

Phone: 033-2441-1710



NABA BALLYGUNGE MAHAVIDYALAYA

(Formerly CHARUCHANDRA EVENING COLLEGE)

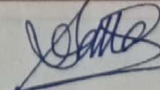
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2018-2019

PLAN OF ACTION/ FEEDBACK SUGGESTIONS	ACHIEVEMENTS/ ACTIONS TAKEN
Monitoring, promotion, implementation and continuous improvement of the college activities.	Regular assessment activities done and efforts made to implement corrective measures.
Review of the admission procedure of previous year and preparation for flawless online admission procedure from 2018.	The new admission portal which was introduced in 2016 was upgraded with online payment portal through SBI Collect.
Planning of the NAAC Peer Team visit for the 3 rd cycle of Accreditation of the college.	IQAC planned and executed the entire NAAC Peer Team visit during September 2018 and chalked out detailed plan for the 3 rd cycle of Accreditation of NAAC.
Increase in placement drives for benefit of students.	IQAC organized placement drives resulting in both on-campus and off-campus placement of students.
Need for skill-oriented courses and advance learning modules	Six new Add-On course completed 1. SOCIAL ENTREPRENEURSHIP AND SOCIAL WORK 2. SOFT SKILL AND COMMUNICATION DEVELOPMENT 3. INDIA: GEOGRAPHY, RESOURCE AND PEOPLE 4. WOMEN'S RIGHTS IN INDIA 5. CLIMATE CHANGE AND PUBLIC POLICY FROM AN INDIAN PERSPECTIVE 6. BASIC FRENCH LANGUAGE LEARNING COURSE
AQAR will be timely uploaded.	AQAR is being timely uploaded.
More Extracurricular activities needed	Regular extension programmes, NSS activities and cultural events like "Murchhona" were introduced.
Need for regular study tours and extension activities suiting the current trends.	Regular study tours and extension activities were conducted during the session
Requisition from various departments for new books	New books were journals were purchased for the




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and journals were requested according to the budget library.

2019-2020

PLAN OF ACTION/ FEEDBACK SUGGESTIONS

ACHIEVEMENTS/ ACTIONS TAKEN

Monitoring, promotion, implementation and continuous improvement of the college activities. Supporting Advanced and Vulnerable Learners

Regular assessment activities done and efforts made to implement corrective measures. Guidance for stimulating assignments and special opportunities. Encouraging advanced learners to apply for awards and scholarships. Remedial classes and Financial assistance provided to needy students

Need for job-oriented courses, training for competitive exams and for facing interviews and career guidance by experts.

New job-oriented courses were introduced; Training for interview skills and competitive examinations were organized by placement cell in collaboration with BISWA.

Increase in placement drives for benefit of students.

IQAC organized placement drives resulting in both on-campus and off-campus placement of students.

Need for skill-oriented courses and advance learning modules

Six new Add-On course completed
1. SOCIAL ENTREPRENEURSHIP AND SOCIAL WORK
2. SOFT SKILL AND COMMUNICATION DEVELOPMENT
3. INDIA: GEOGRAPHY, RESOURCE AND PEOPLE
4. WOMEN'S RIGHTS IN INDIA
5. CLIMATE CHANGE AND PUBLIC POLICY FROM AN INDIAN PERSPECTIVE
6. BASIC FRENCH LANGUAGE LEARNING COURSE

AQAR will be timely uploaded. More Extracurricular activities needed

AQAR is being timely uploaded. Regular extension programmes, NSS activities and online cultural events were organized.

Need for regular study tours and extension activities suiting the current trends.

Regular study tours and extension activities were conducted during the session

Need for more smart class rooms

Smart class rooms were set for the benefit of students.



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Interdisciplinary and collaborative approach must be encouraged among faculties.

