

The Annual Quality Assurance Report (AQAR) of 2011-12

**JHARGRAM RAJ
COLLEGE**

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The Annual Quality Assurance Report (AQAR) of the IQAC

Part – A

AQAR for the year (for example 2013-14)

2011-12

1. Details of the Institution

1.1 Name of the Institution

JHARGRAM RAJ COLLEGE

1.2 Address Line 1

JHARGRAM

Address Line 2

City/Town

JHARGRAM

State

WEST BENGAL

Pin Code

721507

Institution e-mail address

principal@jrc.ac.in

Contact Nos.

+ 91 3221 255022

Name of the Head of the Institution:

DR. NIMAI CHAND MASANTA

Tel. No. with STD Code:

+ 91 3221 255022

Mobile:

09732655703

Name of the IQAC Co-ordinator:

TAPAS KUMAR MISRA

Mobile:

09434508529

IQAC e-mail address:

iqac@jrc.ac.in

1.3 NAAC Track ID (For ex. MHC0GN 18879)

NA

OR

1.4 NAAC Executive Committee No. & Date:
 (For Example EC/32/A&A/143 dated 3-5-2004.
 This EC no. is available in the right corner- bottom
 of your institution's Accreditation Certificate)

Not found in the last accreditation
 certificate issued by NAAC in 2007

1.5 Website address:

www.jrc.ac.in

Web-link of the AQAR:

www.jrc.ac.in/pdf/aqar11-12.pdf

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-----------------------|-------|------|-----------------------|-----------------|
| 1 | 1 st Cycle | B++ | | 2007 | 2012 |
| 2 | 2 nd Cycle | NA | NA | NA | NA |
| 3 | 3 rd Cycle | NA | NA | NA | NA |
| 4 | 4 th Cycle | NA | NA | NA | NA |

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

22/06 / 2013

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR _____ (DD/MM/YYYY)
- ii. AQAR _____ (DD/MM/YYYY)
- iii. AQAR _____ (DD/MM/YYYY)
- iv. AQAR _____ (DD/MM/YYYY)

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.11 Name of the Affiliating University (*for the Colleges*)

VIDYASAGAR UNIVERSITY

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

NA

University with Potential for Excellence

NA

UGC-CPE

NA

DST Star Scheme

NA

UGC-CE

NA

UGC-Special Assistance Programme

NA

DST-FIST

NA

UGC-Innovative PG programmes

NA

Any other (*Specify*)

NA

UGC-COP Programmes

NA

2. IQAC Composition and Activities: IQAC has not been constituted formally

2.1 No. of Teachers

NA

2.2 No. of Administrative/Technical staff

NA

2.3 No. of students

NA

2.4 No. of Management representatives

NA

2.5 No. of Alumni

NA

2.6 No. of any other stakeholder and
community representatives

NA

2.7 No. of Employers/ Industrialists

NA

2.8 No. of other External Experts

NA

2.9 Total No. of members

NA

2.10 No. of IQAC meetings held

NA

2.11 No. of meetings with various stakeholders:

No.

NA

Faculty

NA

Non-Teaching Staff

NA

Students

Alumni

NA

Others

NA

2.12 Has IQAC received any funding from UGC during the year?

Yes

No

If yes, mention the amount

NA

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.

NA

International

NA

National

NA

State

NA

Institution Level

NA

(ii) Themes

NA

2.14 Significant Activities and contributions made by IQAC

NA

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

| Plan of Action | Achievements |
|----------------|--------------|
| NA | NA |

* Attach the Academic Calendar of the year as Annexure.

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

- To prepare AQAR for 2011-12, the present IQAC of the college has rendered rigorous effort for collecting and assimilating qualitative and quantitative data from every department of the college.
- The AISHE report has been prepared under the supervision of the present IQAC and has been uploaded in due course to Higher Education Council.
- The current IQAC has helped those teachers whose promotion had fallen due during 2011-12 and or earlier in processing their papers for the Career Advancement Scheme.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|------------------------|-------------------------------|--|-------------------------------------|--|
| PhD | NIL | NIL | NIL | NIL |
| PG | 3 | 0 | 0 | 0 |
| UG | 17 | NIL | NIL | NIL |
| PG Diploma | NIL | NIL | NIL | NIL |
| Advanced Diploma | NIL | NIL | NIL | NIL |
| Diploma | NIL | NIL | NIL | NIL |
| Certificate | NIL | NIL | NIL | NIL |
| Others | NIL | NIL | NIL | NIL |
| Total | 20 | NIL | NIL | NIL |
| Interdisciplinary | NIL | NIL | NIL | NIL |
| Innovative | NIL | NIL | NIL | NIL |

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

| Pattern | Number of programmes |
|-----------|----------------------|
| Semester | 3 |
| Trimester | 0 |
| Annual | 17 |

1.3 Feedback from stakeholders* Alumni Parents Employers Students

(On all aspects)

Mode of feedback : Online Manual Co-operating schools (for PEI)

*Annexure I

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

- ◆ Jhargram Raj College being a degree college affiliated to Vidyasagar University follows the courses designed by the University. The departments have no role in intervening in the University syllabus, course curriculum, and structure or examination pattern. This applies to the Post-graduate departments as well. The salient feature of syllabi of all P.G. departments as prescribed by the university is inclusion of dissertation, which is presented in partial fulfilment of the course curricula encouraging the students mastering research and analytic writing skills.
- ◆ PG departments regularly send members to the Board of Studies of the university and the members actively participate in meetings, designing and making changes, and upgrading syllabi of the relevant subjects.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NA

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|-------|------------------|----------------------|------------|--------|
| 63 | 51 | 11 | 1 | 0 |

