



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

POLBA MAHAVIDYALAYA

P.O. P.S. POLBA. HOOGHLY

712148

www.polbamahavidyalaya.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Polba Mahavidyalaya is the only undergraduate college in the Polba-Dadpur Block in the district of Hooghly in West Bengal embarked on its journey from 19th September 2005 with the goal of providing all round opportunity and access to higher education to a greater population especially those from the marginalised and backward communities. Polba-Dadpur Block has been identified as a SC/ST Concentrated Block by the appropriate authority and inhabited by a sizeable population of OBC and minority communities. The founder of the Institution had envisioned the popularization of higher education among the Community 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 vibrant academic and dynamic cultural exposure. Thus the Institution was set up and has been heading towards academic development with dedicated values. At the time of foundation of the College it was noticed that the area which otherwise boasted of some of oldest schools like the Free Mission School of Mahanad, established in 1856 or the Akna High School established in 1889, lacked a 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 academic excellence. The College, being the product of a strong participation and will of the local populace stands committed to its motto of overall growth and development of not only itself but also its surrounding social milieu. Thus it has developed and championed an inclusive model of teaching-learning with sincere dedication towards social participation and development.

Vision

- To develop human potential by providing quality education intermingled with value to rural students in general and to students belonging to Scheduled Tribes, Scheduled Castes, Minority Communities and other Backward Categories in particular to empower them with knowledge.
- To deduce a perfect balance between modern development and ecological sustainability through the practices of the institution.
- Ensure inclusivity with excellence in education.

Mission

- To bring higher education within the reach of students coming of poor and economically backward families in this rural area
- To motivate rural students including those from marginalised socio-economic background to enrol in Higher Education and acquire knowledge of their respective subject along with employable life skills through beyond curriculum career oriented training programmes.
- To inculcate from the very beginning a high regard for ethical principles and meaningful understanding of human values and environmental realities among students through extension and community oriented activities.
- Ensure social inclusivity and equity in the campus through student welfare cells.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Dedicated work group. Believer in the mission of community enrichment and empowerment.
2. Higher female enrolment ratio.
3. ICT facility for modern teaching.
4. MOU/Linkage and add on courses to develop up to date academic culture.
5. Administrative bodies including Governing Body work in close link to each other.
6. Green cover over 40% of the campus area.
7. Excellent and fruitful student teacher ratio and relationship.
8. Gender Sensitization Cell is extremely active.
9. CCTV surveillance for greater security.
10. Anti Ragging Cell is active.
11. Culture of seminar and workshop to ensure better academic culture.
12. NSS Units have conducted over 44 community extension programmes.
13. 10,701 books in library.
14. Soil testing unit and Dengue control fish breeding unit.
15. Strong focus on indigenous and tribal culture.
16. Focus on IKS wherever curriculum permits.
17. Add on courses to allow inculcation of employable skill.
18. Focus on environmental sustainability.

Institutional Weakness

1. Scope of Self generation of funds is very limited. This makes us completely dependent on grants and aids.

2. Laboratory space needs to be further developed to make it state of the art.
3. Low enrolment rate due to social factors.
4. Less built space and classrooms than required.
5. No permanent staff in librarian post.
6. Need to build auditorium and conference room.

Institutional Opportunity

1. Develop environment oriented activities for skill and employment generation.
2. Enhance enrolment of students by forming liaison with local schools.
3. Empower students with vocation oriented add on courses.
4. Ample ground space in campus to construct larger annexe wing, library building , sports complex and auditorium.

Institutional Challenge

1. Low enrolment rate due local poverty and other socio economic factors.
2. Drop out rate due to early marriage and poverty.
3. The number of Non teaching staff is less than required.
4. Lack of funds for immediate expansion of laboratory and classroom space.
5. The girls hostel under RUSA 2.0 is partially complete as second phase has not been released.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The last five years has witnessed considerable evolution in terms of development of mechanisms and techniques to the curricular aspects of the functioning of the College. Introduction of CBCS from the 2017-2018 session was a watershed moment and subsequent changes ensued from this. The IQAC & academic committee made the preparation and advertisement of the academic calendar before the start of a session a priority. Departmental discussions

regarding the university syllabi, its distribution and preparation of lesson plans was already prevalent but became a de riguer norm. The Routine Sub-committee allotted classes to the various departments through master routine. All departments share and use 3 classrooms endowed with projectors for introducing audio visual element in teaching learning. For the growth of employable skill among students, seven add on courses were offered. The basic necessities of the students, be the water or sanitary facilities, were looked after by installation of purified water dispensers and new toilet complex. The college canteen, play grounds etc. were also properly maintained so that the students could and desired to spend time outside their classes within the campus. The mentoring mechanism was implemented whereby each faculty member was allocated a number of students to look after them and to check their progress. The curriculum focussed noticeably on interdisciplinary themes alongwith aspects of IKS, Gender, Professional Ethics, Environmental issues highlighted in various subjects. Compulsory field works/projects have taken learning on a hands on approach. The administration moreover understands the need to get hold of the opinions of various stakeholders as without them the institution stops evolving and becomes moribund. Therefore, a working feedback and grievance redressal system has been instituted thus increasing the pace of improvement for the smooth the delivery of the curricular aspects. The feedback collected from students, teachers, guardians and alumni are collected, analysed and an action taken report is prepared upon deliberation to gain knowledge for self impovement. Through this evolution, the institution is arming itself to approach the requirements for succesful execution of NEP.

Teaching-learning and Evaluation

In Polba Mahavidyalaya, the process of admission of students in undergraduate courses follow a transparent and well-administrated online mechanism, complying with the norms of State government/ The University of Burdwan. Reservation policy of the government is strictly followed.

Since adjoining areas of the college are primarily rural, a high percentage of the students are first generation graduates. In the course of teaching, the students are assessed based on their class performance, performance in laboratory practical class (for Science students) and internal evaluations. The departments conduct regular class tests. Special care is arranged for the slow learners, especially through the mentoring process. Study materials are also provided by the teachers.

Faculties of Polba Mahavidyalaya use a variety of student-centred teaching strategies to impart the most recent information, knowledge and inculcate life skills. During pandemic classes continued over platforms like zoom, google classroom, meet and youtube. Students are also encouraged to participate in both curricular and co-curricular activities alike. Field visits, excursion and project works provide hand on approach to learning. The college has ICT infrastructure to allow the teachers to use the modern methods of teaching. The college has 2 ICT rooms and 1 virtual classroom where the departments are allotted class in the master routine according to their need. The college strictly follows the guidelines of the University regarding both internal and external examinations. At the end of each semester, the final examination is conducted by Burdwan University. Internal examination-related grievances, if any, are dealt with utmost care. The mode of internal assessment includes written class tests, assignments, seminars and viva-voce. Prior notice and time table is released for the internal exams. Students may raise their concern when answer scripts are shown. Or they may apply to the grievance redressal cell on stipulated days.

We have a healthy student teacher ratio and almost all our sanctioned posts of teachers are filled. Over 73% of our teachers have NET/SET/PhD etc. Our average pass percentage is almost 85%. PO/Co/PSO are displayed on

website and also shared with students in orientation sessions.

Research, Innovations and Extension

Polba Mahavidyalaya has one working DST-Serb project (first phase funding Rs. 7.84 lakhs) and one RUSA 2.0, Equity Initiative Grant (Rs. 50 Lakhs in first phase). We have promoted innovative endeavours like the Soil Testing Unit under Geography, Chemistry and Botany departments and breeding of fish for dengue larvae control by Zoology departments. Among our 24 seminars and workshops, 01 has been organised on IPR in collaboration with NIPAM. IKS related issues are practised and taught by several departments as a part of their curriculum. We have published 43 research/review articles in different national and international reputed journals along with 34 book/ book chapters / conference papers during 2018-23.

The college organizes a number of extension activities (Total 81/Outreach 44) to promote institute-neighbourhood community to sensitize the students towards community needs such as National Service Scheme, Gender Sensitization Cell, Red Ribbon Club, Swachh Bharath Abiyan, Environment protection, Tree plantation, Personal health & hygiene, National integration & harmony, Book Distribution, Mask Distribution, Dengue Awareness, AIDS/Thalassemia awareness and Child Marriage Awareness, Pre-Schooling Campaigning, holding commemorative days in community awareness approach etc. NSS/NCC volunteers work to ensure that everyone who is needy gets help to enhance their

standard of living and lead a life of dignity. The soil testing unit also connects us to the local agricultural community. We have however not received award specifically due to outreach programme but our students have managed to win accolades in various cultural and sports events outside the college.

We have already signed 23 functional MoU for various collaboration activities since 2018-2023 for the holistic development of students, teachers as well as community.

Infrastructure and Learning Resources

campus spans approximately 18,372.73 square meters, with a built-up area of 6,861.5 square meters and a green space of around 7,141.11 square meters. Built area includes one main building, one science building, one canteen and student activity room, one modern toilet facility, one annex one storied building, one SC/ST girls hostel (under construction). There is one playground and one waterbody inside the campus.

The college teaches 14 subjects. There 17 classrooms (3 ICT enabled), one computer lab and 5 lab spaces. Separate rooms are assigned for IQAC, NSS, DST-SERB project.

CCTV cameras, adequate drinking water, toilet facility and sanitary pad vending machine are available. College has one water harvesting facility with pump. The institution organizes the Annual Sports Meet and different cultural programmes on special occasion.

College Central Library has a rich collection of over 10,701 books including both the text and the reference books. The Koha LMS (3.2) is used for the purpose of partially automated technical works of the library.

The initiative is being taken for implementing the Web OPAC. The Barcode technology is used for generating the accession numbers and the patron card numbers. We have endeavoured to become a part of NDLI for digital resources.

