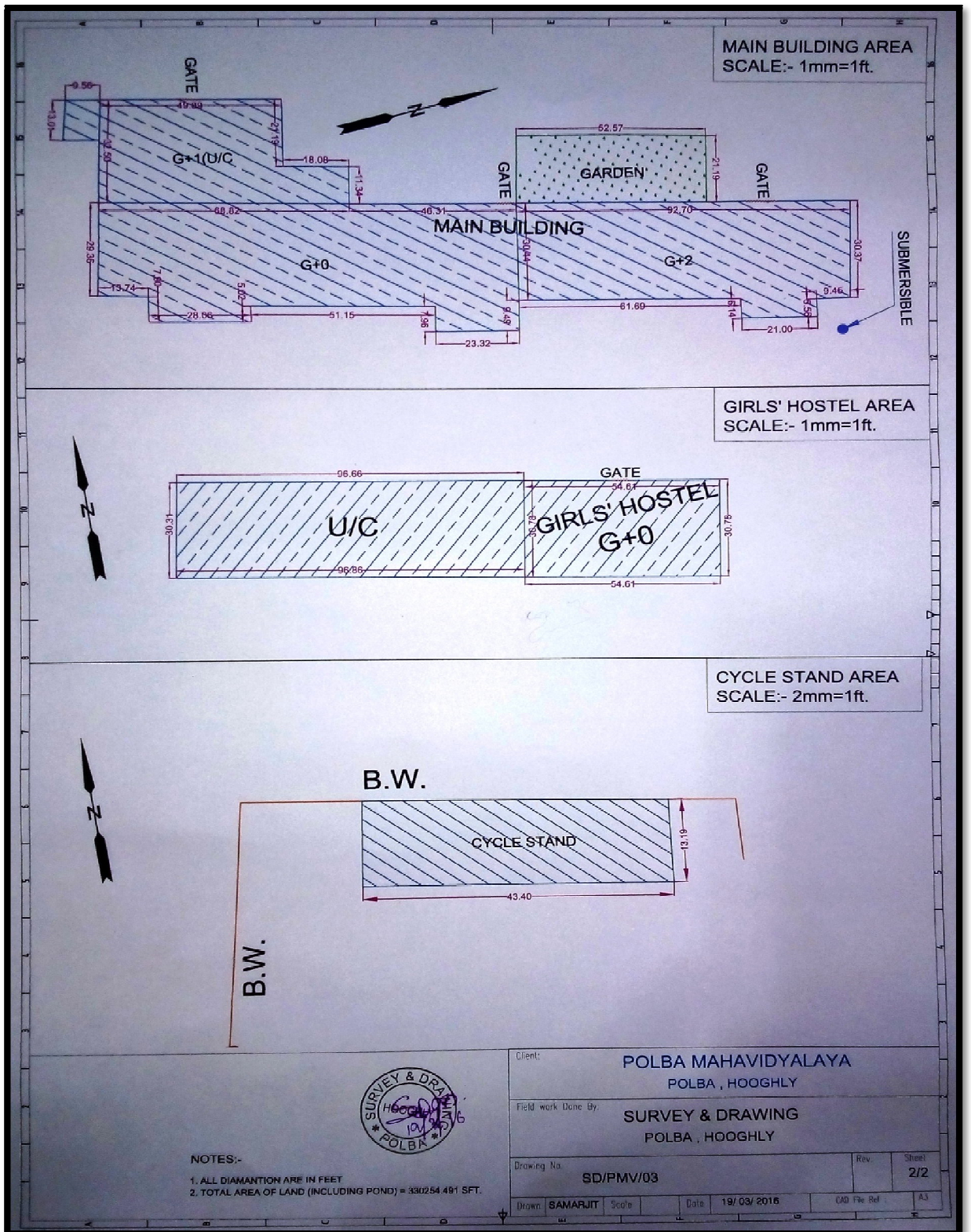
Infrastructure and Learning Resources

4.1] Physical facilities:

GROUND MAP



a) BUILDING PLAN



4.1.1] What is the policy of the institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The Institution believes in sustainable growth that comes collectively with creation of new resources and facilities for enhancing the quality of teaching-learning in the college, with regular and disciplined maintenance of existing resources and infrastructure.

The Principal of the college takes suggestions from the Teachers' Council, IQAC and Students to construct a route map for the creation and enhancement of resources and facilities in the college. After discussion with the Governing Body and the Finance and Purchase Committee, the programme of resource creation and enhancement is executed.

4.1.2] Detail and facilities available for -Infrastructure for Curricular and co-curricular activities: (Classrooms/Multimedia infrastructure/smart class/herbal garden/sports-field/common room/equipments for teaching-learning and research including laboratory and practical class equipments)

No. of Class Rooms: 09

Total Area of Class Rooms: 5045 sq. ft

Average Seating Capacity of Class Rooms: 70.

No. of ICT Smart Class Rooms: 01

No. of Blackboards/Greenboards/Whiteboards: 09

No. of rooms equipped with Projector and Screen: 03 (including ICT Room).

No. of Backlit Projectors: 03.

No. of Projector Screens: 03.

Plantation/ Herbal Garden: 01 (Area: 1092 sq ft.)

Seminar Hall: Nil

Common Room: 01

Computer Lab: 01. (546 sq. ft)

Computers: 16 Units

Laptops: 3 Units.

Computer Peripherals: 13 units

Reprographic Equipments: 13 units

Projectors: 03 units

Public Address System: 01unit

Girls' Hostel (Partially Completed): 3 Rooms.

Play Ground: 01 (320ft × 190ft)

Geography Practical Equipment: 163 units

Chairs/Benches: 228 units

Tables/Desks/High Benches: 150 units

Basic Amenities: Sanitation, Drinking Water, Electricity

Sanitation- --

Girls' Toilet-01

Boys' Toilet-01

Staff Toilet (Men)- 03

Staff Toilet (Women)- 01.

Girls' Common Room: 01

Submersible pump: 02 Units.

Drinking Water---

Water Purifier: 05.

Water Cooler: 02.

Office Room: 01 (Area) 840 sq ft.

Principal's Chamber: 01.

Electricity: Three Phase Electricity line equipped with Separate Transformer of appropriate capacity separately allocated for Polba Mahavidyalaya. Transformer has been erected in the area of Polba Mahavidyalaya.

Generator: 02 units- 20 KVA each diesel Generators, Kirloskar Model.

CCTV Cameras: 11 units.

Internet: 02 BSNL and 01 Alliance Broadband Connections. (2mbps speed)

05 rooms (Principal's Chamber, Office, Library, Computer Lab and Teachers' Room have been given internet connection using the above mentioned broadband networks.

4.1.3] How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the

facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The College endeavours to ensure that the basic infrastructure necessary for teaching learning is maintained to allow the operations to be conducted without any hindrance. While we are trying to add rooms, acquire more books and journals for the library, build a new science wing and utilise more multimedia equipments, we want to ensure the continuity of teaching-learning in more subjects than at present.

In the past four years we have acquired the following equipments of significance:

- 13 Units of computers and laptops.
- 11 CCTV Camera Units.
- 03 Projectors and Screens each.
- Two 20 KVA Generator Units.
- We have partially completed the construction of Girls' Hostel and Boundary Wall.

Expenditure of Past Four Years: is mentioned in section 4.4

Our future plan is to equip ourselves with:

- A separate Three Storied Science Building, with an Auditorium on the Second Floor.
- A separate Library Building.
- Staff Quarters.
- Boys' Hostel.
- More IT and Multimedia equipments to further modernise the process of teaching-learning.

4.1.4] How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- The college ensures that all the scheduled classes of the differently abled students are placed in the ground floor.
- The college has equipped the toilets with amenities suitable for our differently abled students.
- We intend to keep the provision of ramp in the science and auditorium building to create a more differently abled friendly infrastructure.

4.1.5] Give details on the residential facility and various provisions available within them:

The College has partially finished the construction of one part of the proposed Girls' Hostel, but it has not been operational yet. Amenities and facilities are still being created.

- Hostel Facility – Accommodation available
- Recreational facilities, gymnasium, yoga center, etc.
- Computer facility including access to internet in hostel
- Facilities for medical emergencies
- Library facility in the hostels
- Internet and Wi-Fi facility
- Recreational facility-common room with audio-visual equipments
- Available residential facility for the staff and occupancy
- Constant supply of safe drinking water
- Security

IN PROCESS.

4.1.6] What are the provisions made available to the students and staff in terms of health care on and off the campus.

- Polba Dadpur Block Primary Health Centre provides the college with technical assistance to operate an onsite basic first aid and health centre.
- All students of the College are required to take membership of Students' Health Home which extends all types of medical assistance to the students. Addresses of Students' Health Home are:
North Hooghly Regional Centre: Vivekananda Road, P.O.+Dist. : Hooghly.
Students' Health Home : 142/2, Acharya Jagadish Chandra Bose Road, Kolkata - 700014
Students of Polba Mahavidyalaya can avail themselves of the facilities of Students' Health Home on production of College Identity Card.
- NSS and Red Ribbon Club organise health and disease prevention awareness camps.

4.1.7] Give details of the Common Facilities available on the campus-spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

- One room, equipped with storage and working desks has been assigned to the IQAC, along with one laptop.
- One room is shared Grievance Redressal Cell, Gender Sensitization Cell, Counselling and Career Guidance Cell. They meet on separately assigned dates.
- 5 water Purifiers and 2 water coolers are available for the provision of safe drinking water.
- One canteen with separate seating arrangement for students and teachers has been made operational.
- One Girls' Common Room.
- One Health Centre Room.

4.2] Library as a Learning Resource

4.2.1] Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

The Library has an Advisory Committee, composed of Teaching, Non Teaching Staff and Government Nominee of the Governing Body.

The college has taken an active role in digitising the catalogue through OPAC and the project is active to make it available to students, online.

4.2.2] Provide details of the following:

* **Total area of the library** (in Sq. Mts.): 111.43 sq metres.

* **Total seating capacity:** 28 for students. 08 for teachers.

* **Working hours** : 7 Hours; 10 am- 5pm on all working days. During summer recess also, the library remains open for the same hours.

* **Layout of the library** : The library has a stack area. The catalogue can be viewed at one side of the counter. The books are issued from a central counter. Reading space for students and teachers are available separately, where at a time 28 students and 08 teachers can work in the library

4.2.3] How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

Library Advisory Committee through discussion with the faculty members decide on the titles necessary for purchase.

The Finance and Purchase Committee then ratifies the requisition.

The requisition is finally endorsed by the Principal and the Governing Body before purchase or acquiring.

| Library Items | 2011-2012 | | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|-----------------|--------------------------|----------------------|---------------|-------------------|---------------|--|---------------------|----------------------------|---------------|---------------|
| | Num bers Adde d | Total Costs (INR) | Numbers Added | Total Costs (INR) | Numbers Added | | Numbers Added | Total Costs | Numbers Added | Total Costs |
| Text Books | 4690 | Rs. 6,30,7 08. | 155 | Rs. 28760 | 05 | | Rs. 1966 1645 | Rs. 2,32,7 68 279 | | Rs. 60,024 |
| Reference Books | | | | | | | | | | |
| Journals/Perio | | | | | | | | | | |

| | | | | | | | | | | |
|------------|--|--|--|--|--|--|--|--|----|--|
| dicals | | | | | | | | | | |
| e-journals | | | | | | | | | 01 | |
| Any others | | | | | | | | | | |

4.2.3] Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- * **OPAC-** The Project of creating a digital online catalogue on OPAC platform is in process of completion.
- * **Electronic Resource Management package for e-journals:** None
- * **Federated searching tools to search articles in multiple databases:** None
- * **Library Website:** Digital Catalogue on OPAC platform will be linked to the website of the college- www.polbamahavidyalaya.com
- * **In-house/remote access to e-publications:** None
- * **Library automation:** As mentioned above, the project is in process and is on the verge of completion.
- * **Total number of computers for public access:** 02
- * **Total numbers of printers for public access:** 01
- * **Internet band width/ speed 2mbps/ 10 mbps/ 1 gb (GB):** 2mbps.
- * **Institutional Repository:** There is no provision of creating an institutional repository as yet.
- * **Content management system for e-learning:** None
- * **Participation in Resource sharing networks/consortia (like Inflibnet):** None

Provide details on the following items:

- * **Average number of walk-ins:** Information Not Available
- * **Average number of books issued/returned:** 09 per day.
- * **Ratio of library books to students enrolled:** 13.90:1 (2014-2015)
- * **Average number of books added during last three years:** 601.6
- * **Average number of login to opac (OPAC):** In Process
- * **Average number of login to e-resources:** None
- * **Average number of e-resources downloaded/printed:** Information Not Vailable
- * **Number of information literacy trainings organized:** None
- * **Details of “weeding out” of books and other materials:** None

4.2.6] Give details of the specialized services provided by the library

- * **Manuscripts :** None
- * **Reference:** Basic reference service to the library material and reading space is available in the library.
- * **Reprography:** 01 printer/scanner is available.
- * **ILL (Inter Library Loan Service):** None
- * **Information deployment and notification (Information Deployment and Notification):** None
- * **Download:** Allowed from free online reference sites for academic reasons only.
- * **Printing:** Printing service is available on recommendation from the Teachers.
- * **Reading list/ Bibliography compilation:** University reading lists on all subjects taught in the College is available in the library in both hard and soft copy.
- * **In-house/remote access to e-resources:** No subscriptions as yet.

* **User Orientation and awareness:** The users are guided by the Library In charge to use the physical catalogue. They will be given an introductory session on using OPAC, once the system is installed.

* **Assistance in searching Databases:** Readers will be given an introductory session on using OPAC, once the system is installed. The Library In charge will be physically available to provide assistance to the readers.

* **INFLIBNET/IUC facilities:** None

4.2.7] Enumerate on the support provided by the Library staff to the students and teachers of the college.

- The Library In charge keeps a stock of books available.
- The Library In charge maintains the physical book catalogue.
- He will be in charge of maintaining the OPAC system once it is done.
- He is currently working on the OPAC system preparation.
- The Library in Charge is charge of acquiring the books as instructed by the Library Advisory Committee, Finance and Purchase Committee and Governing Body.
- The Library in Charge helps in searching the books from the stack, that is partially open access (access only under supervision of the Library In Charge)
- Library in Charge lends and accepts return of books.
- The Library in Charge takes care of maintaining books and resources in good condition.

4.2.8] What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

- Library being in the ground floor, allows the differently abled students to access the library with ease.
- We don't yet have a brail catalogue but the library in charge and concerned teachers readily help differently abled students to search and acquire desired books.

4.3] IT Infrastructure

4.3.1] Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system): 16 Computers in operation and 03 Laptops.
 - Lenovo Think Centre Edge 71/ 18.5" TFT Lenovo Branded ---03 units
 - HP Desktop P-6-2070IN, Intel i3, 2 GB RAM, 1 TB-----07 units
 - Lenovo Think Centre A58 Series,Core 2 Duo, 320GB, 1GB Ram----02 units
 - HP Desktop mPavillion 500-305in. Corei3;HDD 1TB, 4GB RAM---04 units (06 had been acquired but 04 are in operation currently)
 - Sony Vaio, Laptop, VPCCB45FN/B, Intel Core i5, 4GB DDR 3 RAM, 640 GB HDD---01 unit
 - Dell Vostro, Laptop, Core i5, 4GB RAM, HDD 1TB, 2 GB Ghraphics Crad---02 units.
- **Computer-student ratio---**38.06

- **LAN facility/Stand Alone Facility:** LAN 1: 08 computers administrative wing and library.

Lan 2: Computer lab: 07 computers

Stand Alone: 01 computer in Teachers' Room.

- **Wi-Fi facility:** Limited to Administrative wing till now.

- **Licensed software:** College Administrative Management System and MSS Online Admission System has been hired from MSS Software Providers for running the college administration.

- **Number of nodes/ computers with Internet facility:** 4 nodal computers are connected with internet. Through LAN, all 16 computers has been provided internet facility.

4.3.2] Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- The faculty members have access to 08 computers for academic purposes in teachers' room, library and computer lab.
- 06 computers are available for administrative work.
- Students have access to 07 computers in Computer Lab and Library for academic purposes.
- All computers have been connected with internet.
- 01 Laptop has been given to the IQAC to utilise it for the purpose of quality assurance of the College.
- The faculty members may access Wifi service of the administrative wing strictly for academic purposes.
- Important College and University notices are uploaded in the college website to access information off campus.
- OPAC system on completion, will be connected to the college website for off campus access.

4.3.3] What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The College intends to acquire more:

1. More computers for academic and administrative.
2. To build more smart classes and IT enabled rooms for encouraging multimedia based teaching and learning.
3. To provide free Wifi across the length and breadth of the campus, according to proposals received from the Government of West Bengal, to make online academic resources more accessible to the students.

4.3.4] Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

| Year | Expenditure on Computer Procurement and Software Development (INR) | Expenditure on Computer and Software Maintenance (INR) |
|-----------|--|--|
| 2011-2012 | 42,990/- | 7720/- |
| 2012-2013 | 4,34,142/- | Nil |
| 2013-2014 | Nil | 7825/- |
| 2014-2015 | 2,70,705/- | 24,730/- |

4.3.5] How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

- Since 2010-2011, the college took a time-framed mission of acquiring more computers and ICT based equipments to introduce computerisation in the process of both teaching-learning and administrative dealings in the college.
- Initially one room was equipped with projector and screen to encourage teachers to use multimedia based teaching aids.
- Then by 2014-2015 two more rooms were equipped with the same.
- The college now has a smart class room with ICT equipments.
- Library is in the process of developing an OPAC based database.
- Computer Lab has been set up with a guest teacher (temporary basis) with internet facility to facilitate the imparting of Basic Computer Literacy Course (add on course) and also allow students to use internet and computer for academic purposes.
- Students can also use one computer with internet in the library for academic purposes.
- Staff members are allowed to use all available computers for academic and administrative purposes.
- Wi-Fi facility is available in the office space that can be used by the Teaching and Non-Teaching Staff for academic and administrative purposes only.
- The college has 03 Broadband Internet connections. 02 from BSNL and 01 from Alliance Broadband.
- The teachers are encouraged to take more and more classes using multimedia tools. Power Point Presentations, Film screenings and visual demonstrations are used by majority of the teachers to conduct teaching-learning at least in a considerable portion of their total classes.

4.4] Maintenance of Campus Facilities

4.4.1] **How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?**

a. **Building**

b. **Furniture**

c. **Equipment**

d. **Computers**

e. **Vehicles**

f. **Any other**

| Components | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|---------------------------------------|----------------|--------------------|----------------|-------------|
| Building | 3,99,765/ - | 25,10,561.90 /- | 4,73,106/ - | 13,03,037/- |
| Furniture | 3,33,924/ - | 32,500/- | 3,39,000/ - | 1,73,900/- |
| Equipment | 3,11,376/ - | 2,46,236/- | nil | 6,23,999/- |
| Computers/Peripheral s/ IT Equipments | 42,990/- | 4,34,142/- | nil | 2,70,705/- |
| Others | | | 1,52,056/ - | |

4.4.2] **What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?**

- The Teaching and Non Teaching Staff members are accountable and responsible for not only the maintenance of the existing infrastructure but also providing information regarding the current conditions of equipments and infrastructure.
- The Teaching and Non Teaching Staff are encouraged to provide information regarding the possible areas of further developing the infrastructural base.
- The Finance and Purchase Committee discusses regarding the possible areas of acquiring equipments and building infrastructure.
- The decisions taken by the Finance and Purchase Committee is further deliberated and ratified by the Principal in discussion with the Governing Body of the College before releasing formal tenders as per norms. All purchases, development and maintenance projects are done through appropriate norms.
- The college has AMC for the maintenance of computers, reprographic machines, software CCTV camera, smart class room and website.
- Other equipments and building maintenance works are done through tender and other appropriate norms, periodically as per requirement.

4.4.3] What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- Computer and Reprographic Equipments are kept under strict vigilance of the staff members.
- We have two 20-KVA Generators. In case of voltage fluctuations, the main power is disconnected and stable generator power is used instead, to avoid any harm to the delicate machines.
- Geography equipments are kept in secured storage in the office space. The equipments are issued to the students only under the supervision of the teacher.
- We have two submersible pumps and one deep hand pump tube-well to ensure constant supply of water.

Criteria-Wise InputsCRITERION V**STUDENT SUPPORT AND PROGRESSION****5.1] Student Mentoring and Support.**

5.1.1] Does the institution publish its update prospectus/handbook annually? If ‘yes’, what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the institution publishes its updated prospectus/handbook at the commencement of the admission procedure every year. The following are the information provided in the prospectus:

- * Mission, vision and the history of the college. The students learn about the academic philosophy and social aim of the college even before becoming a part of the college and this gives them an opportunity to mould their mentality to suit the socio-academic route of the institution.
- * A brief introduction of the admission procedure and intake capacity.
- * Courses offered and subject combinations.
- * Rules and regulations. Duties of the students.
- * Important dates and other time schedules.
- * Information regarding the office.
- * Information regarding the faculty.
- * Facilities available for the students. Extension activities and co-curricular activities.

5.1.2] Specify the type, number and amount of institutional scholarships/ free ships given to the students during the last four years and whether the financial aid was available and disbursed on time?