2.2 No. of permanent faculty with Ph.D.

43

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

| Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
|------------------|----|----------------------|---|------------|---|---------|---|---------|----|
| Join ed | V | Join ed | V | Join ed | V | Join ed | V | Join ed | V |
| 5 | 48 | 3 | 0 | 0 | 2 | 0 | 0 | 8 | 50 |

2.4 No. of Guest and Visiting faculty and Temporary faculty

3

38

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|------------------|---------------------|----------------|-------------|
| Attended | 8 | 40 | 0 |
| Presented papers | 4 | 50 | 0 |
| Resource Persons | 0 | 10 | 0 |

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- ◆ To teach the students in a more effective way, apart from chalk and talk method teachers are using laptops, LCD Projector etc.
- ◆ The existing computer network infrastructure at the college is extended and enhanced.
- ◆ Film-show relevant to the curriculum, literary meets; students' seminars are arranged by the different academic departments.
- ◆ Regular educational excursions are arranged by some of the departments of the institution.
- ◆ Regular field studies are conducted by some of the departments of the institution.

2.7 Total No. of actual teaching days

during this academic year

178

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Open Book Examination, Double Valuation, Off-line MCQ at the PG level.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

0 0 0

2.10 Average percentage of attendance of students

71

2.11 Course/Programme wise distribution of pass percentage :

| Title of the Programme | Total no. of students appeared | Division | | | | |
|------------------------|--------------------------------|---------------|-----|------|-------|--------|
| | | Distinction % | I % | II % | III % | Pass % |
| B A (HONS) I | 280 | 0 | 6 | 39 | 26 | 71 |
| B A (HONS) II | 160 | 0 | 4 | 46 | 19 | 69 |
| B A (HONS) III | 168 | 0 | 2 | 77 | 9 | 93 |
| B Sc (HONS) I | 140 | 0 | 6 | 16 | 30 | 51 |
| B Sc (HONS) II | 57 | 0 | 21 | 54 | 9 | 84 |
| B Sc (HONS) III | 48 | 0 | 10 | 60 | 19 | 90 |
| B Com (HONS) I | 5 | 0 | 0 | 100 | 0 | 100 |
| B Com (HONS) II | 7 | 0 | 57 | 14 | 14 | 86 |
| B Com (HONS) III | 4 | 0 | 0 | 100 | 0 | 100 |
| B A (GEN) I | 387 | 0 | 1 | 9 | 33 | 43 |
| B A (GEN) II | 98 | 0 | 1 | 9 | 62 | 72 |
| B A (GEN) III | 146 | 0 | 0 | 17 | 61 | 78 |

| | | | | | | |
|---------------------|----|----|-----|-----|----|-----|
| B Sc (GEN) I | 22 | 0 | 0 | 5 | 5 | 9 |
| B Sc (GEN) II | 0 | 0 | 0 | 0 | 0 | 0 |
| B Sc (GEN) III | 1 | 0 | 0 | 100 | 0 | 100 |
| B Com (GEN) I | 1 | 0 | 0 | 0 | 0 | 0 |
| B Com (GEN) II | 2 | 0 | 0 | 0 | 50 | 50 |
| B Com (GEN) III | 0 | 0 | 0 | 0 | 0 | 0 |
| P G (CHEM) SEM I | 18 | 0 | 100 | 0 | 0 | 100 |
| P G (CHEM) SEM II | 18 | 0 | 100 | 0 | 0 | 100 |
| P G (CHEM) SEM III* | NA | NA | NA | NA | NA | NA |
| P G (CHEM) SEM IV* | NA | NA | NA | NA | NA | NA |
| P G (ZOO) SEM I | 16 | 0 | 50 | 50 | 0 | 100 |
| P G (ZOO) SEM II | 16 | 0 | 63 | 38 | 0 | 100 |
| P G (ZOO) SEM III* | NA | NA | NA | NA | NA | NA |
| P G (ZOO) SEM IV* | NA | NA | NA | NA | NA | NA |
| P G (BENG) SEM I | 28 | 0 | 54 | 46 | 0 | 100 |
| P G (BENG) SEM II | 28 | 0 | 46 | 54 | 0 | 100 |
| P G (BENG) SEM III* | NA | NA | NA | NA | NA | NA |
| P G (BENG) SEM IV* | NA | NA | NA | NA | NA | NA |

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes : NA

2.13 Initiatives undertaken towards faculty development

| <i>Faculty / Staff Development Programmes</i> | <i>Number of faculty benefitted</i> |
|--|-------------------------------------|
| Refresher courses | 6 |
| UGC – Faculty Improvement Programme | - |
| HRD programmes | - |
| Orientation programmes | 9 |
| Faculty exchange programme | - |
| Staff training conducted by the university | 2 |
| Staff training conducted by other institutions | - |
| Summer / Winter schools, Workshops, etc. | 3 |
| Others | 24 |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|----------------------|-------------------------------|----------------------------|--|--|
| Administrative Staff | 55 | 7 | 0 | 0 |
| Technical Staff | 0 | 0 | 0 | 0 |

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Since there was no formal IQAC, the UGC Sub-Committee comprising of a senior faculty members as Convenor and a few other teachers as members, headed by the Principal, monitors the aspects of research promotion in its regular meetings.

Following are the measures taken by the institution as recommended by the UGC Sub-Committee in the absence of formal IQAC to facilitate smooth progress and implementation of research schemes.

- ◆ Providing computers and printers to the departments.
- ◆ Internet facility.
- ◆ Reference books and journals
- ◆ Workshops and seminars are organised regularly.
- ◆ Teachers are encouraged to participate in various Faculty Development Programmes.
- ◆ Teachers are encouraged to apply for research projects to UGC and other funding agencies.
- ◆ Encouraging students to undertake surveys and analysis of their findings as and when possible.