The college regularly uses various IT resources for administrative and governance purposes. These include online processing of student records, documentation, college management. Three broadband connections, wifi zone and 34 computers and laptops are available for students. The college regularly conducts both internal and external financial audit.

Student Support and Progression

Beyond its academic offerings, Polba Mahavidyalaya prioritizes holistic student development through a robust range of welfare schemes. The central and state governments, provide scholarships to around 67.5% of the student body. These scholarships guarantee access to crucial academic resources such as books.

However, the college's commitment to students extends beyond financial support. A breadth of extracurricular activities, including sports, social service initiatives, and cultural events, promote physical fitness, community building, and teamwork. Add on courses on soft skills, language, and communication along with ICT inculcate employable skills. The career counselling and placement cell provide hands on training regarding skills that the job market demands.

Upholding a zero-tolerance policy towards ragging, the college's Anti-Ragging Committee has ensured a safe, incident-free environment for five consecutive years. Grievance Redressal Cell, ICC and Gender Sensitization Cell along with the students' welfare committee are committed to provide a wholesome experience, democratic conditions and safe environment to students of all gender identities as well socio-cultural, linguistic or religious background. We are in the process of formalising an alumni association. Though student elections have been closed for seven years, the Students remain integral through event organizing, voicing concerns, and presenting innovative ideas to administration. Their active engagement strengthens bonds within the college community. The students have also won several accolades in cultural and sports events.

Overall, through robust welfare schemes, holistic development opportunities, student centric cells, Polba Mahavidyalaya demonstrates a student-centric approach aimed at fostering well-rounded graduates prepared for future success. We have medium rate of progression to job sector or PG courses.

Governance, Leadership and Management

The governance structure of Polba Mahavidyalaya is designed to align with its vision and mission through decentralized committees and active participation. These committees, overseen by the Principal, IQAC Coordinator, and Teachers' Council Secretary, ensure efficient functioning across various domains.

Academic Committees, including Routine, and Research, oversee academic activities.

Students' Support Committees manage admissions, anti-ragging, grievances, career counseling, examinations, and feedback mechanisms, fostering student-administration interaction. Scholarships and Students Aid Funds ensure students access financial assistance. The Students' Activity Cell, NCC, and NSS foster holistic development and social responsibility.

The institution, governed by the non-governmental Governing Body from its apex, adheres to policies set by the Higher Education Department and UGC. The Principal oversees administrative and academic affairs, implementing policies and decisions with the suggestion provided by the college IQAC.

Various committees like finance and IQAC implement government policies. Academic Committees monitor syllabus completion and curriculum implementation.

To ensure a conducive learning environment, committees address issues like anti-ragging, sexual harassment and grievances. Financial and Building Committees make critical decisions, while NSS, Sports, and cultural committees enhance extracurricular activities and communication.

The institution offers add on courses and fosters collaborations through MOUs with other institutes and organizations. Teacher and non-teacher performance evaluations rely on student feedback and departmental assessments. Welfare measures include PF, professional development, and cooperative

Financial audits ensure transparency and compliance with governmental regulations. The institution utilizes funds for academic and infrastructural needs, with internal and external audits conducted periodically.

Online admissions and ICT enhancements streamline processes, while AQAR submissions aid NAAC

accreditation. Conferences, proposals for infrastructure development, audits, health camps, and soil testing unit highlight institutional initiatives. Quality education delivery. Tree plantations, feedback analysis, and MOUs reflect a commitment to sustainability, community engagement, and stakeholder feedback integration.

Overall, Polba Mahavidyalaya's multifaceted approach to governance, resource management, and academic excellence exemplifies its dedication to holistic education and institutional growth.

Institutional Values and Best Practices

The college promotes gender equity through Gender Audit, formation of relevant committees, awareness programmes and facilities (for women) installed in our campus. From 2018-19 to 2022-23 the percentage of female students has been greater than that of male students.

Environmental responsibility is the other area where our college has been proactive. Through water conservation and systematic management of

various types of Panchayat on the basis of a MoU with the Municipality, our college has created a clean and green

campus. Environmental promotional activities are conducted within and beyond the campus by our NSS Units. To assess the environment friendly practices of the college, Green Audit has been completed.

Polba Mahavidyalaya has been proactive in sensitizing students to cultural diversities and social obligations. The college observes commemorative days and organizes events in which students irrespective of their gender, caste and religion, are encouraged to participate. Our students have received awards and recognitions at various cultural competitions.

One of the best practices implemented by our college is the initiation of a soil testing unit that aims to facilitate research activities that can be helpful to our students and local community in their journey of entrepreneurship. Another best practice focuses on plantation and conservation green campus and ecology trees.

Our aim is to be gender sensitive and socially connected while imparting skill and knowledge to our students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	POLBA MAHAVIDYALAYA
Address	P.O. P.S. Polba. Hooghly
City	Chinsurah
State	West Bengal
Pin	712148
Website	www.polbamahavidyalaya.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Narugopal Kaibarta	03213-225128	9477744161	-	officepolbamahavidyalaya@gmail.com
IQAC / CIQA coordinator	Santanu Sengupta	3213-225128	8017005983	-	santanu.sengupta21@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
West Bengal	University of Burdwan	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	14-06-2010	View Document
12B of UGC	14-06-2010	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.O. P.S. Polba. Hooghly	Rural	4.54	6861.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Bengali, Four Year Degree Major in Bengali	48	forty five percent marks in total in HS plus pass marks in Bengali	Bengali	68	14
UG	BA,Bengali, Hons. in Bengali	36	forty five percent marks in total in HS plus pass marks in Bengali	Bengali	55	0
UG	BA,Bengali, Three Year Degree Major in Bengali	36	Pass Marks in Higher Secondary	Bengali	85	15
UG	BA,Economics, Three Year Degree Major in Economics	36	Pass marks in Higher Secondary Examination	English,Bengali	28	0
UG	BA,Education, Three Year Degree Major in Education	36	Pass marks in Higher Secondary Examination	English,Bengali	90	16
UG	BA,Education, Four Year Degree Major in Education	48	Forty Five percent in total in total in Higher Secondary	English,Bengali	49	11
UG	BA,Education, Hons. in Education	36	Forty Five percent in total in total in Higher Secondary	English,Bengali	40	0
UG	BA,English,	36	Pass Marks	English	30	2

	Three Year Degree Major in English		in total in Higher Secondary			
UG	BA,English, Hons. in English	36	Forty Five percent in total in total in Higher Secondary and pass marks in English	English	42	0
UG	BA,English,Four Year Degree Major in English	48	Forty Five percent in total in total in Higher Secondary and pass marks in English	English	51	6
UG	BA,Geography,Four Year Degree Major in Geography	48	Forty Five percent in total in total in Higher Secondary and pass marks in Geography.	English,Bengali	28	3
UG	BSc,Geography,Hons. in Geography	36	Forty Five percent in total in total in Higher Secondary and pass marks in Geography and relevant subjects pertaining to BSc course.	English,Bengali	4	0
UG	BA,Geography,Hons. in Geography	36	Forty Five percent in total in total in Higher Secondary	English,Bengali	22	9

			and pass marks in Geography			
UG	BA,Geography,Three Year Degree Major in Geography	36	Pass marks in Higher Secondary in Total and pass marks in Geography.	English,Bengali	50	2
UG	BSc,Geography,Four Year Degree Major in Geography	48	Forty Five percent in total in total in Higher Secondary and pass marks in Geography and relevant subjects pertaining to BSc course.	English,Bengali	7	0
UG	BA,History, Hons. in History	36	Forty five percent in total in Higher Secondary Examination	English,Bengali	40	0
UG	BA,History,Four Year Degree Major in History	48	Forty five percent in total in Higher Secondary Examination	English,Bengali	49	6
UG	BA,History,Three Year Degree Major in History	36	Pass marks in Higher Secondary Examination	English,Bengali	85	13
UG	BA,Philosophy,Four Year Degree Major in Philosophy	48	Forty five percent in total in Higher Secondary Examination	English,Bengali	56	5

UG	BA,Philosophy,Hons. in Philosophy	36	Forty five percent in total in Higher Secondary Examination	English,Bengali	45	0
UG	BA,Philosophy,Three Year Degree Major in Philosophy	36	Pass marks in total in Higher Secondary	English,Bengali	60	3
UG	BA,Political Science,Three Year Degree Major in Political Science	36	Pass marks in total in Higher Secondary	English,Bengali	84	20
UG	BA,Political Science,Hons. in Political Science	36	Forty five percent in total in Higher Secondary Examination	English,Bengali	25	0
UG	BA,Political Science,Four Year Degree Major in Political Science	48	Forty five percent in total in Higher Secondary Examination	English,Bengali	31	3
UG	BA,Sanskrit, Four Year Degree Major in Sanskrit	48	Forty five percent in Higher Secondary Level and pass marks in Sanskrit.	Bengali,Sanskrit	68	2
UG	BA,Sanskrit, Three Year Degree Major in Sanskrit	36	Pass marks in total in Higher Secondary	Bengali,Sanskrit	50	1
UG	BA,Sanskrit,	36	Forty five	Bengali,Sanskrit	55	3