Interdisciplinary and transdisciplinary activities are promoted by IQAC. Collaborative initiatives under MOU for faculty exchange, research and knowledge transfer has been enhanced in departments

Increase in faculty strength

One new faculty was appointed in substantive post during 2019-2020 in the Department of English

2020-2021

PLAN OF ACTION/ FEEDBACK SUGGESTIONS	ACHIEVEMENTS/ ACTIONS TAKEN
Research quality may be supported by conducting more conferences, seminar and workshops.	International, National and State level Conferences, Seminar and Workshop are consistently planned under faculty development program (from April 2020 onwards exclusively in online mode due to the Covid -19 pandemic lockdown becoming effective from mid-Mrch 2020).
Innovative teaching methodologies may be popularized.	Innovation in modes of content delivery was encouraged. Information on different ICT tools and teaching apps were provided to faculties. Course outcomes and their attainment with programme outcomes were practiced. Experiential and Problem solving methodologies encourages. Mentorship and participative learning introduced in online mode.
Moral, Ethical and Legal educations to be incorporated in both UG and PG programs.	Syllabus of UG programs encompasses several cross-cutting issues. Ethical committee looks after and monitors violation and illegal issues, if any and suggests measures to be taken care of. Frequent awareness lectures are arranged on self-defence and constitutional rights.
Gender awareness programs to be encouraged for both boys and girls.	Gender sensitization programs were reinforced through activities of Women cell on general and mental health, personal care, personality development, self-defense and entrepreneurship for both Boys and Girls. NSS and Health Unit also inculcate such activities towards gender equality.



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Employability and Entrepreneurship skills may be improved.

The students ought to be more participative.

Various skill based Add-on programmes (online mode) were arranged by the college such as:

1. PROOF READING
2. CAREER GROOMING
3. ACCOUNTANT SOFTWARE TRAINING
4. ADVANCED COMPUTER TRAINING
5. ONLINE TAX RETURN FILING
6. UNDERSTANDING HUMAN RIGHTS
7. VALUE EDUCATION

Online Cultural completions, Participative games, Online quiz and Team building activities were organized by various departments

2021-2022

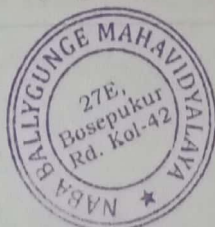
Internal Quality Assurance Cell of Nababallygunge Mahavidyalaya makes it a tradition to mandatorily collect feedback from stakeholders-students, teachers, employers and alumni. This is done by an informal Feedback Committee. They collect and analyze the feedback received and make suggestions to appropriate bodies so as to initiate the action for improvement. In past it used to be collected manually, by shifting the institute on technology, it has been made system supported and online.

The objective of the exercise is to correctly gauge the impact of all the efforts taken by the institution at all levels on the various stakeholders. The institution at all levels on the various stakeholders. The institution wants the benefits to reach at the stakeholders. This feedback is collected and trends generated through statistical analysis. Based on the opinions of the stakeholders, further action is taken by the administration. However, due to the pandemic and the following lockdown it was only possible to collect feedback from one of the stakeholders- the Teachers of all the Departments of the college. The department wise feedback is as follows:

Department of Commerce

The Choice Based Credit System (CBCS) in Commerce curriculum offers several advantages:

1. **Flexibility:** CBCS allows students to choose from a variety of courses according to their interests and career goals. This flexibility helps in personalized learning and skill development.
2. **Credit Transfer:** Students can transfer credits earned from one institution to another, facilitating seamless academic progression and mobility.



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3. **Holistic Learning:** The curriculum is designed to provide a well-rounded education by including core subjects, electives, and skill enhancement courses, promoting holistic development.
4. **Skill Enhancement:** CBCS integrates skill-based courses, workshops, and projects to enhance students' employability and practical knowledge, aligning with industry requirements.
5. **Continuous Evaluation:** The system emphasizes continuous evaluation through assignments, projects, presentations, and examinations spread throughout the semester, promoting regular learning and assessment.
6. **Interdisciplinary Approach:** CBCS encourages interdisciplinary learning by offering courses from various domains, fostering a broad understanding of different subjects and their interconnections.