3.2 Details regarding major projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|-------------|------------|-----------|
| Number | 0 | 1 | 0 | 0 |
| Outlay in Rs. Lakhs | 0 | Rs. 26 Lakh | 0 | 0 |

3.3 Details regarding minor projects

| | Completed | Ongoing | Sanctioned | Submitted |
|---------------------|-----------|----------------|------------|-----------|
| Number | 0 | 8 | 0 | 0 |
| Outlay in Rs. Lakhs | 0 | Rs. 6,72,250/- | 0 | 0 |

3.4 Details on research publications

| | International | National | Others |
|--------------------------|---------------|----------|--------|
| Peer Review Journals | 24 | 16 | |
| Non-Peer Review Journals | | 2 | |
| e-Journals | | | |
| Conference proceedings | | | |

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|--|---------------|----------------------------|------------------------|----------------|
| Major projects | 2010-2013 | CSIR | 2600000 | --- |
| Minor Projects | 2011-12 | UGC | Rs. 6,72,250/- | Rs. 5,70,750/- |
| Interdisciplinary Projects | NIL | NIL | NIL | NIL |
| Industry sponsored | NIL | NIL | NIL | NIL |
| Projects sponsored by the University/ College | NIL | NIL | NIL | NIL |
| Students research projects <i>(other than compulsory by the University)</i> | NIL | NIL | NIL | NIL |
| Any other(Specify) | NIL | NIL | NIL | NIL |
| Total | | | | |

3.7 No. of books published i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy

| | | | | | | |
|---|---------------------|---------------|----------|-------|------------|---------|
| 3.11 No. of conferences organized by the Institution | Level | International | National | State | University | College |
| | Number | NIL | NIL | NIL | NIL | NIL |
| | Sponsoring agencies | NIL | NIL | NIL | NIL | NIL |

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs : NA

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

| Type of Patent | | Number |
|----------------|---------|--------|
| National | Applied | NIL |
| | Granted | NIL |
| International | Applied | NIL |
| | Granted | NIL |
| Commercialised | Applied | NIL |
| | Granted | NIL |

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

| Total | International | National | State | University | Dist | College |
|-------|---------------|----------|-------|------------|------|---------|
| 0 | NA | NA | NA | NA | NA | NA |

3.18 No. of faculty from the Institution who are Ph. D. Guides
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones):

JRF SRF Project Fellows Any other

3.21 No. of students Participated in NSS events: NIL

| | | | |
|------------------|----------------------|---------------------|----------------------|
| University level | <input type="text"/> | State level | <input type="text"/> |
| National level | <input type="text"/> | International level | <input type="text"/> |

3.22 No. of students participated in NCC events: NA

| | | | |
|------------------|----------------------|---------------------|----------------------|
| University level | <input type="text"/> | State level | <input type="text"/> |
| National level | <input type="text"/> | International level | <input type="text"/> |

3.23 No. of Awards won in NSS: NIL

| | | | |
|------------------|----------------------|---------------------|----------------------|
| University level | <input type="text"/> | State level | <input type="text"/> |
| National level | <input type="text"/> | International level | <input type="text"/> |

3.24 No. of Awards won in NCC: NA

| | | | |
|------------------|----------------------|---------------------|----------------------|
| University level | <input type="text"/> | State level | <input type="text"/> |
| National level | <input type="text"/> | International level | <input type="text"/> |

3.25 No. of Extension activities organized : NIL

| | | | |
|------------------|----------------------|---------------|---------------------------------|
| University forum | <input type="text"/> | College forum | <input type="text"/> |
| NCC | <input type="text"/> | NSS | <input type="text" value="4*"/> |
| | | Any other | <input type="text"/> |

- 04 villages was adopted

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- ◆ Seminars on gender equality and women empowerment.
- ◆ Blood donation camp.
- ◆ Awareness Programme on HIV/AIDS and Thalassemia.
- ◆ Forest week observation and Plantation of Trees.
- ◆ Regular cleaning of college campus and attempts to make it plastic-free zone.
- ◆ Maintenance of college garden throughout the year.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|---------------|---------------|------------------------------|---------------|
| Campus area | 313 acre | 0 | Govt. Of West Bengal | 313 acre |
| Class rooms | 40 | 0 | Govt. Of West Bengal | 40 |
| Laboratories | 20 | 0 | Govt. Of West Bengal | 20 |
| Seminar Halls | 2 | 0 | Govt. Of West Bengal | |
| No. of important equipments purchased (\geq 1-0 lakh) during the current year.** | 5 | 6 | Govt. Of West Bengal and UGC | 11 |
| Value of the equipment purchased during the year (Rs. in Lakhs)** | Rs. 17,59,750 | Rs. 13,37,869 | Govt. Of West Bengal and UGC | Rs. 30,97,619 |
| Others | --- | --- | --- | --- |

** Annexure II

4.2 Computerization of administration and library

| |
|---|
| <ul style="list-style-type: none">◆ Maintenance of a computerised account of monthly salaries of teaching and non-teaching staff.◆ Preparation of computerised records of tax matters and providing form 16 to the staff.◆ Encouraging office staff to achieve computer literacy and increase in use of computers in office works.◆ Digitisation of library resources is underway. |
|---|

4.3 Library services:

| | Existing | | Newly added | | Total | |
|------------------|----------|-------------|-------------|-------------|--------|-------------|
| | No. | Value (Rs.) | No. | Value (Rs.) | No. | Value (Rs.) |
| Text Books | 105565 | 22377341 | 1740 | 815450 | 107305 | 23192791 |
| Reference Books | 1817 | 1094613 | 19 | 49550 | 1836 | 1144363 |
| e-Books | 0 | 0 | 0 | 0 | 0 | 0 |
| Journals | 05 | 15500 | 0 | 0 | 05 | 15500 |
| e-Journals | 0 | 0 | 0 | 0 | 0 | 0 |
| Digital Database | 31587 | NIL | 2482 | NIL | 34069 | NIL |
| CD & Video | 99 | NIL | 04 | NIL | 103 | NIL |
| Others (specify) | NIL | NIL | NIL | NIL | NIL | NIL |