	Hons. in Sanskrit		percent in total in Higher Secondary Examination with pass marks in Sanskrit	krit		
UG	BSc,Botany, Three Year Degree Major in Botany	36	Pass marks in higher secondary with relevant subjects	English,Bengali	12	1
UG	BSc,Chemistry, Three Year Degree Major in Chemistry	36	Pass marks in higher secondary with relevant subjects	English,Bengali	11	1
UG	BSc,Mathematics, Three Year Degree Major in Mathematics	36	Pass marks in higher secondary with relevant subjects	English,Bengali	11	0
UG	BSc,Physics, Three Year Degree Major in Physics	36	Pass marks in higher secondary with relevant subjects	English,Bengali	11	0
UG	BSc,Zoology, Three Year Degree Major in Zoology	36	Pass marks in higher secondary with relevant subjects	English,Bengali	12	6
UG	BA,Ba General,General	36	Pass marks in Higher Secondary	English,Bengali	469	0
UG	BSc,Bsc General,General	36	Pass Marks in Higher Secondary with relevant subjects	English,Bengali	40	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				35			
Recruited	0	0	0	0	3	1	0	4	20	13	0	33
Yet to Recruit	1				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						9
Recruited	6		0		0	6
Yet to Recruit						3
Sanctioned by the Management/Society or Other Authorized Bodies						0
Recruited	0		0		0	0
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	4	8	0	15
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	1	0	0	16	4	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	94	0	0	0	94
	Female	211	0	0	0	211
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	23	24	20	10
	Female	40	32	23	19
	Others	0	0	0	0
ST	Male	6	7	7	6
	Female	13	13	22	7
	Others	0	0	0	0
OBC	Male	14	19	8	11
	Female	51	37	48	17
	Others	0	0	0	0
General	Male	23	33	33	17
	Female	43	52	52	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		213	217	213	104

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In the present context when the combined forces of globalization and liberalization have permeated the global scenario, interdisciplinary or multidisciplinary education has become the need of the hour. It
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encourages students to broaden their learning beyond traditional boundaries, explore multiple perspectives, and cultivate new academic and employable skills. It provides an up to date scope of knowledge formation and innovation. It strengthens the interrelation between the society and the educational institutions by encouraging innovation and employability. Polba Mahavidyalaya, as affiliated to the University of Burdwan, follows the curricula of its parent University. The CBCS syllabi implemented by the latter have ample scope for academic flexibility with an interdisciplinary approach. It offers five types of courses (Core Courses, Discipline Specific Electives, Generic Electives, Skill Enhancement Courses, Ability Enhancement Compulsory Courses) at the UG level that ensure a balance between theoretical and vocational aspects of learning. In this scheme of progression, the college has introduced the new format of curriculum as instructed by NEP 2020 from the academic session 2023-24 in accordance with the latest instructions of the University of Burdwan. Adhering to the norms of NEP 2020, the undergraduate degree in the college shall be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. Emphasizing the interdisciplinary / multidisciplinary approach, quintessential to NEP, our college is providing two main broad categories of subjects like - a) Natural and Physical Sciences: Students can choose basic courses from this category such as Botany, Zoology, Chemistry, Physics, Environmental Science, Mathematics,; Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. b) Language, Humanities and social science: Courses include Bengali, English, Economics, Geography, History, Political Science, Philosophy, Education, Sanskrit in this category. Students who will take Humanities/ Arts as their major, they will have to take any one from the following subjects as multidisciplinary course: Botany, Zoology, Physics, Chemistry, Mathematics, Environmental Science. Students who will take Science as their major, they have to take any one from the following subjects

	<p>multidisciplinary course: Bengali, English, History, Political Science, Economics, Geography, Philosophy, Sanskrit, Education. In 3-year bachelor degree course: Students who will take Arts as their major, they have to take any one from the following subjects multidisciplinary course: Botany, Zoology, Chemistry, Mathematics, Environmental Science. Students who will take Science as their major, they have to take any one from the following subjects: Bengali, English, History, Political Science, Economics, Geography, Philosophy, Sanskrit, Education.</p>
2. Academic bank of credits (ABC):	<p>The National Education Policy has launched the Academic Bank of Credits as a virtual mechanism that will deal with the credits earned by students of Higher Education Institutes in India and which are recognised by the University Grants Commission (UGC). The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. 1) It will be entrusted with the responsibilities such as opening, closing, and verifying the individual academic accounts of students. 2) It'll also be responsible to gather the academic credits earned by the students from their respective higher education institutions, verify the credits, store the credits, transfer or redeem such credits, and promote them as and when required among its stakeholders. 3) The Provision for ABC has been introduced in the session of 2023-2024. The ICT Sub-committee has been handed the task of leading a task force to ensure enrolment in ABC.</p>
3. Skill development:	<p>The curriculum of each subject has incorporated Skill Enhancement Courses (SECs) for this very purpose. These courses mainly address the challenges of employability, and reinforce the notion of “Atma Nirbhar Bharat Abhiyan.” University of Burdwan to which our college is affiliated to, offers at least one paper of Skill Enhancement Courses (SECs) for each particular subjects taught. Providing soft skill and light skill training to the learners related to their respective subjects. Besides, the college has conducted various seminars and conducted various Add-on Courses by different departments for skill development, on various topics like ICT Skills, soft skills, communication skills etc. which primarily focus on enhancement of employable skill in diverse</p>

	<p>fields. The College regularly conducts various cultural programs to enhance the aesthetic skills of the students. In fact the college contains a cultural committee which monitors the cultural programs of the college. The college also similarly encourages development of sporting skills through various means.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>“Knowledge of India” will include knowledge of ancient India and modern India, and a clear sense of India’s future aspirations with regard to education, health, environment, etc. (NATIONAL EDUCATION POLICY, PARA 4.27). Polba Mahavidyalaya realizes the urgency of integrating the Indian Knowledge system into the curriculum for development of a society deeply anchored in our civilization and culture and to inculcate in its students the importance of the nation’s rich cultural and linguistic/literary heritage. 1) The college ensures that all the courses are taught bilingually, that is, in English as well as in Bengali (barring the courses in English Language and Literature and Bengali Language and Literature), although the primary medium of instruction is English. Teachers provide reading materials in Bengali along with those in English for reference. 2) The college has a number of language departments namely Sanskrit, Bengali and English that offer programs that foreground heterogeneous linguistic, cultural and historical traditions of our country. 3) The college has strictly followed the curriculum prescribed by the university which emphasizes the integration of the Indian Knowledge System (teaching in Indian Language, culture, using online courses). 4) English Honours integrates translated texts from Ancient Sanskrit like Shankuntala etc. The college has a proficient Sanskrit department. 5) Courses specific to Indian history form an integral part of the curriculum of the History dept. in our college. Currently, the Department of History also teaches Heritage of India and History of Indian Languages and Sciences as a part of their NEP course. 6) Besides, the college strongly believes that physical agility coupled with mental acuity are instrumental in building a ‘value-adding’ citizen, and with this vision the institution encourages sports and holds ‘yoga’ classes for its students, especially as a lead up to the International Day of Yoga. 7) The College encourages the faculty members and students</p>

	<p>to participate in seminars and workshops related to Indian Knowledge system. 8) The department of Philosophy has integrated various courses of philosophical schools developing in the long historical lineage of Ancient India. The core pursuit of knowledge in Indian Philosophy- Jnan, Pragyaa, Satya is incorporated in the courses. Yoga, Asana, Meditation is also included to connect the theoretical learning into life style of the pupil. We have also organised seminars/talks related to the theme of IKS.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy aims to create an outcome-based education where the institutions are expected To design a curriculum based on innovation and skillbased learning. Keeping this in mind, Polba Mahavidyalaya, under the CBCS, already is following programmes of study which provide a pivotal platform in delivering deeper insight of the subjects and an interdisciplinary and holistic approach to study. The college, through regular assessments and feedbacks from the students, evaluates the progress of their knowledge, skills, research attitudes and conceptualization of the courses taught. The three-year degree courses under CBCS and from 2023-2024, the 3 years and 4 years courses under NEP are structured in a fashion where the outcomes can be measured through knowledge building, comprehensive and analytical skills. The students are trained to acquire skills of synthesizing and evaluating the ideas and concepts which will offer an understanding of both normative and empirical virtues of the world. Therefore, the special lectures and seminars held by the three streams encourage the students of all disciplines to attend the talks so that they can have an all-inclusive multidisciplinary approach to study. Along with regular courses, the NSS and NCC units frequently conduct campaigns, field works, and awareness programmes for the betterment of the society. The different cultural programmes, study of indigenous languages, projects related to the environment, and educational tours, help the students to understand the importance of preservation of our natural and national resources. Finally, representation of students from different socio-economic cultural communities, and presence of multiple genders along with conduction of gender awareness programmes, and addressing physical and mental health issues by the</p>

	college not only help in having a democratic campus with responsible citizens for the future, but also train the students to embrace an all-inclusive outcomebased educational system under NEP.
6. Distance education/online education:	Polba Mahavidyalaya, as a centre of learning in higher education, has catered to the educational needs of its students since its establishment, and to keep up the commitment of providing quality higher education in various periods. While face-to-face teaching learning process, i.e. offline-traditional classes have proved to be the most effective medium of teaching-learning, the use of virtual mode has become very much instrumental and effective since the pandemic phase. Polba Mahavidyalaya began to impart online teaching learning to the students even in the rural setting to ensure the continuation of teaching-learning, using the various online platforms. An online depository of reading material and lecture videos was also created. Our college provides platforms for online materials to the students. Our college library is partially automated. It has the facility of KOHA search and the initiative is being taken for implementation of Web OPAC. Our college is also a member of DLI. The students are provided with computers with internet facility and wifi access zones to access digital academic material.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an ELC has been set up in the college. Programmes have been designed in association with the concerned authorities of the Block Development Office of Polba-Dadpur block.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Governing Body has appointed Sri Milan Kisku & Sri Munna Thakur, both Assistant Professor of the Department of Political Science to function as the coordinator of the ELC. The NSS Volunteers primarily function as the student functionaries of the ELC. Approximately 30 students have participated actively in the activities of the ELC.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The ELC had organised Electoral Quiz in association with the Panchayet Development Officer (Polba-Dadpur). Constitution Day is observed in association

<p>processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>with NSS Units 1 and 2 of Polba Mahavidyalaya to create awareness about the rights and duties of the voters. The ELC members display electoral awareness material at various times, especially during programmes undertaken by the Election Commission of India. The members of ELC organize teams for participating in the youth parliaments. The ELC in association with NSS Units 1 and 2 has organized mock poll demonstrations.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC volunteers may be used by the local "Block Development Office" in different awareness generation programs, particularly in rural areas surrounding the institution. The ELC creates awareness in the college among students, visitors and staff members through various means.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Periodic awareness programme for enrolling students attaining the age of 18 through display of publicity material.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
373	493	486	532	544

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 39

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	38	39	37	12

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
55.63	13.79	17.83	28.47	57.54

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Polba Mahavidyalaya, is an affiliated college under the University of Burdwan. Therefore, it follows the curriculum designed by the parent University. However, the CBCS and now NEP syllabus has considerable scope for inter disciplinary curriculum and academic flexibility in terms of teaching-learning.