Overall, CBCS in commerce curriculum aims to cater to diverse learning needs, promote skill development and prepare students for professional challenges effectively.

Department of English

The CBCS UG syllabus of English, framed and recommended by the University of Calcutta, offers a broad range of topics, covering various genres, periods, and themes in English literature from all over the world, provides students with a well-rounded understanding of the subject.

The Choice-Based Credit System allows students to choose elective courses based on their interests and career goals, providing them with the flexibility to tailor their academic journey according to their preferences. The syllabus appears to emphasize not only literary analysis but also critical thinking, writing skills, and research methodologies, which are essential for academic and professional success in the field of English literature.

It is important for any English syllabus to incorporate contemporary perspectives and voices to reflect the evolving nature of literature and society, and the CBCS syllabus seems to address this need effectively. Establishing a feedback mechanism where students can provide input on the syllabus structure, course content, and teaching methodologies can help ensure continuous improvement and alignment with the evolving needs of students and the field of English studies.

In a nutshell, while the CBCS UG English syllabus of the University of Calcutta appears to offer a comprehensive and flexible curriculum with a focus on skill development and contemporary perspectives, continuous evaluation and refinement based on feedback from students, teachers and experts would further enhance its effectiveness and relevance.

Department of Bengali

The University of Calcutta establishes and sets the syllabus and examination regulations for its affiliated colleges. Naba Ballygunge Mahavidyalaya's Bengali Department adheres to these guidelines for both undergraduate and postgraduate programs, currently under the Choice Based Credit System (CBCS). The prescribed curriculum, particularly the Core Course (CC) and Discipline Specific Elective (DSE) papers, is deemed practical and beneficial for students' future academic pursuits. While the papers related to Skill Enhancement Courses (SEC) enrich students with practical knowledge suitable for job markets, there is a need for reassessment of DSE papers. The undergraduate honours and general syllabi are largely similar.

The postgraduate syllabus is updated to reflect contemporary needs and offers ample opportunities to incorporate diverse essays across various fields, thereby fostering students' interest in teaching and learning. Introduction of



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internal assessment and tutorial systems aims to align with modern examination methods.

Overall, these initiatives support students in pursuing higher studies and contribute to their scientific advancement.

Department of History

The department of history welcomes the introduction of CBCS in the under graduate courses of study of the University of Calcutta from the academic session 2018-2019. The merit points of this course are academic flexibility, multidisciplinary and interdisciplinary approach, introduction of skill oriented courses, marks in class attendance and many others. The inclusion of the papers like Social Formation and Cultural Patterns of the Ancient and Mediaeval world, History of Bengal, Museum and Archives, Cultural heritage is highly appreciated by the department. However, the courses currently are primarily focused on the teaching of narrative history and very less emphasis has been put on the teaching of relevant historical theories and historiography. The department also apprehends that excessive workload, space problem, shortage of faculty and fund crunch would act as challenges to the vision and mission of the new programme. The department pledges to make an all out effort to utilise the full potential of the new system and to prepare the students to face the brave new world.

Department of Hindi

Paperwise analysis of the syllabus is as follows:

CC-1: The prescribed curriculum on the history of Hindi literature is compact and precise and easy for the students to grasp.

CC-2: Although the prescribed curriculum is student – centric, it is advice that the inclusion of the three poets Vidyapati, Rahim and Ghananand from Madhyakal could have given a detailed understanding of the time.

CC-3 :The content of the syllabus focuses on male poets had there been the inclusion of women poet is especially Mahadevi Verma, it could have given up Holistic view of the Hindi poetry to the learners.

CC-4 :It is much designed with four stories, two essays and one novel from various authors. However it would have been better had the curriculum had a few contemporary authors.

DSE-A :The curriculum includes *Chhayawad* and some poets. However the poems to be studied are not mentioned which causes confusion among the learners. If a few poem could have been named, it could have minimised confusion.