4.4 Technology up gradation (overall)

| | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Departments | Others |
|----------|-----------------|---------------|----------|------------------|------------------|--------|-------------|--------|
| Existing | 18 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Added | 10 | 0 | 1 | 0 | 0 | 6 | 0 | 0 |
| Total | 28 | 1 | 1 | 0 | 0 | 7 | 0 | 0 |

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Process of computerisation is now in progress. About 34069 data have been entered into the computer.
- Initiatives have been taken to introduce author index and title index of different subjects for the interests of users.
 - ◆ Computers and printers have been installed in the departments.
 - ◆ Installation of computer aided electronic gadgets in science laboratories such as Electron Microscope, Spectro-photo meter, etc have been done, and computers dedicated exclusively for the said purpose have been provided.
 - ◆ Faculties are trained in using computers in their respective fields.
 - ◆ Arrangements have been made to impart computer knowledge to the office staff.
- College office has been computerised and computers in the office have been equipped with internet connection.

4.6 Amount spent on maintenance in lakhs : 9.315

| | |
|--|-----------------|
| i) ICT | 0 |
| ii) Campus Infrastructure and facilities | Rs. 1,40,20,047 |
| iii) Equipments | Rs. 26,95,000 |
| iv) Others | Rs. 1,00,000 |
| Total : | Rs. 1,68,15,047 |

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- ◆ Not Applicable since no formal IQAC existed

5.2 Efforts made by the institution for tracking the progression

- ◆ Regular class tests, Mid-term Examination, Selection Test.
- ◆ Students Feedback.

5.3 (a) Total Number of students

| UG | PG | Ph. D. | Others |
|------|-----|--------|--------|
| 1618 | 133 | 4 | |

(b) No. of students outside the state

NIL

(c) No. of international students

NIL

| Men | No | % | Women | No | % |
|-----|------|------|-------|-----|------|
| | 1005 | 57.4 | | 746 | 42.6 |

| Last Year | | | | | | This Year | | | | | |
|-----------|-----|-----|-----|-----------------------|-------|-----------|-----|-----|-----|-----------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 1250 | 254 | 141 | 24 | 11 | 1680 | 1266 | 265 | 182 | 27 | 11 | 1751 |

Demand ratio 1: 2.28

Dropout % : 6

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Job-oriented training programmes are organised for students under UGC Entry into services fund.

No. of students beneficiaries

150

5.5 No. of students qualified in these examinations : NIL

NET SET/SLET GATE CAT
IAS/IPS etc State PSC UPSC Others

5.6 Details of student counselling and career guidance

- ◆ Existence of career counselling cell with a view to creating awareness for job-oriented courses.
- ◆ Existence of UGC funded Entry-in-services Coaching.

No. of students benefitted

150

5.7 Details of campus placement: NA

| <i>On campus</i> | | | <i>Off Campus</i> |
|---------------------------------|---------------------------------|---------------------------|---------------------------|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| | | | |

5.8 Details of gender sensitization programmes

- ◆ The college has a Women's Grievance Redressal cell. The cell regularly meets the students to sensitize them. The cell also keeps strict vigil on the security of the girl-students.
- ◆ Meetings among teachers and students has been held on 26/03/2012 and on 12/04/2012 to issues related to gender sensitization.
- ◆ World women's day has been celebrated in the college on 19/04/2012, commemorating birth anniversary of Smt. Kadambini Ganguly.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events: 60

State/ University level

20

National level

40

International level

No. of students participated in cultural events: NIL

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events: 12

Sports: State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support (Annual)

| | Number of students | Amount (Rs) |
|--|--------------------|-------------|
| Financial support from institution | 0 | 0 |
| Financial support from government | 320 | 5905200 |
| Financial support from other sources | 10 | 9360 |
| Number of students who received International/ National recognitions | 0 | 0 |

5.11 Student organised / initiatives: NIL

Fairs : State/ University level National level International level

Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed:

Grievance against limited functioning of college canteen has been redressed by the College Authority by providing better infrastructural facilities for it and making it more functional.

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The college was established in 1949 with a view to function as a leading educational institution not only in the then Midnapore district, but also in the neighbouring districts such as Bankura and Purulia. It may be noted that the entire area served by this college is generally backward and economically underdeveloped. Majority of the population of the area is of tribal origin. Through its existence of more than half a century, the college has fulfilled its duty of not only imparting quality education, but also creating socially valuable awareness and inspiring and encouraging an urge for learning and higher

education. Many of the eminent personalities such as Dr. Sushil Mahata, Prof. & Head, School of Medicine, University of California; Dr. Tapas Mukhi, Physician(Gyneacology), Sri Rupak Home Roy, Head Master, Ballygunge Govt. High School; Mrs. Papiya Singha Mahapatra, Head Mistress, Sakhwat Memorial Govt. Girl's High School, Kolkata; Dr. Ardhendu Majhi, Associate Prof., School of Tropical Medicine, Kolkata; Sri Purnendu Majhi, W.B.C.S. Topper 1999; Sri Sanjam Pal, Poet; Dr. Madusudan Das, Professor of Zoology, University of Calcutta; Dr. Bijoy Dolui, Professor of Chemistry, Visva Bharai, and many others hailing from Paschim Medinipur and its neighbouring districts are alumni of this college. Jhargram Raj College has proved its dedication towards its duties over the years. Many of the students who get admitted to this college come from a very poor background and are often first or second generation learners. Their requirements are quite different from the students of comparatively more developed areas. Jhargram Raj College is committed to cater unwaveringly to their needs in the coming years as it has done in the past.