At the juncture of the introduction of CBCS system from the session 2017-2018, workshops were organized by the University of Burdwan to

discuss the modalities regarding the effective implementation of the curriculum. Teachers from our college participated in these workshops.

For upgradation of knowledge and adaptto new teaching skills,

the teachers of PolbaMahavidyalaya regularly participate in UGC academic faculty development programmes

, and present papers in various seminars, workshops, etc.

Following the

university guidelines, the IQAC and the Teachers' Council constitute an Academic Sub-Committee which formulates an academic

calendar of the academic year (both semesters)based on the model academic calendar prescribed by the university. The routine committee of the college designs a central

routine considering the number of working days and the availability of classrooms. Following it each

department of the college assigns classes in the said routine to their faculty members. Departmental

meetingsare held to divide the syllabi into several units/modules and distributes them on the basis of faculty

specialization. In the class routine, especially for Geography and Science subjects. theoretical, and

practical classes are properly organized in

order to give students enough scope for creative thinking and profitable learning. Certain classes are marked for tutorial as well. Interdisciplinary approach is also

acknowledged whereby faculty members from one department take classes for other departments in

specialized topics. Under NEP introduced in 2023-2024, the Art/Humanities students are bound to take up a course in science, while the Science students need to do vice versa. Value added course and compulsory language course also complement interdisciplinary approach.

For effective implementation of the syllabi, departments of the college employ

innovative exercises like student presentations, quiz, audio visual classes, trips, etc. The college adopts various steps for

bridging the knowledge gap of the enrolled weaker students to enable them to cope with the programme

of their choices as well as promote, reward and facilitate advanced learners. This includes

mentorship, tutorial and remedial classes. The internal assessment which consists of conventional internal tests,

presentations, projects, viva-voce, and assignments is conducted as per the schedule provided by the academic sub-committee.

For better implementation of the curriculum, the college provides facilities like ICT rooms,

reference books, and Wi-Fi

zone etc. Counseling programmes are organized by Career Counselling and Placement Cell. Interactive sessions with

the guardians of the students are organized for motivating the students towards actively participating in

the academic activities of the college. Further, by offering the additional facilities like purified water,

play ground, indoor and outdoor sports equipment, green landscape, the college maintains a healthy

and friendly environment for the students to learn.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 7

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

1.2.2

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

Response: 5.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
138	0	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

As an affiliated college PolbaMahavidyalaya follows the syllabi designed by the University of Burdwan. The introduction of CBCS in the 2017-18 session, re-designed the syllabi for all the courses with emphases on issues of importance in the contemporary world. The language courses, include gender analysis as part and parcel of their understanding of the subject. The aspect of environment, human values and professional ethics also appear as recurring themes in various pieces of literature in Bengali, English and Sanskrit programmes.

For the social science subjects, especially

Geography and History, gender and environment are at the core of the subject's appreciation. The syllabi has both of the topics as essential categories of analysis. The programmes of Geography department focus in particular on issues of environment. The department also conducts extension activities connected to this aspect. The courses in history deals with professional ethics-in courses like Archives and Museums, Understanding Heritage. Understanding heritage also deals with environmental conservation. Courses like Womens's Rights in India and Gender and Education brings up issues in Gender Studies.

Political Science in its syllabi also has portions

which deal with the emerging issues relevant to both gender, ethics, rights, constitution. Both the languages

and social sciences courses are replete with sections of the syllabi which focus on human values and its proactive role in the development of civilization.

All the language and social

courses, especially Philosophy, focuses the core of its academic endeavour on the matter of human values, and its changing nature as it evolves.

In a market-driven globalized world the need for knowledge about the environment has made the essentiality of sustainability normative, as is reflected in the syllabi for the bio-sciences. The life sciences courses with their topics related to ecology provide the students with knowledge essential for fathoming

the complexities of environment and the need for sustainable development. Subjects such as Chemistry and Physics allude to environment and human values as they provide their students with the knowledge regarding the core principles of the world. Both these subjects and Mathematics by their syllabi encourage students to think logically and in an abstract manner, both features of our humanity and base for what makes us human, thus inculcating the principles of professional ethics amongst its students.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 24.13

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

Response: 90

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 24.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	212	209	220	287

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
838	838	838	867	852

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 0.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	127	113	137	181

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

2022-23	2021-22	2020-21	2019-20	2018-19
374	374	374	374374	367

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 10.08

2.3 Teaching- Learning Process

2.3.1

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

Response:

Polba Mahavidyalaya's faculties employ a diverse range of student-centered teaching strategies to effectively convey the latest information, knowledge, and values, shaping students' characters positively.

In every department, advanced teaching techniques are utilized to nurture creativity and problem-solving skills among students.

Experiential learning through field visits and project works allow students to acquire skills through independent work. The

faculty actively organizes various learning experiences, such as fieldwork, study visits, model building, workshops, student presentations, and laboratory activities wherever applicable. Moreover, departments host events like student

seminars, exhibits, debates, mind games, role plays, group discussions, and exhibitions, enabling students to actively engage and enhance their knowledge and abilities.

Project works, tailored to address subject-related issues, are assigned to students, fostering a problem solving

mindset. Subject teachers conduct quizzes (both intra and inter departmental) to further develop students' critical thinking skills. The

college has ICT tools for providing an effective teaching-learning

environment. There are three central dedicated ICT enabled rooms with internet facilities. Departments are allotted those rooms in the central routine as per their requirement.

Many teachers employ PowerPoint presentations and other audio visual tools to enhance

understanding. During the pandemic, teachers seamlessly transitioned to online lectures via platforms

such as Google Classroom, Google Meet, Zoom, and others, ensuring students' familiarity with

virtual learning. To make learning more engaging, teachers shared YouTube video lectures, and students are encouraged to give seminars using PowerPoint presentations.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	40	40	22	22

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.4.2

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

Response: 73.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	30	30	19	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The college strictly adheres to the guidelines set by the affiliating University, Burdwan University, for both internal and external examinations. At the conclusion of each semester, the final examination is administered by Burdwan University. In both the CBCS and the newly introduced NEP education systems, significant emphasis is placed on internal assessment to evaluate students' academic performance throughout the session, ultimately enhancing the overall quality of education.

For every course paper carrying 6 credits, 15 marks are allocated for internal assessment. Student performance is continuously assessed each semester through various means, including class tests, home assignments, seminar presentations, and viva voce. The University-prescribed norms are strictly followed. The college has an Examination Committee, responsible for organizing internal assessments for all semesters. Marks are also assigned for regular student attendance, and the evaluated answer scripts are shared with students to identify mistakes and receive guidance on rectification.

Students are encouraged to discuss their doubts with relevant teachers, and returned home assignments

contribute to the feedback loop. Two internal assessments per course are conducted each semester, and the schedule, duration, question pattern, and syllabus are communicated to students beforehand. Detailed schedules for internal examinations are displayed on the college notice board 7-10 days before the examinations, and the evaluation process is completed within 14 days.

The internal assessment concludes before the final examination's form fill-up date, with marks uploaded to the college portal under the supervision IQAC Coordinator. Absentee students due to medical or valid reasons are

accommodated with a separate examination date upon proper application submission.

Parents are welcomed to provide their inputs, if any. Any grievances related to internal examinations are handled with utmost care by the Grievance Redressal Cell, which accepts grievances through a designated box and online submissions since the onset of the pandemic. Notably, no major grievances regarding internal assessment have been received from students in the last five years.

Regarding University semester examination results, students dissatisfied with their obtained grade points can

apply for a post-publication review of their answer scripts. The application process involves submitting forms to the college, which then forwards them to the Review Section of the Department of Controller of Examinations, Burdwan University.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Polba Mahavidyalaya adheres to the curriculum outlined by Burdwan University, offering 11

undergraduate programs under CBCS (later from 2023-24 with the introduction of NEP the course has gone up by 23). The Program Outcome (PO) and Course

Outcome (CO) for all courses are formulated by the respective faculty members and are available on the college website. Copies of PO-CO are also accessible in the departments and the college library.

At the commencement of each academic session, the Head of the Institution addresses newly admitted students,

elucidating the program outcomes of Arts and Science both. Before the start of the

session, teachers finalize syllabus distribution and lesson plans in each department, outlining detailed

course outcomes for all courses. In initial classes for new students, teachers elucidate the course structure

and outcomes, providing a comprehensive understanding. Course designs prioritize facilitating students

in acquiring fundamental concepts and skills related to the subject.

Our college employs several strategies to attain the desired learning outcomes:

Students are encouraged to actively engage in classes, asking questions to enhance their

understanding of the subject.

Language courses contribute to improving communication skills, enabling students to express

their thoughts effectively.

Involvement in cultural programs, annual sports, and various extension activities cultivates

independence and collaboration among students.

Guidance is provided for students to act as responsible citizens, encouraging their participation in

civic life through volunteering in NSS.

Participation in environment awareness programs and the construction of projects on various

environmental and sustainable development issues contribute to holistic learning.