College has provided free studentship, half free studentship according to government norms. List of students beneficiaries during last four years were as follows and these following financial aids were available and also disbursed on time.

| Type of Scholarship | Number of Student Beneficiaries | | | |
|--------------------------|---------------------------------|------------|------------|------------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
| 1. Full Free Studentship | Nil | Nil | Nil | Nil |
| 2. Half Free Studentship | 12 | 13 | 15 | 12 |
| TOTAL | 12 | 13 | 15 | 12 |
| Amount (INR) | Rs. 5250/- | Rs. 5550/- | Rs. 5700/- | Rs. 4950/- |

The college also forwards applications for various other governmental scholarships like those available for SC/ST/OBC students, Minority Students and girl students (Kanyashree).

a) Number of students applying for scholarships available for SC/ST/OBC Students:

| Year | SC | ST | OBC |
|-----------|----|----|-----|
| 2013-2014 | 42 | 16 | 08 |
| 2014-2015 | 42 | 21 | 26 |
| 2015-2016 | 62 | 29 | 60 |

b) Number of students applying for scholarships available for Minority Students:

| Year | No. of Students Received (Course Fees) | Total Allotted |
|-----------|--|----------------|
| 2011-2012 | 15 | Rs. 30600/- |
| 2012-2013 | 25 | Rs. 61,300/- |
| 2013-2014 | 34 | Rs. 79,800/- |

| Year | No. of Students Receiving Main Allowance |
|-----------|--|
| 2011-2012 | 16 |
| 2012-2013 | 26 |
| 2013-2014 | 44 |
| 2014-2015 | 20 |

Figure indicating the trend of students receiving minority scholarship from the session of 2011-2012 to 2014-2015.

c) Number of girl students who applied for Kanyashree Scholarship for Girl Students.

| YEAR | No. of students |
|-----------|-----------------|
| 2013-2014 | 44 |
| 2014-2015 | 44 |
| 2015-2016 | 64 |

5.1.3] What are the specified support services/ facilities available for

- **Students from SC/ST/OBC and economically weaker sections**
- **Students with physical disabilities**
- **Overseas students**
- **Students to participate in various competitions/National and International**
- **Medical assistance to students: health centre, health insurance etc.**
- **Organizing coaching classes for competitive exams.**
- **Skill development (Spoken English, Computer Literacy etc.)**
- **Support for “slow learners”**

- **Exposures of students to other institution of higher learning/ corporate/ business house etc.**
- **Publication of student magazines.**
 - The college forwards applications to appropriate authority regarding governmental scholarships for SC/ST/OBC students. The college is also trying to initiate UGC sponsored remedial classes for the students of SC-ST and OBC categories.
 - As necessary arrangement, provision of ground floor rooms has been made in the routine for students with physical disabilities. Differently-abled friendly toilet
 - The college has no overseas student.
 - The college displays any pertinent notices and conveys any necessary information regarding such competitions and events. Faculty members sometimes scout talented students and recommend them to participate in such events.
 - NSS organizes discussions pertaining to prevention of disease and awareness regarding health.
 - 2011-2012: Dr. Subhasis Saha, Block Medical Officer of Health, Polba-Dadpur Block, was invited by the NSS unit to deliver awareness lectures on Thalasaemia, AIDS and DISCO (A local disease, which had been causing considerable frenzy and stigma among the locals then.)
 - 2012-2013: Dr. Amit Ghosh, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
 - 2014-2015: Dr Kaushik Mandal, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
 - All students of the College are required to take membership of Students' Health Home which extends all types of medical assistance to the students. Addresses of Students' Health Home are:
 - North Hooghly Regional Centre: Vivekananda Road, P.O.+Dist. : Hooghly.
 - Students' Health Home : 142/2, Acharya Jagadish Chandra Bose Road, Kolkata - 700014

Students of Polba Mahavidyalaya can avail themselves of the facilities of Students' Health Home on production of College Identity Card.
 - The college has not yet started coaching classes for competitive exams. Faculty members however guide and counsel students for competitive examinations in the individual capacity and interest.
 - The college has taken the issue of developing myriad skills of its students very seriously. Recently it has initiated add-on courses in Communicative English, Computer Literacy and Non-formal Sanskrit.

- Regular tutorial classes are held to help the slow learners to cope up with the demands of the system.
- The college also looks forward to any opportunity of interacting with the industries, to provide the students with maximum exposure. In 2012, our students attended a “Personality Development Training for Unemployed Graduates and Final Year Students” organised by TCS in collaboration with Burdwan University. On 8th December, 2015 a campus interview for the post of Sales Executive was organised at the college in collaboration with Bhandari Automobiles. Two of our students also got selected in the process.
- The college has a wall magazine titled- “JAGORI” and a printed magazine that is published annually, titled- “SAMSAPTAK”. Students are encouraged to display their literary and creative skills through these magazines.

5.1.4] Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

Every department organises either quiz or debate during an academic year. The students are also encouraged to represent the college in various inter-institutional competitions.

The college encourages the observation of various important days. Cultural programmes are organised by the students on the Teachers’ Day and Rabindra Jayanti (Rabindranath Tagore’s Birthday).

The college assists the students to organise cultural programmes for Freshers’ Welcome (Nabin Baran Utsav) and Annual Function.

Annual sports is also organised by the college to encourage the students to develop a sporting culture. Students are also encouraged to participate in various sports activities organised by the University. In 2014, our football team was selected to participate in the Intra University Football Tournament organised by the University of Burdwan.

5.1.5] Enumerate the measures taken by the college to impart “Value Based Education” to the students.

The basic aim and mission of the college is to create able and responsible citizens for the future, therefore every curricular and co-curricular activity is automatically designed to impart important values of knowledge, honesty, cooperation, dedication and empathy.

During the observation of days of national importance, like- Independence day, Netaji’s Birthday, Voters’ Day, Teachers’ day, etc., the students are informed of the importance and value of those days and of the national figures and their contribution to the process and history of nation-building. Through various NSS programmes and weekly NSS classes, ideas of self-reliance, social service and patriotism is inculcated in the students.

5.1.6] Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/ GRE/TOFEL/GMAT/ Central / State services, Defense, Civil Services etc.

Ex-students who aspire to appear in such examinations generally approach their teachers individually. The teachers then provide proper guidance and advice to the students as necessary.

5.1.7] What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

Counseling is done both on individual and institutional scale. Teachers, by principle of the institution, are always alert to locate students in their classes, who might be benefitted by academic, career or psychological counseling. Any student in need of assistance is encouraged to interact freely with their respective teachers, who handle their case with empathy. At the commencement of the session and after test results, teachers invariably interact with the students on an institutional scale to locate and correct issues that might hamper the intended academic performance of the students.

The students are also encouraged to attend programs like Thalasaemia awareness, AIDS awareness, Electoral rights awareness etc. The institution considers such programmes, to be an important part of psycho-social counseling, through which more conscious and responsible citizens of the future may be produced.

The College has Gender Sensitization Cell, Anti Ragging Cell and Grievance Redressal Cell, where students can freely contact in case of urgency and requirement .

The students are also encouraged to take part in career counseling sessions organized by the University in association with corporate and industrial sector. In 2012, our students attended a workshop entitled “Personality Development Training for Unemployed Graduates and Final Year Students” organised by TCS in collaboration with Burdwan University.

5.1.8] Does the institution have a structured mechanism for career guidance and placement of its students? If ‘yes’, detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

The institution does not yet have any structured mechanism for career guidance and placement of students. However the students are guided on individual basis regarding the necessary approach towards future career opportunities and process of preparation for competitive examinations.

The institution has also initiated extension courses like Computer Literacy Programme and Communicative English Programme to help the students to acquire skills to fare better in the future job market.

The college also encourages industries to conduct on campus interview and recruitment. In 2015, Bhandari Automobiles, Chinsurah, conducted an on campus interview for the post of sales executive. Two of our students also got selected in the process.

5.1.9] Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The institution has formed a formal grievance redressal cell from the session of 2015-2016. The grievance redressal cell has been directed to hold meetings on the basis of complaints submitted in the assigned drop box. Till May 2016, the cell has not received any such application.

5.1.10] What are the institutional provisions for resolving issues pertaining to sexual harassment?

The college has formed a “Gender Sensitization Cell “composed with members from teaching, non-teaching and student communities of the institution in the session of 2015-2016. No complaints have been received so far.

5.1.11] Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken to these?

The Anti ragging body of the college was formed on 22.05.2010 according to UGC norms. No incidents of ragging has been reported in the institution.

5.1.12] Enumerate the welfare schemes made available to students by the Institution.

1. Provision of purified drinking water through Kent Water Purifier and water cooler.
2. Two (20KVA) diesel generators.
3. Provision of sports activities, including the provisions for arranging Annual Sports Day in the college.
4. Internet facility in the library.
5. Covered cycle and two wheeler shade.
6. Cheap canteen.
7. Half free and full free provision for meritorious but economically backward students.
8. Remedial classes for SC/ST and Other Backward Group students.
9. Assistance is provided to students applying for various governmental scholarship programmes like SC/ST/OBC scholarships, Minority Scholarship, Kanyashree (Girl Child scholarship) etc.

5.1.14] Does the institution have a registered Alumni Association? If, ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?

The institution has attempted to set up a registered Alumni Association in 2016. The institution considers its ex students as a vibrant resource. It intends to take their concerted assistance to develop the infrastructural facilities, improve the social-industrial participation and promote an overall good academic environment in the college.

5.2] Student Progression

5.2.1] Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

The College has recently embarked upon the mission to acquire information regarding the progression of our Graduate Students. The newly constituted Alumni Association and online application system for the Alumni Association put up on www.polbamahavidyalaya.org has helped us to acquire information regarding student progression to some extent.

o Department of Bengali:

- * Paramita Ruidas: Police Services. 2011
- * Amita Murmu: Primary Teacher. 2011
- * Ananya Bhattacharya: M.A. (Regular), University of Burdwan, 2012
- * Kinjal Kundu: M.A., University of Burdwan; B.Ed, University of Burdwan. 2012, 2014.
- * Solanki Sur, M.A., University of Burdwan, 2012.
- * Pritam Banerjee, M.A., Jadavpur University, 2015.

o Department of History

- * Mamata Santra, M.A- University of Burdwan, 2011; Teacher at Sishu Siksha Program 2013.
- * Jhuma Kundu, M.A.- University of Burdwan, 2013; Teacher at Sishu Siksha Program 2014.
- * Yogamaya Bhowmik, M.A.-University of Burdwan, 2011.
- * Jhuma Ghosh, M.A.-University of Burdwan, 2014.
- * Dhanapati Ghosh, M.A.- University of Burdwan, 2014.
- * Farsina Khatun, M.A. (Correspondence)- University of Burdwan, 2015.
- * Prabir Dhak, M.A. University of Calcutta, 2015.

o Department of Philosophy

- * Riparna Chatterjee, M.A. Correspondence, University of Burdwan, 2013.
- * Soumen Ghosh, M.A., University of Burdwan, 2013.
- * Soma Sen, M.A. Correspondence, University of Burdwan, 2013.
- * Moumita Manna, M.A. Correspondence, University of Burdwan, 2015
- * Anamika Roy, M.A. Correspondence, University of Burdwan, 2015

o Department of Sanskrit

- * Piya Ghosh, Teacher, Madrasa Teacher Recruitment Board, 2012.
- * Mousumi Ghosh, M.A., University of Burdwan, 2011.
- * Subhadip Sanyasi, M.A. Correspondence, University of Burdwan, 2012.
- * Tapas Bhattacharya, Acharya.(M.A.), Sree Sitanath , 2013.
- * Bikash Pal, M.A., University of Burdwan, 2014.
- * Mandira Mondal, University of Burdwan, 2015.

o B.A. General

- * Soumen Ghosh, Police Services, 2012.
- * Sohom Ghosh, Fire Brigade Services,2012.
- * Tapas Patra, Indian Railways, 2011.
- * Moumita Temari, Police Services, 2012.

5.2.2] Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)”? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

| Course | Pass Percentage | | | | Completion rate (%) (Honours & General) |
|--------------|-----------------|----------|-----------|------------|--|
| | | Appeared | Qualified | Percentage | |
| B.A. Honours | 2011-2012 | 55 | 37 | 67.27 | 72.26 |
| B.A. General | | 64 | 49 | 76.6 | |
| B.A. Honours | 2012-2013 | 86 | 39 | 45.34 | 40.22 |
| B.A. General | | 88 | 31 | 35.22 | |
| B.A. Honours | 2013-2014 | 41 | 28 | 68.3 | 49.4 |
| B.A. General | | 42 | 13 | 31 | |
| B.A. Honours | 2014-2015 | 59 | 24 | 40.7 | 45 |

| | | | | | |
|--------------|--|----|----|------|--|
| | | | | | |
| B.A. General | | 61 | 30 | 49.2 | |

PASS PERCENTAGE: SUBJECT WISE FOR HONOURS

| B.A. Honours | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--------------|---------------|-----------|-----------|-----------|
| Bengali | 75% | 77% | 79% | 66.7% |
| English | None appeared | 4.5% | 100% | 00% |
| Sanskrit | 59% | 46% | 54% | 21% |
| Philosophy | No Appearance | 66.7% | 33.3% | 55.6% |
| History | 66.7% | 50% | 45.5% | 33% |
| | | | | |

PASS PERCENTAGE: B.A. GENERAL YEAR WISE.

| Programme | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--------------|-----------|-----------|-----------|-----------|
| B.A. General | 76.6% | 35.2% | 31% | 49.2% |

5.2.3] How does the institution facilitate student progression to higher level of education and/or towards employment?

College facilitates student progression to higher level of education through motivation and providing information regarding the scope of higher studies. The extension activities like Communicative English Programme or Computer Literacy Programme are also expected to assist the student progression. The college makes the students aware of employment opportunities by taking them to workshops and encouraging industrial participation, as mentioned earlier.

5.2.4] Enumerate the special support provided to students who are at risk of failure and drop out?

Students who are at risk of failure and drop out are encouraged to continue through regular counselling. They are provided with study materials. They are also persuaded to attend tutorial and remedial classes regularly to assist them to overcome their shortcomings. Their progress is monitored and discussed in parent-teacher meeting.

5.3] Student Participation and Activities

5.3.1.] List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Several in house sports and cultural activities are held around the year. These include:

- Freshers' Welcome (Nabin Baran): Generally held in September, according to the academic permissibility of the college.
- Annual Function: Normally held in December or January.
- Annual Sports: Normally held in December or January.
- Saraswati Puja: January or February.
- Debates, Quiz Contests and Extempore Competitions are organized by individual departments all around the year.

However, other than these, the college has a more extensive approach in fostering the sporting, cultural and social values of the students, as will be elaborated in the following section:

SPORTS

The College has a playground where football and volleyball are played. Students play indoor games like carom, chess and table tennis. Annual sports day is arranged every year. Students of Polba Mahavidyalaya take active part in inter college football, cricket, volleyball, kabaddi etc. organized by the University of Burdwan.

- * 2011-2012: Nine students from the college participated in various events in the Inter-College Athletics at Mohunbagan Ground, Burdwan. Goutam Ganguly, B.A. Third Year (General)- Gold Medal- Shot Put and Discus Throw.
- * 2011-2012: Goutam Ganguly participated in the State Level Competition at Netaji Indoor Stadium, Kolkata.
- * 2011-2012: Two students appeared in the trials for the University of Burdwan's Cricket Team.
- * 2013-2014: Polba Mahavidyalaya's Football Team participated in the Inter College Football Tournament of University of Burdwan at Mohunbagan Ground, Burdwan.
- * 2014-2015: Three students participated in the Trial for the University of Burdwan's Football Team at Mohunbagan Grounds, Burdwan.
- * 2014-2015: Three students participated in the Trial for the University of Burdwan's Volleyball Team at Mohunbagan Grounds, Burdwan.



Photograph 4: A glimpse of the Annual Sports Day at Polba Mahavidyalaya.

CULTURAL ACTIVITIES

Cultural functions are held under the arrangement of the Cultural Sub-Committee.

NSS

The various regular activities of the NSS are as follows:

- College campus and surroundings cleaning activity is carried out every week.
- Organizing awareness camps regarding deadly diseases and social threats like Thalasaemia and AIDS.
- 2011-2012: Dr. Subhasis Saha, Block Medical Officer of Health, Polba-Dadpur Block, was invited by the NSS unit to conduct awareness lectures on Thalasaemia, AIDS and DISCO (A local disease, which had been causing considerable frenzy and stigma among the locals then.)
- 2012-2013: Dr. Amit Ghosh, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
- 2014-2015: Dr Kaushik Mandal, MBBS- conducted interactive sessions on Thalasaemia and AIDS.
- In 2015 they actively participated in the Swaccha Bharat Abhijan programme in Polba-Dadpur Block.

- The NSS unit observes *Banmahotsav* and organizes planting of saplings in the college premises every year. They also actively work for tending the plants.
- The Unit also looks after the medicinal plantation maintained by the college.
- The NSS unit adopts a village from the local vicinity every year and works for the general development and social improvement of the village. The following are the adopted villages:
 - 2010-2011- Chingri Malancha
 - 2011-2012-Patna Village
 - 2013-2014-Kantapur
 - 2014-2015-Kantapur
- During special camps, the NSS members teach students from the primary school of the adopted village to inculcate the philosophy of 'each one-teach one'.
- The NSS unit also identify drop out students in the adopted villages and encourage them and their parents to send them back to school.
- The NSS unit observes various important days, including- Independence Day, Republic Day, Netaji's Birthday, Voter's Day, NSS Day
- NSS BUDGET STRUCTURE: a) Out of pocket allowances for the Programme Officer.
- b) Programme Development Allocation.
- c) Travel Allowance of NSS Volunteers.
- d) Decoration, cultural programmes and other miscellaneous expenses.
- e) Office and Stationery Expenses.

2011-2015: Normal Grant Amount: Rs. 22000/-

Special Camp: Rs. 22500/-

RED RIBBON CLUB

The college has a unit of Red Ribbon Club, initiated and supported by the AIDS Control Society. It works through multi-sectoral collaboration, using the services of Cadre Officers of NSS.

It aims at raising awareness on Sexual Issues, HIV and AIDS.

It also motivates youth and builds and develops their capacity on leadership and team work.

In 2013, Rs. 4000/- was received through Red Ribbon Club grant and a camp was held at Patna Village in Polba-Dadpur Block on 26.03.2013. An awareness rally was also conducted with the assistance of the NSS volunteers, involving the Teachers of the College and local villagers. The rally rounded up with a small cultural programme and a play on AIDS and Thalasaemia awareness.

5.3.2] How does the college seek and use data and feedback from its graduates and employees, to improve the performance and quality of the institutional provisions?

The college intends to seek and use data and feedback from graduated students through the institutional mechanism of the Alumni Association. The college intends to sincerely involve them in its progressive activities. Teachers have personal contacts with their past students and teachers collect feedback from them.

5.3.3] How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions.

The college has a wall magazine titled- “JAGORI” and a printed magazine that is published annually, titled- “SAMSAPTAK”. Students are encouraged to display their literary and creative skills through these magazines. The publication process has been initiated from session of 2015-2016.

5.3.4] Does the college have a Student Council or any similar body? Give details on its selection, constitution activities and funding.

The college has an elected Students’ Union. The election is held every year according to the regulations in the First Statute of the University of Burdwan and related orders of Higher Education Department of Government of West Bengal. Bonafide students are entitled to elect their Class Representatives from among themselves. The Class Representatives then select office bearers like General Secretary, Games and Sports Secretary, Cultural Secretary etc., from among themselves. The Principal of the Institution is the ex officio President of the Students’ Union. The college union is mainly funded by the college. Role, activities, funding and constitution are guided by the First Statute of the University of Burdwan.

The Union plays a crucial role in the following areas:

1. Promoting discipline, sense of responsibility, integrity and brotherhood among the students
2. Promoting unity among the students.
3. Promoting academic, scientific, cultural and social interest and outlook among the students.
4. Safe guarding the rights of the students.
5. Aid, help and facilitate the study of needy and poor students, particularly coming from the backward classes of the society.

6. Aid in developing the tenacity and ability of the students.
7. Foster healthy and cordial relation with the teachers and the non-teaching members of staff of the college.
8. Safeguard the democratic rights and encourage the battle against obscurantism, secessionism, communalism, obscenity and to work for the cause of social justice.

5.3.5] Give details of various academic and administrative bodies that have student representatives on them.

The college functions smoothly with the constructive assistance from its student body members in the following constituent bodies of the institution.

- Governing Body
- Gender Sensitization Cell
- Anti Ragging Committee

5.3.6] How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The institution intends to use its Alumni association to generate funds and social-industrial participation to develop the latent potentials of excellence of the Mahavidyalaya.

The institution aims to form a collaborative network with its ex students and former faculty members, now dispersed in various academic institutions and other sectors to widen academic collaboration and industrial participation in different sectors of production to broaden the academic and career spectrum in the teaching-learning process of the institution.

Criteria Wise Inputs

Criterion VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1] Institutional Vision and Leadership

6.1.1] State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Since the inception of the college the mission of the Institution has been to impart ethical and value based education to students of poor, economically/socially backward communities, where acquisition of knowledge will lead to creativity, formation of skill and innovation. The students of poor and marginalised communities are being trained to overcome their weakness to face any odds of life and could transform them into success with excellence and become responsible future citizens of education. We are incessantly endeavouring to transform our students into responsible citizens who will be faithful to our own culture and faith and devoted to foster intellectual emancipation.

From the very beginning the primary aim of the college has been to emerge as the precursor of expansion in higher education in this backward region inhabited mostly by people of SC, ST, OBC categories and Minority communities.

Our Vision has been to develop human potential by providing quality education intermingled with value to poor and marginalised students of this region by making a journey from enlightenment to empowerment, knowledge to wisdom and perception to application such that our students emerge as facilitator of continuous education throughout their life, through self learning, leading to creativity, consciousness, emancipation and projection of self.

6.1.2] What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

Polba Mahavidyalaya is governed and managed by a duly constituted Governing Body which is consisted of Government Nominees, University Nominees, Teaching

Community Representatives, Non Teaching Community Representatives, Donors' Representative(s), and Students' Representative. Principal is the ex officio Secretary of the Governing Body and the President of the Governing Body is elected by other members of the Governing Body.

The Principal is a teacher, who is quite familiar with the local and internal environment of the college and is always keen to ascertain a sound and stable academic environment. He works in consonance with the decision of the Administrative Body, i.e., the Governing Body and the Academic Body, i.e., IQAC. While Governing Body is responsible for proper management of the affairs of the College, including creation of different posts and appointments in those posts, arrangement of library including purchase of Books & Journals and Book racks and construction of building and arrangement of financial resources and so on.