- ◆ To impart quality based higher education.
- ◆ To develop responsible and sensitive youths from diverse cultural and religious groups from different socio-economic culture and inculcate social commitments by imparting a holistic view of the society.
- ◆ To impart knowledge as well as self-confidence enabling young men and women not only to build personal careers, but also to act as leaders in different social and economic spheres.
- ◆ To lay emphasis on value based education to create human resources with a modern view and with foresight so that they can contribute to the national development by way of being useful to the economy, society and the country as a whole.
- ◆ To learn to value accountability within to ensure accountability to the society at large.
- ◆ To inculcate a sense of responsibility to self and society.

6.2 Does the Institution has a management Information System

No

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Jhargram Raj College being affiliated to Vidyasagar University, the curriculum is designed by the university after discussion in its Board of Studies (BOS) meetings. The College has a good number of representatives in the BOS in different subjects. Moreover the faculty members of different departments are regularly invited to interact at the workshops conducted by BOS of the University regarding the modification of the existing courses.

6.3.2 Teaching and Learning

The college continuously reviews and implements effective methods of teaching and learning. Conscious efforts are made to keep track of new methods of learning. The teachers are encouraged to adopt modern e-learning methods to supplement the core teaching.

6.3.3 Examination and Evaluation

- ◆ Regular class tests.
- ◆ Internal Assessment on the basis of mid-term examinations.
- ◆ Surprise tests.
- ◆ Seminar presentation by the students.

6.3.4 Research and Development

- ◆ Teachers of various departments are doing researches on different areas of their respective disciplines and have regular research publications.
- ◆ Teachers are encouraged to apply for various research projects to UGC and other funding agencies. A good number of teachers have received funds for major and minor research projects.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- ◆ Computerisation of library resources is being done by using LIBSYS software.
- ◆ All the departments are equipped with computers and necessary accessories.
- ◆ Proposal for construction of a drinking water tank has been made.

6.3.6 Human Resource Management

- ◆ Attendance records of the non-teaching staff and daily self appraisal reports of the teaching staff.
- ◆ Members of academic and administrative committees and sub-committees carry out their duties and have regular meetings.
- ◆ Regular Parent-Teacher meetings in various academic departments.
- ◆ Maintenance of college web-site through which different notifications are circulated and various reports and information are made available.
- ◆ Teachers well versed with computers helping non-teaching staff getting trained in the use of computers.

6.3.7 Faculty and Staff recruitment

The recruitment of both the teaching and non-teaching staff is made by the Government of West Bengal through the recommendation of Public Service Commission, West Bengal and Staff selection commission, West Bengal.

6.3.8 Industry Interaction / Collaboration

NIL

6.3.9 Admission of Students

Completely merit-based admission system.

6.4 Welfare schemes for

| | |
|--------------|---|
| Teaching | West Bengal Government Health Scheme |
| Non teaching | West Bengal Government Health Scheme, Bonus and advance salary during festive season |
| Students | Member of Students' Health Home; different government and private scholarship schemes (including scholarships for tribal students and students coming from backward sections of the society). |

6.5 Total corpus fund generated

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|----------------|----------|----------------------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | NO | NA | YES | PRINCIPAL |
| Administrative | YES | Govt. of West Bengal | YES | PRINCIPAL |

6.8 Does the University/ Autonomous College declare results within 30 days? NA

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

NA

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

The departments are in touch with the former students and their opinions are solicited and suggestions are incorporated as far as practicable.

6.12 Activities and support from the Parent – Teacher Association

Academic departments hold regular Parent-Teacher meetings. The interactions in those meetings are noted carefully and constructive suggestions which may benefit students and help in development of teaching-learning process are incorporated as far as practicable.

6.13 Development programmes for support staff

Computer training to non-teaching staff by teachers who are well versed in computers.

6.14 Initiatives taken by the institution to make the campus eco-friendly

- ◆ Initiative for making the college premises a plastic-free zone.
- ◆ Prohibition of smoking in the college premises.
- ◆ Maintenance of college garden throughout the year.
- ◆ Tree plantation programme in the campus.
- ◆ Maintenance of old trees in the campus.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- ◆ Use of computers and projectors supplementing the chalk and talk method.
- ◆ Film shows on relevant disciplines are arranged by some departments.
- ◆ Regular field studies are undertaken by the departments.
- ◆ NSS activity of collecting botanical specimens in selected coastal areas.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

NA

7.3 Give two Best Practices of the institution (*please see the format in the NAAC Self-study Manuals*)

- **Teaching and Learning with special care for Tribal Students**
- **Tree Census With Proper Numbering**

**(annexure III)*

7.4 Contribution to environmental awareness / protection

- ◆ The college offers compulsory class of environmental studies in UG level.
- ◆ NSS units of the college have worked throughout the year inside the college premises as well as outside it with a view to help prevent ecological damage and spreading environmental awareness.
- ◆ Students of the departments of Zoology and Botany have worked on issues related to environment under the guidance of the teachers of the respective departments.
- ◆ The teachers of Zoology department are engaged in documentation of species diversity of the local fauna and also in different awareness programmes on faunal conservation involving local people and institutions of eminence.
- ◆ Prohibition of smoking in the college premises.
- ◆ Regular tree plantation programme in the campus.
- ◆ Initiative to make the college a plastic-free zone.