Field studies in many courses enhance students' experimental and analytical abilities.

The Career Counselling cell organizes seminars and workshops focusing on personality

development and job opportunities for students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The determination of program outcomes (PO) and course outcomes (CO) is influenced by various factors:

- The achievement of CO and PO is gauged through the final university examination results or the grade points obtained by students. These results are documented in the departments and deliberated upon during the Academic Sub Committee meetings. The pass percentage has shown improvement in recent years.
- Student performance in Internal Assessment across all semesters is meticulously recorded, taking into account attendance. Besides Internal Assessment, the college conducts continuous internal evaluation through class tests, discussions, home assignments, providing students with opportunities for ongoing improvement. A comprehensive study of student performance in Internal Assessment indicates an average score is generally satisfactory
- Practical examinations and viva-voce in science subjects serve as effective means to evaluate learning outcomes.
- Annual collection and analysis of feedback reports from students regarding learning outcomes by the IQAC contribute to the estimation of CO & PO.
- Departments create CO PO mapping matrices, providing insight into the level of Program

Outcome attainment.

- The recording of students' progression to higher studies is maintained by all departments. A significant number of our college graduates pursue Master's degrees (MA/MSc./ PG Diploma/B.ed, etc.), Some postgraduate students from our college proceed to join universities and institutes for Ph.D. programs.
- The placement records of students post-graduation, kept within the departments, also reflect the level of attainment of PO and CO.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 84.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	121	115	55	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	121	115	71	95

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 7.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.84	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Polba Mahavidyalaya has developed a strong ecosystem for promoting innovation and integrating the Indian Knowledge System (IKS) into both academic and community initiatives. The college has made significant efforts to blend traditional knowledge with modern intellectual property rights (IPR) awareness, fostering knowledge creation and transfer across various departments.

Innovative Ecosystem Development

The college has established a fertile ground for innovation, particularly with initiatives like the Soil Testing Unit, created by the Department of Geography in collaboration with Botany and Chemistry departments. This unit supports local farmers by enhancing agricultural productivity through scientific soil analysis, part of a broader community enrichment program that underscores the college's commitment to research-based solutions tailored to local needs.

Another key project is the dengue larva control initiative through aquarium fish breeding, spearheaded by the Department of Zoology. This project not only tackles a critical public health issue but also provides students with practical experience in biological control methods, merging academic learning with community service. Additionally, the wetland enhancement project reflects the college's focus on sustainability, transforming a natural resource into a dynamic learning environment.

Integration of Indian Knowledge System (IKS)

IKS is deeply embedded in the curriculum of departments such as History, Philosophy, Education, and Sanskrit, offering students insights into India's ancient wisdom alongside contemporary applications. The Department of Philosophy, for instance, explores Vedic traditions and ancient ethics, while the Department of Sanskrit focuses on classical literature and ancient governance systems.

This integration aligns with the National Education Policy (NEP) 2020, which emphasizes incorporating indigenous knowledge into modern education. Polba Mahavidyalaya's approach highlights the importance of IKS in promoting critical thinking, cultural awareness, and a holistic understanding of knowledge, preparing students to apply this ancient wisdom to solve modern challenges.

Intellectual Property Rights (IPR) Awareness

The college has also prioritized IPR awareness as a key component of its innovation ecosystem. In collaboration with the National Intellectual Property Awareness Mission (NIPAM), a seminar on IPR was conducted to educate students and faculty on the importance of protecting intellectual property. The seminar covered various aspects of IPR, including patents, copyrights, and trademarks, and their relevance to academic and research fields.

This initiative is essential for fostering a culture of innovation within the college, ensuring that both students and faculty are knowledgeable about their intellectual property rights and responsibilities. The seminar also provided practical insights into leveraging IPR to protect and commercialize new inventions and ideas, furthering the institution's goal of creating a sustainable innovation ecosystem.

Outcomes and Impact

These initiatives have produced significant outcomes, including increased community engagement, improved agricultural practices, and enhanced biodiversity on campus. The integration of IKS has enriched the educational experience, providing a unique perspective that combines ancient wisdom with modern scientific inquiry.

In conclusion, Polba Mahavidyalaya's innovative ecosystem and promotion of IKS are crucial in creating a dynamic educational environment, ensuring that both the academic community and local populace actively participate in this transformative process.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 24

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	1	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

Response: 0.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	8	5	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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

Response: 0.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	3	02	00

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The college actively organizes a variety of extension activities aimed at fostering a strong connection between the institution and the local community to sensitize students towards community needs. The active participation of our students in social service activities contributes to overall development of their skill and morality.

The overarching goal of Extension Activities is to empower our student volunteers, particularly of NSS, fostering social

responsibility, experiential learning, and leadership qualities – crucial attributes for professional success. A service-oriented attitude is appreciated in any profession. Therefore this is also important for their long term employability. Apart from that community connectedness and endeavour of service for local upliftment gives the college a sense of purpose of its situatedness in a marginalised rural milieu.

Our extension activities encompass various dimensions, including the National Service Scheme Unit 1 and 2),

Gender Sensitization Cell, Red Ribbon Club, Electoral Literacy Club, Swachh Bharath Abiyan, and more. These activities play a pivotal role in life skill development of our graduates. Students actively engage in fieldwork in

adopted villages, gaining first hand knowledge of the real conditions faced by villagers.

Key activities and thrust areas include environmental protection, tree plantation, personal and community health and hygiene, national integration and harmony, book distribution, mask distribution, eradication of superstition, dengue, aids and thalasemia awareness programs, child marriage awareness programs, pre-schooling campaigns, gender sensitization campaign, and life skills development.

Significant social activities conducted for the benefit of nearby communities encompass voter awareness programs, Swachh Bharat initiatives, dengue/aids/thalasemia awareness, health check up camps, women empowerment, plantation etc.

Other than these celebrations of important days, generating awareness regarding the constitution and national integration and heritage of India, eco awareness campaign and more.

The institute follows a structured mechanism for students' involvement in various social activities, promoting citizenship roles, leadership qualities, and social consciousness. Additionally, the institution organizes sports, cultural events, technical and non-technical events like seminars, quiz, debates to ensure holistic student

development. The following analysis highlights the impact of extension activities in sensitizing students to social issues and contributing to their overall development. The program aims to instill social welfare values in students and encourage them to provide unbiased service to society. NSS volunteers actively work towards ensuring that those in need receive assistance to enhance their standard of living and lead lives of dignity.

Overall the NSS conducted 44 outreach verification and 81 overall outreach and holistic development

In the session of 2022-2023, the Departments of Geography, Chemistry and Botany have collaborated to start a soil testing unit at the college. The unit has collected soil samples from agriculturists and given them reports, which is potentially helpful for their production activities. The college realises its community duties through this, while also delivering an important hand on training to the students of the involved departments.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2**Awards and recognitions received for extension activities from government / government recognised bodies****Response:**

We have not received any such pertinent awards in this assessment period.

File Description	Document
Upload Additional information	View Document

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

Response: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	05	03	04	04

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Presently, there are total 14 subjects taught including Bengali, Economics, Education, English, Geography, History, Philosophy, Political Science, Sanskrit, Botany, Zoology, Physics, Mathematics, Chemistry.

The college has two operational National Service Scheme (NSS) units, Unit 1 and Unit 2, which have adopted two villages, Unchai and Barunan Para in Polba. The college has organized 81 social outreach and holistic development programs.

The campus spans approximately 18,372.73 square meters, with a built-up area of 6,861.5 square meters and a green space of around 7,141.11 square meters. The college is in the process of acquiring a solar power system through the relevant departments of the Government of West Bengal. The campus also features a variety of green initiatives, including maintained gardens, a medicinal plants garden, and a soil testing unit. These facilities enhance the environmental sustainability of the campus. The college has 37 teaching staff members and 6 non-teaching staff.

The campus is equipped with **five water coolers/Aquaguards**, ensuring access to clean drinking water. The campus infrastructure includes a **main building, a science building, a library (located within the main building)**, playground and a students' activity room that houses student activities including indoor games. NSS and a girls' common room, the college office, principal's chamber, are located in the main building. Additional facilities include car parking cum cycle shed, a ramp in the science building for accessibility, two green generators, and a large green area that includes a playground, water body, medicinal garden, kitchen garden, and timber trees. A rainwater harvesting system was installed in 2022. The campus also holds a canteen, a modern toilet facility including ramp and toilet equipped for differently abled and a purified water dispenser system.

The library including the reading room, situated on the ground floor of the main building, occupies 1,150 square feet. It includes areas for the librarian's desk, stack areas for various subjects, a reference collection, a staff area, an information display unit, and a Koha 3.2 server. The library also features a reading hall with a seating capacity for 27 readers. It is secured with CCTV. The library's collection exceeds 10,701 books (text and reference materials) all cataloged using Koha Library Management Software (LMS) version 3.20 in the MARC format, following AACR II Cataloguing Code and Dewey Decimal Classification. The library offers a variety of services, including access to a wide range of

journals, magazines, newspapers, and over 6,000 e-journals, 199,500+ e-books, and 600,000 e-books from the National Digital Library (NDLI). Students and faculty can search the library's collection via the Online Public Access Catalogue (OPAC), with future plans for WebOPAC implementation.

The college fosters a vibrant cultural environment. Despite the challenges posed by the COVID-19 pandemic, the college successfully adapted by hosting many events online. Sports activities, including sports days bringing the community together. The college's commitment to holistic development is the annual evident in its ability to blend tradition with modern approaches, maintaining a vibrant campus culture even during challenging times.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 59.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
41.28	3.49	8.57	7.80	42.29

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is located on the ground floor of the main building, covering a total area of 1,150 sq. ft. Of this, 765.45 sq. ft. is allocated for the librarian's desks, stack areas for all subjects, the reference collection (dictionaries, encyclopedias, etc.), staff area, information display unit, and Koha server. The remaining 384.56 sq. ft. is occupied by a spacious, well-ventilated, and well-lit reading hall with a seating capacity for 27 readers. Additionally, the library is equipped with one toilet. The special collection and periodicals collection are also housed in the reading room under the supervision of the librarian. CCTV surveillance is provided through three cameras for enhanced security.