DSE-B :The syllabus is well designed; the contents are appreciable.

Department of Education

The department has done a step by step analysis for each paper :

Semester-I: CC-1/GE-1 Introduction to Education:

Syllabus is well organised and easy to understand for the general students but syllabus is too lengthy to go for in depth studies.

Semester-II: CC-2/GE-2: Psychological Foundation of Education

Number of Psychological theories in the syllabus need to be reduced and hard topics also needs to change and reconstruct according to students' understanding level & content should be enriched with bit easier topics.



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Semester-III : CC-3/GE-3: Foundation of Education

Syllabus is too lengthy to go for in depth studies so it should be reduced.

Semester-IV: CC-4/GE-4: Inclusive Education

Content needs to be reduced; it is too lengthy to go for in depth studies.

Semester-V : DSC A-1: Educational Thought of Great Educators:

Content is easier for general students at this level but syllabus is 2 lengthy to complete it within the specific period of time.

Semester-VI : DSE A2: Women Education

Syllabus is too lengthy to go for in depth discussion so that content needs to be reduced.

Semester-III & V : SEC-A1: Communication Skill

Syllabus is well constructed and interesting too but from the point of view of duration of the course it is little bit lengthy which needs to be reduced.

Semester-IV & VI : SEC-B1: Teaching Skill

Syllabus is well constructed still from the point of view of duration of the course it is little bit lengthy which needs to be reduced.

Department of Philosophy

Teachers play a significant role in deciding the curriculum for the students. Their experience and skill helps them determine what is suitable for the students. Hence their opinion is of great importance.

One of the pros of the CBCS system is that the students acquire 10 marks due to their attendance. Moreover, they can easily acquire marks in their internal examinations as they are taught and evaluated by the internal college teachers.

There are some drawbacks as well. The syllabus of the SEC in the 3rd, 4th, 5th and 6th (SECA1,A2 and SEC B1, B2) needs to be reduced and restructured as it becomes difficult to complete the whole syllabus in the limited time period because teachers are mostly engaged in conducting examinations and paper correction. There is thus a shortage of time. It would be better if teachers were provided with more detailed guidelines.

Department of Political Science

The CBCS syllabus offers a broad spectrum of topics, ensuring students gain a comprehensive understanding of Political Science, including both traditional and contemporary issues.

Semester II (General) : Syllabus needs to be reduced.

Research and Analysis: Emphasis on research methodologies and analytical skills is crucial for students to evaluate political issues and contribute meaningfully academic discourse and policymaking.

Overall, the CBCS syllabus of B.A. General of Political Science seems promising, offering students a well-rounded education in political science with opportunities for specialization.

Department of Economics

Faculty members play a significant role in the designing, execution and development of a curriculum. The Principal of Naba Ballygunge Mahavidyalaya met all faculty members of the Economics departments on March 2020 and



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asked for their feedback regarding the merits and the demerits of the syllabus pertaining to the CBCS framework to submit a report to the IQAC. According to the faculty members of the department the syllabus for the General course should be reduced. The syllabus for the same is difficult and lengthy for the general course students and for teachers it is quite difficult to teach effectively especially in online mode. The theory portion could be made short and selective. Other than these small issues the CBCS syllabus is quite satisfactory. Actually, the pandemic situation has forced the student community to grapple with way more obstacles and hindrances (related to collecting books, study materials, frequenting the library and so on) than normal times. Therefore, student's problems call for utmost importance, care and empathetic attention from the faculty.