7.5 Whether environmental audit was conducted? Yes No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

STRENGTHS

- ◆ Jhargram Raj College since its very inception has occupied an important position in the area which is often popularly referred to as the 'Jungle Mahal'. Vast areas of Paschim Medinipur, a good part of Bankura and Purulia districts, rich with forest resources, make what is known as the 'Jungle Mahal'. Jhargram in the past being the capital of Malla Rajas, is a well planned town with good infrastructural facilities such as wide roads and supply of electricity and other basic amenities such as sources of clean drinking water and government as well as private hospitals. The town is well connected to other parts of the district as well as many places in Bankura and Purulia districts. There are many good schools in the town itself such as 'Kumud Kumari Institution', 'Rani Benode Manjari High School', 'Sarada Pith School for Girls', 'West End', etc., from where students take admission to the college apart from the students coming from more distant places.
- ◆ All the teachers of the college are recruited through the state Public Service Commission which maintains a very well thought set of criteria for selection of teachers for the government colleges. Extremely dedicated, motivated and highly qualified teachers consistently maintain a high academic standard of the college.
- ◆ Postgraduate courses in three subjects, viz., Bengali, Chemistry and Zoology have started to fulfil the considerable demand for postgraduate study in the area.
- ◆ Girl students constituted 45 percent of the total student strength of the college. 30 percent of the students of the college came from the backward classes of the society. About 12 percent of the total number of students came from Scheduled Tribe families. In other words, the student composition enables the college fulfil its social responsibilities and realising the goal of inclusive education.
- ◆ The fee structure of the college is only nominal compared to the non-government colleges of surrounding areas.

- ◆ Apart from merit scholarships, many other scholarships and financial helps are made available to the students coming from backward classes. All tribal students get scholarships. In short, around 60% of the students of this college get scholarships or other financial help.
- ◆ The college has excellent hostel facilities for the outstation students. There are two boys' hostels and a girls' hostel. UG as well as PG students avail of hostel facilities.
- ◆ Efficient office.
- ◆ Transparent admission procedure.
- ◆ Well stocked and partially computerised library.
- ◆ Modern laboratory facilities satisfying safety norms and other environmental parameters.
- ◆ Promotion of institution-neighbourhood community network and involvement of college students in diverse activities with socially and economically challenged section of the society instil among them a sense of moral, social and civic responsibility leading to their holistic development as responsible citizens.
- ◆ Special attention is provided for students who are fast learners in the form of tutorial classes and slow learners through remedial classes.
- ◆ Grievance Redressal Cell addresses the problems faced by the students.
- ◆ Effective career coaching is provided to the students through Service-Entry Scheme.
- ◆ The college has large campus and is situated in a pollution free natural surrounding rich with plants, trees and shrubs. Good active care is taken to preserve the greenery in and around the campus. Additionally, a well maintained garden enhances the beauty of the college.

WEAKNESSES

- ◆ Selection of teachers is done by the state PSC and posting of teachers is done by the government. Government college teachers are regularly transferred from one college to another. Routine transfer of teachers at times creates a shortage of manpower and there is no immediate solution to this. The College cannot fill its vacancies of its own.
- ◆ 40 percent of teaching posts are lying vacant adding to the class loads and ruining the teacher-student ratio.
- ◆ About 14 percent of non-teaching posts are lying vacant.
- ◆ Insufficient number of classrooms.
- ◆ Lack of infrastructural facilities a deterrent to research works by the faculty.
- ◆ Dependence on P.W.D. for civil and electrical works makes quality assurance, maintenance and monitoring difficult.

OPPORTUNITIES

- ◆ Expansion of postgraduate studies to other subjects will benefit the students of the area.
- ◆ Functions of UGC Sub-Committee have sensitized the departments regarding innovative teaching, regular research activities, utilisation of funds, academic expansion and collaborations.
- ◆ Extensive and better computerisation of library and office is bringing in ease of use and better efficiency.
- ◆ Participation in academic programmes such as seminars, workshops, debates, tutorial and remedial classes etc. on a regular basis and student counselling at the PG level motivates the students to pursue higher studies and research and inculcates in them much needed exposure and confidence.
- ◆ Value education and health awareness programmes for students including seminars, workshop

and NSS activities in tribal village areas inculcates a sense of responsibility in the students and a sense of being cared for among the villagers.

CHALLENGES

- ◆ Constraints of syllabi which limits scope of innovative teaching and annual academic schedule designed by the mother University which limits the number of teaching days.
- ◆ Due to insufficient fund upgrading infrastructure is not commensurate with the annual increase in student intake as directed by the parent university.
- ◆ Hostel accommodations are still fewer than what is demanded by outstation students who have to commute from far off places.

8. Plans of institution for next year

- Development of teaching learning environment.
- Maintenance of green environment.
- Healthy atmosphere for the student.
- Organisation of various programmes to encourage participation of students belonging to oppressed classes.

Name Dr. Tapas Kumar Misra

T.K. Misra

Signature of the Coordinator, IQAC

Co - ordinator
IQAC
Jhargram Raj College

Name Dr. Nimai Chand Masanta

Dr. Nimai Chand Masanta

Signature of the Chairperson, IQAC

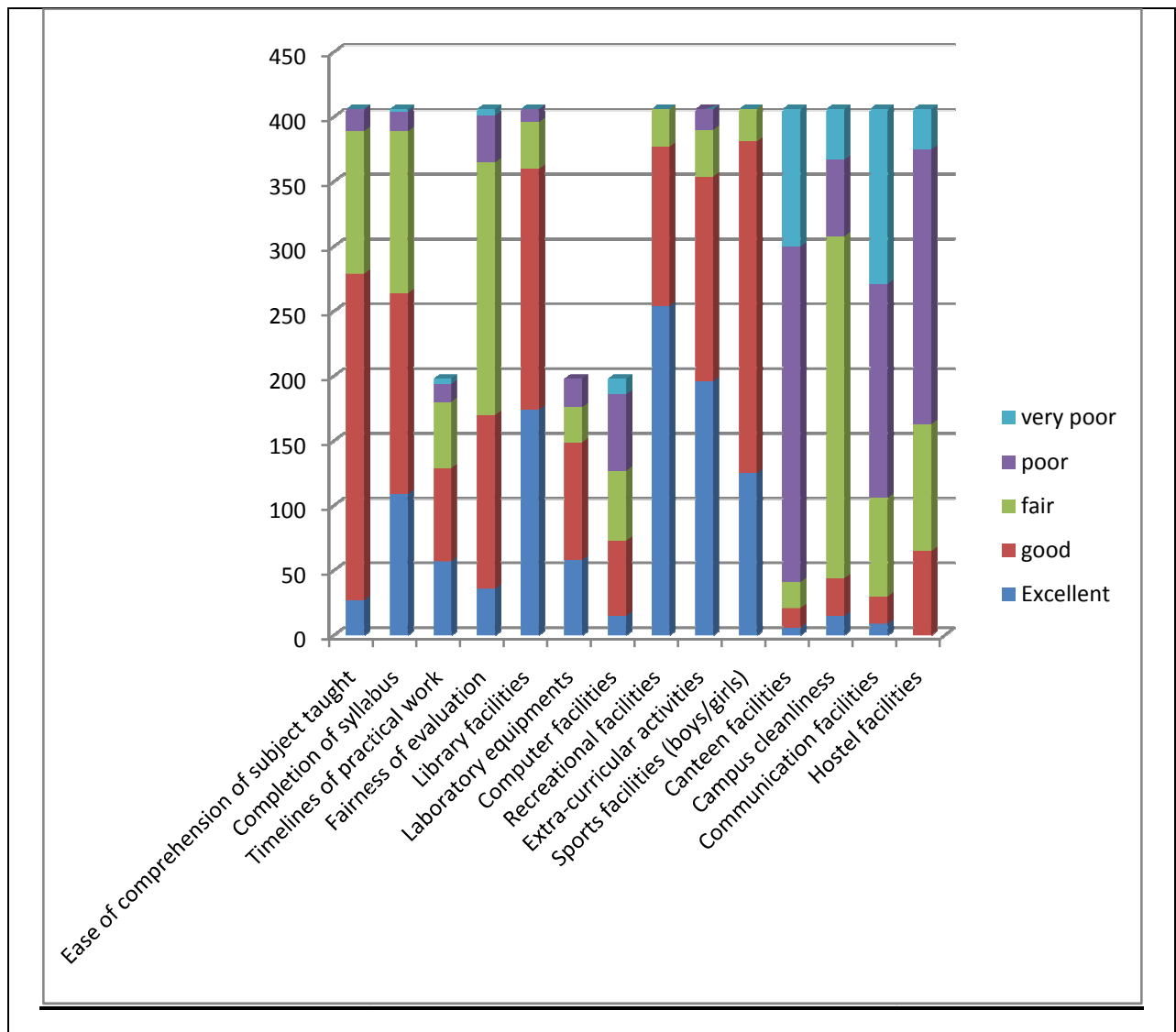
Chairman
Jhargram Raj College

Abbreviations:

| | | |
|------|---|--|
| CAS | - | Career Advanced Scheme |
| CAT | - | Common Admission Test |
| CBCS | - | Choice Based Credit System |
| CE | - | Centre for Excellence |
| COP | - | Career Oriented Programme |
| CPE | - | College with Potential for Excellence |
| DPE | - | Department with Potential for Excellence |
| GATE | - | Graduate Aptitude Test |
| NET | - | National Eligibility Test |
| PEI | - | Physical Education Institution |
| SAP | - | Special Assistance Programme |
| SF | - | Self Financing |
| SLET | - | State Level Eligibility Test |
| TEI | - | Teacher Education Institution |
| UPE | - | University with Potential Excellence |
| UPSC | - | Union Public Service Commission |

Annexure – I

Students' Feedback Analysis



Annexure – II

No. of important equipments purchased (\geq 1-0 lakh) during the current year.

| Year | Department | Existing equipment | Equipment/Instrument purchased during the year | Value of currently purchased equipments (Rs.) | Funding Agency |
|---------|------------|--|--|---|---------------------|
| 2011-12 | Chemistry | Shimadzu UV-VIS spectrophotometer | Mettler Digital Balance Model JB 16036 | 1,05,456 | GoWB (Tribal Grant) |
| | | Mettler Digital Balance Model XS-105-DU | | | |
| | | Thermo-electrical Temperature Controller | | | |
| | | Shimadzu FT-IR + accessories | | | |
| | Zoology | ELISA Plate Reader | Rotary Vacuum Evaporator | 4,00,000 | GoWB (Tribal Grant) |
| | | Digital camera for microscope (MOTICAM 2500) | Multi-viewing Microscope Pentaacto-550 | 4,00,000 | GoWB (Tribal Grant) |
| | | Inverter Generator Set | | | |
| | Physiology | | Phase Contrast Microscope | 1,14,613 | UGC |
| | Office | Photocopying Machine (Canon) | | | UGC |

Annexure – III

Best Practices

1. Teaching and Learning with special care for Tribal Students

Objectives

- ◆ To reach out to the students in a more effective way.
- ◆ To create a platform for proper interaction and understanding between tribal and non-tribal students.
- ◆ To enable a cultural exchange between tribal and non-tribal students.
- ◆ To inculcate a sense of mutual respect towards diverse social tradition which characterises our country.
- ◆ To strengthen the fellow feeling between students.
- ◆ To urge the students to share a community life and thereby share knowledge.
- ◆ To help the students have a deeper understanding of the subjects taught.
- ◆ To enable the students to associate learning with their surroundings.
- ◆ To help the students to have an understanding of their potential.
- ◆ To help the students to identify their roles in the society and nation building.

Intended Outcome

- ◆ Engendering educated, self-respecting and sensitive young men and women.
- ◆ Students having a broader outlook and proper understanding of their social responsibilities.
- ◆ Students gaining the acumen, wisdom and expertise to earn for themselves as well as contribute towards greater social welfare.
- ◆ The college reiterating itself not only as an institution for academic learning but also as a foundation ground of human and social qualities and thereby imparting quality education in its truest sense.

Context

Jhargram Raj College occupies an important position in the area which is often referred to as the 'Jungle Mahal'. Vast areas of Paschim Medinipur, a good part of Bankura and Purulia districts, rich with forest resources but otherwise poor and underdeveloped, make what is known as the 'Jungle Mahal'. The area served by this college is generally backward and economically underdeveloped. Majority of the population of the area is of tribal origin. Many of the students who get admitted to this college come from a very poor background and are often first generation learners. About 30 percent of the students of this college are from backward classes and half of them are from tribal families. Their requirements are quite different from the students of comparatively more developed areas and wealthier classes. Therefore, classroom environment and techniques of teaching have to be accordingly tailored to reach out to these students and make them open up. They have to be encouraged being forthcoming with their questions and observations. The exercise of teaching them may open up doors of new learning for the teachers themselves and hence may lead to finding new techniques of imparting knowledge. Classes have to be more interactive not only in terms of teacher-student relationship but also in terms of relationships among students. Developing peer groups among students can lead to not only academic exchanges but also bringing social closeness and thereby furthering an all-round understanding and bonding along with

educational excellence. Therefore, it is of high import that some special care is extended towards the students coming from tribal background.

Practice

- ◆ Teachers are motivated to find out the requirements of every single student.
- ◆ Students are urged to open up and present their problems freely.
- ◆ Students are encouraged to be forthcoming with their questions as well as observations.
- ◆ Classes are made interactive not only in terms of teacher-student relationship but also in terms of relationships among students.
- ◆ Developing peer relationship among students is highly advised and encouraged.
- ◆ Students are motivated to undertake regular academic exchanges with each other.
- ◆ Students are motivated to bring in social closeness and develop community life and friendly bonding.
- ◆ Textual discussions are supplemented with contextual references to existing social and economic factors and events relevant to students' respective communities as far as practicable.

Evidence of Success

- ◆ Scholarships are regularly received by tribal students. About 60 percent of the students of this college have been awarded different scholarships.
- ◆ Hostel facilities are used by a number of tribal students.
- ◆ This year the college received around Rs 15 lakhs as Tribal Grant.
- ◆ 8 to 12 percent of students of different PG departments are from tribal families.
- ◆ Tribal students show a remarkable interest and aptitude in projects and dissertations both at UG and PG levels.
- ◆ The college football and athletics teams boast of their exceptionally skilled tribal players. The teams have won many major tournaments.

Problems Encountered and Resources Required

- ◆ Many of the tribal students come from utterly poor families and hence often cannot get enough financial support to continue studies.
- ◆ Number of tribal scholarships is inadequate compared to what is required.
- ◆ Scholarship money is often not enough to cover a student's expenses.
- ◆ To implement a project that entails financial expenses the college has to depend on government grants.
- ◆ Jhargram Raj College being a government college cannot generate resources of its own to support needy tribal students.
- ◆ Transfer of teachers breaks teacher-student bonding and affects consistency of teaching-learning process.

2. Tree Census With Proper Numbering

Objectives

- ◆ Count the number of trees in college premises.
- ◆ Proper taxonomical identification of trees and plants.

- ◆ Classify trees and plants according to their trade value and herbal medicinal value.
- ◆ Classify trees and plants according to their social and religious usage.
- ◆ Prevent illegal felling of trees.
- ◆ Regular conscious care for the trees and plants.

Intended Outcome

- ◆ Assessment of botanical resources within the college premises.
- ◆ Provide the students with an opportunity to use and augment their botanical knowledge.
- ◆ Make the college campus greener.
- ◆ Make students environment-conscious.
- ◆ Make an impact upon the area so that people outside college premises are inspired to care for plants and trees in particular and environment in general.

Context

With time jungles of 'Jungle Mahal' have been thinning down. On the one hand, rising demands of increasing population upon the forest resources are to be blamed. On the other hand, there is rampant and illegal felling of trees. At a time of global environment disorder, the college has to take its responsibility of making its students environmentally educated who in turn can positively contribute towards maintaining ecological balance in the area. The college and its students can make local people aware of the environmental issues. People may be educated in appreciating various values of trees and plants. They may be inspired to use forest resources sparingly and judiciously. Besides, people may be persuaded to put up active resistance against illegal fellers of trees. Education in this way can fulfil a wider goal.

Practice

- ◆ Counting of trees has begun.
- ◆ With the help of teachers and students of Botany department, each individual tree is being identified both taxonomically and otherwise.
- ◆ Small tickets containing brief information about the trees are being put up to the identified trees.

Evidence of Success

- ◆ Students are showing considerable interest and enthusiasm in learning about the trees.
- ◆ Students are reporting that they have identified similar kind of trees around their homes and habitat.
- ◆ People visiting the college are showing interest in knowing the trees in the campus.
- ◆ Students are planting trees in the campus and showing interest in social forestry outside it.

Problems Encountered and Resources Required

- ◆ College does not have adequate number of employees to look after its flora resources.
- ◆ During vacations it is difficult to look after the trees.
- ◆ College does not have enough funds to maintain the trees and plants in the campus.
- ◆ There are not enough personnel to guard the sprawling campus.