The library holds a substantial collection of over 10,701 books, comprising both text and reference materials, all cataloged within the Koha Library Management Software (LMS) database. The open-source Koha software has been upgraded to version 3.20. The cataloging module of Koha is utilized for data entry in the universally accepted MARC format, following the AACR II Cataloguing Code and the Dewey Decimal Classification system.

Students and faculty can access the library's collection by searching the Online Public Access Catalogue (OPAC) through Koha, with future plans to implement WebOPAC. Barcode technology is used to generate accession numbers for books and card numbers for patrons.

The library subscribes to a wide range of journals, magazines, and newspapers. It also provides access to over 6,000 e-journals, 199,500+ e-books, and 600,000 e-books from the National Digital Library (NDLI) starting in September 2024.

Library services include circulation, OPAC access, information display and notification, an overnight issue facility, reference services, photocopying, current awareness services (CAS) on employment opportunities, periodicals services (print and e-journals), internet browsing, and reading room facilities.

Adopting the principles of a 'Green Library,' the traditional card catalogs have been replaced with the OPAC service. Another eco-friendly initiative involves placing potted plants inside the library to help minimize dust-related pollution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

In terms of ICT tools, Polba Mahavidyalaya has the following:

1. 01 Virtual Classroom facilitated with 1 Projector, 1 White Screen, 1 Computer System, 1 sound system, 1 PA System
2. 02 Smart Classrooms facilitated with 1 Projector, 1 White Screen, 1 Sound System and 1 PA System, each
3. 01 Digitized Library with 3 operating Computers
4. 01 Computer room/lab facilitated with 14 Computers
5. 01 Teacher's Room with 1 Computer
6. Principal Room and office Room with 01 plus 06 Computer System
7. IQAC Room with 03 Computers

The Virtual Classroom is used by teachers to arrange online lectures for the students of this college. Various advance digital course materials are also made available to the students to inculcate the practice of digital academic exploration leading eventually to digital learning at an advance level.

The Smart Classrooms are used simultaneously to the Black/Green Board teaching learning process through audio visual methods. Film screenings are held as per syllabus requirements and otherwise.

ICT rooms and facilities in Polba Mahavidyalaya

development of the students. Charts, images, tables, and PPTs have been made an integral part of the teaching learning process of this college due to the presence of the two Smart Classrooms. The PA System also allows for teachers to address large number of students during times of Student Seminars as well as Seminars arranged at various levels for the students. Classes with large groups of students are also made possible due to the presence of these Smart Classrooms.

A Digitized Library facilitates a smooth running of a well-stocked library and it is the case with the

library at Polba Mahavidyalaya. Regular book transactions are made easily and records are maintained with accuracy with the aid of the Librarian's computer. Students are also able to research for study materials on the computer which is made available for them in the Library. The possible lack of a computer system at home is therefore not a deterrent for the students in their quest for better preparations. They are also able to explore future possibilities in higher education as well as jobs through the use of this computer made available to them by the college library.

The Computer Classroom is a major advantage both for the college as well as the students of Polba Mahavidyalaya. Certain syllabi require students to use computers for their practical classes as well as examinations using the 14 computers in the Computer Classroom/Lab. This classroom is also used for the Add on Course on Basic Computing the sole aim of which is to make the students computer literate. This will allow them to get a strong footing in a world which today revolves around digitisation. Be it in their higher education or in their professional space, today's students are compulsorily required to be computer literate. Therefore, the Computer Classroom becomes their skill developing space. Provisions also allows teachers to prepare ICT based materials to be circulated among students as well as used in classes for teaching learning

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 15.54

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

Response: 24

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 22.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.06	3.42	4.33	14.29	10.44

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 67.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
268	303	255	404	409

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 14.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
235	113	0	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 27.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	35	33	24	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
122	121	115	71	95

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

5.2.2

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

Response: 0

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	0	1	3

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 7.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	04	09	06

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The college currently does not have a registered alumni association. However, the college always receives assistance from its ex-students informally in various ways. They help the college particularly in organising cultural programmes, outreach programme in the locality etc.

We are currently in the process of registering for an alumni association. Meetings have been held in this regard between the institution and the alumni.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The college aims and envisions 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, skill forms, and knowledge gets freedom for manifestation for development of the society. To armour students to overcome their weakness through knowledge. To develop human potential and employability by providing quality education to rural students especially to those belonging to various marginalised communities.

The college and its stakeholders stick to the aspect of the college being situated in a SC/ST integrated area. It dedicates itself to the task of providing education to the students of marginalised groups of the society and provide them exposure to higher education and empower them for their future. The college and its functioning is driven by its motto- Tamso-Maa-Jyotirgamaya i.e. Lead me from darkness to light.

Knowledge is therefore considered to be the core vessel of upliftment in the mission and vision of the college and that is reflected in the modus operandi of the college. The main key areas of the Institution like Administrative

decision, University compliances, Institutional Strategies and Policies, Financial matters, Research and Development,

Government and Social interface and other development in the

office are conducted by the office of the Principal for smooth performance of the Institute. The Governing Body being the apex administrative body of the college strategically embraces the notion of participative management. Other than Principal and various nominated external members, the Governing Body also has

representative(s) from the Teaching and non-teaching staff of the college. Faculty members are encouraged to participate and lead various academic and administrative roles to deliver high quality education to our students. The Institution practices to decentralize and involve the staffs in different subcommittees. These subcommittees take care of different fields like Admission, Routine, Sports, Library, Cultural activities, Career Counselling, Student welfare, Examination process, Ecological strategy making and so on. The subcommittees

work in collaboration with IQAC to organise,

supervise and review regularly the various activities of the college. The Conveners of subcommittees hold meetings with members to discuss and finalize the modalities of conducting various events and activities. Students are a part of the NSS, Sports and Cultural bodies where they play a crucial role in deciding and organising events. Along with the IQAC, the Academic Committee ensures the designing of lessons and make the institution adaptable to the needs of NEP curriculum, especially the interdisciplinary approach of it. The ICT committee ensures the availability of ICT tools required for this end. Career Counselling Cell along with the departments aim to make students more employable by instilling life skills through training sessions and add on courses. Students Welfare Committee and Grievance redressal ensure access to scholarship opportunities and democratisation of the learning space. The college uses e-governance tools in various fronts to encourage transparency.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution is devising a long term, concrete strategic plan. However, at the inception of each session, the administration envision the tasks and vision for the year keeping in mind the mission and vision, and situational concern of the institution. The HOI, Governing Body and committees including the IQAC after in depth speculations and by considering vision, mission, core values and

social factor analysis develop a route map.

In administrative/organisational perspective, Polba Mahavidyalaya, is a government aided college i.e. affiliated to the University of Burdwan and recognised by UGC. Therefore, overall the college runs on the regulatory directives and framework of a) UGC; b) the Department of Higher Education, Government of West Bengal and c) The University of Burdwan. The college is governed by the Governing Body positioned at the top of its organizational structure and plays a pivotal role in supporting development through planning, extension, performance review, and policy-making. The composition of the Governing Body, appointments, and service rules are all formulated by the Higher Education Department of the Government of West Bengal and the UGC. The institution adheres to implement the policies, plans, strategies, and guidelines issued by the Government of West Bengal periodically.

The Head of the Institution implements the policies and decisions of statutory bodies, management, and higher authorities. Working alongside faculty and non-teaching members, the Principal guides the college in academic progress, admissions, and administrative affairs.

The IQAC (Internal Quality Assurance Cell) takes the initiative, plans, and supervises activities for the

development and application of quality benchmarks in collaboration with the Principal. The Bursar

collaborates with the Principal in managing office, finance, and temporal aspects. Various committees,

such as the Service Book and Career Advancement committees, work consistently to put government

policies and plans into action regarding employment and service conditions.

The Academic Committee, in coordination with the IQAC, continuously monitors the completion of the

syllabus and the effective implementation of the curriculum developed by the University. Committees

like the Anti-ragging Committee, Gender Sensitization Cell, and Grievance Redress Cell focus on addressing the grievances of students and other stakeholders to create a healthy teaching-learning environment.

Financial and Building sub-committees play a crucial role in making important decisions related to financial matters, construction, renovation, and maintenance of the college. The NCC and NSS Cells

concentrate on the curricular and extra-curricular development of students, while the Sports Committee organizes annual sports events.

The ICT Cell remains vigilant for the effective use of ICT by teachers and students in teaching and learning. Additionally, various other

committees, such as the Career Counselling and Placement Cell, Gender Sensitization Cell, Cultural Sub Committee, Research/Project Monitoring Committee, Student Welfare Committee, and Career Counselling and Placement Cell, Committee, perform their respective functions. The college also includes the Teachers' Council and a staff cooperative.

With a commitment to achieving excellence, the college has introduced a variety of add-on/value-added

courses. Furthermore, MOUs have been initiated with several institutes and colleges to facilitate faculty and student exchange.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college currently has no institutionalized system for

appraisal. However, the feedback report and Student

Satisfaction Survey collected from students pertain to both

teaching and non-teaching staff. The report is then evaluated

by the Governing Body and IQAC, so that the problem areas if

any can be rectified. Also, the teachers submit their

performance report for CAS, which is evaluated by IQAC and

Governing Body.

The institution has a staff cooperative where both the teaching

and non-teaching staff contribute. They get benefits like

savings and low interest loan out of this society. Otherwise

they are entitled to PF as per the norms of the Government of West Bengal.