On the other hand IQAC assists Principal:

- To fix up academic calendar.
- To decide infrastructural requirements.
- To authenticate papers of CAS relating to promotion of the teaching staff of the college.

We have a dedicated Academic Committee which helps to create a disciplined environment in the college by arrangement of proper and need based academic atmosphere and teaching learning.

Role of Top Management has been to chalk out a long term comprehensive plan for imparting quality education with the following salient features:

- Timely and disciplined teaching-learning.
- Flexible Teaching-Learning schedule as per requirement.
- Maintaining a healthy, cordial and dynamic teacher-student relationship where teachers are affectionate to their students and students are respectful to their teachers.
- Identification of weakness of teaching-learning process in respect of socially backward and economically weaker students.
- Continuous and consistent endeavour towards development of present infrastructure in concurrence with increased requirements.

- Dynamic role of Academic Sub-committee through continuous monitoring of teaching-learning and evaluation.
- Different sub-committees are formed in academic and administrative spheres to take appropriate decisions in respective fields for the sake of effective teaching-learning for reaching to our mission.

6.1.3] What is the involvement of the leadership in ensuring:

- **the policy statements and action plans for fulfillment of the stated mission** – In order to arrive at the pre-stated mission, the Principal is always very much alert to maintain a healthy and cordial academic atmosphere. He chairs each and every meeting of different sub committees and Financial Committees and give his valued opinion and suggestion and thus becomes involved in the total decision making process of the college. IQAC committee and Teachers' Council give their suggestions for academic upliftment and infrastructural development and Principal only accepts them, judging their relevance, importance, acceptability and financial permissibility.

- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan** – The action plans are formulated for all operations through resolution of Governing Body, decisions of Teachers' Council and IQAC. Once the action plans are formulated, executive committees are constituted under the chairmanship of the Principal.

- **Interaction with stakeholders & Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders** – Polba Mahavidyalaya maintains a well and coherent interaction with its stakeholders, i.e., Teachers, Non Teaching Staff, Students, Guardians. They share views for the qualitative improvement of teaching-learning and academic environment. In Polba Mahavidyalaya, interaction with stakeholders is a continuous process involving dynamic discourses over time.

The Governing Body meets, as many times as possible in a given year.

– The authority always emphasizes the need towards achieving excellence. The IQAC meets regularly and Principal encourages faculty members to undertake Minor and Major Research Projects and Faculty Development Programme. Teachers' Council meets occasionally and discusses academic issues coherently with dedication for maintaining a

high academic standard and take important decisions to help the Principal run the financial administration of the college effectively.

–Departmental Heads meet on syllabus and related matters; Details of department wise teaching-learning is discussed.

–Non Teaching Staffs meet once or twice a year.

–Teachers meet Parents as per requirement and parents are informed regarding performance of their wards. Parents interact with Principal and Teachers and give their suggestions regarding academic improvement.

–Principals and Teachers meet students almost regularly and take feedback regarding academic and infrastructural issues and undertake remedial measures.

–Principal is very much eager to know the academic and other related need of its stakeholders for the sake of maintaining a dynamic and vibrant academic atmosphere in the college.

–We have a Grievance Redressal Cell which takes care of grievances and redresses those by taking suitable measures.

–An effective Anti Ragging Cell has been working in Polba Mahavidyalaya which makes students conscious against all sorts of ragging. Actually our objective is to ensure a ragging free campus for our stakeholders.

–An apolitical Students' Union with the Principal as its President maintains and ensures a courteous and concordant relationship among the students creating a congenial atmosphere of teaching-learning in the college.

–Feedback from students' evaluation forms filled up by Second and Final year-Honours and General students helps to take remedial measures for academic and infrastructural matters in particular. For example, we have arranged for remedial coaching for first generation learners in different subjects.

- **Reinforcing the culture of excellence:** Since inception Polba Mahavidyalaya has been continuously striving for cultivating a sense of involvement along with dedication among the stake holders, and emphasized on performance in every area of academic, administrative and infrastructural issues with perfection upto the

fullest possible level. This will inculcate collective values among stakeholders which will help to arrive at collective decision making. Internal system is thus energized and internal forces of the system work in unison leading to excellence.

• **Champion organizational change** – Students and other stakeholders are convinced regarding importance of organization for moulding a value based education system. In our college, organizational threads are systematically, coherently and carefully interweaved, leading to birth of an organizational structure which is unique for Polba Mahavidyalaya. Authority of Polba Mahavidyalaya updates its regular information from the stakeholders regarding urgent requirements, other need, future plans, societal aspirations which will help to grow and manifest itself as a dynamic organizational set up. This definitely contributes to academic, administrative and infrastructural development of the college. “Participation of all – work for all” is the fundamental guiding force of organizational set up of Polba Mahavidyalaya.

SOME OF THE ORGANISATIONAL CHANGES THAT ARE AFFECTED ARE AS UNDER:

- We run a career counseling cell for students which will help them to prove their worth in the job market.
- We have an effective Students’ Union which takes additional issues of students to the administration for taking measures in right direction.
- IQAC has started functioning in Polba Mahavidyalaya since February, 2015. It is a novel addition in organizational structure of Polba Mahavidyalaya which ensures a fine balance between centralization and decentralization such that interaction between Administration and IQAC on the one hand and among other stake holders on the other hand leads to creation of a congenial atmosphere of all round development of the college.

6.1.4] What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- The decisions taken at regular meetings of Statutory and Advisory Committees help to identify and assimilate targeted difficult areas requiring improvement and coordination, be it in the case of teaching-learning or in the sphere of

infrastructural development. Accordingly, action plans are chalked out and implemented in a coordinated manner.

- Polba Mahavidyalaya has a devoted Teachers' Council, which is the higher academic body and which takes all decisions regarding academic matters for its amelioration and improvement.
- Financial transactions are approved through Finance Committee and Governing Body.
- The Students' Union of Polba Mahavidyalaya always stands by the side of students and discusses problems of students relating to academic and infrastructural issues with the Principal for taking remedial measures for the sake of academic excellence and infrastructural developments.
- Departmental Heads through meetings and discussions submit their proposal regarding purchase of books, journals, maintenance of college building, preparation of academic calendar, preparation of class routine, water supply etc. to the Teachers' Council, which in the meeting of the Teachers' Council under the presidentship of the Principal, takes decisions for effective execution of the proposals and completion of works.

Dynamic, vibrant system of monitoring and the effective execution for overall improvement and development of our college rests on the spirit, will, active participation, guidance and leadership of the Principal. All the actions, decisions, performances and works are executed centering the Principal.

Each performance and progress is documented and close scrutiny is made each time about judging the shortfall of performance, if any, in any area, from the targeted level and remedial measures are taken accordingly. The same is also discussed at IQAC meetings.

6.1.5] Give details of the academic leadership provided to the faculty by the top management?

Teachers' Council is the representative body of the members. Secretary of the Teachers' Council plays a pivotal role in running academic administration of the College. He assists in preparing the Academic Calendar and also executing it in an effective way from 1st July of the year to the 30th June of next year. He is

directed by the Principal to contribute in preparing the Class Routine and fixes dates of class test and test examinations for the ensuing academic session (1st July of every year to 30th June next year) in consultation with other members of teaching staff.

As per instructions of the Principal, each department prepares and maintains a register where day-to-day progress of teaching as per syllabus are noted and for the department which have not performed well, action plan is taken and measures are adopted to cover the syllabus in time.

In the Attendance Register, teachers note the number of classes of allotted, and those taken. If a particular class is not held because of any reason or other, the same is to be noted in the said Attendance Register. This class is later arranged by the Teacher concerned in consultation with the Secretary of the Teachers' Council.

Principal goes through Students' Feedback forms relating to teachers and library staff etc. and talk with concerned teacher and Library Staff regarding poor reviews, if any.

6.1.6] How does the college groom leadership at various levels?

As is evident from the mission and vision of Polba Mahavidyalaya, we have a well defined goal to arrive at excellence in the sphere of higher education which requires able leadership and timely decision making and its quick implementation. It facilitates grooming of leadership from existing members of Teachers' Council Secretary on the basis of relevant Government Order and University Statutes. When the Principal is out of station on official assignment or other reasons, senior most among the teachers is entrusted with the charge of college. Senior teachers act as conveners of Academic Committee, Admission Committee, Purchase Committee, Co-ordinator of IQAC. The college arranges cultural programme, and annual sports under the guidance of the Principal, where the teaching staff has a pivotal role to play, thereby enhancing their organizational skills. Besides the college organizes seminars and workshops on different subject matters under the guidance of the Principal and duly arranged by the members of the Teachers'

Council. This helps grooming of teaching staff in respect of shouldering higher responsibilities.

In various committees, both junior and senior teachers are members. When meetings are conducted, young teachers learn many things that will help them to take different assignments every time Principal assigns them to.

6.1.7] How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

Delegation of authority and providing institutional autonomy to various departments in a college is a two way traffic- it benefits the departments to chalk out individual lesson plans and it carries out teaching-learning for the greater interest of the students. Departments arrange quiz competitions, impromptu competitions and debate competitions on their own subjects. All this provide autonomy to the departments and work towards decentralized governance system. The Students' Union organizes Cultural Functions in the college under the guidance of the members of the Teachers' Council; where there is ample operational autonomy regarding selection of programmes. Operational autonomy should proceed in coherence with decentralized governance only when assimilation, coordination and implementation will be synchronized.

6.1.8] Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

Yes, culture of participative management is practised by Polba Mahavidyalaya in every sphere of its operations and decision making- Teaching-learning, infrastructure development and administration. Members of the teaching staff are directly involved in every sphere of the functioning of the college, thereby, ensuring transparency in operations and decentralisation in administration. The Governing Body of the college which is the apex management body of the institution is composed of the Principal, Government Nominee, Nominee of the University, Teaching and Non-Teaching Staff Representatives & Students' Representative.

Principal takes decisions, after consultation with the stakeholders.

6.2] Strategy Development and Deployment

6.2.1] Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The vision of Polba Mahavidyalaya, clearly emphasized on imparting value based quality educations to our students, which will be a journey from enlightenment to empowerment, knowledge to wisdom and perception to application, leading to creativity, consciousness, emancipation and perfection of self. We give utmost importance in maintaining quality in value based teaching-learning-evaluation and administration.

Policy of imparting quality education is being developed through discussion, practice, exposure and communication by involving all the stakeholders. The quality policy is driven by sincere involvement, dedication and collective efforts of stakeholders. The Governing Body of the college, the Teachers' Council and various Committees work in unison to ensure quality in education. The quality policy is driven by sincere involvement, dedication and collective efforts of stakeholders. The Governing Body of the college, Teachers' Council and various Committees work in unison to ensure quality in education. The quality is reviewed through IQAC annually, which reviews enhancement of quality and prescribes measures for its further improvement and sustenance.

6.2.2] Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The perspective plan for the development of the college is always made keeping in mind the rural location and ambience of the college, requirement of books and other infrastructure for our students who earn for the family by physical labour in leisure hours and who are mainly first generation learners.

The perspective plan of development is made by Governing Body, IQAC, Teachers' Council in unison and the college gives prayer to the Higher Education Department of the Government of West Bengal for sanction of Grant-in Aid for infrastructural development.

The perspective plan of academic development is reflected through opening new subjects and course of study. For example, we have applied to the appropriate authority for

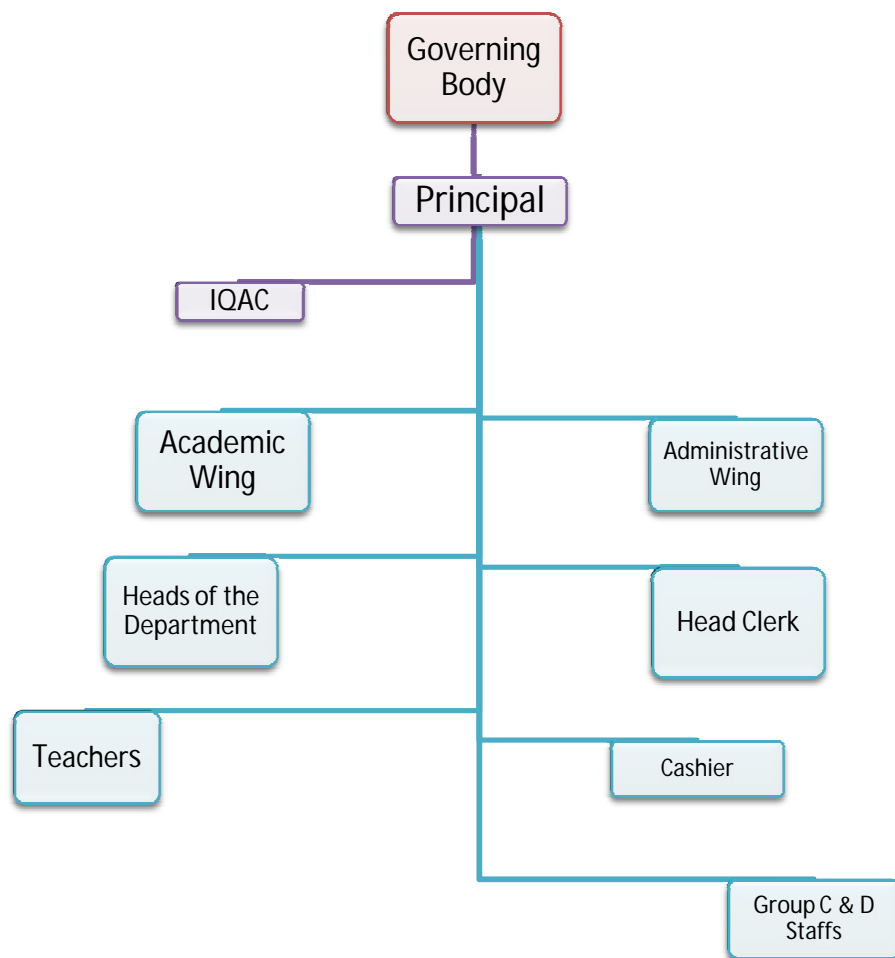
extension of affiliation in Honours Course in Geography and BSc. General Course in Physics, Math, Chemistry, Botany and Zoology from the academic session of 2016-2017. To solve the problems of commutation, faced by the girl students coming from distant places, we have completed the construction of a part of Girls' Hostel using grant from the Government of West Bengal.

We intend to undertake the following projects in the near future:

- A separate Three Storied Science wing, with an Auditorium on the Second Floor.
- A separate Library Building.
- Staff Quarters.
- Boys' Hostel.
- More IT and Multimedia equipments to further modernise the process of teaching-learning.

6.2.3] Describe the internal organizational structure and decision making processes.

The internal organizational structure and decision making process of Polba Mahavidyalaya are one of participatory management. Different stakeholders take active part in discussion for taking a decision. The Governing Body is the apex administrative body that governs Polba Mahavidyalaya. The Principal is the Head of the Institution who takes and implements major academic and administrative decisions after discussions with other stakeholders as is required. The Teachers' Council assists the Principal to regulate administrative and academic issues and run the College administration through various Committees like IQAC Committee, Academic Committee, Admission Committee, Examination Committee, Finance Committee, Grievance Redressal Cell, Magazine Committee, Purchase Committee, Building Committee, Library Committee, Election Commission, SC/ST Cell, Career Counselling Cell, NSS Committee, Sports Committee, Students' Activity Committee and so on. All these committees have own areas of action and each of these committees has a convener and other members, with Principal as the Chairman. All these committees are approved by the Governing Body of the college.



Structure OF Internal Organization of Polba Mahavidyalaya

6.2.4] Give a broad description of the quality improvement strategies of the institution for each of the following:

Teaching and Learning:

I] Academic Session of Polba Mahavidyalaya spans from July to June of next year. Routine Committee of Polba Mahavidyalaya prepares Master Routine for all departments of the college as per stipulations of UGC. Departments prepare their routines from the master routine. Master Routine and departmental routine are then placed before the routine committee and ultimately before the Governing Body for approval. Principal then instructs for arrangement of classes as per approved routine.

II] Subsequently, heads of different departments discuss with other teachers regarding total syllabus and chalk out plan to effect teaching-learning such that curriculum is completed within stipulated time. Total syllabus is divided among various modules and the target period for completing each module is earmarked.

III] Besides, the dates of class test is fixed at the beginning. Details of teaching-learning are thus chalked out and the same proceeds as per approved routine. Head of the Departments also discusses with his or her counterpart to identify first generation learners, slow learning students in order to take special care in the teaching learning process. It is mandatory for each department to keep a record of curriculum covered every three month and the same is routed to the Principal through IQAC coordinator.

III] When the result of the University examination is published, meeting of the Teachers' Council is held to discuss the nature of performance student wise and to take improvement measures in the right direction.

IV] Seminars and workshops on various topics beneficial for the students are arranged throughout the year.

V] We have started Computer Training Centre and Communicative English courses for our students as add on courses to enrich our students and to equip them to fare well in the real world situations in general and in job market in general.

RESEARCH & DEVELOPMENT

The scope of research for faculty is meagre.

Members of Teaching Staff are encouraged to attend national and international seminars elsewhere and to present their deliberations.

We arrange for departmental seminars on a relevant topic for all departments one by one.

Teaching Staff are also encouraged by the Principa and the Research Consultancy and Extension Committee to apply and undertake Minor Research Projects, under the UGC guidelines.

All students of BA Part III have to submit a project on Environmental Science as a condition of partial fulfillment of their requirements for degree. Individual departments also ask their honours students to prepare in house projects on given topics.

COMMUNITY ENGAGEMENTS

Polba Mahavidyalaya has one NSS unit which acts actively throughout the year. The unit organizes several programmes on social and environmental issues. It often involves in tending the plants and cleaning the garden in the college campus. It has taken an active role in executing the policy of making the campus-plastic and smoke free zone. The NSS unit arranges special camps in adopted villages and contributes positively in socio-economic-cultural development of the village.

HUMAN RESOURCE MANAGEMENT

Polba Mahavidyalaya encourages members of Teaching Staff to take part in overall development of the college. They become member of different academic and other committees and take active part in college sports and cultural function of the college.

The Academic Calendar is followed by the teachers in totality.

Non Teaching Staff of the college carry out the instructions and orders of the Principal and work as per pertinent Government Orders and University notifications and run the official activities smoothly and diligently.

Students of Polba Mahavidyalaya take active part in community work as a member of NSS Unit. Thus a student gains knowledge relating to social relations and social conditions in his or her adjoining areas. They learn about human-human and human-nature interactions and in the process, emerge as a social being. A qualitative change in his outlook is observed.

INDUSTRY INTERACTION

We have developed a Career Counselling Cell in Polba Mahavidyalaya, which assists students to seek career path. The cell also encourages industries to come for recruitment. In 2015, Bhandari Automobiles, Hooghly, conducted an on campus interview to recruit on-site sales executives.

6.2.5] How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

In running the academic administration in Polba Mahavidyalaya effectively, it is essential to collect information regarding academic and other matters of the institution on which future strategy and course of action will be undertaken. In Polba Mahavidyalaya, Principal as the Head of the Institution ensures collection of information through the following:

1. Discussion and Resolution of the meeting of the Teachers' Council- regarding Academic and Infrastructural issues.
2. Resolutions of different Committees and functioning of these committees- regarding Academic and infrastructural issues.
3. Feedback from Finance Committee and discussion in the meeting of the Finance Committee.
4. Feedback from discussion in Parents-Teacher meetings.
5. Feedback from the meetings with the Non-Teaching Staff regarding infrastructure and office related matters.
6. Discussion with students regarding teaching-learning and infrastructure related issues.

7. Discussion with local people, regarding running of the college, future aspirations, social responsibility etc.
8. Resolution taken in different meetings of Governing Body of Polba Mahavidyalaya, regarding overall academic, administrative, infrastructural and financial issues.

6.2.6] How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

Polba Mahavidyalaya gives utmost importance to encourage and support the members of staff in improving the effectiveness and efficacy of the institutional process. Different Academic and other committees meet regularly, discussions are held in respective areas and policies are framed for execution.

Governing Body of Polba Mahavidyalaya consists of representatives from Teaching Staff, Non Teaching Staff, who actively participate in the meeting of the Governing Body. IQAC and Teacher's Council have a promising role to play in implementing the policies of development of the college and improving the effectiveness of its academic sphere. All these decisions and their execution effectively have a direct bearing on the improvement in efficiency of the college.

6.2.7] Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The Governing Body of the college meets several times a year as per Statute of the University of Burdwan. Resolutions are taken in these meetings and are recorded in the minutes in the Minute Book. Minute book of the Governing Body of Polba Mahavidyalaya is available with the Principal. Majority of resolutions have been implemented and a few is in the process of being implemented.

The following are some of the important resolutions of Governing Body of Polba Mahavidyalaya during years of 2011-2012, 2012-2013, 2013-2014, 2014-2015, which have been successfully implemented and put to action.

| Resolution date | Resolution regarding | Status |
|-----------------|----------------------|--------|
|-----------------|----------------------|--------|

| | | |
|----------------------|---|---|
| 05.08.2011 (No.03) | Construction of Girls' Hostel. Rs. 600,000/-. Higher Education Dept. Government of West Bengal | Implemented Successfully. |
| 05.08.2011 (no. 4) | Construction of Classrooms Rs. 1266028/-. Higher Education Dept. Government of West Bengal | Implemented Successfully. |
| 05.08.2011 (no.7) | Purchase of books and Book Racks.UGC Grant. | Purchased Successfully |
| 07.12.2011 (no. 2) | RTI Act. Appointment of SPIO & Appellate Authority | Appointed |
| 27.03.2012 (no. 4) | Installation of CCTV in Polba Mahavidyalaya | Installed Successfully |
| 27.3.2012 (no. 5) | Requisition to West Bengal College Service Commission for filling up teaching posts | Recommendations received & appointed accordingly. |
| 16.8.2013 (no. 14) | Installation of Electric Transformer for Polba Mahavidyalaya | Installed Successfully |
| 24.9.2013 (No.03) | Creation of Non Teaching Posts in Polba Mahavidyalaya | Partially Created |
| 23.02.2015 | Formation of IQAC | Formed |
| 23.02.2015 (No. 18e) | introduction of Political Science Honours. | Introduced |
| 22.7.2015 (no. 13A) | Construction of boundary wall out of | Constructed partially. |

| | | |
|--|--|--|
| | the grant from the Higher Education Department. Government of West Bengal. | |
|--|--|--|

6.2.8] Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If ‘yes’, what are the efforts made by the institution in obtaining autonomy?

Polba Mahavidyalaya is a Government aided College and it is under Higher Education Department of Government of West Bengal for administrative sphere and it is under University of Burdwan for academic area.

Directorate of Higher Education of Government of West Bengal at present has no policy to allow Polba Mahavidyalaya to apply for autonomy.

6.2.9] How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

We have one functioning Grievance Redressal Cell headed by one Senior Teacher, one Junior Teacher and one Non Teaching Staff member. A complaint box of the Grievance Redressal Cell is erected in the building, where letters relating to grievance of any type could be dropped.

The Principal also hears Grievances from guardians of students within fixed hours on fixed days (if available) and take remedial measures for redressal of the same.

In addition, students can inform or record their grievances through the elected Representatives of students, in proper constitutional manner.

Teachers can record and intimate their grievances through Teachers’ Council.

Non Teaching Staff could record these grievances through Head Clerk.

6.2.10] During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

None.

6.2.11] Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Second year and Third year Under Graduate students of Polba Mahavidyalaya fill in the feedback forms after the test examination, pertaining to Teaching Staff, Library, Infrastructural amenities and the office.

The Principal meets the Teaching Staff if it is required on the basis of evaluation of students' feedback and take remedial measures, if needed.

If any shortfall in performance is detected, it is discussed in IQAC meeting and appropriate measures are taken accordingly.

6.3] Faculty Empowerment Strategies

6.3.1] What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Members of Teaching Staff attend Orientation and Refresher Courses conducted by UGC-Human Resource Development Centre of various universities. This enhances their professional competence. Teachers attend seminars (National and International) and present their papers which enrich them and improve their academic sphere.

Teachers are often encouraged to speak on topics of interdisciplinary subjects in front of other faculty members and this expands his horizon of academic competence.

Teachers are encouraged to use modern method of teaching to expand and enhance their professional lease.

Members of non teaching staff are taught drafting of letter, maintaining files, using computers, printers, scanners, fax machine and so on by the

Principal, and other members of teaching staff and outside experts who visit the college on some occasion or other.

6.3.2] What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

In Polba Mahavidyalaya, measures are taken for empowerment of members of faculty through arrangement of seminars and workshops, though in a limited scale, and through open discussions among them, with the Principal and other distinguished visitors of the college. Non Teaching Staff are often motivated by the Principal regarding their roles to keep the College administration running and the responsibility they have to shoulder for the sake of smooth and vibrant teaching-learning and infrastructural development.

6.3.3] Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Self Appraisal forms are filled up by faculty members on monthly basis, where there is a mention of their attendance, hours they work and remains present in the college, number of classes allotted and taken, and other assignments performed. These Self Appraisal Reports are reviewed and discussed in the meetings of Governing Body and Teachers' Council.

Occasionally, departmental meetings are held to resolve any problem to ensure a dynamic teaching-learning process. Sometimes, closed-door meetings are held to discuss grave, severe imminent crisis to resolve that.

Members of Non Teaching Staff often meet with the Principal in presence of the Head Clerk to review and to assess their role in running college administration effectively and to arrange for smooth teaching learning in the college.

6.3.4] What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

Performance Appraisal Reports, submitted by faculty members, are reviewed generally twice a year and so far as Polba Mahavidyalaya is concerned, the performance of faculty

members is good and student centric and no gross irregularity has been detected barring some minor lapses which set right through one to one open discussion with the Principal, IQAC Coordinator motivates faculty members amply.

6.3.5] What are the welfare schemes available for teaching and non teaching staff?

What percentage of staff have availed the benefit of such schemes in the last four years?

Polba Mahavidyalaya has started Staff Welfare Fund for Teaching and Non Teaching Staff with cent percent involvement. Any member of Teaching and Non Teaching Staff can avail loan from the welfare fund subject to observance of rules and regulations.

6.3.6] What are the measures taken by the Institution for attracting and retaining eminent faculty?

Permanent Teaching Faculty is appointed by Polba Mahavidyalaya on the basis of recommendation of West Bengal College Service Commission. Sometimes, Guest Faculties are engaged by the college for a specified period with teaching arrangement twice or thrice a week. These are purely temporary and part time engagement. For attracting and retaining eminent faculty the Governing Body has little scope for consideration and arrangement.

6.4] Financial Management and Resource Mobilization

6.4.1] What is the institutional mechanism to monitor effective and efficient use of available financial resources?

At present, financial resources are available to Polba Mahavidyalaya from:

1. Higher Education Department of Government of West Bengal and University Grants Commission.
2. After receipt of Grant-in-Aid, the Purchase Committee of Polba Mahavidyalaya meets to take decision regarding utilization of the Grant. After observing formalities of tender, Purchase order is issued. Materials and equipments are purchased and payment is made after receiving sanction from the Finance Committee. Subsequently the payment is approved by the Governing Body of Polba Mahavidyalaya. The process of allocation and management of fund/grant is supervised by the Principal himself. The Governing Body approves proposals for utilization of the Grant-in-Aid.

6.4.2] What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Audit of the accounts of Polba Mahavidyalaya is done every year. Internal Auditor (Registered Chartered Accountant Firm) appointed by Polba Mahavidyalaya audits the Books of Account. Besides, the Auditor (Registered Chartered Accountant Firm) appointed by Director of Public Instruction, Government of West Bengal, Bikash Bhaban, Salt Lake, Kolkata 700091, audits books of accounts of Polba Mahavidyalaya every year. The Audit Report is subsequently submitted to the Director of Public Instruction, Government of West Bengal, Kolkata 700091. Observations made by the Auditor is duly adhered and complied with. All the Audit Reports of Polba Mahavidyalaya, since inception are available in Principal's office.

Audit of UGC funds is done by registered Chartered Accountants. Auditors appointed by Director of Public Instruction, Government of West Bengal, audits utilization of UGC funds. The Audit Report of utilization of UGC funds is sent to the office of the UGC.

The last audit was done for the session of 2014-2015. There has been no objection regarding our entries in Books of Accounts and Financial Transactions.

- **Statement of allotment & expenditure for UGC Development Grant from 2011-2015.**

| Grant Head | Total Approved Allocated | Sanctioned Amount | Letter no. with Date |
|------------------------------|--------------------------|-------------------|---|
| Addition al Grant Equipm ent | Rs. 8,07,540 | Rs. 403770 | AGW-073/10-11 (ERO) dated 25.10.2010 S. No. 201436. By Cheque no. 100576. 10.11.2010. |
| Addition al Grant Equipm ent | | Rs. 323016 | AGW-073/10-11 dated 13.10.2011. S.no. 206649. By Cheque no. 495223. 01.11.2011 |

| | | | |
|--|--|--|--|
| Addition al Grant Equipm ent | | Rs. 80754 | AGW-073/10-11 (ERO) 10 no. WBI 090 dated 25.03.2015. s. no. 225502. |
| Addition al Grant Equipm ent | Rs.1667354 | Rs. 833677 77.5% for General 15% for SC 7.5% for ST. Received by Cheque no. 497009. 28.07.2012. | AGW-358/11-12 (ERO) date-23.07.2012. S. no. 209999 |
| Addition al Grant Equipm ent | | Rs. 28427 (TOTAL 833677+28427=Rs 862104) | AGW-358/11-12 (ERO) D no. WBI-090. Dated 28.03.2015. S. no. 225538 |
| Grant in Aid XIth Plan, Scheme; Merged Scheme | Rs. 1200000 | a) Catch up-YC- Books & Journals: Rs. 700000 b) Catch up-YC- Equipment Rs. 500000 | MSW BI-090/10-11 (ERO) dated 21.3.2011/28.3.2011. Received by cheque no. 484579 date 9.4.2011 for Rs. 1200000 |
| Grant in Aid under XIth Plan College Develop ment | Rs. 234000 1.Imp. Fac. Existing Premises (UG) Rs. 9000 2.Competence Building Rs. 144000 | Rs. 234000 | WB 1-090/10-11 (ERO) dated 21.03.2011. S no. 203804. Received by cheque no. 494289 date 09.04.2011 |
| XIth plan College Develop ment | (H 35) Books and Journals: Rs. 32500 (H35) Equipment: Rs. 32500 | Rs. 65000 | WB 1-090/12-13 (ERO) dated 30.03.2013 (S. no. 215976) |

| | | | |
|--|---|---------------------------------------|---|
| XII th plan College Develop ment | Books and Journal : 19500 Equipment: 19500 | Rs. 39000 | F WBI-090/12-13 (ERO) Dated 04.03.2014 |
| XIIth Plan College Develop ment | Plan Block Grant Head 31: Rs 81468 Plan Block Grant head 35: Rs. 221872 | Rs 81468 Rs. 221872= Rs. 303340 | WBI-090/12-13 (ERO) date 28.03.2014 (S.No. 221889) |

- Audited income and expenditure report from 2011-2015 (INR)

| Year | Income | Expenditure |
|-----------|------------|-------------|
| 2011-2012 | 5593481 | 5064688.93 |
| 2012-2013 | 5708735.49 | 5719523.49 |
| 2013-2014 | 6078514 | 6156336.71 |
| 2014-2015 | 6849666 | 6330200 |

6.4.3] **What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.**

1. The major sources of receipts of Polba Mahavidyalaya are from Admission, Tuition and other fees collected from students.
2. Polba Mahavidyalaya is a Government aided College and like other Government Aided Colleges of West Bengal, it receives Grant in Aid from the Government of West Bengal for payment of salary of members of staff.
3. Polba Mahavidyalaya receives Development Grant for procurement of equipments, furniture, chemicals, glassware & books and journal etc. from Government of West Bengal.

4. We receive financial grants from the UGC for purchasing books and journal, equipments, additional grant for equipments etc.

Principal is the DDO of Polba Mahavidyalaya. He does his usual functions as DDO.

Expenditure are done in such a manner such that there is no deficit upto maximum extent possible.

6.4.4] Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- The College directly sends proposals to Directorate of Public Instruction, Government of West Bengal and to the Secretary of Higher Education Department, Government of West Bengal for construction of building, purchase of books and journals, furniture and fixtures, laboratory equipments for getting Grant in Aid.
- The College directly sends proposal to UGC for different categories of Grant for Purchase of books and journals, equipments, Additional Grant (Equipments, Construction of Building, arrangement of seminars, Minor Rsearch Project and Major Research Project etc.)
- For repair and removal of college building, the college can apply to both Government of West Bengal and UGC.

6.5] Internal Quality Assurance System (IQAS)

6.5.1] Internal Quality Assurance Cell (IQAC)

a) Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

Yes. The College has established an Internal Quality Assurance Cell (IQAC) on 23-02-2015 by a resolution of the Governing Body. The internal management- the Governing Body and the Principal has given IQAC the responsibility and authority to look out regarding the conditions of teaching-learning and academic infrastructural state of the college. The IQAC is directed to give proposals regarding prospects of improvement. It has also been asked to monitor students' feedback and interact with the academic wing of the college to ensure progress.

b) How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

All proposals given by the IQAC, including the formation of Gender Sensitization Cell, initiating add-on courses (Communicative English, Computer Literacy) and regularisation of students' feedback programme has been approved and implemented.

c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Dr. Samir Kumar Pal (Associate Professor, Krishnanagar Government College) is a member of Committee. He has played an outstanding role in guiding the committee and making it aware of duties and provisions from the very inception of the IQAC.

d) How do students and alumni contribute to the effective functioning of the IQAC?

Well being of the students is the central concern of the institution. Although, they are not, directly a part of the IQAC, the committee considers their feedbacks, with utmost importance and tries to implement their suggestions and mitigate their

concerns, if those are found pertinent with the cause of the development of the college.

e) How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC directly engages with the Academic wing of the college through the Heads of the Departments and takes feedback from them regarding the suggestions of the Teaching Staff for the development of the institution.

The Principal, who is an integral part of the IQAC takes feedback from the Non Teaching Staff under him, to include their concerns and suggestions in the decision making.

6.5.2] Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

Yes, evaluation is done on both academic and administrative activities by the Principal through his meetings and review of the Teaching Staff with assistance from

the IQAC on the one hand and on the other hand, through direct evaluation of the administrative wing regularly. The Principal of the institution then discusses the matter with the Governing Body, which is the apex decision making body of the College.

6.5.3] Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

There is no regular provision for training its staff. But in case of any technical up gradation, the consulting agency is asked to provide a brief training to the concerned staff.

In the session of 2010-2011, when College Administrative Management System software was introduced, the providing agency- MSS Software provided a brief introductory training.

6.5.4] Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

The college is awaiting the report of Academic Audit for the session of 2015-2016, from the University of Burdwan.

6.5.5] How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

IQAC and other concerned bodies and committees of the college, concerned with the quality assurance of the institution, works according to the norms and directives of the external agencies like UGC and the University of Burdwan.

6.5.6] What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Academic sub-committee and IQAC constantly review the teaching-learning process under the guidance of the Principal and the Governing Body.

The Academic subcommittee prepares routine, modules of study, sets dates for evaluation procedure through discussions with the Heads of the Departments. IQAC reviews the entire procedure and evaluates the feedback from the students to give their proposals on the issue. Principal and the Governing Body take these proposals under cognizance to assure quality in the operations of the institution.

6.5.7] How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The policy of improvement of quality is a continuous process and requires sustenance. Such policies to improve quality have to be open and spontaneous. The policies are communicated through meeting and open discussion to the Governing Body, Teachers' Council, Non Teaching Staff and other stakeholders including the students.

The mechanism followed is to involve each and every stakeholder, allotting specific areas of operation for each of them. Implementation is done through fine tuning of duties and responsibilities at different stages.

The outcome of these efforts has been in bringing amelioration and the compulsion of realizing plans within fixed time schedule.

Criteria-Wise Inputs

CRITERIA VII

INNOVATIONS AND BEST PRACTICES

7.1] Environment Consciousness

7.1.1] **Does the Institute conduct a Green Audit of its campus and facilities?**

Yes.

Every effort has been made to protect and maintain various kinds of plants available in and around the college premises to keep the college green and pollution free.

A Green Survey of plants has been made by Experts/Botanists to enlist the plants using eco-friendly measures and making all stake-holders aware of maintaining Ecological balance.

In addition, some of the important medicinal plants are conserved as Ex-Situ conservation to make the local people aware about the importance of various wildy grown medicinal plants for the welfare of local people towards curing various diseases and implementing them as non-traditional cash crops for the reclamation of wasteland in the area.

In the Green Audit, total about hundred plants have been shown including herbs, shrubs, trees, climbers etc. of which about forty medicinal plants have been protected and maintained in the medicinal plant garden named Susruta Herbal Garden.

The Green Audit was conducted by Dr. Mohanlal Ghosh, Ex-Professor and Scientist in Medicinal and Aromatic Plants; currently engaged as Resource Scientist, DST, Government of West Bengal and Advisor and Consultant on Medicinal and Aromatic Plants.

7.1.2] **What are the initiatives taken by the college to make the campus eco-friendly?**

* Energy conservation: We have done away with the use of Filamentous Lamps. We have opted for the use of energy saving tube lights/CFL lamps/LED Lamps. Power Switches have been installed in classrooms, to encourage students to switch off electrical appliance while moving out of class.

All our computers have power saving LED monitors.

We have initiated a process to construct a Solar Energy Panel System in the college with assistance from WBREDA.

* Use of renewable energy: We have initiated a process to construct a Solar Energy Panel System in the college with assistance from WBREDA.

- * Water harvesting: None
- * Check dam construction: None
- * Efforts for Carbon neutrality: No such Measures have been taken yet.
- * Plantation: The college has over 100 varieties of plants (trees/herbs/shrubs). Atleast 40 varieties of medicinal plants have been reared in the Sushruta Herbal Garden of the college.
- * Hazardous waste management: None
- * E-waste management: Dysfunctional electronic wastes are sold off for recycling.

7.2] Innovations

7.2.1] Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

1. Participative model of teaching-learning: The college has introduced multimedia tools in teaching-learning to ensure the most modern methodology of imparting knowledge is followed. This model of teaching learning has also encouraged students to participate with interest in class. Power point Presentations, visual images and film screening pertinent to the content of curriculum has assisted the students in developing their academic capability. The college also clubs together debates, quiz contests, student presentations along with curricular practices to encourage more student participation in the process of learning.

By introducing extension lectures, seminars and workshops oriented towards the students, the college has taken a mission to encourage our students to undertake higher academic pursuits in future.

2. Inculcating Values and Social Participation: The college has an active NSS unit that conducts various activities of social importance all around the year. The NSS unit regularly conducts awareness camps, cleanliness drives and plantation activities in the college campus. It organises the observation of important days in the college like Independence Day, Republic Day, Teachers' Day etc., assisting the process of creating a sense of nationalism among the general students. Ideology of service and dedication towards the cause of the Nation is inculcated in them through the NSS class held every week. The NSS unit forms the bridge between the college and the broader society through the service it provides to the local population. It conducts camps in villages every year and provides services like creating awareness against child marriage, school dropout trend, child labour, consumer rights; it conducts lectures and camps to create awareness against killer diseases like AIDS and Thalassemia in association with the Red Ribbon Club. In recent years, it played a crucial role in creating awareness against a local disease termed DISCO in the Polba-Dadpur area. The NSS unit also comes forward in preservation of greenery and maintenance of cleanliness in the local areas. The

involvement in the NSS activities has helped the college to nurture young minds to become responsible citizens of the future.

3. Ecological Preservation: The College believes in the idea of growth with conservation. From its very inception, the college was cautious in preserving its surrounding ecology that included flora and fauna both. So while constructing the buildings, utmost care is taken towards the preservation of trees in particular. No flora is harmed, until and unless, there is absolutely no way out. There is a medium sized water body in the college campus. The sanctity of the water body has not been harmed in any way and none of the fauna in the water body has also been touched. The college took the cause of conserving medicinal plants in the campus by initiating the Sushruta Herbal Garden that houses over 40 rare medicinal plants. Recently the college has been proclaimed as a plastic and tobacco free campus to make it more eco-friendly.

4. Computerisation of Administration: Polba Mahavidyalaya has computerised the administrative system to ensure more transparency and accuracy in the administrative affairs. Involvement of College Administrative Management System (CAMS) and Online Admission System has zeroed out any possibility of corruption and unwanted intrusion. Use of software provided by Hooghly Treasury for salary, PF and IT billing has made the system more fast and efficient.

7.3] Best Practices

7.3.1] Elaborate on any two best practices in the given format, which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

BEST PRACTICE A

A1. Introducing E-Governance: Ensuring Transparency in College Administration.

A2. Goal

Polba Mahavidyalaya pays greatest attention and gives maximum importance in maximum transparency in all its procedures, be it, administrative, financial or academic. The institution has always embraced the utility of modern technological resources to excel in this regard. Likewise, with the emergence of the ideas of E-Governance, Right to Information Act and Digitisation of records, the Mahavidyalaya immediately embarked upon the mission to computerise its administrative and financial system. Polba Mahavidyalaya aims at maintaining its legacy of transparency, by using modern resources of computer technology. It aims at slowly shifting towards a financial-accounting system that would require minimum cash transaction, to ensure the highest order of precision in financial administration. It also aims at maintaining a zero dispute policy in terms of admission and student records by computerising the entire procedure.

A3. The Context

The Mahavidyalaya began to consider the policy of E-Governance since 2008-2009, but the process got delayed, only to be functionalised in 2010-2011. The main hindrance in the path of realising the plan was lack of ample financial resources. But, the college was severely understaffed with only two administrative staff members. Maintaining and sharing of administrative, financial accounting records with precision and with zero disputes had been becoming increasingly difficult. Therefore with the Government of India and the Government of West Bengal, showing their interest towards computerisation of administrative procedure to introduce precision and transparency in governance, the Mahavidyalaya also pushed itself towards becoming a practitioner of this policy, to ensure speedy, lucid and efficient administrative system. The initial resources were raised from College General Fund, later, the Government of West Bengal allotted funds for introducing E-Governance in salary billing and admission procedure.

A4. The Practice

- E-governance was first initiated from the session of 2010-2011.
- College Administrative Management System (CAMS) was purchased from MSS Software, 3 GT Road, Daldighi, Burdwan.
- CAMS has been used to completely digitise the following areas of the college administration:
 - a. Maintenance of complete data of students admitted in the college.
 - b. Maintenance of all cash collection records of the college.
 - c. Payment Receipt and Contra-entry Voucher Number is generated automatically by the CAMS, ensuring space for no discrepancies.
- The administrative and support staff of the college were given basic introduction, demonstration and implementation training by the representatives of MSS.
- Rs. 31,200 only, from the college general fund was used to initiate the CAMS.
- The College is strict in maintaining a standard in record keeping, and to ensure precise functionality of the system, it has an annual maintenance contract with MSS, worth Rs. 10,000 per annum.
- On 19/11/ 2014, Government of West Bengal, allotted Rs. 1,50,000/- only for the implementation of COSA and Online Admission Process. The fund was received by the college on 17/01/2015.

- From the academic session of 2015-2016, the college made its admission procedure completely computerised.
- Registration, Fees payment, Subject selection are computer controlled and even Merit Lists are generated through the website: www.polbamahavidyalaya.org (an auxiliary of www.polbamahavidyalaya.com). This leaves zero scope for human error and corruption.
- The admission procedure has been made completely cashless. The students pay their registration and admission fees through the link on the portal to the State Bank of India, Chinsurah, with whom the college has an official collaboration.
- The College also acquired the WBIFMS software for e-billing and distribution of salaries, as directed by the Hooghly Treasury. Other than e-billing of salary, the college also computes and allots Professional Tax, Income Tax and Provident Fund components through the software.
- The college has currently demarcated five computer systems for the administrative and financial-accounting works.
- The procedure of student registrations and form fill-up for examinations in the University of Burdwan was also done successfully in the session of 2015-2016.

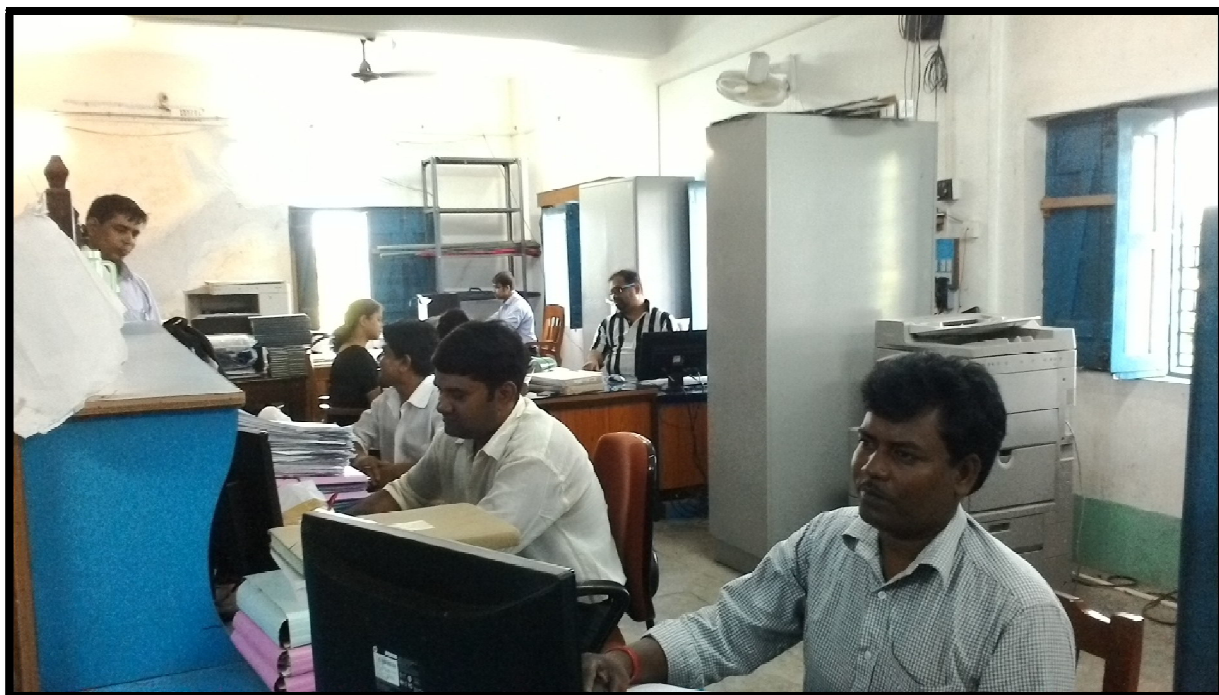
A5. Evidence of Success

- Maintenance of student records has become much easier, systemised and precise.
- Searching records of individual students, for the purpose of academic monitoring or counselling has become easier.
- Certificates can be issued with greater precision.
- The success of the college in digital data maintenance and e-governance is showcased by the Certificate it received from the Ministry of Human Resource Development, Department of Higher Education, Statistics Division, Government of India on 30.01.2016, for the successful uploading of data for All India Survey on Higher Education (AISHE) 2015-2016 (Reference no. C-44648-2015).
- Discrepancies and complaints regarding financial transactions, accounts and salary billing and distribution have been almost eliminated.

A6. Problems Encountered and Resources Required

- Subsidiary ledger maintenance has not been connected yet. Therefore, all specific funds have to be remitted through the general fund.

- Financial transaction in the college has been reduced, but bill payments, fees collection is still done in cash. The college is trying to eliminate that slowly.
- The college can further develop its e-governance utilities, with more funds and manpower. It is however, to a large extent dependent on the government funds to implement this.



Photograph: 5- Daily Office work has become entirely computerised in Polba Mahavidyalaya.

B1] Ecological Conservation: A Model of Growth with Conservation

B2. Goal

From its very inception, Polba Mahavidyalaya has taken a policy of development that intends to protect and conserve the natural eco-system in which the college was born. It intended not to destroy but to include and utilise the green surroundings in which it was set. The goal is to produce modern infrastructure for teaching-learning, while conserving the ecology and inculcate the same sense of ecological conservation among the students.

B3. The Context

During its inception, the college realised that the concrete constructions and the roadways needed for the functioning of the institution would change the landscape of the area to a large extent. Therefore it took a conscious policy programme to conserve the ecology to the extent possible. It also realised that majority of its students coming from the rural surroundings would also feel at ease in the green surroundings and a sense of responsibility in preserving their natural surroundings could be inculcated in them making them more proactive citizens and better human beings.

B4. The Practice

- Out of 4.54 acre area of the college, 5307 sq metre is under constructed area.
- The college took utmost care that minimal damage to local eco system was done in the process.
- Big trees and rare species were preserved wherever possible.
- Within the college campus there is a water body of 105850.8 sq foot, the college has not allowed any pollution to affect the water body and its fauna.
- The NSS conducts Banomahotsav Programme to increase the number of trees in the campus every year. In this manner we have intended to make up for the flora that had been lost to the construction process.
- The college realised the existence of rare medicinal plants in the campus and undertook the programme of preserving the medicinal plants in the Susruta Herbal Garden adjacent to the main building. Currently the campus has over 100 varieties of flora on the campus, including 40 rare medicinal plants like Noni (*Morinda Citifolia Lin*), Sushni (*Marsilea minuta Linn*), Bel (*Aegle marmelos*) etc.
- The NSS plays an important role in regularly watering and tending the plants along with the college staff and other hired experts.

- We have introduced the idea of tobacco and plastic free campus to inculcate more environment friendly

B5. Evidence of Success

- Currently the campus has over 100 varieties of flora on the campus, including 40 rare medicinal plants like *Abutilon indicum*, *Acalupha indica* lixn, *Aegle marmelos* etc.
- The students have become more aware of the local plant life and the usage of plants for medicinal purposes.
- Local people have shown interest in herbal garden, which our expert Botanists suggests could become an extra source of income for the local agriculturists.
- Both students and staff have refrained from using tobacco and minimised the use of plastic in campus showing greater degree of awareness.

B6. Problems Encountered and Resources Required

- Due to the lack of boundary wall on all sides, sometimes grazing animals enter the campus and waste saplings.
- The water body is sometimes polluted due to local traditions of immersion of idols etc.
- We have been trying to create awareness against such shortcomings but complete success has not been achieved.
- We need to employ an expert gardener that needs a certain amount of financial investment that the college is trying to make in spite of financial constraints.



Photograph 6: Efforts to preserve the natural ecology of the College: Dr. Sushanta Kumar Mazumdar, Principal, with the students of the NSS Unit of Polba Mahavidyalaya.

8. Contact Details

Name of the Principal: Dr. Sushanta Kumar Mazumdar

Name of the Institution: Polba Mahavidyalaya

City: Chinsurah

Pin Code:712148

Accredited Status: First Cycle

Work Phone:

Fax: 03213225128

Website: www.polbamahavidyalaya.com

E-mail :officepolbamahavidyalaya@gmail.com

Mobile:9433217622

EVALUATIVE REPORTS OF INDIVIDUAL DEPARTMENTS

Evaluative Report of the Department Of Bengali

Department Profile

1. Name of the Department: **Bengali**
2. Year of Establishment: A) Gen. **2005**
B) Hons.**2007**
3. Name of Programmes Offered: **B.A. Honours and B.A. General**
4. Annual/Semester/Choice based credit system (programme based):**Annual**
5. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
6. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

7. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | 02 | 02 | 2006, 2010 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | Nil | N.A. |

8. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided |
|------|---------------|-------------|----------------|----------------------------|------------------------------|
| | | | | | |

| | | | | | |
|---------------------------|--------------------------------------|----------------------------|-------------------------|-----------|----------------------|
| | | | | | for the last 4 years |
| Sanjoy Kumar Ghosh | M.A., M.Phil., B.Ed., B.L.I.S | Assistant Professor | Rabindra Sahitya | 9+ | N.A. |
| Sribas Biswas | M.A., M.Phil., B. Ed | Assistant Professor | Drama | 6+ | N.A. |
| | | | | | |

9. List of senior visiting faculty: **Nil**
10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **N.A.**
11. Student-Teacher Ratio: Honours- **1:41** General-**1:145**
12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**
13. Qualification of teaching faculty with D.SC/D. Lit/Ph.D./MPhil/P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | 01 | 01 |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | Nil | Nil | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**
15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**
16. Research Centre/Facility recognized by University: **Nil**
17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Sanjoy Kumar Ghosh | 04 | 03 | 08 | |
| Sribas Biswas | 06 | 12 | 08 | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------------|---------------------------|---------------------------|
| Sanjoy Kumar Ghosh | Nil | Nil |
| Sribas Biswas | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc): **Nil**

d) Monographs:**Nil**

e) Chapter in Books:**01**

f) Books edited:**Nil**

g) Books with ISBN/ISSN numbers with details of publishers:**Nil**

h) Citation Index:**Nil**

i) Citation Index: **Nil**

ii) SNIP:**Nil**

iii) SJR:**Nil**

iv) ImpactFactor: **Nil**

v) h-index:**Nil**

18. Area of consultancy and income generated: **Nil**

19. Faculty as members in

a) National Committees: **N.A.** b) International Committees: **N.A.**

c) Editorial Books: **N.A.**

20. Student Projects

i) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

ii) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **N.A.**

23) Awards/Recognitions received by faculty:

NIL

24) List of eminent academicians and scientists/ visitors to the department:

N.A.

| | | |
|-----|--|--|
| Nil | | |
| | | |

25) Seminars/ Conferences /Workshops organized and the source of funding:

Nil

26) Student Profile Programme/ Course wise

| Year | Name of course | Applications received (Centrally, not subject wise) | | Enrolled | | Pass Percentage |
|---------|----------------|---|-------|----------|------|-----------------------------|
| | | Gen. | Hons. | Gen. | Hons | Hons (3 rd Year) |
| 2011-12 | Under-graduate | 355 | 339 | 136 | 32 | 75 |
| 2012-13 | Under-graduate | 408 | 273 | 163 | 33 | 77 |
| 2013-14 | Under-graduate | 342 | 107 | 137 | 27 | 79 |
| 2014-15 | Under-graduate | 302 | 153 | 128 | 31 | 66.7 |
| | | | | | | |

27) Diversity of students

| | | | |
|-------------|------------|------------|------------|
| Name of the | Percentage | Percentage | Percentage |
|-------------|------------|------------|------------|

| Course/Program | of students from the same state | of students from other states | of students from abroad |
|------------------------------|---------------------------------|-------------------------------|-------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |
| | | | |

28) How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

29) Student Progression

| Year | Name | Student Progression | | | Employed | | Entrepreneurship/ self - employment |
|------|------------------------------|-----------------------------------|--------------|-----------|------------------|-------------------------------|--|
| | | UG - PG | PG-MPH IL | PG - Ph D | Campus Selection | Other than campus recruitment | |
| 2012 | Paramita Ruidas | | | | | Police Services | |
| 2011 | Amita Murmu | | | | | Primary Teacher | |
| 2012 | Ananya Bhattacharya | M.A. (Regular) | | | | | |
| 2012 | Kinjal Kundu | M.A. | B.Ed. | | | | |
| 2012 | Solanki Sur | M.A. | | | | | |
| 2015 | Pritam Banerjee | M.A. (Jadavpur University) | | | | | |
| 2013 | Animesh Roy Chowdhury | M.A. | | | | | |

| | | | | | |
|------|------------------|----------|-------|--|--|
| 2009 | Sharmistha Ghosh | M.A . | B.Ed. | | |
| 2013 | Papiya Das | M.A . | | | |
| 2013 | Tarun Mistri | M.A . | | | |
| 2013 | Snigdha Halder | M.A . | | | |

30) Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 741**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**

31) Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Nil**32) Teaching method adapted to improve student learning: **a) Chalk and Talk Method**

33) Participation in Institutional Social Responsibility (ISR) and Extension activities:

- ❖ **NSS- Participation of the students- 32% (approx.)**

34) Analysis of the Department and Future Plans

Strength:

- **Having two full time teaching staff made the department's academic and administrative work much more time bound and effective**
- **Students take part in academic affairs including seminars with great enthusiasm**

- **The central library is well stocked with necessary curriculum oriented and scholarly books on the subject**
- **The students are very sincere and they attend the extra lectures whenever they are asked to do so.**
- **Strong interactive bonding between the teachers and students.**

Weakness:

- **Some of the students are forced to perform heavy labour to earn and some are married off while the course is mid-way**
- **Reading habit of Bengali books is very poor**

Opportunity

- **Low cost education with a supportive faculty**
- **Initiation has begun on the front of organizing seminars, conferences and workshops which will enable the students to involve themselves in serious academic activities**
- **Begin research based projects to inculcate a culture of objective analysis among students**

Challenges

- **To help them develop and flourish their own creative ideas regarding literature and language through projects and their regular active involvement in seminars**
- **To increase the number of honours qualified students in the department**
- **To effectively train the students in the art of pronouncing Bengali**
- **To impart special coaching relating to correct spelling of Bengali words**

[Evaluative Report of the Department of English](#)

01. Name of the Department: **English**

02. Year of Establishment: A) Gen: **2005**

B) Hons: **2007**

03. Name of Programmes Offered: : **B.A. Honours and B.A. General**

04. Annual/Semester/Choice based credit system (programme based): **Annual**

05. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

06. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

07. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | Nil |
| Associate Professors | Nil | Nil | Nil |
| Assistant Professors | 02 | 02 | 2015, 2015 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | Nil |
| Guest Lecturers | Nil | Nil | Nil |

08. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D . students guided for the last 4 years |
|-----------------------------------|---------------|----------------------------|----------------------------------|----------------------------|--|
| Md. Mizanur Rahaman Sardar | M.A. | Assistant Professor | Indian Writing in English | 1+ | N.A. |
| Manali Choudhu | M.A. | Assistant | Modern Short | 1+ | N.A. |

| | | | | | |
|----|--|---------------|---------|--|--|
| ry | | Profess or | Stories | | |
|----|--|---------------|---------|--|--|

09. List of senior visiting faculty: **Dr. Meenakshi Krishnan, Associate Professor, Department of English, Barrackpore Rastraguru Surendranath College.**

10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**

11. Student-Teacher Ratio: Honours- Honours: **1:18** General-**1:3**

12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**

13. Qualification of teaching faculty with D.Sc/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for Ph.D. | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | Nil | Nil |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | 02 | Nil | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**

15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**

16. Research Centre/Facility recognized by University: **Nil**

17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|-----------------------------------|-----------------------------|---------------------------|-----------------------------|------------------|
| Md. Mizanur Rahaman Sardar | 01 (Chapter in Book) | Nil | Nil | Nil |
| Manali Choudhury | 04 | 08 | 03 | 01 |
| | | | | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------|---------------------------|---------------------------|
|---------------------|---------------------------|---------------------------|

| | | |
|---------------------------------------|------------|------------|
| Md. Mizanur Rahaman Sardar | Nil | Nil |
| Manali Choudhury | Nil | 08 |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc): **Nil**

d) Monographs:**Nil**

e) Chapter in Books:nil

f) Books edited: **Nil**

g) Books with ISBN/ISSN numbers with details of publishers:**Nil**

h) Citation Index: **Nil**

i) Citation Index: **Nil**

ii) SNIP: **Nil**

iii) SJR: **Nil**

iv) Impact Factor: **Nil**

v) h-index: **Nil**

18. Area of consultancy and income generated: **Nil**

19. Faculty as members in

b) National Committees: **Nil** b) International Committees: **Nil** c)
Editorial Books: **Nil**

20. Student Projects

iii) Percentage of students who have done in-house projects including inter departmental/programme:**Nil**

iv) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **N.A.**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

21. Awards/Recognitions received by faculty:**Nil**

a) Award received by:

22. List of eminent academicians and scientists/ visitors to the department

| | | |
|--|-------------------|--|
| 1. Dr. Meenakshi Krishnan, Associate Professor, Department of English, Barrackpore Rastraguru Surendranath College. | 01.09.2015 | |
|--|-------------------|--|

23. Seminars/ Conferences /Workshops organized and the source of funding: **01, College Fund**

24. Student Profile Programme/ Course wise

| Year | Name of course | Applications received (Centrally, not subject wise) | | Enrolled | | Pass Percentage |
|----------------|-----------------------|---|------------|-----------|-----------|----------------------------|
| | | Gen. | Hons. | Gen. | Hons. | Hons(3 rd Year) |
| 2011-12 | Under-graduate | 355 | 339 | 04 | 15 | No Appearance |
| 2012-13 | Under-graduate | 408 | 273 | 03 | 13 | 4.5 |
| 2013-14 | Under-graduate | 342 | 107 | 02 | 17 | 100 |

| | | | | | | |
|----------------|-----------------------|------------|------------|-----------|-----------|-----------|
| 2014-15 | Under-graduate | 302 | 153 | 03 | 10 | 00 |
| 2015-16 | Under-graduate | | | 00 | 15 | |

25. Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|------------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |

26. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

27. Student Progression: **Nil**

| Year | Against % enrolled | Student Progression | | | Employed | | Entrepreneurship/self-employment |
|------|--------------------|---------------------|----------|--------|------------------|-------------------------------|----------------------------------|
| | | UG-PG | PG-MPHIL | PG-PhD | Campus Selection | Other than campus recruitment | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

28. Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 426**

- **ICT:01 (Shared with other departments)**
 - **Class Rooms: 02 (Shared with other departments)**
 -
29. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **01 (Expert Lecture/Discourse Session on Communicative English, Dr. Meenakshi Krishnan, 01.09.2015)**
30. Teaching method adapted to improve student learning:
- a) **Chalk and Talk Method**
 - b) **Project**
 - c) **Group Discussions**
 - d) **Multimedia**
31. Participation in Institutional Social Responsibility (ISR) and Extension activities:
- ❖ **NSS- Participation of the Students- 8% (approx.)**
32. Analysis of the Department and Future Plans

Strength:

- **Strong interest for the subject among the students**
- **Good student-teacher relationship**
- **Extra classes, remedial courses and supply of additional study materials in class**
- **A well-stocked central library**
- **Students are highly enthusiastic about participating in various intra and inter departmental activities like seminars, conferences, workshops and so on and so forth**
- **Varied modes of teaching leading to a growing interest among students**
-

Weakness:

- **Students coming with very little exposure to English before college level leading to the creation of language based problems**
- **Due to certain socio-economic constraints, the students, more often than not, face academic hurdles due to which the pass percentage has been dwindling and often is not encouraging**
- **The students are forced to perform chores pertaining to their families due to which the attendance sometimes is seen to dwindle**

Opportunity

- **Low cost education with a supportive faculty**
- **Low cost courses on spoken English by a reputed institution**
- **Initiation has begun on the front of organizing seminars, conferences and workshops which will enable the students to involve themselves in serious academic activities**
- **Begin research based projects to inculcate a culture of objective analysis among students**
- **Stocking the library with books based on the syllabi of various competitive examinations**

Challenges

- **To do away with the feeling of fear of English prevalent among the students**
- **To help them communicate in English both in and outside the classroom to facilitate their understanding of the language**
- **To help them develop and flourish their own creative ideas regarding literature and language through projects and their regular active involvement in seminars**
- **Use of modern technologies for the study of literature and language**
- **To increase the number of honours qualified students in the department**

[Evaluative Report of the Department of Economics](#)

Department Profile

01. Name of the Department: **Economics**

02. Year of Establishment: A) Gen: **2009**

B) Hons. **N.A.**

03. Name of Programmes Offered: **B.A. General**

04. Annual/Semester/Choice based credit system (programme based):
Annual

05. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

06. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

07. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-----------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | Nil | Nil | N.A. |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | Nil | N.A. |

08. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|-------------------------|---------------|-----------------------|--|----------------------------|---|
| Debarun Sengupta | M.A. | Guest Lecturer | Environmental Problems and Issues | 10 months | |

09. List of senior visiting faculty: **Nil**

10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**

11. Student-Teacher Ratio: Honours-**N.A.**
General-**1:2.5**

12.No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**

13. Qualification of teaching faculty with D.SC/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | | Nil | Nil |
| D.Litt. | Nil | | Nil | Nil |
| Ph.D. | Nil | | Nil | Nil |
| M.Phil. | Nil | | Nil | Nil |
| P.G. | 01 | | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**

15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**

16. Research Centre/Facility recognized by University: **Nil**

17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------|---------------------------|---------------------------|-----------------------------|------------------|
| | Nil | Nil | Nil | |
| | Nil | Nil | Nil | |
| | | | | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------|---------------------------|---------------------------|
| | Nil | Nil |
| | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc)

d) Monographs: **Nil**

e) Chapter in Books: **Nil**

f) Books edited: **Nil**

g) Books with ISBN/ISSN numbers with details of publishers: **Nil**

- h) Citation Index: **Nil**
- i) Citation Index: **Nil**
- ii) SNIP: **Nil**
- iii) SJR: **Nil**
- iv) Impact Factor **Nil**
- v) h-index: **Nil**

18. Area of consultancy and income generated: **Nil**

19. Faculty as members in

- c) National Committees: **Nil** b) International Committees: **Nil**
- c) Editorial Books: **Nil**

20. Student Projects

- v) Percentage of students who have done in-house projects including inter departmental/programme: **20%**
- vi) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **Nil**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

21. Awards/Recognitions received by faculty: **Nil**

- b) Award received by: **Nil**

22. List of eminent academicians and scientists/ visitors to the department:

Nil

| | | |
|--|--|--|
| | | |
| | | |

23. Seminars/ Conferences /Workshops organized and the source of funding: **Nil**

24. Student Profile Programme/ Course wise

| Year | Name of course | Applications received | Enrolled | Pass Percen |
|------|----------------|-----------------------|----------|-------------|
| | | | | |

| | | | | | | tage |
|----------------|-----------------------|------------|-------|-----------|--|---|
| | | Gen. | Hons. | Gen. | | Gen(3 ^r d Year, genera l) |
| 2011-12 | Under-graduate | 355 | | | | |
| 2012-13 | Under-graduate | 408 | | 05 | | 35.2 |
| 2013-14 | Under-graduate | 342 | | 05 | | 31 |
| 2014-15 | Under-graduate | 302 | | | | 49.1 |
| 2015-16 | Under-graduate | | | | | |

25. Diversity of students

| Name of the Course/Program | Percentage of students | Percentage of students | Percentage of students |
|----------------------------|------------------------|------------------------|------------------------|
|----------------------------|------------------------|------------------------|------------------------|

| | from the same state | from other states | from abroad |
|------------------------------|---------------------|-------------------|-------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |
| | | | |

26. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

27. Student Progression

| Year | Against % enrolled | Student Progression | | | Employed | | Entrepreneurship/self-employment |
|------|--------------------|---------------------|----------|--------|------------------|-------------------------------|----------------------------------|
| | | UG-PG | PG-MPHIL | PG-PhD | Campus Selection | Other than campus recruitment | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*Economics was a General subject. Measurement of individual students is not practicable. Progression of individual students is difficult to report.

28. Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 106**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**

29. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Nil**

30. Teaching method adapted to improve student learning: **a) Chalk and Talk Method**
c) Projects

31. Participation in Institutional Social Responsibility (ISR) and Extension activities:

❖ **NSS**

32. Analysis of the Department and Future Plans

Strength:

- **The students are very sincere and they attend the extra lectures whenever they are asked to do so.**
- **Strong interactive bonding between the teachers and students.**

Weakness:

- **Some of the students are forced to perform heavy labour to earn and some are married off while the course is mid-way**

Opportunity

- **We can encourage more students to take up Economics and appear in competitive examinations by providing them books from our library**

Challenges

- **To draw more students to be a part of the department**
- **To enhance the academic strategies for the benefit of the student**

Evaluative Report of the Department of Education

Department Profile

1. Name of the Department: **Education**
2. Year of Establishment: A) Gen. **2012**
 B) Hons. **2015**
3. Name of Programmes Offered: **B.A. Honours and B.A. General**

4. Annual/Semester/Choice based credit system (programme based):
Annual
5. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
6. Details of course/Programmes discontinued (if any) with reasons: **N.A.**
7. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | Nil | Nil | N.A. |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | N.A. | 02 | 2014, 2015 |

8. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|---------------------------|---------------|-----------------------|-------------------------------|----------------------------|---|
| Suranjana Banerjee | M.A. | Guest Lecturer | Educational Technology | 10 months | N.A. |
| Babli Chakraborty | M.A. | Guest Lecturer | Distance Education | 7 months | N.A. |

9. List of senior visiting faculty:**Nil**
10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty:**100%**
11. Student-Teacher Ratio: Honours- **N.A.**
General-**1:48**
12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled:**Nil**
13. Qualification of teaching faculty with D.Sc/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for Ph.D. | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | Nil | Nil |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | 02 | Nil | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received:**Nil**
15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received:**Nil**
16. Research Centre/Facility recognized by University:**Nil**
17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Suranjana Banerjee | Nil | Nil | Nil | Nil |
| Babli Chakraborty | Nil | Nil | Nil | Nil |
| | | | | |

- b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------------|---------------------------|---------------------------|
| Suranjana Banerjee | Nil | Nil |
| Babli Chakraborty | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc):**Nil**

d) Monographs:**Nil**

e) Chapter in Books:**Nil**

f) Books edited:**Nil**

g) Books with ISBN/ISSN numbers with details of publishers:**Nil**

h) Citation Index:**Nil**

i) Citation Index: **Nil**

ii) SNIP:**Nil**

iii) SJR:**Nil**

iv) Impact Factor:**Nil**

v) h-index:**Nil**

18. Area of consultancy and income generated:**Nil**

19. Faculty as members in

a) National Committees: **N.A.** b) International Committees: **N.A.**

c) Editorial Books:**N.A.**

20. Student Projects

i) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

ii) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies:**N.A.**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

23) Awards/Recognitions received by faculty:

Award received by:**Nil**

24) List of eminent academicians and scientists/ visitors to the department

| | | |
|------------|--|--|
| Nil | | |
| | | |

25) Seminars/ Conferences /Workshops organized and the source of funding: **Nil**

26) Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Selected | | Enrolled | | Pass Percentage |
|---------|----------------|-----------------------|------|----------|--|----------|--|------------------------------------|
| | | Gen. | Hons | | | Gen. | | Gen(3 rd Year, general) |
| 2011-12 | Undergraduate | N.A | | | | | | |
| 2012-13 | Undergraduate | 408 | | | | 37 | | 35.2 |
| 2013-14 | Undergraduate | 342 | | | | 48 | | 31 |
| 2014-15 | Undergraduate | 302 | | | | 38 | | 49.1 |
| | | | | | | | | |

27) Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|----------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |

28) How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

29) Student Progression

| Year | Against % enrolled | Student Progression | | | Employed | | Entrepreneurship/self-employment |
|------|--------------------|---------------------|----------|--------|------------------|-------------------------------|----------------------------------|
| | | UG-PG | PG-MPHIL | PG-PhD | Campus Selection | Other than campus recruitment | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*Education was a General subject. Measurement of individual students is not practicable.

30) Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 135**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**
-

31) Details on student enrichment programmes (special lectures / workshops /seminar) with external experts: **Nil**

32) Teaching method adapted to improve student learning:

- a) **Chalk and Talk Method**
- b) **Group Discussions**

33) Participation in Institutional Social Responsibility (ISR) and Extension activities:

- ❖ **NSS**

34) Analysis of the Department and Future Plans

Strength:

- **Steady growth in the number of students**
- **Good academic interactions between the students and the teachers**
- **Steady growth in the interest of the students in the subject**

Weakness:

- **Despite their merit, the students face constraints due to their economic backwardness**
- **Attendance of students sometimes dwindles**

Opportunity

- **Intake of full time teachers so that the functionality of the department becomes smoother**

- **To stock more resources for the students in the central library**
- **To initiate the organization of more interactive sessions like seminars, conferences and workshops for the benefit of the students as well as the faculty**

Challenges

- **To draw more students to be a part of the department**
- **To enhance the academic strategies for the benefit of the students**

[Evaluative Report of the Department Of Geography](#)

Department Profile

1. Name of the Department: **Geography**
2. Year of Establishment: A) Gen. **2012**
B) Hons. NA.

3. Name of Programmes Offered: **B.A. General**

4. Annual/Semester/Choice based credit system (programme based): **Annual**

5. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

6. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

7. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-----------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | Nil | Nil | N.A. |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | N.A. | 01 | 2014 |

8. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D/MPhil)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D students guided for the last 4 years |
|----------------------------|---------------|-----------------------|-----------------------------|----------------------------|--|
| Subhasree Mukherjee | M.Sc. | Guest Lecturer | Population Geography | 1 year 2months | N.A. |

9. List of senior visiting faculty: **Nil**

10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **100%**

11. Student-Teacher Ratio: Honours- **N.A.** General- **1:39**

12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**

13. Qualification of teaching faculty with D.SC/D. Lit/Ph.D./MPhil/P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| | | | | |

| | | | | |
|----------------|------------|------------|------------|------------|
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | Nil | Nil |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | 01 | Nil | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**

15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**

16. Research Centre/Facility recognized by University: **Nil**

17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|----------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Subhasree Mukherjee | Nil | Nil | Nil | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|----------------------------|---------------------------|---------------------------|
| Subhasree Mukherjee | Nil | Nil |
| | | |
| | | |

c) Number of publications listed in International Database (For Eg. Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc): **Nil**

d) Monographs: **Nil**

e) Chapter in Books: **Nil**

f) Books edited: **Nil**

g) Books with ISBN/ISSN numbers with details of publishers: **Nil**

h) Citation Index: **Nil**

i) Citation Index: **Nil**

ii) SNIP: **Nil**

iii) SJR: **Nil**

iv) Impact Factor: **Nil**

v) h-index: **Nil**

18. Area of consultancy and income generated: **Nil**

19. Faculty as members in

- b) National Committees: **Nil** b) International Committees: **Nil**
 c) Editorial Books: **Nil**

20. Student Projects

- iii) Percentage of students who have done in-house projects including inter departmental/programme: **50%**
 iv) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies:

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

21. Awards/Recognitions received by faculty:

- d) Award received by: **Nil**

22. List of eminent academicians and scientists/ visitors to the department:

Nil

| | | |
|--|--|--|
| | | |
| | | |

23. Seminars/ Conferences /Workshops organized and the source of funding: **Nil**

24. Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Selected | | Enrolled | | Pass Percentage |
|----------------|-----------------------|-----------------------|-------|----------|--|----------|--|------------------------------------|
| | | Gen. | Hons. | | | Gen. | | Gen(3 rd Year, general) |
| 2011-12 | Under-graduate | N.A | | | | | | |

| | | | | | | | | |
|---------|----------------|-----|--|--|--|----|--|------|
| 2012-13 | Under-graduate | 408 | | | | 18 | | 35.2 |
| 2013-14 | Under-graduate | 342 | | | | 17 | | 31 |
| 2014-15 | Under-graduate | 302 | | | | 10 | | 49.1 |
| 2015-16 | Under-graduate | | | | | | | |

25. Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|----------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |

26. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

27. Student Progression

| Year | Against % enrolled | Student Progression | | | Employed | | Entrepreneurship/self-employment |
|------|--------------------|---------------------|----------|--------|------------------|-------------------------------|----------------------------------|
| | | UG-PG | PG-MPHIL | PG-PhD | Campus Selection | Other than campus recruitment | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*Geography was a General subject. Measurement of individual students is not practicable.

28. Details of Infrastructural facilities

- Library: Central Library- Number of Titles-**441**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**

29. No. of Students Receiving Financial assistance from College, university, Government or other Agencies:

30. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:**Nil**

33 Teaching method adapted to improve student learning:

- a) **Chalk and Talk Method**
- b) **Project**

34) Participation in Institutional Social Responsibility (ISR) and Extension activities:

- ❖ **NSS**

35) Analysis of the Department and Future Plans

Strength:

- **The students are very sincere and they attend the extra lectures whenever they are asked to do so.**
- **Strong interactive bonding between the teachers and students.**
- **There is a strong and growing interest among the students regarding the subject.**

Weakness:

- **The number of students in the department is comparatively lower.**

- **There is a problem of irregularity among the students due to the constraints they face due to their economic backgrounds**
- **The pass percentage of the students is an area that needs attention and improvement**

Opportunity:

- **Possibilities of better student progression.**
- **Maximum students of our department are first generation learners and are financially very weak. So we arrange monthly class tests for their improvement and thoroughly discuss the questions with them.**
- **Low cost education with a supportive faculty**
- **Stocking the library with books based on the syllabi of various competitive examinations**

Challenges:

- **To overcome the difficulties faced by the students in coming for classes after supporting their economically backward families.**
- **To arrange more remedial classes to cater to the extra requirements of the students.**
- **Use of modern technologies.**

[Evaluative Report of the Department of History](#)

Department Profile

01. Name of the Department: **History**

02. Year of Establishment: A) Gen:**2005**
B) Hons:**2007**

03. Name of Programmes Offered: **B.A. Honours and B.A. General**

04. Annual/Semester/Choice based credit system (programme based):

Annual

05. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

06. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

07. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | 02 | 02 | 2006, 2014 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | Nil | N.A. |

08. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|---------------------------|----------------------|----------------------------|---|----------------------------|---|
| Narugopal Kaibarta | M.A. | Assistant Professor | Modern India | 09+ | N.A. |
| Santanu Sengupta | M.A., M.Phil. | Assistant Professor | Medieval India; Early Modern India | 02 | N.A. |
| | | | | | |

09. List of senior visiting faculty:

10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty:**Nil**

11. Student-Teacher Ratio: Honours- **1:3.5** General-
1:61

12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled:**N.A.**

13. Qualification of teaching faculty with D.Sc/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | 01 | Nil |
| M.Phil. | 01 | Nil | Nil | Nil |
| P.G. | 01 | Nil | Nil | Nil |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received:**01 (Santanu Sengupta,)Grant Amount: 1400\$ w.e.f 30/11/2012**

Grant authority/organization: The Joint Centre for History and Economics (Centre for History & Economics, Cambridge University & Centre for History & Economics, Harvard University) Project Title: "Trade, Politics and English Mayor's Court: Law and Trading Practices in 18th century Bay of Bengal). Expected date of submission:31/08/2016.

15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received:**Nil**

16. Research Centre/Facility recognized by University:**Nil**

17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Narugopal Kaibarta | 01 | 06 | 05 | 05 |
| Santanu Sengupta | Nil | 04 | 06 | 02 |
| | | | | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------------|---------------------------|---------------------------|
| Narugopal Kaibarta | Nil | Nil |
| Santanu Sengupta | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc):**Nil**

d) Monographs:**Nil**

e) Chapter in Books:**Nil**

f) Books edited: Nil

g) Books with ISBN/ISSN numbers with details of publishers:**Nil**

h) Citation Index:**Nil**

i) Citation Index: **Nil**

ii) SNIP:**Nil**

iii) SJR:**Nil**

v) Impact Factor: **Nil**

vi) h-index:**Nil**

vii) **Chapter in a Book: 01 (Narugopal Kaibarta)**

18. Area of consultancy and income generated:**N.A.**

19. Faculty as members in

c) National Committees: **N.A.**b) International Committees:
N.A.c)Editorial Books:**N.A.**

20. Student Projects

viii) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**

ix) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **N.A.**

| Name of | Name of the | Nature | Years | Remarks |
|---------|-------------|--------|-------|---------|
|---------|-------------|--------|-------|---------|

| | | | | |
|--------------|--------------|----------------|-------------------------|--|
| the Students | organisation | of the project | involved in the project | |
| | | | | |
| | | | | |
| | | | | |

35) Awards/Recognitions received by faculty:

a) Award received by: **Nil**

36) List of eminent academicians and scientists/ visitors to the department

| | | |
|---|-------------------|--|
| Dr. Amiya Kumar Ghosh, Associate Professor of History, Suri Vidyasagar College | 29.09.2015 | |
| | | |

37) Seminars/ Conferences /Workshops organized and the source of funding:

01, College Fund

38) Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Selected | | Enrolled | | Pass Percentage |
|----------------|-----------------------|-----------------------|------------|----------|--|-----------|-----------|----------------------------|
| | | Gen. | Hons. | | | Gen. | Hons. | Hons(3 rd Year) |
| 2011-12 | Under-graduate | 355 | 339 | | | 87 | 20 | 66.7 |
| 2012-13 | Under- | 408 | 273 | | | 92 | 20 | 50 |

| | | | | | | | | |
|----------------|-----------------------|------------|------------|--|--|------------|-----------|-------------|
| | graduate | | | | | | | |
| 2013-14 | Under-graduate | 342 | 107 | | | 62 | 05 | 45.5 |
| 2014-15 | Under-graduate | 302 | 153 | | | 122 | 07 | 33 |
| 2015-16 | Under-graduate | | | | | | | |

39) Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|------------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |
| | | | |

40) How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

41) Student Progression

| Year | Student Progression | Employed | | | Entrepreneurship/self-employment | | | |
|------|---------------------|----------|---|---|----------------------------------|---|------------|--|
| | | U | P | P | | C | Other than | |
| | | | | | | | | |

| | | | | | | | |
|------|---------------------|---------------------------------------|---------------------------------|-----------------------|--|----------------------------|--|
| | | G - P G | G - M P H I L | G - P h D | a m p u s S e l e c t i o n | campus recruitment | |
| 2011 | Mamata Santra | M . A . | | | | Sishu Siksha Program | |
| 2013 | Jhuma kundu | M . A . | | | | Sishu Siksha Program | |
| 2008 | Lakshmi Santra | M.A. | | | | | |
| 2011 | Yogamaya Bhowmik | M.A. | | | | | |
| 2014 | Jhuma Ghosh | M.A. | | | | | |
| 2015 | Farsina Khatun | M.A. (Correspon dence, B.U.) | | | | | |
| 2015 | Prabir Dhak | M.A. (C.U.) | | | | | |
| 2014 | Dhanapati Ghosh | M.A. | | | | | |

42)Details of Infrastructural facilities

- Library:Central Library- Number of Titles- 417
- ICT- 01 (Shared with other departments)
- Class Rooms- 02 (Shared with other departments)

43) **Details on student enrichment programmes (special lectures / workshops /seminar) with external experts:** 01 (Dr. Amiya Kumar Ghosh, Environment and History: Harappan Civilization, 29.09.2015)

44) Teaching method adapted to improve student learning: a) **Chalk and Talk Method**

screenings)

b) **Multimedia (Including film**

c) **Project**

45) Participation in Institutional Social Responsibility (ISR) and Extension activities:

❖ **NSS – Participation of the Students- 6% (approx.)**

❖

46) Analysis of the Department and Future Plans

Strength:

- **Having two full time teaching staff made the department's academic and administrative work much more time bound and effective**
- **A varied teaching method is followed, from Chalk and Talk Method to Multimedia presentations to film screenings**
- **The department has developed a culture of interactive learning and students are encouraged to learn through serious academic debates**
- **Students take part in academic affairs including seminars with great enthusiasm**
- **The central library is well stocked with necessary curriculum oriented and scholarly books on the subject**

Weakness:

- **Despite best efforts, the pass percentage has not been very encouraging. Several constraints, including socio-economic backwardness of the students, have not allowed them to achieve their full potential.**
- **Some of the students are forced to perform heavy labour to earn and some are married off while the course is mid-way**
- **The attendance of students in class also dwindles at times due to economic liabilities and we have not yet been able to do enough to provide them with enough redress.**

Opportunity:

- **The department has initiated a culture of organizing seminars and inviting eminent scholars. This encourages our students to get involved in serious academics**
- **To start more research based projects, especially on the rural and tribal social history of the surrounding areas. The knowledge of our students in Santhali will give us fruitful work**
- **We can encourage more students to take up History and appear in competitive examinations by providing them books from our library**

Challenges:

- **We must put in more concentrated efforts to overcome the socio-economic barriers in an institutional approach to encourage students to attend more classes and perform better**
- **The students are mostly trained in Bengali medium schools but better and more vivid academic books on the subject are in English. So efforts may be directed at making these academic resources available to the students.**

Evaluative Report of the Department of Philosophy

Name of the Department: **Philosophy**

01. Year of Establishment: A) **2005**
B) Hons.**2009**

02. Name of Programmes Offered: **B.A. Honours and B.A. General**

03. Annual/Semester/Choice based credit system (programme based):
Annual

04. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

05. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

06. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | 02 | 02 | 2007, 2014 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | Nil | N.A. |

07. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|---------------------------------|----------------------|----------------------------|----------------|----------------------------|---|
| Sharmistha Gupta (Dutta) | M.A. | Assistant Professor | Vedanta | 09 | Nil |
| Pratima Dhali | M.A., M.Phil. | Assistant Professor | Nyaya | 01+ | Nil |
| | | | | | |

08. List of senior visiting faculty: **Nil**

09. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **Nil**

10. Student-Teacher Ratio: Honours- **1:4.5**
General- **1:122**

11. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**

12. Qualification of teaching faculty with D.SC/D. Lit/Ph.D./MPhil/P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | Nil | Nil |
| MPhil | 01 | Nil | Nil | Nil |
| P.G. | 01 | Nil | 01 | 01 |

13. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**

14. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**

15. Research Centre/Facility recognized by University: **Nil**

16. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Sharmistha Gupta (Dutta) | 01 | 02 | 08 | Nil |
| Pratima Dhali | Nil | Nil | Nil | Nil |
| | | | | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------------------|---------------------------|---------------------------|
| Sharmistha Gupta (Dutta) | Nil | Nil |
| Pratima Dhali | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc): **Nil**

d) Monographs: **Nil**

e) Chapter in Books: **Nil**

f) Books edited: **Nil**

g) Books with ISBN/ISSN numbers with details of publishers: **Nil**

h) Citation Index: **Nil**

i) Citation Index: **Nil**

- ii) SNIP:**Nil**
- iii) SJR:**Nil**
- iv) ImpactFactor: **Nil**
- v) h-index:**Nil**

17. Area of consultancy and income generated:**Nil**

18. Faculty as members in

- d) National Committees: **Nil** b) International Committees: **Nil**
- c) Editorial Books:**Nil**

19. Student Projects

- x)** Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
- xi)** Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **N.A.**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

20. Awards/Recognitions received by faculty:**Nil**

- b) Award received by:

21. List of eminent academicians and scientists/ visitors to the department:
Nil

| | | |
|--|--|--|
| | | |
| | | |

22. Seminars/ Conferences /Workshops organized and the source of funding: **Nil**

23. Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Selected | | Enrolled | | Pass Percentage |
|------|----------------|-----------------------|-------|----------|--|----------|-------|----------------------------|
| | | Gen. | Hons. | | | Gen. | Hons. | Hons(3 rd Year) |
| | | | | | | | | |

| | | | | | | | | |
|---------|----------------|-----|-----|--|--|-----|----|---------------|
| 2011-12 | Under-graduate | 355 | 339 | | | 179 | 33 | No Appearance |
| 2012-13 | Under-graduate | 408 | 273 | | | 176 | 12 | 66.7 |
| 2013-14 | Under-graduate | 342 | 107 | | | 142 | 01 | 33.3 |
| 2014-15 | Under-graduate | 302 | 153 | | | 108 | 00 | 55.6 |

24. Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|----------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |
| | | | |

25. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

26. Student Progression

27) Student Progression

| Year | | A gain st % en ro lle d | Student Progression | | | Employed | | Entrepreneurs hip/self-employment |
|------|--|-------------------------|---------------------|--------------|------------|--------------------|--------------------------------|-----------------------------------|
| | | | UG-PG | PG - M PH IL | P G- P h D | Camp us Selec tion | Other than campus recruit ment | |
| | | | | | | | | |

| | | | | | | | |
|------|--------------------|--|-----------------------|--|--|--|--|
| 2013 | Riparna Chatterjee | | M.A. (Correspondence) | | | | |
| 2013 | Soumen Ghosh | | M.A. (Regular) | | | | |
| 2013 | Soma Sen | | M.A. (Correspondence) | | | | |
| 2010 | Santana Guin | | M.A. (Correspondence) | | | | |
| 2015 | Moumita Manna | | M.A. (Correspondence) | | | | |
| 2015 | Anamika Roy | | M.A. (Correspondence) | | | | |

28) Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 318**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**

29) Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **N.A.**30) Teaching method adapted to improve student learning: **a) Chalk and Talk Method****Multimedia**

- b) Projects**
- c)**

31) Participation in Institutional Social Responsibility (ISR) and Extension activities:

- ❖ **NSS- Participation of the Students- 9% (approx.)**

32) Analysis of the Department and Future Plans

Strength:

- **The department is run with two full time teachers.**

- **The students are very sincere and they attend the extra lectures whenever they are asked to do so.**
- **Strong interactive bonding between the teachers and students.**

Weakness:

- **Some of the students are forced to perform heavy labour to earn and some are married off while the course is mid-way**
- **The attendance of students in class also dwindles at times due to economic liabilities, because they are forced to give physical labour to make both ends meet.**

Opportunity:

- **Possibilities of better student progression.**
- **Maximum students of our department are first generation learners and are financially very weak. So we arrange monthly class tests for their improvement and thoroughly discuss the questions with them.**

Challenges:

- **To arrange more remedial classes to cater to the extra requirements of the students, using a flexible routine.**

Evaluative Report of the Department of Political Science

1. Name of the Department: **Political Science**
2. Year of Establishment: A) Gen. **2005**
B) Hons.**2015**
3. Name of Programmes Offered: **B.A. Honours and B.A. General**

4. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**
5. Details of course/Programmes discontinued (if any) with reasons: **N.A.**
6. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|-----------------------------|-----------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | 02 | 01 | 2014 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | 01 (Upto 29.01.2015) | 2012 |

7. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|------------|---------------|----------------------------|---|----------------------------|---|
| Milankisku | M.A. | Assistant Professor | Public Administration and Local Government | 01+ | N.A. |

8. List of senior visiting faculty: **Nil**
9. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **Upto 29.01.2015- 100%. Thereafter Nil.**

10. Student-Teacher Ratio: Honours- **N.A.** General-
68.5:1
11. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **N.A.**

12. Qualification of teaching faculty with D.Sc/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | Nil | Nil | Nil | Nil |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | 01 | Nil | Nil | Nil |

13. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**
14. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**
15. Research Centre/Facility recognized by University: **Nil**
16. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Milan Kisku | Nil | Nil | 02 | 02 |
| | | | | |
| | | | | |

- b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------|---------------------------|---------------------------|
| Milan Kisku | Nil | Nil |
| | | |

- c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc)
- d) Monographs: **Nil**
- e) Chapter in Books: **Nil**
- f) Books edited: **Nil**
- g) Books with ISBN/ISSN numbers with details of publishers: **Nil**

- h) Citation Index:**Nil**
- i) Citation Index:**Nil**
- ii) SNIP:**Nil**
- iii) SJR:**Nil**
- iv) Impact Factor:**Nil**
- v) h-index:**Nil**

17. Area of consultancy and income generated:**Nil**

18. Faculty as members in

- e) National Committees:**Nil** b) International Committees:**Nil**
- c) Editorial Books:**Nil**

19. Student Projects

- xii) Percentage of students who have done in-house projects including inter departmental/programme:**Nil**
- xiii) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **Nil**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

20. Awards/Recognitions received by faculty:

- c) Award received by:**Nil**

21. List of eminent academicians and scientists/ visitors to the department: **Nil**

| | | |
|--|--|--|
| | | |
| | | |

22. Seminars/ Conferences /Workshops organized and the source of funding:**Nil**

23. Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Enrolled | | Pass Percentage | |
|---------|----------------|-----------------------|-------|----------|------|-----------------|------------------------------------|
| | | Gen. | Hons. | | Gen. | Hons. | Gen(3 rd Year, general) |
| 2011-12 | Under-graduate | 355 | 339 | | 84 | N.A. | 76.6 |
| 2012-13 | Under-graduate | 408 | 273 | | 93 | N.A. | 35.2 |
| 2013-14 | Under-graduate | 342 | 107 | | 57 | N.A. | 31 |
| 2014-15 | Under-graduate | 302 | 153 | | 41 | N.A. | 49.1 |
| 2015-16 | Under-graduate | | | | | | |

24. Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|----------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |
| | | | |

25. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

26. Student Progression

| Year | Against % | Student Progression | Employed | Entrepreneurship/self- |
|------|-----------|---------------------|----------|------------------------|
|------|-----------|---------------------|----------|------------------------|

| | enrolled | | | | | | employment |
|--|----------|-------|----------|--------|------------------|-------------------------------|------------|
| | | UG-PG | PG-MPHIL | PG-PhD | Campus Selection | Other than campus recruitment | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*Political Science was a General subject. Progression of individual students is difficult to report.

27. Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 230**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**
-

28. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **Nil**

29. Teaching method adapted to improve student learning:

a) **Chalk and Talk Method**

b) **Group Discussion**

30. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- ❖ **NSS**

31. Analysis of the Department and Future Plans

Strength:

- **Rich central Library**
- **Regular interaction between teacher and students**

- **Extra classes, remedial courses and supply of additional study materials in class**

Weakness:

- **The students are forced to perform chores pertaining to their families due to which the attendance sometimes is seen to dwindle**
- **Some of the students are forced to perform heavy labour to earn and some are married off while the course is mid-way**

Opportunity:

- **Possibilities of better student progression**
- **Motivation for social responsibility**

Challenges:

- **To attract the students to come for classes regularly**
- **To make the students aware of the benefits of the subject**
- **To promote the first generation learners**
- **To organise seminars and workshops in the department.**

Evaluative Report of the Department of Sanskrit

01. Name of the Department: **Sanskrit**

02. Year of Establishment: A) Gen: **2005**

B) Hons. **2007**

03. Name of Programmes Offered: **B.A. Honours and B.A. General**

04. Annual/Semester/Choice based credit system (programme based):

Annual

05. Courses in collaboration with other universities, industries, foreign institutions, etc: **Nil**

06. Details of course/Programmes discontinued (if any) with reasons: **N.A.**

07. Number of Teaching Posts:

| Designation of Faculty | Sanctioned Posts | Filled Posts | Year of Joining |
|--|------------------|--------------|-------------------|
| Professors | Nil | Nil | N.A. |
| Associate Professors | Nil | Nil | N.A. |
| Assistant Professors | 02 | 02 | 2006, 2014 |
| Lecturer (Govt. Approved part time teachers) | Nil | Nil | N.A. |
| Guest Lecturers | Nil | Nil | N.A. |

08. Faculty profile with name, qualification, designation, specification, specialisation (D.SC/D. Lit/Ph.D./M.Phil.)

| Name | Qualification | Designation | Specialization | No. of years of experience | No. of Ph.D. students guided for the last 4 years |
|------------------------------|--------------------|----------------------------|------------------|----------------------------|---|
| Dr.Kali Prasad Mishra | M.A., Ph.D. | Assistant Professor | Vyakarana | 10 | N.A. |
| Preeta m Mandal | M.A., B.Ed. | Assistant Professor | Kavya | 1+ | N.A. |

09. List of senior visiting faculty: **01 (22.09.15, Dr.Rakesh Das)**

10. Percentage of Lectures delivered and practical classes handled (programme wise) by temporary faculty: **N.A.**

11. Student-Teacher Ratio: Honours- **1:24.5**
General- **1:169.5**

12. No. of Academic support staff (technical) and Administrative Staff; sanctioned and filled: **Nil**

13. Qualification of teaching faculty with D.SC/D. Lit/Ph.D./M.Phil./P.G.

| Qualification of Teaching Faculty | Before Joining | After Joining | Faculty Members who are Registered for PhD | |
|-----------------------------------|----------------|---------------|--|---------------|
| | | | Before Joining | After Joining |
| D.Sc. | Nil | Nil | Nil | Nil |
| D.Litt. | Nil | Nil | Nil | Nil |
| Ph.D. | 01 | Nil | Nil | Nil |
| M.Phil. | Nil | Nil | Nil | Nil |
| P.G. | 01 | Nil | Nil | 01 |

14. Number of faculty with on-going projects from a) National, b) International funding agencies and fund received: **Nil**

15. Departmental Projects by DIST-FIST; UGC; DBIT; ICSSR; etc. and total grants received: **Nil**

16. Research Centre/Facility recognized by University: **Nil**

17. Publication: a) Publication per faculty

| Name of the Faculty | Number of published paper | Number of presented paper | Number of seminars attended | Other activities |
|---------------------------|---------------------------|---------------------------|-----------------------------|------------------|
| Kali Prasad Mishra | 05 | 10 | 04 | |
| Preetam Mandal | Nil | Nil | 02 | |
| | | | | |

b) Number of papers published in reviewed journals (National/ International) by faculty and students

| Name of the faculty | Number of published paper | Number of presented paper |
|---------------------------|---------------------------|---------------------------|
| Kali Prasad Mishra | Nil | Nil |
| Preetam Mandal | Nil | Nil |
| | | |

c) Number of publications listed in International Database (For Eg Web of sciences, Scopus, Humanities International Complete, Dare Database-International Social Sciences Directory, EBSCO host, etc)

d) Monographs: **Nil**

e) Chapter in Books: **Nil**

f) Books edited: **Nil**

g) Books with ISBN/ISSN numbers with details of publishers: **Nil**

h) Citation Index: **Nil**

i) Citation Index: **Nil**

ii) SNIP: **Nil**

- iii) SJR:**Nil**
- iv) Impact Factor:**Nil**
- v) h-index:**Nil**

18. Area of consultancy and income generated:**Nil**

19. Faculty as members in

- f) National Committees:**Nil**
- b) International Committees:**Nil**
- c) Editorial Books:**Nil**

20. Student Projects

- xiv) Percentage of students who have done in-house projects including inter departmental/programme: **Nil**
- xv) Percentage of students placed for projects in organizations outside the institution i.e. in Research Laboratories/ Industry/ Other Agencies: **Nil**

| Name of the Students | Name of the organisation | Nature of the project | Years involved in the project | Remarks |
|----------------------|--------------------------|-----------------------|-------------------------------|---------|
| | | | | |
| | | | | |
| | | | | |

21. Awards/Recognitions received by faculty:

- d) Award received by:**Nil**

22. List of eminent academicians and scientists/ visitors to the department: **Nil**

| | | |
|--|------------|--|
| Dr. Rakesh Das, Assistant Professor, Ramakrishna Mission Vivekananda University | 22.09.2015 | |
| | | |

23. Seminars/ Conferences /Workshops organized and the source of funding:**02,
College Fund**

24. Student Profile Programme/ Course wise

| Year | Name of course | Applications received | | Enrolled | | Pass Percentage |
|---------|----------------|-----------------------|-------|----------|------|----------------------------|
| | | Gen. | Hons. | Gen. | Hons | Hons(3 rd Year) |
| 2011-12 | Under-graduate | 355 | 339 | 179 | 33 | 59 |
| 2012-13 | Under-graduate | 408 | 273 | 211 | 27 | 46 |
| 2013-14 | Under-graduate | 342 | 107 | 151 | 19 | 54 |
| 2014-15 | Under-graduate | 302 | 153 | 112 | 11 | 21 |
| 2015-16 | Under-graduate | | | | | |

25. Diversity of students

| Name of the Course/Program | Percentage of students from the same state | Percentage of students from other states | Percentage of students from abroad |
|----------------------------|--|--|------------------------------------|
| Undergraduate Honours | 100% | Nil | Nil |
| Undergraduate Pass | 100% | Nil | Nil |
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

26. How many students have cleared National and State competitive examinations such as NET, SLET, GATE, CIVIL Services, Defence services etc: **Nil**

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |

27. Student Progression

| Year | | Student Progression | | | Employed | | Entrepreneurship/self-employment |
|------|------------------|---------------------|------------|--------|------------------|-------------------------------|----------------------------------|
| | | UG - PG | PG - MPhil | PG-PhD | Campus Selection | Other than campus recruitment | |
| 2012 | Priya Ghosh | | | | | Madrasa Teacher | |
| 2012 | Subhadip Sanyasi | M. A. (Corresponden | | | | | |

| | | | | | | |
|------|--------------------|-------------------------|--|--|--|--|
| | | ce) | | | | |
| 2011 | Mousumi Ghosh | M.A. | | | | |
| 2009 | Sampa Bhattacharya | M.A. | | | | |
| 2014 | Bikash Pal | M.A. (Regular), B.U. | | | | |
| 2008 | Mallika Middey | M.A. | | | | |
| 2008 | Seuli Choubey | M.A. | | | | |
| 2013 | Tapas Bhattacharya | Acharya, M.A. | | | | |
| 2015 | Mandira Mondal | M.A. | | | | |
| 2012 | Shyamal Mazumdar | M.A.; D.Ed | | | | |
| 2012 | Sanchita Neogi | Acharya (M.A.) | | | | |
| 2012 | Tanushree Pan | Acharya (M.A.) | | | | |

28. Details of Infrastructural facilities

- Library: **Central Library- Number of Titles- 308**
- ICT: **01 (Shared with other departments)**
- Class Rooms: **02 (Shared with other departments)**

29. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts: **01 (Ramakrishna Mission Vivekananda University, Dr. Rakesh Das,,22.09.2015) , Quiz among the departmental students, Expert Lecture (01)**30. Teaching method adapted to improve student learning: a) **Chalk and Talk Method**
b) **Group Discussion**
c) **Multimedia**

31. Participation in Institutional Social Responsibility (ISR) and Extension activities:

❖ **NSS- Participation of the students- 12% (approx.)**

32. Analysis of the Department and Future Plans

Strength:

- **Strong interest for the subject among the students**
- **Good student-teacher relationship**
- **Extra classes, remedial courses and supply of additional study materials in class**
- **A well-stocked central library**

Weakness:

- **Despite best efforts, the pass percentage has not been very encouraging. Several constraints, including socio-economic backwardness of the students, have not allowed them to achieve their full potential.**
- **Some of the students are forced to offer physical labour to earn and some are married off while the course is mid-way**
- **The attendance of students in class also dwindles at times due to economic liabilities, we have not yet been able to do enough to provide them with enough redress.**


Opportunity:

- **Possibility of better student progression.**
- **Inclusion of add-on courses like non-formal Sanskrit education which will enrich the students' understanding of the Sanskrit language.**

Challenges:

- **To establish Sanskrit as a major Oriental language.**
- **Arranging remedial and other special classes for all the students.**
- **Conversational Sanskrit is attempted to be practiced by the students.**

mail – officepolbamahavidyalaya@gmail.com Telephone :- (03213) 225128, 211319
Fax :- (03213) 225128

**POLBA MAHAVIDYALAYA**
Post Office - Polba, District – Hooghly, West Bengal, Pin - 712148
AFFILIATED TO THE UNIVERSITY OF BURDWAN
Recognised under sections 2(f) & 12(B) of the UGC Act. 1956

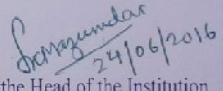
Ref. No. Date :- 24.06.2016

Declaration by the Head of the Institution

I certify that the data included in this Self Study Report (SSR) are true to the best of my knowledge.


This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the Peer team visit.


Signature of the Head of the Institution

Place: Polba , Hooghly, West Bengal
Date:24.06.2016

Principal
Polba Mahavidyalaya
P.O.-Polba, Dist.- Hooghly
West Bengal



Ph. 23236357, 23232701, 23231127
23234116, 23235733, 23232377
23236735, 23239437, 23239427

Extension No. 413 (C.P.P-I Colleges)
UGC Website: www.ugc.ac.in



UNIVERSITY GRANTS COMMISSION
बहादुरशाह जफर मार्ग
नई दिल्ली 110 002
UNIVERSITY GRANTS COMMISSION
SAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED POST

F. No. 8-276/2009 (CPP-I/C)

June, 2010

The Registrar
University of Burdwan,
Rajbati,
Burdwan – 713 104,
West Bengal.

Sub: - Recognition of College under Section 2(f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter No FM/73(2008-2010) dated 30.11.2008 received from the Principal, Polba Mahavidyalaya, P.O. Polba, Dist. Hooghly, West Bengal – 712 154 on the above subject and to say that it has been noted that the following College is aided and permanently affiliated to University of Burdwan. I am further to say that the name of the following College has been included in the list of Colleges prepared under Section 2 (f) & 12 (B) of the UGC Act 1956 under the head Non Government Colleges teaching upto Bachelor's Degree:-

| Name of the College | Year of Establishment | Remarks |
|--|-----------------------|---|
| Polba Mahavidyalaya P.O. Polba, Dist. Hooghly, West Bengal – 712 154 | 2005 | The College is eligible to receive Central assistance in terms of the rules framed under Section 12 (B) of the UGC Act, 1956. |

The documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(V.K. Jaiswal)
Deputy Secretary


Copy to:-

- ✓ 1. The Principal, Polba Mahavidyalaya, P.O. Polba, Dist. Hooghly, West Bengal – 712 154.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Secondary Education & Higher Education, Shastri Bhavan, New Delhi – 110 001
3. Additional Chief Secretary (Higher Education), Government of West Bengal, 8th Floor, Room No.604, Biksh Bhawan, Salt Lake, Sector-2, Kolkata – 700 091, (West Bengal).
4. Joint Secretary, UGC, Eastern Regional Office (ERO), LB-8 Sector-III, Kolkata-700 091, (West Bengal).
5. Publication Officer (Website-UGC), New Delhi.
6. Section Officer (F.D -III Section), U.G.C., New Delhi
7. All Sections, U.G.C. New Delhi.
8. Guard file.

(Sunita Gulati)

ANNEXURE 1: 2f and 12B Certificate.

Annexure II- Grants in Aid Bill UGC.



UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 098

No. AGW-350/11-12 (ERO) ID No. WB1-090 Date: 28-Mar-15
 S.No. 225538

The Accounts Officer
 University Grants Commission
 Eastern Regional Office, Kolkata 700 098

Sub : Release of Grant-in-Aid during the Current financial year (2014-15), during XIIth Plan, to
Polba Mahavidyalaya

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. 28427 towards the scheme **Additional Grant (Equipment)** to the Principal, **Polba Mahavidyalaya** for the Plan expenditure to be incurred during the current financial year as per details given below:

| Purpose of the grant SC/ST | Approved allocation (Rs.) | Amount already sanctioned (Rs.) | Amount being sanctioned now (Rs.) | Total grant including the grant now being sanctioned (Rs.) |
|--|------------------------------|------------------------------------|---|---|
| Additional Assistance (Equipment) | 1667354 | 833677 | 28427 | 862104 |
| Total | | | 28427 | |

The College is requested to note:

A. SC component: 15%, ST component: 7.5%, General component (including Minorities): 77.5%
B. No photocopy of bills/vouchers or the originals and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

2. The sanctioned amount is debit to Head 1.B-(i)(L)(ii) and valid for payment during the financial year 2013-14 only.
3. The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Electronic mode as per the following details:
 - (a) Details (Name & Address) of Account Holder:
 Principal,
Polba Mahavidyalaya
Polba, Hooghly,
West Bengal 712148
 - (b) Account No.: 31585454210
 - (c) Name & Address of Branch: State Bank of India, Chinsurah Branch
 - (d) MICR Code of Branch: 700002229
 - (e) IFSC Code : SBIN0000056
 - (f) Type of Account : SB/Current/Cash Credit.

You are requested to confirm the receipt of the above amount in your account by sending back the enclosed stamped receipt within 7 days.

4. The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
5. The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure
6. The University/Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provisions of GFRs, 2005 and instructions/Guideelines there under from time to time.
7. The Utilisation Certificate to the effect that the grant has been utilised for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the closing of the current financial year.
8. The assets acquired wholly or substantially out of the University Grants Commission's grant shall not be disposed or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
9. A register of assets acquired, wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.



UNIVERSITY GRANTS COMMISSION
EASTERN REGIONAL OFFICE
LB 8 Sector III Salt Lake, Kolkata 700 098

No. AGW-073/10-11

(ERO) ID No. WB1-090

Date: 25-Mar-15

The Accounts Officer
University Grants Commission
Eastern Regional Office, Kolkata 700 098

S No. 225502

Sub : Release of Grant-in-Aid during the Current financial year (2014-15), during XIIth Plan, to
Polba Mahavidyalaya

Sir/Madam,

I am directed to convey the sanction of the Commission for payment of Rs. 80754
towards the scheme **Additional Grant (Equipment)**
to the Principal, **Polba Mahavidyalaya**
for the Plan expenditure to be incurred during the current financial year as per details given below:

| Purpose of the grant | Approved allocation | Amount already sanctioned | Amount being sanctioned now | Total grant including the grant now being sanctioned |
|-----------------------------------|---------------------|---------------------------|---|--|
| AGE-Capital | (Rs.) | (Rs.) | (Rs.) | (Rs.) |
| Final instalment | | | | |
| Additional Assistance (Equipment) | 807540 | 726786 | 80754 | 807540 |
| Total | | | 80754 | |

The College is requested to note:

- A. SC component: 15%, ST component: 7.5%, General component (including Minorities): 77.5%
B. No photocopy of bills/vouchers or the originals and detailed list of purchases should be sent with the accounts submitted unless specifically called for.

- The sanctioned amount is debit to Head 1.B-(i)(L)(ii) and valid for payment during the financial year 2013-14 only.
- The amount of the grant shall be drawn by the Accounts Officer (Drawing and Disbursing Officer), University Grants Commission on the Grant-in-Aid bill and shall be disbursed to and credited to grantee as above through Electronic mode as per the following details:

(a) Details (Name & Address) of Account Holder:
Principal,

Polba Mahavidyalaya
Polba, Hooghly,

West Bengal 712148

(b) Account No.: 31585454210

(c) Name & Address of Branch: State Bank of India, Chinsurah Branch

(d) MICR Code of Branch: 700002229

(e) IFSC Code : SBIN0000056

(f) Type of Account : SB/Current/Cash Credit.

You are requested to confirm the receipt of the above amount in your account by sending back the enclosed stamped receipt within 7 days.

- The grant is subject to the adjustment on the basis of Utilisation Certificate in the prescribed proforma submitted by the University/College/Institution.
- The University/College shall maintain proper accounts of the expenditure out of the grant which shall be utilised only on approved items of expenditure.
- The University/Institution may follow the General Financial Rules, 2005 and take urgent necessary action to amend their manuals of financial procedures to bring them in conformity with GFRs, 2005 and those don't have their own approved manuals on financial procedures may adopt the provisions of GFRs, 2005 and instructions/Guidelines there under from time to time.
- The Utilisation Certificate to the effect that the grant has been utilised for the purpose for which it has been sanctioned shall be furnished to the University Grants Commission as early as possible after the closing of the current financial year.
- The assets acquired wholly or substantially out of the University Grants Commission's grant shall not be disposed or encumbered or utilised for the purpose other than those for which the grant was given, without proper sanction of the University Grants Commission.
- A register of assets acquired, wholly or substantially out of the grant shall be maintained by the University/College in the prescribed form.

Annexure 3: Permanent Affiliation Certificate of University of Burdwan

The University of Burdwan
Department of Inspector of Colleges
Rajhati, Burdwan- 713104
West Bengal



Tel. Nos. +91-0342-2533913, 2533914,
2533917-19 (FAX)
Telegraphic Code : BURDSITY
Fax : +91-0342-2533920
E-mail : ic@buruniv.ac.in
Website : <http://www.buruniv.ac.in>

No. IC/Affin./PI/28/709

Dated, 3rd April, 2009.

To
The Principal,
Polba Mahavidyalaya,
P.O. Polba,
Dist.-Hooghly.

Sir,

I am directed to inform you that on the basis of the recommendations made by the Inspection Team of Burdwan University on your fulfilling the terms and conditions laid down during the first affiliation, the Executive Council of this University has been pleased to grant permanent affiliation to your college with effect from the session 2008-09.


You are, therefore, requested to take necessary steps as per direction of the Executive Council and to request you to submit relevant papers to the U.G.C. through the University for availing necessary grants from them under Sections 2(f) & 12(B) of the U.G.C. Act.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'D. A. S.', written over the printed name 'Registrar'.

Registrar

Annexure IV: Audit Report

 **Sanghai & Co**
Chartered Accountants

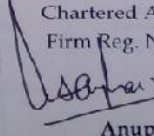
AUDITORS REPORT

We have audited the attached Balance Sheet of **POLBA MAHAVIDYALAYA, P.O. - Polba, Dist: Hooghly - 712148** as at 31.03.2015 and also the Income & Expenditure A/c, Receipts & Payment Account on that date annexed thereto. These financial statements are the responsibility of the college's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We have conducted our audit in accordance with auditing standards generally accepted in India. These standards require that we plan and perform the audit to obtain reasonable assurances about whether the financial statements are free of material misstatement. An audit includes examining on a test basis, evidence supporting the amount and disclosures in the financial statements. An audit includes assessing the accounting principles used and significant accounting estimates made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides reasonable base for our opinion. Further to our estimate in the annexure referred to the above, we report that:-

1. We have obtained all information and explanation which to the best of our knowledge and believe were necessary for the purpose of our audit.
2. The Balance Sheet, Income & Expenditure Account and Receipts and Payments Account dealt by us are in agreement with books of Accounts.
3. In our opinion and to the best of our information and according to the explanation given to us, the statement together with the schedules attached and read with the accounting policies and notes forming part of account, give a true & fair view:-
 - i) In case of Balance Sheet, of the state of Affairs as at 31st March, 2015.
 - ii) In case of Income & Expenditure Account, of the Surplus for the Year ended on that date.

For SANGHAI & CO.
Chartered Accountants
Firm Reg. No. 319079E


Anup K Sanghai
Partner
Membership No. 054963

Place: Kolkata
Date: 06 JAN 2016

'CENTRE POINT', 21, Hemanta Basu Sarani, 2nd Floor, Suite No. 204, Kolkata-700 001
Tel: 033-4019 4129 / 4130, 033-4019 4125 / 4126 (D), Fax: 033-4019 4136
Cell : Anup Sanghai 9830026214 • Kamlesh Agarwal 9836137143
E-mail: sanghaianup@gmail.com / casanghaico@gmail.com

POLBA MAHAVIDYALAYA
P.O.: POLBA, DIST.: HOOGHLY, PIN - 712148

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

| Expenditure | Amount (in Rs.) | Income | Amount (in Rs.) |
|---|---------------------|---|---------------------|
| To Adhoc Bonus | 15,000.00 | By Adhoc Bonus | 15,000.00 |
| To Advertisement | 10,206.00 | By Fees Received through Burdwan University | 21,559.00 |
| To Affiliation Fee | 15,000.00 | By Govt. Grant (for Development) | 150,000.00 |
| To Audit Fee | 4,008.00 | By Salary | 4,478,108.00 |
| To Bank Charges | 1,403.00 | By Sale of Admission Form | 22,850.00 |
| To Centre Fee | 31,391.00 | By Sale of Nomination Form | 112.00 |
| To Cleaning Expenses | 20,220.00 | By SB Interest | 196,175.00 |
| To College Sports Fees | 11,700.00 | By Scholarship | 16,200.00 |
| To Computer Repair & Maintenance | 10,000.00 | By Students Collection | 1,343,622.00 |
| To Contingency | 14,899.00 | By University Examination Fees | 2,700.00 |
| To Conveyance | 3,370.00 | By UGC Grant | 603,340.00 |
| To Depreciation | 721,484.00 | | |
| To Electricity Charges | 43,098.00 | | |
| To Enrolment Fee | 31,550.00 | | |
| To Enrolment Form | 1,090.00 | | |
| To Examination Fee (College) | 7,204.00 | | |
| To Festival Fees | 10,000.00 | | |
| To Generator Charges | 18,476.00 | | |
| To Hon.- Guest Lecturer | 111,859.00 | | |
| To Inspection Fee | 1,000.00 | | |
| To Interest Charges | 82,124.00 | | |
| To Internal Audit Fees | 8,000.00 | | |
| To Internet Charges (Website) | 6,461.00 | | |
| To Late Examination Fee | 2,600.00 | | |
| To Miscellaneous Expenses | 7,520.00 | | |
| To N S S Expenses | 36,270.00 | | |
| To News Paper | 2,662.00 | | |
| To Postage | 436.00 | | |
| To Printing & Stationery | 61,013.00 | | |
| To Processing Fees | 2,380.00 | | |
| To Registration Fees | 21,800.00 | | |
| To Repair & Maintenance | 26,418.00 | | |
| To Review Fees | 8,250.00 | | |
| To Salary | 4,209,159.00 | | |
| To Scholarship | 96,000.00 | | |
| To Student Health Home | 3,275.00 | | |
| To Telephone Charges | 2,480.00 | | |
| To Travelling & Conveyance | 22,815.00 | | |
| To Tutition Fees | 205,013.00 | | |
| To U G C Grant (Refund) | 234,000.00 | | |
| To Union Fees | 71,000.00 | | |
| To University Exam. Fee | 126,666.00 | | |
| To University Sports | 10,900.00 | | |
| To Surplus transferred to General Fund | 519,466.00 | | |
| | 6,849,666.00 | | 6,849,666.00 |

For SANGHAI & CO.
Chartered Accountants

Debanjan
Partner

Shikanta Kumar Mazumdar
Principal
06/1/2016
Polba Mahavidyalaya
P.O.- Polba, Dist.- Hooghly,
West Bengal
Chud
06/1/2016

POLBA MAHAVIDYALAYA
P.O.: POLBA, DIST.: HOOGHLY, PIN - 712148

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

| Receipts | Amount (in Rs.) | Amount (in Rs.) | Payments | Amount (in Rs.) | Amount (in Rs.) |
|--|--------------------|---------------------|--------------------------------|--------------------|---------------------|
| To Opening Cash & Bank Balances | | | By Fees Payment | | |
| Cash in Hand | 34.00 | | Affiliation Fee | 15,000.00 | |
| Cash at Banks: | | | Centre Fee | 31,391.00 | |
| SBI, Chinsurah (30402310220) | 15,158.00 | | College Sports Fee | 11,700.00 | |
| SBI, Chinsurah (31585454210) | 1,281,810.00 | | Enrolment Fee | 31,550.00 | |
| UCO, Polba (A/c. No. 4473) | 2,383,356.00 | | Enrolment Form | 1,090.00 | |
| UCO, Polba (A/c. No. 5013) | 806,318.80 | | Examination Fee (College) | 7,204.00 | |
| UCO, Polba (A/c. No. 5702) | 51,972.00 | | Festival Fee | 10,000.00 | |
| UCO, Polba (A/c. No. 5841) | 82,236.00 | 4,620,884.80 | Generator Charges (Centre) | 12,365.00 | |
| To Fees Collection | | | Late Examination Fee | 2,600.00 | |
| Admission Fee | 32,050.00 | | Processing Fees | 2,380.00 | |
| Building Fee | 19,230.00 | | Registration Fees | 21,800.00 | |
| Centre Fee Collection | 44,030.00 | | Review Fees | 8,250.00 | |
| College Exam Fee | 55,256.00 | | Student Health Home | 3,275.00 | |
| Development Fee | 194,580.00 | | Tuition Fees | 205,013.00 | |
| Electric Fee | 64,860.00 | | Union Fee | 71,000.00 | |
| Enrolment Fee | 43,150.00 | | University Exam Fee | 126,666.00 | |
| Enrolment Form | 10,635.00 | | University Sports | 10,900.00 | 572,184.00 |
| Fee Received Book | 6,410.00 | | By Operational Expenses | | |
| Fees Received through Burdwan University | 21,559.00 | | Advertisement | 10,206.00 | |
| Festival Fee | 12,820.00 | | Audit Fee | 7,303.00 | |
| Games & Sports College | 12,820.00 | | Bank Charges | 1,403.00 | |
| Generator Fees | 78,711.00 | | Cleaning Expenses | 20,220.00 | |
| Identity Card | 9,800.00 | | Computer Repair & Maintenance | 10,000.00 | |
| Late Examination Fees | 2,600.00 | | Contingency | 14,899.00 | |
| Library Card | 6,410.00 | | Electricity Charges | 43,098.00 | |
| Library Deposit | 64,100.00 | | Generator Charges | 6,111.00 | |
| Library Fee | 23,570.00 | | Honorarium - Guest Lecturer | 112,119.00 | |
| Processing Fee | 6,290.00 | | Inspection Fee | 1,000.00 | |
| Registration Fee | 24,900.00 | | Interest Charges | 82,124.00 | |
| Review Fee | 8,250.00 | | Internal Audit Fees | 8,000.00 | |
| Session Fee | 25,640.00 | | Internet Charges (Website) | 6,461.00 | |
| Stationery | 4,180.00 | | Miscellaneous Expenses | 7,520.00 | |
| Student Health Home | 6,380.00 | | Newspaper | 2,662.00 | |
| Student Union Fee | 73,025.00 | | Postage | 436.00 | |
| Tuition Fee | 375,675.00 | | Printing & Stationery | 61,013.00 | |
| University Exam Fee | 128,500.00 | | Repair & Maintenance | 26,418.00 | |
| University Sports Fee | 12,450.00 | 1,367,881.00 | Telephone Charges | 2,480.00 | |
| To Other Income | | | Travelling & Conveyance | 22,815.00 | 446,288.00 |
| Honorarium - Guest Lecturer | 260.00 | | By Payment out of Grant | | |
| Sale of Admission Form | 22,850.00 | | Salary | 4,093,769.00 | |
| Sale of Nomination Form | 112.00 | | N S S Expenses | 36,270.00 | |
| Savings Bank Interest | 196,175.00 | 219,397.00 | Adhoc Bonus | 15,000.00 | |
| | | | Scholarship | 96,000.00 | 4,241,039.00 |
| Balance c/f | | 6,208,162.80 | Balance c/f | | 5,259,511.00 |

For SANGHAI & CO.
Chartered Accountants

Asafa Partner

Sushanta Kumar Mazumdar
Principal
Polba Mahavidyalaya
P.O. - Polba, Dist. Hooghly,
West Bengal
06/11/2016
06/12/2016

Cont...Page - 2

POLBA MAHAVIDYALAYA
P.O. : POLBA, DIST. : HOOGHLY, PIN.- 712154.

RECEIPTS AND PAYMENTS ACCOUNT FOR THE YEAR ENDED 31st MARCH, 2015

| Receipts | Amount (in Rs.) | Amount (in Rs.) | Payments | Amount (in Rs.) | Amount (in Rs.) |
|----------------------------------|--------------------|--------------------|----------------------------------|--------------------|--------------------|
| Balance b/f | | 6,208,162.80 | Balance b/f | | 5,259,511.00 |
| To <u>Grant Received</u> | | | By <u>Treasury Deposit</u> | | |
| Salary | 4,478,108.00 | | Income Tax | 223,961.00 | |
| Adhoc Bonus | 15,000.00 | | Profession Tax | 23,220.00 | |
| Govt. Grant (for Development) | 150,000.00 | | Provident Fund | 1,008,804.00 | 1,255,985.00 |
| Scholarship | 16,200.00 | | | | |
| U G C Grant | 603,340.00 | 5,262,648.00 | By <u>Capital Expenditure</u> | | |
| | | | Computer | 270,705.00 | |
| | | | Construction of Building | 1,303,037.00 | |
| | | | Copier Machine | 139,700.00 | |
| | | | Furniture & Fixture | 173,900.00 | |
| | | | Laboratory Equipments | 451,699.00 | |
| | | | Library Books | 32,500.00 | |
| | | | Water Pipe Line & Filter | 32,600.00 | 2,404,141.00 |
| | | | By <u>Tax Deducted at Source</u> | | 441.00 |
| | | | By <u>Other Expenditure</u> | | |
| | | | Advance to Staff | 40,000.00 | 40,000.00 |
| To <u>Treasury Deduction</u> | | | By <u>U.G.C grant (Refund)</u> | | 234,000.00 |
| Income Tax | 223,961.00 | | By <u>Closing Balances</u> | | |
| Professional Tax | 23,220.00 | | Cash in Hand | 354.00 | |
| Provident Fund | 1,008,804.00 | 1,255,985.00 | Cash at Banks: | | |
| | | | SBI, Chinsurah (30402310220) | 400,810.00 | |
| To <u>Tax Deducted at Source</u> | | 441.00 | SBI, Chinsurah (31585454210) | 757,787.00 | |
| | | | UCO, Polba (A/c. No. 4473) | 1,198,613.00 | |
| | | | UCO, Polba (A/c. No. 5013) | 1,154,439.80 | |
| | | | UCO, Polba (A/c. No. 5702) | 17,065.00 | |
| | | | UCO, Polba (A/c. No. 5841) | 4,090.00 | 3,533,158.80 |
| | | | | | |
| | | 12,727,236.80 | | | 12,727,236.80 |

For SANGHAI & CO.
Chartered Accountants

Partner

Sushanta Kumar Mazumdar

Principal
Polba Mahavidyalaya
P.O.- Polba, Dist.- Hooghly,
West Bengal

06/11/2016

06/11/16

Annexure-V
STUDENT'S FEEDBACK FORM
ছাত্র ছাত্রীদের প্রতিক্রিয়া ফর্ম

| | | |
|--------------|----------------|------------|
| COURSE | YEAR | DATE |
| <u>ajclM</u> | <u>fjWce?j</u> | <u>hoñ</u> |

PROGRAMME NAME:

বিষয় (সাম্মানিক/ঐচ্ছিক)

FACULTY NAME:**SUBJECT/PAPER TAUGHT:**

Adfjfa ðou /fœ-

COURSE CODE:

বিষয় সংকেত-

BATCH/YEAR:

শ্রেণী/বর্ষ-

Dear Student,

You are requested to give your frank and objective opinion about the teaching of faculty on under mentioned points. It will help us to improve and maintain the quality of teaching. Your response will be kept confidential. Rank each point on a five point scale. Enter responses by filling 1 for selecting the option and zero for the rest of the options.

(œfj Rjœ/Rjœf,

নিম্নলিখিত নির্দিষ্ট বিষয় বস্তু গুলিতে তোমাদের মুক্ত ও নিরপেক্ষ মতামত ব্যক্ত করতে অনুরোধ করা হচ্ছে। এই মতামত এই মহাবিদ্যালয়ের সার্বিক মানোন্নয়নে সাহায্য করবে। তোমাদের প্রতিক্রিয়া গোপন রাখা হবে। নিম্নলিখিত নির্দিষ্ট বিষয় গুলিতে গিয়ে তোমাদের পছন্দের বিকল্পটিতে ১ চিহ্ন দাও এবং বাকী বিকল্প গুলিতে শূন্য বসাতো।)

SECTION A:**গিনি - L**

Feedback on teachers (অধ্যাপক অধ্যাপিকাদের বিষয়ে প্রতিক্রিয়া)

| Serial no. ক্রমিক সংখ্যা | Points বিন্দু | Very poor খুবই খারাপ | Poor খারাপ | Average সাধারণ | Good সুন্দর | Excellent অসাধারণ |
|--------------------------------|---|-------------------------|---------------|-------------------|----------------|----------------------|
| 1 | Teacher's ability to explain clearly the concepts and the ideas in the course. বিষয়ের তত্ত্ব ও ধারণাকে স্বচ্ছ ভাবে ব্যাখ্যা করে বোঝানোর সামর্থ্য। | | | | | |
| 2 | Coverage of subject matter according to syllabus শিক্ষকদের পাঠদান সম্পূর্ণ হয়েছে কি? | | | | | |
| 3 | Do you understand the lectures delivered by the teacher clearly? সিলেবাস অনুযায়ী শিক্ষকদের ক্লাস তুমি কিরকম বুঝতে পেরেছো? | | | | | |
| 4 | Does he or she encourage free participation in class? ক্লাসে খোলামেলা আলোচনায় উদ্বুদ্ধ করা হয়েছে কি? | | | | | |
| 5 | Preparation and organization for class. ক্লাসের জন্য পর্যাপ্ত সুবিধা কি? | | | | | |
| 6 | Punctuality and sincerity of teacher শিক্ষকের আন্তরিকতা সম্পর্কে কি? | | | | | |
| 7 | Teacher-Student interaction and guidance outside class নির্দিষ্ট ক্লাসের অতিরিক্ত সময়ে শিক্ষককে শিক্ষামূলক পরামর্শের জন্য কি? | | | | | |

SECTION B:**শি শি- ম**

Library and other learning infrastructure in college(পাঠাগার ও পঠন পাঠন মূলক পরিকাঠামো)

| Sl.no. ক্রমিক নং | Points বিন্দু | Yes হ্যাঁ | No না | No comments মন্তব্য নেই |
|---------------------|--|--------------|----------|----------------------------|
| 1 | Are enough titles/books of your syllabi available in the college library? fjWfPQEI A;NfA যথেষ্ট সংখ্যক বই পাঠাগারে আছে কি না? | | | |
| 2 | Are there multiple books of essential titles available in the library? Aca BhnfLfu hC...fmI HLjfdL সংখ্যা আছে কি না ? | | | |
| 3 | Is there a sitting and reading arrangement for you in the library? পাঠাগারে বসে অধ্যয়নের ব্যবস্থা আছে কি না? | | | |
| 4 | Can you easily find and borrow books from the library? পাঠাগারে বই খোঁজা ও ধার নেওয়ার প্রক্রিয়া সহজ কিনা? | | | |
| 5 | Is there any arrangement for multimedia and IT based teaching in the institution? এই প্রতিষ্ঠানে j;WVj Xu; J abf fks' ei ll ব্যবস্থাপনা আছে কিনা ? | | | |

SECTION C:

ধি jN -N

Basic infrastructure and environment (প্রাথমিক পরিকাঠামো ও পরিবেশ)

| S.no. ক্রমিক সংখ্যা | Points বিন্দু | Good সুখ | Fair মোটামুটি | Bad খারাপ | No comments মন্তব্য নেই |
|---------------------------|---|-------------|------------------|--------------|----------------------------|
| 1. | How is the drinking water and sanitation facility in your college? এই প্রতিস্থানে fjeL Sm J ùjÙÙ hfhÙÙl সুবিধা আছে কিনা? | | | | |
| 2. | How is the canteen facility in the college? এই মহাবিদ্যালয়ে ক্যান্টিনের সুবিধা আছে কি না? | | | | |
| 3. | How is the infrastructure regarding grievance redressal and gender sensitization in the college? এই মহাবিদ্যালয়ে অভিযোগের প্রতিবিধান ও লিঙ্গ সচেতনতা সম্পর্কিত পরিকাঠামো আছে কিনা? | | | | |
| 4. | How is the infrastructure for cultural and sports activities in the college? এই মহাবিদ্যালয়ে p;wÙkaL J òs; pçfLh L;kLmjf-এর পরিকাঠামো আছে কিনা? | | | | |

SECTION- D**ধি jN-0**

a) Any other suggestion (regarding curriculum, subject(s), faculty etc.

অ) অন্য যে কোন প্রকার প্রস্তাব (পাঠ্য ক্রম বিষয় সমূহ প্রভৃতি বিষয় সম্পর্কিত)