Action Taken Report 2021-2022

The analysis deliberated that the students provided the feedback under stress conditions due to the pandemic. It was observed that they had expressed their views on learning experience prior to the Covid -19 pandemic situation. The students were found to be generally satisfied with the teaching ability, sincerity, communication and punctuality of the faculty teaching both in online mode (till February 2022 when the lockdown was finally lifted) as well as offline mode. They had expressed satisfaction regarding internal evaluation process, support and counselling provided by teachers beyond academic matters and completion of the entire syllabus by the faculty. Whatever grievances they had expressed was mainly directed at the space problem and internet connectivity. The college has assured that library services have improved with new purchases of some books and e-resources. Teachers had expressed satisfaction regarding student's progress and attendance in both online and offline classes. Some pertinent observations were made by the faculty members are that the college should deploy more resources for each department to enable more effective teaching and learning and the students should be trained in such a way that they would be able demonstrate originality and creativity in their project work. The tradition of continuing with the Add-on courses were made effective in this academic sessions as well with the introduction of Four new courses: **ENVIRONMENT AND PUBLIC HEALTHCARE, INDIAN CONSTITUTION AND HUMAN RIGHTS, CONTEMPORARY WORLD POLITICS and PSYCHOLOGICAL COUNSELLING.**

FEEDBACK ANALYSIS REPORT

2022-2023

Higher Study requires free thought and freedom of speech. Nababallygunge Mahavidyalaya specially provides it to its academic faculty members, students and administrative staff. Principal also show a firm hand in building a strong partnership. The IQAC of Nababallygunge Mahavidyalaya has taken the initiative to collect and analyse feedback from the students and teachers for the academic year 2022-23, focusing on various aspects of the CBCS Curriculum introduced in 2018. Several issues have been identified through teacher's and student's feedback and evaluation since the college re-opened in February 2022 after the lockdown. Feedback on syllabus and its transaction has immense importance and that is the only way to keep the curriculum relevant and ensure an effective teaching learning process. The CBCS syllabus aims to provide flexibility and choice to students while



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ensuring a comprehensive learning experience. Analyses obtained from different departments are as follows:

Department of History

Adaptability to changing educational needs is crucial in any syllabus. Balancing theoretical and practical components is essential for a well-rounded History syllabus. It should ideally integrate theoretical framework with practical applications such as archival research, fieldwork and digital history projects. The balance allows students to develop critical thinking skills while also gaining hands-on experience in historical analysis and interpretation. The department of history welcomes the introduction of CBCS in the under graduate courses of study of the University of Calcutta from the academic session 2018-2019. The merit points of this course are academic flexibility, multidisciplinary and interdisciplinary approach, introduction of skill oriented courses, marks in class attendance and many others. The inclusion of the papers like Social Formation and Cultural Patterns of the Ancient and Mediaeval world, History of Bengal, Museum and Archives, Cultural heritage is highly appreciated by the department. However, the courses currently are primarily focused on the teaching of narrative history and very less emphasis has been put on the teaching of relevant historical theories and historiography. In many cases the contents of the courses are extremely vast to teach within the timeframe of a semester. This is especially true in case of the History General syllabus. There is also a paucity of good text books in vernacular, particularly for the newly introduced SEC and DSE papers. The department also apprehends that excessive workload, space problem, shortage of faculty and fund crunch would act as challenges to the vision and mission of the new programme. The department pledges to make an all out effort to utilise the full potential of the new system and to prepare the students to face the brave new world. Regular updates and reviews based on feedback from students, faculty and professionals in the field can also ensure that the syllabus remains relevant and responsive to changing trends and demands in historical education.

Department of English

The CBCS UG syllabus of English, framed and recommended by the University of Calcutta, offers a broad range of topics, covering various genres, periods, and themes in English literature from all over the world, provides students with a well-rounded understanding of the subject. The Choice-Based Credit System allows students to choose elective courses based on their interests and career goals, providing them with the flexibility to tailor their academic journey according to their preferences. The syllabus appears to emphasize not only literary analysis but also critical thinking, writing skills, and research methodologies, which are essential for academic and professional success in the field of English literature. It is important for any English syllabus to incorporate contemporary perspectives and voices to reflect the evolving nature of literature and society, and the CBCS syllabus seems to address this need effectively. Establishing a feedback mechanism where students can provide input on the syllabus structure, course content, and teaching methodologies can help ensure continuous improvement and alignment with the evolving needs of students and the field of English studies. In a nutshell, while the CBCS UG English syllabus of the University of Calcutta appears to offer a comprehensive and flexible curriculum with a focus on skill development and contemporary perspectives, continuous evaluation and refinement based on feedback from students, teachers and experts would further enhance its effectiveness and relevance. The CBCS syllabus can sometimes lead to heavy workloads for students due to the diverse range of elective courses and the need to accumulate credits. In this context, Semester II Honours syllabus should be reduced by about 15%-20% to decrease the workload of the students. Also, Semester IV and Semester VI Syllabus for Honours should be curtailed by at least 25% in all



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courses and papers proportionally to unburden the students from the huge workload.

Department of Bengali

The implementation of CBCS Curriculum in 2018 marked a paradigm shift in design of syllabus and its execution or implementation. The University of Calcutta establishes and sets the syllabus and examination regulations for its affiliated colleges. It not only included several new courses which were previously taught at the post-graduation level but it had shortened the duration of course as well. Nababallygunge Mahavidyalaya's Bengali Department adheres to these guidelines for both undergraduate and postgraduate programs, currently under the Choice Based Credit System (CBCS). The introduction of the semester system along with manifold changes in the evaluation and assessment procedure, including credit system of syllabus and several choice based papers as well as the syllabus itself posed serious challenges to the teachers and students which require to be dealt with carefully. The prescribed curriculum, particularly the Core Course (CC) and Discipline Specific Elective (DSE) papers, is deemed practical and beneficial for students' future academic pursuits. While the papers related to Skill Enhancement Courses (SEC) enrich students with practical knowledge suitable for job markets, there is a need for reassessment of DSE papers. Also, the undergraduate honours and general syllabi are largely similar. The postgraduate syllabus is updated to reflect contemporary needs and offers ample opportunities to incorporate diverse essays across various fields, thereby fostering students' interest in teaching and learning. Introduction of internal assessment and tutorial systems aims to align with modern examination methods. Overall, these initiatives support students in pursuing higher studies and contribute to their scientific advancement.

Department of Hindi

The faculty of Hindi of Nababallygunge Mahavidyalaya (which only has Hindi General Course) put forward the following points regarding the newly introduced CBCS Curriculum

The prescribed curriculum on the history of Hindi literature is compact and precise and easy for the students to grasp. Although the prescribed curriculum is student – centric, it is advice that the inclusion of the three poets Vidyapati, Rahim and Ghananand from Madhyakal could have given a detailed understanding of the time. The content of the CC3 syllabus focuses on male poets only. Had there been the inclusion of women poet is especially Mahadevi Verma, it could have provided a holistic view of the Hindi poetry to the learners. The CC4 syllabus is much designed with four stories, two essays and one novel from various authors. However, it would have been better had the curriculum had a few contemporary authors. The DSE curriculum includes *Chhayawad* and some poets. However the poems to be studied are not mentioned which causes confusion among the learners. If a few poems could have been named, it could have minimised confusion. Other than these points, the syllabus is well designed; the contents are appreciable.

Department of Education

The Department has reviewed the core courses, the DSE and the SEC papers for the General course students. The department has done a step by step analysis for each paper based on the review:



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The CC-1/GE-Syllabus is well organised and easy to understand for the general students but syllabus is too lengthy to go for in depth studies. Number of Psychological theories in the CC2/GE 2 syllabus need to be reduced and hard topics also need to change and reconstruct according to students' understanding level & content should be enriched with bit easier topics. The CC-3/GE-3 Syllabus is too lengthy to go for in depth studies so it should be reduced. The content of CC4/GE 4 Syllabus needs to be reduced; it is too lengthy to go for detailed studies. The content of DSE A- 1 is easier for general students at this level but syllabus is too lengthy to complete it within the specific period of time. The DSE A-2 Syllabus is too lengthy to go for in depth discussion so that content needs to be reduced. The SEC-A1 Syllabus is well constructed and interesting too but from the point of view of duration of the course it is little bit lengthy which needs to be curtailed. The SEC-B1 Syllabus is also well constructed still from the point of view of duration of the course it is little bit lengthy which needs to be reduced.

Department of Philosophy

Teachers play a foundational role in deciding the curriculum for the students. Their experience and skill helps them determine what is suitable for the students. Hence their opinion is of great importance. The discipline of Philosophy which is both ancient and contemporary is indispensable in current academia. Nevertheless, its practical import is apparent in all walks of life such as national policy decisions, corporate management, media, law, ecology, gender, science, technology; in cultures and tradition that one inherits and also in those that influence one. None of these can function without sound and critical philosophical foundations. Being holistic in nature, Philosophy is necessarily interdisciplinary in its outlook. The CBCS syllabus encourages this approach to some extent. Also, one of the pros of the CBCS system is that the students acquire ten marks due to their attendance provided they attend most of the lectures and come to the college regularly. Moreover, they can acquire good marks in their internal examinations and tutorial projects as they are taught and evaluated by the internal college teachers. There are some drawbacks as well. The syllabus of the SEC in the 3rd, 4th, 5th and 6th (SECA1, A-2 and SEC B-1, B-2) needs to be reduced and restructured as it becomes difficult to complete the whole syllabus in the limited time period because teachers are mostly engaged in conducting examinations and paper correction. There is thus a shortage of time. It would be better if teachers were provided with more detailed guidelines.

Department of Political Science

The CBCS syllabus offers a broad spectrum of topics ensuring students gain a comprehensive understanding of Political Science, including both traditional and contemporary issues. However, in case of the Political Science (General) Course some topics introduced in Semester I require more specific explanations. Books and materials are not available properly for some modern political theories. Semester II Syllabus needs to be reduced. Research and Analysis: Emphasis on research methodologies and analytical skills are crucial for students to evaluate political issues and contribute meaningfully to academic discourse and policy making. The time that is given by the University of Calcutta for each Semester is sometimes insufficient to complete the course. Last but not the least, a proper guideline is required for the pattern of questions in CBCS Curriculum. However, despite all the drawbacks the CBCS syllabus of B.A. General of Political Science seems promising, offering students a well-rounded education in political science with opportunities for specialization.



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Department of Economics

Faculty members play a significant role in the designing, execution and development of a curriculum. The Principal of Naba Ballygunge Mahavidyalaya met all faculty members of the Economics departments on June 2023 and asked for their feedback regarding the merits and the demerits of the syllabus pertaining to the CBCS framework and to submit a report to the IQAC. According to the faculty members of the department the syllabus for the General course should be reduced. The syllabus for the same is difficult and lengthy for the general course students and for teachers it is quite difficult to teach effectively especially in blended mode. The theory portion could be made short and selective. Other than these small issues the CBCS syllabus is quite satisfactory. Actually, the pandemic situation has forced the student community to grapple with way more obstacles and hindrances (related to collecting books, study materials, frequenting the library and so on) than normal times. Even after the lockdown they are finding it difficult to adjust with the new normal. Therefore, student's problems call for utmost attention, care and empathy from the faculty.

Department of Commerce

The college has received feedbacks from two stakeholders (teachers and students) duly filled in feedback forms. It has communicated the same to the concerned department. After analyzing them the following outcomes have been found:

- CBCS allows students to choose from a variety of courses according to their interests and career goals. This flexibility helps in personalized learning and skill development. The course content is adequate.
- The syllabus of the subject is career oriented. The units of the syllabus are properly arranged. The curriculum is designed to provide a well-rounded education by including core subjects, electives, and skill enhancement courses, promoting holistic development.
- The system emphasizes continuous evaluation through assignments, projects, presentations, and examinations spread throughout the semester, promoting regular learning and assessment.
- Students can transfer credits earned from one institution to another, facilitating seamless academic progression and mobility. CBCS encourages interdisciplinary learning by offering courses from various domains, fostering a broad understanding of different subjects and their interconnections.
- However, some drawbacks are also observed, such as Computer lab practical should be included in the curriculum where e-filing and computerized accounting practices are done.
- Few soft skill training programmes should be organized
- More emphasis should be given on ICT.
- Industrial Training programmes should be included in the curriculum.
- Industry-oriented Courses should focus on areas such as financial analysis, business analytics, digital marketing, supply chain management, international trade and entrepreneurship. These courses should aim to bridge the gap between theoretical knowledge and practical application, providing students with the skills



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and knowledge needed to excel in the dynamic business environment. Additionally, incorporating case studies, internships and guest lecturers from industry professionals can further enhance the practical relevance of these courses.

Action Taken Report 2022-23

College authority obtains feedback from the students and teachers in offline mode on various aspects like curriculum, interdisciplinary relevance of their syllabi, library of the college, benefits of the internal assessment system, depth and conceptual understanding of their course content, relevance of their course content in the current job market, college canteen, hygiene-related facilities in the college etc. The IQAC of the college analyzed and interpreted the feedback obtained from all the stakeholders and made reports on it. Based on the feedbacks and suggestions of the IQAC the following corrective measures were taken by the college authority.

- Upgradation of the Central Library:** The collections of the central library are updated with current editions of textbooks and new reference books according to CBCS curriculum. Links to various open access resources, e-references, e-libraries were provided in the library section of the college website for the students so that they can access these resources from their home. New computers with internet facility were installed in the central library. The sitting capacities of the reading rooms of the library were increased to accommodate more readers. LAN and Wi-Fi networks were made available for the students and teachers.
- Holistic Growth:** Various Skill Enhancement courses in accordance with CBCS curriculum, Vocational Courses and Add-on courses were introduced by the departments of the college to meet the demands of the current job market. These supplementary courses are offered by the college to enhance students' existing communication, technical, life and professional skills to the industry expectation, to encourage all-round development of their intellectual, personal and social abilities, and significantly increase their employability and a spirit of adaptability to the ever-changing competitive world to find good placements.
- Students' involvement** in Outreach programmes conducted by college was ensured, awareness programs on gender issues and environmental issues were conducted (Environmental Day, International Women's Day, World Yoga Day etc.) to make them aware of the various contemporary environmental and social issues. Code of conduct is displayed at prominent places in college campus to instil into them social responsibility. To ensure the fairness of the review and continuous quality assessment system of the teaching learning process, the students were shown their respective answer scripts of the class tests conducted as part of the Continuous Internal Evaluation (CIE).
- Remedial Classes:** Based on the feedback of the students and internal assessment results weak students were identified and remedial classes were arranged for the concerned pupils on regular basis. These remedial classes helped the weak students who were having problems with advanced concepts to fully understand the basics of the topics.



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- **Workshops, Seminars, and Special Lectures were Arranged in Greater Numbers:**

As per the feedback collected from the stakeholders, seminars, workshops, conferences and special lectures for the students were arranged in greater numbers than ever before to expand the range of their knowledge and awareness. A Series of Alumni lectures were conducted by all departments. Special lectures and Student seminars were also conducted by respective departments. Wall Magazine competitions and exhibitions were conducted and judged by external jury members. These events help the students to learn from the experts of the fields, allow them to meet other students with common interests, exchange perspectives, and renew their motivation and confidence.

The college noticed these requirements of the employers and encouraged its students to learn vocational skill development courses. As the college runs its own **Add-On courses**, it became easier to motivate them to learn these. The college has started such career oriented courses for students in the fields of **JOURNALISM AND MEDIA PRODUCTION, DIGITAL MARKETING AND E-LEARNING, LITERARY AND CRITICAL IMPORTANCE OF FICTION, PUBLIC SPEAKING WORKSHOP** etc. Teachers also identified as well as decided to highlight and explain those areas of the syllabus, to the students, that can generate employment-opportunities for them.



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