Both teaching and non-teaching staff have access to various welfare measures initiated and approved by

the Higher Education Department, Government of West Bengal, and Polba Mahavidyalaya. Key welfare measures include:

1. General Provident Fund
2. Staff Co-operative Credit Society
4. Pensionary benefits, Gratuity, and Leave Encashment
5. Child Care Leave, Medical Leave, in addition to Casual Leave
6. Provision of staff quarters based on need and availability
9. On-Duty Leave for attending Professional Development and Administrative Training Programmes
10. Medical camps organized for health check-ups of staff members
11. Recreational facilities, including outdoor and indoor games
12. Affordable canteen
13. Festival bonuses and advances for eligible staff
14. Free Covid-Vaccine Drive organized for all staff in 2021.
16. Sports competitions for both teaching and non-teaching staff
17. Special retirement function to honor retiring staff members and their families
18. Free WiFi at workplace.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 10.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	7	8	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

As for as utilization of the received funds is concerned, we have a clear and transparent approach toward it. All the expenditures are incurred keeping in view the academic and infrastructural requirements of the institution. The funds received from the state government are utilized strictly as per the instructions and conditions specified with the provision of funds. Likewise, the UGC grants are utilized in accordance with the regulation and guidelines issued by the UGC. The RUSA funds are also utilized as per the concerned instructions. **The main sources of funds are student fees and Grant in aid**

from State Government. However, to meet the emerging requirements for research and teaching learning resources, the College also mobilizes its resources in diaphanous manner.

Grants received from UGC and Government of West Bengal are assigned for various activities including academic development and infrastructure growth.

Concerned departments and offices of the College usually take

care of utilization of UGC grants which are spent on different plan. Fund generated from these resources are principally used for maintenance and development of the college and the prizes for the meritorious students and competition. Adequate funds are also allocated for effective teaching-learning practices that include workshops, inter-disciplinary activities, and so on. Enhancement of library facilities, renovation of classrooms, Labs and faculty rooms. In this session we have been able to successfully utilize Rs. 37, 79,141/- i.e. 75.5% of the RUSA 2.0 Component 11 grant of Rs. 50,00,000/- received for the construction of a three storied girls hostel (SC/ST) in the campus.

College earns a meager amount from the canteen. In recent times we have started growing medicinal plants, producing vermicompost fertilizer and set up a soil testing unit. We intend to monetize this in near future. We have a water body in the campus which we are trying to get legally handed to us to be used for revenue generation.

manure to meet the demand of its own garden thus has facilitated generation of resource.

The **Internal Financial Audits** of the institution are carried out by an authorized audit firm Name- Dattson & Co Chartered Accountants; Address- 109A Rashbehari Avenue, Kolkata 700029, appointed by the

college authority. Internal audits have been completed up to the period of 2022-2023.

For **External Financial Audit**, The Head of the Institution has to send a request to the Principal Accountant General,

Audit Branch, A.G. Bengal, who then forward the same to the Accountant General, Bengal to send a

team of auditors to visit the institution and conduct the audit. External audits have been duly completed from 2018-19 to 2022-23 by Jayanti Jain & Associates Chartered Accountants, Ganges Garden, Block B9, 106, Kiran Chandra Singha Road, Howrah 711102.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of the Institution has contributed Teaching-learning and evaluation processes. Various committees like Admission committee, Routine committee, ICT Committee etc. in association with IQAC prepare the road map for academic plans, lecture notes, ICT facilities etc. for teaching-learning processes and various other programmes. For the easy access of the library, it has been automated by KOHA, and students can computer in library and computer lab. The IQAC of this institution organizes Seminars, Conferences and Workshops including that on NEP 2020. The IQAC organized over twenty workshops and also entered into over twenty MOUs with various HEIs. Regular faculty exchange programs vide the MOUs have broadened learning experience of the students. In this session various add on courses were organised either in house or in collaboration with other agencies to instill employable skills among our students. The IQAC is also preparing for the second cycle of

accreditation. In this session we also managed to utilise 75.5% of the Rs.50,00,000/- funds received from RUSA 2.0, equity initiative for the construction of 3 storied girls hostel (SC/ST).

Some of the work done by the IQAC on a regular basis to ensure quality are-

- a. Online admission
- b. AQAR submission
- c. Green Audit/Academic and Administrative Audit
- d. Participation in NIRF.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

A core value of Polba Mahavidyalaya is the advancement of gender equity in all spaces. The college treats its male and female students equally and encourages equal participation in every event and aspect of the college. The college has a gender sensitization cell run in collaboration with the Internal Complaints Committee which regularly conducts meetings to review whether there is a congenial atmosphere prevails in the college. There is a dedicated drop box of the Gender Sensitization Cell where students can drop their grievance, concerns and suggestions. Through regular meetings the suggestions or complaints if any are addressed. The cell observes important days like the International Women's Day and Constitution Day to create awareness about women's rights and empowerment. Seminars on mental health and female health concerns have been organised to create awareness among both genders. Two separate toilet facilities and a common room is demarcated for the female students. A separate toilet facility is maintained for female teachers. In toilet demarcated for female students, a sanitary napkin dispenser has been installed. The

female teachers of the college are entitled to maternity leave and child care leave as stipulated.

Being a rural college, it gives special impetus to confirm that the female students of the nearby villages and townships get access to higher education. The college also confirms that the female students get scholarships and Kanyashree in due time. More than fifty percent of the students of this college are female and there are considerable numbers of women amongst the teaching and non-teaching personnel.

From 2018-19 to 2022-23 as is visible in the gender audit, the percentage of enrolled female students has been greater than that of male

students.

Theme of Gender Equity in Curricular Activities: The syllabi of several Departments include components that focus on the theme of women empowerment and gender equity. For example, the prescribed syllabus of Core Course III of Semester III English (General) is titled 'Contemporary India: Women and Empowerment'. Similarly, the syllabus of Core Course VI ('Western Ethics') of Semester III Philosophy (Honours) includes 'Gender Equality'. Generic Elective II of Semester VI History is titled 'Gender and Education in India'..

Safety and security: The whole premise has been guarded by walls and is also well lit and is under CCTV surveillance. Identities of outsiders are checked at the main entrance to prohibit trespassing.

Gender friendly amenities: One common room is available for female students with attached toilets.

There is a sanitary napkin vending machine. Separate toilets for women teaching staff.

are also available on the campus.

Awareness campaign: The college promotes engaging openly with the topic of gender equality through several seminars and awareness campaigns have been held:

Women's Day Celebration is organized on 08th March. Equal Menstruation Hygiene & Stop Early Marriage.

Counselling programme: Women teachers regularly counsel female students about gender issues. There

are boxes installed in the campus for collection of written statements about grievances.

Gender Sensitization Cell has a separate drop box has been set up for this.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

Response:

India is a land of diversity. Our institution seems to be miniature of the society as students from diverse cultural, regional, linguistic, communal, socio-economic background flock to our institution. In order to bring holistic development among the students, the institution gives effort to provide an inclusive. A considerable number of our students are from minority communities. 60% are from marginalised communities like SC, ST and OBC. The college is set in an area with a sizable Tribal population. Culture of indigenous communities are highlighted in the college programmes. The students are encouraged to take part in all the curricular and co-curricular activities irrespective of their class, caste and creed. There is no

communal discord in the college premises among any stakeholders

of the institution. There is no report of any sexual harassment

by female staff or girls (students) in the grievance and redressal cell of the college. The faculties and students from

minority communities actively take part in organizing Hindu

festivals and ceremonies like Saraswati Puja and Basanta Utsav. Infact they take up the role of lead organisers. The courses

taught including history and political science talk about

harmony in Indian polity, heritage and culture. Various

activities are organised to upload these.

The institution sensitizes the students and employees to the

constitutional obligation: values, rights and duties and

responsibilities of citizens in every academic session through

curriculum and extra-curricular activities. As a part of CBCS

programme there are various topics dedicated to sensitize

students about the constitutional obligations. The affiliating

University curriculum in Political Science includes papers like

Human Right Education, Indian Constitution, Democratic

Awareness through Legal Literacy, Indian Government and

Politics which give an in-depth insight about the Constitution

of India and helps to inculcate the values of rights and duties

and responsibilities of the citizens. In History, Archives and

Museums in India and Understanding Heritage create awareness

about the nation's rich heritage. The institution also observes

all the days of national importance to remind the students and

staff about the nation's rich history and heritage. Important

days like Independence Day, Republic Day etc. are observed. This reinstalls the respect for the Nation

and the Constitution. The institute has a heritage to celebrate various national and

international commemorative days like International Women's

Day, Republic Day, Independence Day, Netaji's Birthday, Rabindranath Tagore's Birthday, VanDibas, International Mother

Language Day, International Day of Yoga, Constitution Day, World

Environment Day Celebration etc. Several departments also

organise teachers day.

Several departments organize field trips to acquaint students with diverse socio-cultural practices in our country. Community

services undertaken by NSS play a vital role in promoting an all-inclusive environment. Grievance Redressal Cell and Internal Complaints Committee provide a right of redressal to all stakeholders across caste, creed, gender etc.

Our students

participate in Mock Parliaments, this makes them aware of the duties and

responsibilities of an elected representative. The college believes that proper training during student life

can make a learner suitable for being a responsible leader of the country.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:**1. Green and Growth: Ecological Sustainability**

Polba Mahavidyalaya exemplifies a commitment to environmental sustainability through its comprehensive green initiatives, including the yearly sapling plantation program, the collaborative efforts of the NSS, Environmental Sustainability Strategy Committee and Eco Club, and community enrichment activities, all of which contribute to a greener campus and a more sustainable future.

In an era where environmental concerns are at the forefront of global discourse, educational institutions play a pivotal role in fostering sustainability. Polba Mahavidyalaya stands out as a beacon of green initiatives, actively engaging students and the community in efforts to enhance biodiversity and promote environmental stewardship.

At the heart of Polba Mahavidyalaya's green initiatives is the yearly sapling plantation program. This initiative not only aims to increase the campus's greenery—currently boasting over 40% coverage with a diverse array of trees, plants, and flowers—but also serves as an educational platform for students. By participating in the planting and nurturing of saplings, students gain hands-on experience in environmental conservation and learn the importance of biodiversity. This program is a testament to the college's commitment to creating a sustainable ecosystem that benefits both the campus and the local environment.

The National Service Scheme (NSS) and the Eco Club at Polba Mahavidyalaya play crucial roles in the execution of green initiatives. Under the leadership of the NSS and the Environmental Sustainability Strategy Committee, these groups work collaboratively to organize various activities aimed at promoting environmental awareness and action. NSS volunteers are instrumental in mobilizing students for plantation drives, clean-up campaigns, and awareness programs. The Eco Club complements these efforts by focusing on educational workshops and seminars that inform students about environmental issues and sustainable practices. Together, they create a dynamic force for change, fostering a culture of environmental responsibility among the student body.

Polba Mahavidyalaya's commitment to sustainability extends beyond its campus through community enrichment programs. These initiatives aim to engage local residents in environmental conservation efforts, fostering a sense of collective responsibility towards nature. By organizing workshops, tree-planting events, and awareness campaigns in the surrounding community, the college not only enhances its green footprint but also empowers individuals to take action in their own neighborhoods. This holistic approach ensures that the impact of the college's green initiatives resonates far beyond its campus boundaries.

The celebration of events such as Van Mahotsav and World Environment Day further underscores Polba Mahavidyalaya's dedication to environmental sustainability. These events serve as platforms for raising awareness about the importance of protecting our environment and enhancing greenery. Through various activities, including tree planting, educational talks, and community involvement, the college fosters a spirit of environmental stewardship among students and the community alike. Such celebrations not only highlight the significance of green initiatives but also inspire collective action towards a sustainable future.

Polba Mahavidyalaya's green initiatives reflect a profound commitment to environmental sustainability

and community engagement. Through the yearly sapling plantation program, the collaborative efforts of the NSS and Eco Club, and community enrichment activities, the college is making significant strides in promoting a greener future. As students and community members come together to celebrate and protect the environment, Polba Mahavidyalaya stands as a model for other institutions seeking to implement effective sustainability practices. By nurturing a culture of environmental responsibility, the college is not only enhancing its campus but also contributing to the well-being of the planet for generations to come.

2. Integrating with the milieu and Generating Knowledge: Soil Testing Unit

The establishment of a soil testing unit at Polba Mahavidyalaya, through the collaborative efforts of the Departments of Geography, Botany, and Chemistry, supported by the Internal Quality Assurance Cell, represents a significant step towards enhancing agricultural productivity and sustainability for farmers in the Polba Gram Panchayat area, thereby fostering community development and environmental stewardship. Agriculture is the backbone of rural economies, particularly in regions like Hoogly, where the livelihoods of many depend on the fertility and health of the soil. Recognizing the critical need for informed agricultural practices, Polba Mahavidyalaya has initiated a soil testing unit aimed at providing essential services to local farmers. This initiative, which began in the 2021-2022 academic year, is a collaborative effort involving the Departments of Geography, Botany, and Chemistry, and is supported by the Internal Quality Assurance Cell. By offering soil testing services and issuing soil cards, this program not only empowers farmers with knowledge but also promotes sustainable agricultural practices along with inculcating employable skill in our students.

Soil testing is a vital process that helps determine the nutrient content, pH level, and overall health of the soil. For farmers, understanding these factors is crucial for making informed decisions about fertilization, crop selection, and land management. The soil testing unit at Polba Mahavidyalaya provides farmers with the necessary data to optimize their agricultural practices, leading to improved crop yields and reduced environmental impact. By testing soils twice a year, the unit ensures that farmers receive timely information that can adapt to seasonal changes and varying agricultural needs.

One of the most significant outcomes of the soil testing initiative is the issuance of soil cards to farmers. These cards serve as personalized reports that detail the nutrient composition and health of their soil, along with tailored recommendations for fertilization and crop management. By equipping farmers with this information, the initiative empowers them to make data-driven decisions that can lead to increased productivity and sustainability. Furthermore, the soil cards foster a sense of ownership and responsibility among farmers, encouraging them to engage actively in improving their agricultural practices.

The establishment of the soil testing unit at Polba Mahavidyalaya is a commendable initiative that exemplifies the power of collaboration in addressing local agricultural challenges. By providing essential soil testing services and empowering farmers with knowledge, this project not only enhances agricultural productivity but also promotes sustainable practices that benefit the environment. As the program continues to evolve, it holds the potential to transform the agricultural landscape of the Polba Gram Panchayat area, ensuring a brighter and more sustainable future for its farmers.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Polba Mahavidyalaya is situated in SC/ST integrated area. It also provides a scope to the girl students of the vicinity to acquire empowerment through higher education. As Polba Mahavidyalaya is situated in a remote rural area, it provides this unique opportunity to the girl students. This is reflected in the enrollment ratio. Over 60% of our students are girls. Also over 60% of our total enrolled students belong to socially and economically marginalised communities like SC/ST/OBC. A considerable percentage of our students also come from minority communities. This justifies and embodies the purpose of the foundation of the college. It reflects the notion that the college is dedicated to the concept of education as the key to social mobility. The college provides an amicable, balanced and liberal space to encourage inclusive culture of education and to encourage the aspect of social mobility and upliftment. In a way, the college identifies its purpose from its milieu and the purpose of its establishment. As

it has already been stated, the college is situated in a considerably remote and marginalised SC/ST belt. A considerable section of our students come from tribal background.

To reiterate this, our mission and vision are as follows:

Mission:

- To bring higher education within the reach of students coming of poor and economically backward families in this rural area
- To motivate rural students including those from marginalised socio-economic background to enroll in Higher Education and acquire knowledge of their respective subject along with employable life skills through beyond curriculum career oriented training programmes.
- To inculcate from the very beginning a high regard for ethical principles and meaningful understanding of human values and environmental realities among students through extension and community oriented activities.
- Esnure social inclusivity and equity in the campus through student welfare cells.

Vision:

1. To develop human potential by providing quality education intermingled with value to rural students in general and to students belonging to Scheduled Tribes, Scheduled Castes, Minority Communities and other Backward Categories in particular to empower them with knowledge.
2. To deduce a perfect balance between modern development and ecological sustainability through the academic and extension practices of the institution.
3. Ensure inclusivity with excellence in education.

It has been noted that the enrolment ratio displays an important presence of SC/ST and OBC students and also students from Minority communities. Thrust on empowering them through education, sports and co-curricular activities are pivotal in our list of purpose. Career Counselling Cell and various seminars and other extension activities empower them to gather employable knowledge. Add on courses, exposure to computer in the computer lab provide with essential employable skills. We provide wifi zone to allow them to reach wider knowledge base. Cultural Programmes in the college also showcase the indigenous culture of the tribal students of Santhal community. Upholding the indigenous culture, instilling confidence and skill in the students of the marginalised community are therefore of unique prerogative and institutional.

We hereby reiterate our aim of upholding the right of women to education and the duty of empowering marginalised communities through education.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Following the period of assesment we have been able to:

1. Extend the number of MOU and enhance various activities incuding one for developing IT skills of students.
2. PLayerground is being developed for encouraging sports activities.
3. Distinct space has been allocated and provisions have been made for laboratories.
4. We are in the process of acquiring solar energy panels from the government of West Bengal.
5. Wifi Zones have been extended.
6. Number of ramps are being enhanced.
7. Area has been demarcated for conference room and construction is on way.
8. In campus pathway is being developed.

Concluding Remarks :

1. Introduction of PG courses in some subjects
2. Develop an AC Conference room.
3. Introduction of need based vocational course and skill enhancement programme suitable for the students in this region
3. To increase the enrolment number of students in the college
4. To crate a liaison avenue with local schools for holistic knowledge sharing.
5. To establish an auditorium.
6. Digitization of the library and more e resources to be accumulated.
7. Publication of e-Journal
8. To encourage the faculty members to carry out research activities that will benefit the local society.

9. Strive for more add on courses for skill bulding.
10. Encourage teachers to bring in more Major and Minor Research Projects.
11. Find avenues for revenue generation, especially by acquiring the water body for pisciculture.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 94 Answer after DVV Verification: 90</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7.84</td> <td>0</td> <td>0</td> <td>50</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7.84</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	7.84	0	0	50	0	2022-23	2021-22	2020-21	2019-20	2018-19	7.84	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
7.84	0	0	50	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
7.84	0	0	0	0																	
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>6</td> <td>9</td> <td>13</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	6	9	13	7	2022-23	2021-22	2020-21	2019-20	2018-19					
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8	6	9	13	7																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

3	5	8	5	3
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3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	7	3	5	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	3	02	00

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	14	12	12	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	05	03	04	04

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.28	3.5	8.24	6.58	41.6

Answer After DVV Verification :

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

41.28	3.49	8.57	7.80	42.29
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4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 34 Answer after DVV Verification: 24</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students’ grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5</td> <td>0</td> <td>1</td> <td>3</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2	9	2	2	1	2022-23	2021-22	2020-21	2019-20	2018-19	3	5	0	1	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	9	2	2	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	5	0	1	3																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>13</td> <td>5</td> <td>11</td> <td>7</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	15	13	5	11	7										
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	13	5	11	7																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	04	09	06

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	7	8	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	7	8	1

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : Value updated as per supporting documents</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations