SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JHARGRAM RAJ COLLEGE

JHARGRAM RAJ COLLEGE, JHARGRAM, WEST BENGAL, 721 507
721507
https://jrc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jhargram Raj College is set in the erstwhile region of Manbhumin West Bengal that includes the districts of Jhargram, Purulia, Bankura, and Paschim Medinipur. This territory was defined by the tribes that inhabited it. A few excellent educational institutions were founded in this region by the Malla Rajas, who owned and controlled this territory. Prior to the partitionofBengal in 1947, which resulted in the creation of East Pakistan, the sole agricultural college in the thenundivided state was located in Dhaka. Gradually, there developed a need for an agricultural college within the administrative and academic domains of West Bengal. A request for 1 Lakh in cash and 317 acres of land for the first agricultural college of West Bengal was made in 1949 by the young Raja of Jhargram, Raja Sir Narasingha Malla Ugal Sanda Deb, OBE, KBE, at the request of Professor Pramathanath Banerjee, the Vice Chancellor of Calcutta University at the time. This initiative led to the creation of this college in Jhargram. The first Principal of the institution, Dr. Pabitra Kumar Sen, the Khaira Professor of Agriculture, provided assistance via the Khaira Endowment Fund. Jhargram Raj College was handed over to the Government of West Bengal at the abolition of the Zamindary regime.

The college embarked on its journey by teaching a few UG courses, but with time, there was an increase in the number of courses being offered. The possibilities for higher education broadened with the initiation of PG level courses (in Bengali, Chemistry and Zoology).A large cross-section of students of this college comes from families with extremely low income and these students represent the underprivileged segment of the society. However, they have absolutely no problem in mixing with students who belong to middle class or upper-class families. The college embodies diversity and inclusion in the truest sense. This constitutes the uniqueness of Jhargram Raj College that is reflected in its Vision and Mission. This 75-year-old institution has produced many successful citizens who have made significant contributions to academics, politics and society.

Vision

To serve as a beacon of hope for students belonging to tribal, economically disadvantaged and underprivileged sections of society, to create and nurture an environmentfor them that encourages intellectual curiosity, critical thinking and innovation, and to empower them to meet various challenges in life.

Mission

- Jhargram Raj College strives to provide quality education, at a minimal cost, to the academically, and socio-economically disadvantaged populace of the region, and thus create an opportunity for transforming their lives.
- To impart career-oriented learning and competency in fundamental skills while offering students, who mostly hail from the academically underprivileged stratum, quality educational opportunities and support services that can help them build their careers while simultaneously becoming responsible citizens.
- To foster critical thinking combined with value-based knowledge, effective communication, creativity, and cultural awareness in a setting that is safe, convenient, and reasonably priced in order to support academic and professional achievement.

- To assist in the formation of character-building behaviours, attitudes, and traits that will empower each student to assume the duties of a dignified individual and enableher/him to find the strength to overcome the divisive tendencies that impede the development of a broad, secular, and national perspective.
- To provide students the necessary knowhow of learning processes via activities that cross-link the society with education. This is aimed at sustaining the socio-cultural fabric of the locality where a large cross-section of tribal population has been thriving for centuries.
- To embrace fairness and accountability through measurable learning outcomes, ethical decision making, and student accomplishment in order to satisfy the requirements of a diverse student body.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Being located strategically within the heart of Jangalmahal, the college, since its inception, caters to a sizeable tribal population and other disadvantaged sections of the society, providing them quality education at the minimal cost.
- A set of committed,driven, and ambitious educators with stellar academic records forms the teaching fraternity of the institution, constituting an invigorating student-teacher attachment that accentuates the academic interactions.
- An extremely motivated group of students, among which a large section forms the first-generation learners, exhibits a consistent record of excellent academic performance and progress to premier institutions for furthering their education. The PG departments of Bengali, Chemistry and Zoology demonstrate student-teacher partnership in research.
- A picturesque campus, with its academic and residential areas, set amidst an ensemble of towering trees creates the perfect backdrop for quality academic ambience.
- With over1 lakh books, including unique collections from earlier eras in both science and the arts, the Central Library, serves as the knowledge base. Students and faculty benefit from the library's services, which include repositories, e-journals, and question banks.
- Internet accessibility has been enhanced through the integration of Wi-Fi connectivity throughout the campus, including the Principal's Chamber, the teachers' common area, the departmental staff rooms, the college office and the classrooms. The presence of virtual smart classrooms within the academic buildings (science and humanities) give the classrooms a digital component.
- Well-equipped laboratories in the science departments and the central computer lab serve the needs of the undergraduate and postgraduate students and also of those who pursue research. The tribal museum showcases the local tribal artefacts and documents.
- The NSS, the Jhargram Raj College Alumni Association, the Pabitra Kumar Sen Memorial Forum and the Alumni Association of the Physics Department playthe key role in propagating the social commitments of the college and augmenting the college's engagement with the community.
- A pollution-free campus enshrines two large playgrounds, an outdoor stage, and an air-conditioned seminar hall, and form theassets of this college. A rainwater collecting system, solar panels, and a medicinal plant garden are some additional features. The college has a canteen, a gymnasium, and hostels for boys and girls.

Institutional Weakness

- A significant number of student drop-out is considered to be one of the chief weaknesses. Many students, in the face of severe economic crisis tend to drop out in the middle of academic sessions.
- Being a government institution, transfers of teachers made in accordance with service rules during the midst of an academic term present significant challenges, notably in terms of completing assignments related to the curriculum delivery.
- The college has been facing a severe paucity of space in terms of having the requisite number of large classrooms. Under the CBCS pattern and the NEP-2020 based CCFUP system, it becomes challenging to accommodate large groups of students.
- The institute has very little influence over the creation and development of curricula because it lacks academic autonomy at the UG and PG levels. Nonetheless, educators who serve as members of the Board of Studies partially bridge this gap.
- Although the expansive campus is undoubtedly advantageous from one perspective, there are instances when it also poses a security risk. While some closed-circuit television systems have been put in place, they are insufficient to maintain a tight watch on every crevice and corner. Adequate vigilance within the College premises is hampered by a shortage of security staff.
- The library is not fully automated. An increase in library staff could make this feasible.
- The college still lacks a large auditorium, which is a problem considering all the cultural events that are scheduled during an entire session.
- Regular upkeep of the built-up area is an issue for the college keeping in view the drastic weather conditions of Jhargram. Massive temperature fluctuations, incessant rain and the attending moisture takes their toll on the building infrastructure.
- In spite of being a district headquarter, Jhargram still faces issues in road and rail connectivity. Even if the communication hurdle is overcome, availability of resources on time is a problem.

Institutional Opportunity

- A host of motivated students and teachers forms the greatest source of strength and opportunity for the college. The Library and laboratories provide the students an access to the wider world outside while the educators guide the students in their tentative exploration of the unknown.
- The college offers scope for Postgraduate studies as three Postgraduate courses in Bengali, Chemistry and Zoology are offered to students pursuing higher education. The college can look forward to the possibility of adding more Post Graduate courses in the future, and, a course in Santhali language, at the UG Honours/Major level is already in the pipeline.
- Over time, research projects and collaborative efforts could strengthen the development of internal, disciplinary, and external academic links.
- While the college's formal mentoring program has undergone significant reinforcement in view of the difficulties faced by students during the lock-down, instructors continued to provide regular mentoring to students in addition to academic support, enabling them to overcome psychological problems such as anxiety and depression. Counsellors should be brought on board to improve this facility and give it a more polished appearance.

- Through its subscription to the N-LIST program of the UGC, the College library upholds its institutional membership in order to support regular academic activities and research projects. This policy ought to be improved much more. The institution also looks forward to subscriptions of e-Journals from the science academies.
- Society-centric activities are regularly conducted by the NSS units of the college and these can be enhanced through the accentuated participation of the NSS and the alumni associations.
- The college campus has ample room for extension in terms of having additional built-up infrastructure including an additional building for the PG departments, indoor and outdoor sports facilities, kitchen gardens for hostels, etc.
- With an extremely erudite set of teachers, the potential for research in the college can be tapped through the formation of a research centre/cell.

Institutional Challenge

Jhargram Raj College is situated within a set of strengths, weaknesses and opportunities. These emerge as challenges to the students and teachers. Retaining and reflecting the college's distinctive tradition in its curricular and extracurricular activities, coupled with the needs and expectations of the local societal setup, is the main challenge the college faces today. The institution is simultaneously preparing for the future and aims to include new fields and disciplines in higher education, thereby fostering an all-pervading academic atmosphere.

- A sizeable portion of the students tend to drop out every year. The toughest challenge for the teachers is to motivate them to continue their studies in the face of their familial and economic pressures.
- Retaining and reflecting the college's distinctive tradition in its curricular and extracurricular activities, coupled with the needs and expectations of the local societal setup, is one of the major challenges that the college faces today.
- Higher studies is inadequate without supplementary research. Research also improves the quality of instruction. Such an endeavour is even more crucial in view of the NEP-2020 in force. Retaining the spirit of research is a challenge for the College. The institution's remote location and its distance from the major research centres somewhat impedes the development of a research atmosphere in this area, which is undoubtedly a problem.
- Though it encourages suggestions, Vidyasagar University is solely responsible forundergraduate and postgraduate level academic planning. Although the pupils' academic achievement is commendable, there is still room for betterment. Mainly, the challenge lies in maintaining and improving performance quality of the students.
- A college that is exclusively run by the government and has no autonomy over raising finances on its own finds it difficult to secure funding that is appropriate for various development initiatives.
- A fine tuning and reform in the functioning structure is necessary to achieve status advancement and increased independence. Since the College is entirely run by the state government laws and regulations in terms of hiring employees, generating revenue and conducting expenditure, the creation of a long-term perspective plan with short-term sub-plans is dependent on state government policy.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Jhargram Raj College was initially affiliated to University of Calcutta, but thereafter, became a part of Vidyasagar University. It is a coeducational college catering to semi-urban, rural and tribal students. It offers a slew of 15 undergraduate and 3 postgraduate courses of studies. Although the curriculum is set by the affiliating university, the college, nevertheless executes the programs through its erudite set of 59 permanent faculty members. A set of 21 state-aided college teachers and a few visiting faculties further enhance and strengthen this endeavour.

The college has its own academic calendar that is in tune with the time-line set by the university. The college follows the teaching and learning process as delineated by the university even as it innovates to encourage free thinking and experimentation. Teachers are engaged in the Boards of Studies of the university and are entrusted with the setting of question papers and evaluation processes.

The traditional chalk and talk method is subtly mediated with smart teaching and e-methods. Seminars, workshops, conferences and debates are layered into celebrations and festivities. The students are thereby exposed to the traditional and modern techniques of education within the confines of the class. Value-added courses find a good numbers of takers (about 20%), allowing the students to develop beyond the curriculum aspects. The grants from the Government of West Bengal are spent in refining and modernising the academic template.

The institution aims to raise students' understanding of the professional ethics, human values, gender, environment and sustainability, both within and beyond the curriculum, in order to improve the curriculum. Many departments urge their students to participate in fieldwork, internships, and project work in order to gather experience that will help them in the future when they are engaged in higher levels of academic or professional work. Feedbacks are a regular feature, and feedback-based suggestions are carefully secured and due actions are taken from time to time.

Teaching-learning and Evaluation

Being the oldest seat of academic excellence in higher education in the region, the college has always served as a seat for advanced learning. "Teaching-Learning and Evaluation" is an institution's driving force and is essential to its development. The institution is committed to integrating curricular learning within a value-based educational framework.

Almost 75% of the available seats in UG and PG programs are filled. The ethnic diversity of the region is reflected in demands for the OBC and ST seats, with approximately 85% and 60% seats, respectively, being filled up.

The college conducts internal assessments, apart from the class tests held by the departments. The performance of the students is assessed and the slow-learners are provided additional guidance and are appropriately mentored.

Despite the skewed permanent teacher to student ratio prevailing in some departments, the teachers leave no stone unturned to adopt student-centric methods in their regular offline and/or online classroom activities. While almost 70% of the permanent teachers enter in the service with doctoral degrees, the rest carry out their doctoral research while in service. There is a perfect blend of experienced (above 22+ years) and freshly (less than a year) recruited faculty members.

The teaching-learning process at Jhargram Raj College is a wonderful mediation of the traditional with innovations thought up by the faculty. This prepares the students for all future examinations, even as the learning is rendered more complete. The success of the teaching-learning biome is envisaged by the almost 98% pass percentage during the last five years.

The program outcomes, program specific outcomes, and course outcomes are framed by the departments in strict adherence with the guidelines and standards of the outcome-based learning established by the affiliating university.The entire teaching-learning experience, its shortcomings, possible areas of improvement, etc. are ensured routinely by carrying out the students' satisfaction survey, and working upon the data.

Research, Innovations and Extension

Jhargram Raj College has been a forerunner in blending mainstream education with research and innovative practices that uphold the socio-economic and cultural perspectives of the region and its inhabitants.

Faculty members are enthusiastically involved in publishing original research papers, book chapters, books, etc. The teachers are engaged in research in conjunction with other institutions, like IITs Kharagpur and Mandi, Bose Institute Kolkata, Ohio State University USA, IIEST Shibpur, IMS Chennai, etc. The college encourages its instructors to publish in reputable journals and write chapters for books published by domestic and foreign publishers.The Cell for the Intellectual Property Rights (IPR) of the college organizes seminars to provide a clear understanding of the rights and responsibilities of the teachers and students interested in pursuing research work. The Cell also aims to make them aware of ways to protect the IPs of their research work.

Through the organization of awareness programs, seminars, and other events, the ICC enlightens students by promoting knowledge of gender-based issues, women's safety and protection, personal health and cleanliness, etc.

In addition to its normal teaching-learning process, which dates back 75 years, the college has a history of community involvement and commitment. The college's NSS units primarily dedicate their time and energy to executing community service projects that enlist the impromptu assistance of the student body. To name a few, some of these activities are focused on organizing plantation drives, awareness-raising campaigns, cleanliness campaigns, and charitable and patriotic endeavours.The NSS Units participated actively and enthusiastically in awareness programs related to the outbreak of the COVID-19 virus.The involvement of teachers and students in the P. K. Sen Memorial Forum for community work has been instrumental in upholding the glory of community services.

Infrastructure and Learning Resources

Campus Infrastructure: The sprawling 162 acres campus of the college incorporates a 20 acres academic and residential area. With 37 classrooms and 32 laboratories, the college has a total built-up area of more than 14000 square metres. This include the academic buildings, separate residential areas for students (hostels) and staff (quarters), and student amenity facilities. Three post-graduate courses, 14 under-graduate Honours/Major level courses and one under-graduate course at the general degree level are run from the campus under the affiliation of Vidyasagar University. In an attempt to mitigate the need of online and blended mode of teaching, 8 dedicated smart classrooms in the college serve as the nerve centres of e-learning, providing a refreshing teaching-learning experience. The P. K. Sen Memorial Auditorium is a state-of-the-art facility with a seating capacity for 150 people with a high-speed internet connectivity, that also acts as the media centre of the college and hosts seminar/symposia and classes associated with professional courses. The Central Computer Laboratory of the college houses 22 dedicated computers for carrying out practical classes for various departments (with a student-to-computer ratio of 31:1). The departments are equipped with computers, printers and internet connectivity for carrying out regular activities of the department. The college has a large playground with basketball, volleyball and badminton courts. The gymnasium houses state-of-the-art equipment and is regularly used by the students and faculty members. The open stage of the college is in regular use for a broad spectrum of cultural activities. The whole college is under CCTV surveillance to nip any untoward incident in the bud.

Library as a Learning Resource: The Central Library of the college, along with the departmental libraries, house nearly 1.25 lacs books, apart from the online/offline journal subscriptions.Using "Koha" ILMS, the College's library automation effort is still ongoing. The service for bar-coded book circulation is offered. Many of the rare books have been kept as a particular collection. The ground floor of the library houses the Satyendranath Tagore Civil Services Study Centre (SNTCSSC), an initiative of the Govt. of WB to train promising candidates for the Civil Services examinations.

Student Support and Progression

Financial support: The government has awarded scholarships to a considerable number of students annually over the past five years. The number has increased steadily during the last five years. Merit-based scholarships, minority scholarships, and other opportunities are also available to students. Another noteworthy element that should be emphasized is the government college's benefit of inexpensive tuition.

Capacity building and skill enhancement initiatives: The college offers a range of value-added and skill development courses (like the Taekwondo Self-Defence Course). While the pandemic related lockdown took a toll on these initiatives, nevertheless, they have again been put back on track through multifarious activities like the development of entrepreneurial facets (for example, by coupling with one of the best practices of the college that involves mushroom culture).

Guidance for competitive examinations and career counselling: Activities linked to these are organized by the Guidance and Career Counselling Cell. Several departments routinely undertake coaching for the competitive examinations like the JAM, JEST, and the postgraduate departments mentor their PG students for NET/GATE examinations. Students who have enlisted under the Satyendra Nath Tagore Civil Service Study Centre, can also receive civil service training from the college.

Mechanisms of students' grievance redressal: If students report concerns pertaining to academic affairs, the Grievance Redressal Committee looks into the matter and attempts to find a solution. In addition, sexual harassment complaints (if any) are heard by the Internal Complaints Committee (ICC), which works to find solutions. College campus is also utilized for campaigns against sexual harassment and ragging.

Students' progression: Premier universities are home to a sizeable student body that is enrolled either in postgraduate education or research, and many of them have obtained jobs at present.

Students' achievements: In addition to gaining admission to prestigious institutions such as IITs, IISERs, Central Universities and Research Institutes, our students also achieve academic distinction in university exams and receive awards for their talent in sports and cultural activities.

Alumni involvement: The college is proud of its illustrious alumni. Alumni participation during the pandemic has witnessed community and outreach activities. Additionally, the alumni association organizes meets on and off campus.

Governance, Leadership and Management

In keeping with its vision and mission, the college develops policies for a range of administrative and academic activities under the direction of an effective and efficient leadership team. The administration has a decentralized structure with the IQAC and the Teachers' Councilat the helm of affairs.

Decentralised structure: The Principal, IQAC, Teachers' Council, ICC, and Grievance Redressal Cell are the strongholds that support the functioning of the institution. Administrative and academic concerns are managed by the subcommittees constituted by the Teachers' Council. The Principal serves as the mentor, supervising the subcommittees and assigning duties to important individuals in consultation with the IQAC Coordinator and the Teachers' Council Secretary. The departmental heads are given the freedom to lead their own domains. Committees are responsible for a variety of tasks, like managing the library, scheduling, organizing sporting events, and coordinating admissions. A significant aspect of the college's lively and inclusive community is the active participation of students in administrative bodies, the IQAC, student affairs, and events management.

Planning, execution and the role of IQAC: The implementation of all progressive ideas involves meticulous planning, and the IQAC, the Teachers' Council and the Academic subcommittees chalk out plans which are then sanctioned by the higher authority.The IQAC, through the Academic Sub-committee of the Teachers' Council, oversees the preparation and timely implementation of the Academic Calendar. The college's development initiatives are overseen by the IQAC as part of its mission to maintain a smooth teaching-learning process. The IQAC closely monitors the DBT Star College program. The ideas for financial support for hostel growth and upkeep, campus Wi-Fi upgradation, annual maintenance and overhaul of electrical equipment, deep cleaning of drinking water facilities, etc. were formulated by the IQAC. Through direct departmental participation and alumni engagement, the IQAC encouraged academic departments to organize seminars and webinars as an essential component of the teaching-learning process.

Financial support and encouragement: Since it is a government institution, the West Bengal government provides the required funding. The college's strategic and prospective planning emphasizes the development of an entrepreneurial mindset in its students through the Career Counselling and Placement Cells.

Institutional Values and Best Practices

In an attempt to provide quality education, the college leaves no stone unturned to inculcate value-based learning and institutionalize practices aimed at building a strong commitment of its pupils towards upholding and accentuating the social cause of education.

Promotion of Gender Equity: This venerable institution continuously promotes gender justice through a range of academic programs, workshops, and seminars. Both on and off campus, the college's ICC and NSS units host seminars and gender sensitization initiatives.

Commemorative cultural activities: The college has a tradition of celebrating various cultural events all year long. The Teachers' Council's Cultural Committee organizes annual theme-based events that include Rabindra Jayanti, International Mother Language Day, Republic Day, Independence Day, etc. The NSS units conduct programs that include various seminars, camps, and competitions throughout the year to raise awareness on health and socio-economic issues.

Eco-friendly environment: The college campus has a remarkably extensive green cover and in order to sustain the ecological setup the and to promote a green, eco-friendly campus, the college conducts annual environmental, energy, and green audits. The college has a garbage disposal system in place in collaboration with the local civic authority.

Disabled friendly environment: Both the academic buildings have disabled-friendly ramps at the main entrances and the wide walkways and corridors are free from steps and obstacles, rendering a free movement for the Divyangjan.

Inclusive environment: The college celebrates International Women's Dayand other occasions to foster an inclusive atmosphere by planning programs for women and the SC/ST, OBC, and minority sections.

Code of Conduct: The college has its own code of conduct handbooks, displayed on the college website, for the students, teachers and support staff.

Social outreach: The Pabitra Kumar Sen Memorial Forum and the NSS units of the college regularly orchestrate programs like blood donation camps, health camps and awareness programs on and off the campus, programs on educational aspects in the adopted villages, nutritional status assessment initiatives, etc.

Best Practice 1: Community Empowerment through the Pabitra Kumar Sen Memorial Forum.

Best Practice 2: Entrepreneurship Development Through Mushroom Culture.

The uplifting of the underprivileged has been Jhargram Raj College's motto since its founding.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JHARGRAM RAJ COLLEGE
Address	JHARGRAM RAJ COLLEGE, JHARGRAM, WEST BENGAL, 721 507
City	Jhargram
State	West Bengal
Pin	721507
Website	https://jrc.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Debnarayan Roy	03221-258700	9434508109	03221-258700	jhargramrajcollege @gmail.com
IQAC / CIQA coordinator	Rahul Kumar Datta	03221-255022	9830110026	03221-255022	jrciqac@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	22-12-2023	View Document
12B of UGC	22-12-2023	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	JHARGRAM RAJ COLLEGE, JHARGRAM, WEST BENGAL, 721 507	Semi-urban	161.92	5867.941

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, Honours	48	HS or equivalent	Bengali	93	89
UG	BA,Philosophy,Honours	48	HS or equivalent	English,Bengali	93	72
UG	BA,English, Honours	48	HS or equivalent	English	93	91
UG	BA,History, Honours	48	HS or equivalent	English,Bengali	93	90
UG	BA,Political Science,Honours	48	HS or equivalent	English,Bengali	93	89
UG	BA,Sanskrit, Honours	48	HS or equivalent	English,Bengali,English + Bengali	93	68
UG	BSc,Economics,Honours	48	HS or equivalent	English	11	3
UG	BSc,Mathematics,Honours	48	HS or equivalent	English	77	49
UG	BSc,Chemistry,Honours	48	HS or equivalent	English	58	40
UG	BSc,Physics, Honours	48	HS or equivalent	English	58	38
UG	BSc,Zoology,Honours	48	HS or equivalent	English	58	58
UG	BSc,Botany, Honours	48	HS or equivalent	English	58	53
UG	BSc,Physiology,Honours	48	HS or equivalent	English	58	49
UG	BA,General, General in Bengali English History	36	HS or equivalent	English + Bengali	721	717

	Philosophy Political Science Physical Education Sanskrit					
UG	BSc,General, General in Botany Chemistry Economics Mathematics Physics Physiology Zoology	36	HS or equivalent	English + Bengali	74	66
UG	BCom,General,General in Commerce	36	HS or equivalent	English + Bengali	0	0
UG	BCom,Accounting And Finance,Honours	48	HS or equivalent	English	67	20
PG	MA,Bengali,	24	BA Hons. in Bengali	Bengali	43	41
PG	MSc,Chemistry,	24	B.Sc. Hons. in Chemistry	English	31	30
PG	MSc,Zoology,	24	B.Sc. Hons. in Zoology	English	31	30

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	4				8				112			
Recruited	0	0	0	0	5	3	0	8	52	15	0	67
Yet to Recruit	4				0				45			
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				83
Recruited	22	3	0	25
Yet to Recruit				58
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	1	0	22	6	0	33
M.Phil.	0	0	0	0	2	0	6	4	0	12
PG	0	0	0	1	0	0	23	6	0	30
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	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	791	0	0	0	791
	Female	643	0	0	0	643
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	35	0	0	0	35
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	164	164	223	182
	Female	118	100	101	89
	Others	0	0	0	0
ST	Male	83	82	83	90
	Female	79	58	52	50
	Others	0	0	0	0
OBC	Male	291	243	304	256
	Female	245	206	214	201
	Others	0	0	0	0
General	Male	257	288	328	304
	Female	219	269	269	227
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1456	1410	1574	1399

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college offers various undergraduate (UG) and graduate (PG) programs in broad categories that include the arts, social sciences, and pure and biological sciences. These programs cater to the interests and needs of students in the area by offering and reflecting a wide range of honours and general elective subjects. The general elective courses do, in fact, broaden the area of integration since they allow students to pick between science and arts courses, and vice versa. Additionally, the college has held webinars that explore a variety of academic topics with success. Participants in these webinars have included academics, educators, and students from various states and regions in addition to the host

	school. An interdisciplinary environment has been fostered by the inclusion of both external and local experts as resource persons in these events, which have allowed for a rich exchange of ideas and viewpoints. Furthermore, the college has introduced Value Added Courses in an attempt to provide exposure newer fields. The classes are designed to give students a thorough understanding of a variety of domains by going beyond the boundaries of the traditional curriculum. The institution's dedication to providing a well-rounded education that transcends conventional academic bounds is demonstrated by this project. Govt. of WB, through the notification No. 266 (31) / 1 (2)-Edn (U)-EH/1U-45/2020 (Pt.), dated 17.03.2023, initiated the CCFUP program. The affiliating university prepared and guided the initiation of the same.
2. Academic bank of credits (ABC):	By partnering with Vidyasagar University to establish the Academic Bank of Credits (ABC), we have made a major contribution to the advancement of our educational system. Designed to provide flexibility and encourage a student-centric approach in our academic programs, the ABC is a new system. Regardless of the particular semester in which they are taken, each student will receive credits through this initiative for successfully completing courses. This affords students increased autonomy over their academic path, letting them tailor their learning process and speed. Important components of the ABC's execution consist of (a) course selection flexibility allowing students to select courses according to their interests and professional aspirations, promoting a more individualized and comprehensive education, (b) credit accumulation that documents a student's academic progress throughout their program in a transparent manner in the Academic Bank, and houses the credits they have earned for each course they have finished, (c) scope of an interdisciplinary training that encourages multifaceted learning by letting students gain credits in a variety of subject areas, which helps them receive a well-rounded education, (d) flexibility of transferring credit whereby the students' earned credits can be transferred, making it easier to move between departments or campuses, and (e) fresh and personalized routes to better learning through which students can create their own learning routes using

	the ABC system, which gives them the freedom to study a variety of topics and expand their skill set. We encourage everyone in the community to adopt this forward-thinking approach to education and look forward to seeing the good effects of this effort on our students' educational experiences.
3. Skill development:	This college, which mostly offers undergraduate (UG) courses along with a few postgraduate (PG) programs, is unwavering in its dedication to creating a lively learning environment. The main goal is to make students feel enthusiastic and curious, which will motivate them to learn new things and use what they learn in projects and businesses later on. The Internal Quality Assurance Cell (IQAC) has actively worked with the Head of the Institution to improve the teaching-learning environment since the COVID-19 outbreak and things have returned to normal. Strategies were developed to offer skill augmentation classes on a regular basis, which resulted in the planning of multiple seminars and workshops. What's noteworthy is that the college has maintained computer-based instruction and Spoken/Functional English courses. Under the direction of specialized subcommittees established for this purpose, Soft Skill Development Workshops and Training Programs have been organized in specific rounds over a number of days. The college takes a comprehensive approach to education, emphasizing not only academic achievement but also giving students real-world experience and an attitude that will help them succeed in their future pursuits. Noteworthy is the fact that adhering to the NEP framework, as well as the continuing CBCS system, skill development courses are already included in the curriculum. For example, while the Physics (General) course covers Physics Workshop Skill Or, Computational Physics (SEC-1), Electrical Circuits and Network Skills Or, Basic Instrumentation Skills (SEC-2), Renewable Energy and Energy Harvesting (SEC-3), and Weather Forecasting (SEC-4), the Physics (Honors) course includes these as well as Computational Physics, Electrical Circuits and Network Skills, and Basic Instruments Skill, Computational Physics, and Applied Optics (SEC-2). The laboratory course CEM 196: Food Processing and Preservation in the postgraduate Chemistry curriculum is also appropriate for imparting the

	necessary skills for a career in the food processing business. The NEP-CCFUP curriculum has the skill enhancement courses in all the disciplines of study, thus taking into its ambit the skill development of students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	With a focus on a thorough examination of our nation's rich heritage, the curriculum at this institution adheres to the Choice-Based Credit System (CBCS), which is mandated by the University in accordance with UGC directives. This allows for a great deal of flexibility in incorporating topics that are pertinent to regional concerns. Traditional knowledge including the arts, literature, culture, life sciences, and more is covered in the courses. A coherent view of life and its inherent value is promoted by merging Indian ideals with global perspectives in a variety of disciplines, including Sanskrit, Bengali, History, Philosophy, and Political Science. In addition to the standard teaching of Indian languages like Sanskrit and Bengali under Vidyasagar University's CBCS system, the college has played a key role in advocating for the addition of Santhali language to the Honours/Major curriculum. The college has already submitted their petition for the introduction of Santhali to Vidyasagar University, the West Bengal government, and the Department of Higher Education. In an effort to foster a comprehensive strategy for integrating Indian languages with the regional cultural landscape, the college has made steps to establish a tribal museum on campus. Practices that conserve biodiversity, and an understanding of Ayurvedic-rooted botanical and medicinal plants are essential elements that all go in the same direction. To protect and develop this essence, the departments that are ingrained in Indian culture heritage host lectures, cultural events, and the commemoration of important days. As seen by the department's continuing adherence to this practice, even in the present academic year, this commitment to protecting and promoting the cultural legacy is unwavering. Young faculty members are encouraged to take use of the value-added courses as well as the training programs and/or courses pertaining to Indian Knowledge Systems (IKS).
5. Focus on Outcome based education (OBE):	A method and a philosophy of learning known as "outcome-based education" centres all instructional activities and the curriculum around specific, well-

	defined goals. Results are typically described as a combination of the information, skills, abilities, attitudes, and understanding that a student would acquire after successfully completing a specific set of higher education experiences. Our institute has arranged a special session that will focus on the essential components of outcome-based knowledge and education in order to achieve the advantages of this type of learning. In an effort to accurately assess the learning outcomes of the students, the institution encourages its faculty members to create and/or restructure their lesson plans, choose instructional resources, implement more modern teaching techniques, and carry out routine assessments. Through the integration of learning modalities, it imbues potentialities and instils skills, preparing pupils for the competitive world outside the classroom.
6. Distance education/online education:	It is now clear how important online digital learning is, especially in times of crisis like the COVID-19 Pandemic. The continuous use of internet techniques, particularly for the distribution of study materials and the transmission of communications, is vital even when the landscape of education returns to normal. The college has been offering post-COVID education in a fully blended approach that combines online and in-person instruction. The college routinely hosts webinars through a licensed copy of the Google Suite. This method guarantees quick information sharing, which is consistent with the continuous trend of effective information sharing. Additionally, the college hosts a study centre of the Indira Gandhi National Open University, thus providing a host of students the chance to pursue flexible remote learning options. The emphasis lies in supporting different learning modalities in order to meet the varied requirements and preferences of the student community.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES. An Electoral Literacy Club (ELC) has been set up in this college on 2nd January, 2024, as a part of Students 'week observation, as a practical footstep towards promoting community and democratic

	consciousness aiming the new voters, (in the age group of 18-21years old).
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES. As per the guideline of ECI, the club consists of teachers and students. Shri Sikander Ansari, Assistant Prpofessor & Head, Department of Political Science and Shri Bhabesh Mahata, SACT, Department of Political Science have been acted as the Co-Ordinator & Joint Co-ordinator of this club. Other member teachers of this club are: Dr. Debanjan Das, Assistatnt Professor & NSS officer, Shri Brahma Chaudhuri, Assistant Professor & NSS officer, Smt. Priya Tamang, Assistant Professor & NSS officer, Shri Rajesh Kumar Pandey, Assistant Professor & NSS officer, Dr.Sudip Kumar Das, SACT, Shri Ranjit Kapat, SACT, Smt. Dalia Mahata, SACT. All the students of the college are the members of the club. Shri Riju Mondal, Student of UG Semester I, Department of Political Science, has been acted as Student Co-ordinator.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	A voter's awareness seminar was organised on 4th April, 2024, to educate the young generation about the voting rights and importance of election. Sri Bhabesh Mahata and Sri Sikandar Ansari from the Department of Political Science, Jhargram Raj College delivered lectures in this aspect. Shri Mahata provided the data and facts regarding the percentage of Indian youths in total population of our country and percentage of youth utilizing their right of casting a vote. The students were highly motivated by his lecture, and they also had an interactive session with the speaker. The second lecture was to our students who were to be the first-time voters. Sri Ansari highlighted the basic guidelines to the students regarding the DOs and DON'Ts while casting their vote. Later he also encouraged the students to share their thoughts on importance of their role in election and importance of their votes. Few students came forward and shared their thoughts and help each other to understand the role of youth in election. A total number of 55 students attended the seminar.
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	Quiz Competition on Voters Awareness and Rally on Voters Awareness were organized on 5th April, 2024 in collaboration with NSS unit of the college. A total of 12 students participated in the quiz competition. A small rally was also organized to spread voters'

electoral processes, etc.	awareness among the people and youth of nearby areas.
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.	Various district administration programs are held in the college premises. So, students are aware their voting rights properly.

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
2846	2752	2649	2609	2378

File Description	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: 75

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
59	58	59	55	54

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
77.8917	94.43399	216.8637	421.62514	105.69923

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:

The Institution is affiliated to the Vidyasagar University and does not play any role in designing of the curriculum for the Undergraduate courses and programmes. In addition, obliged to follow the framework as per directive of the University, the departments of Bengali, Chemistry and Zoology, that run Postgraduate Courses, also follow curriculum of the affiliating University. However, some teachers from these departments represent as members of Board of Studies and they are invited to offer suggestions in the meetings of BOSs which are usually considered in examination related curricula.

The College ensures effective delivery of the curriculum through the following mechanism:

- Curriculum delivery is executed as per the Academic Calendar issued by the University, the Academic Calendar prepared by the College (by the academic affair subcomitte under active involvement of IQAC) and the Central Routine is framed by the Routine Sub-Committee of the College. At the Departmental level, meetings are held in each Department prior to the commencement of an academic session for framing departmental routines and for allocation of syllabus to each faculty member of the Department.
- The central Academic Calendar of the College mentions the tentative dates of Internal Examinations, following which each Department prepares its own detailed lesson plan at the beginning of each academic session. At the beginning of each Semester, the Departments prepare the distribution of syllabus evenly, following which each teacher is assigned topics from the curriculum prescribed.
- Each teacher of the Department prepares a plan of effective delivery of the curriculum or module for her/his assignment outlining an introduction to the topic/area, objectives for teaching that topic/area, a brief analysis of the aspects to be discussed on that topic/area, and hints about possible questions that may be set on that topic/area.
- Teachers usually adopt different methods of curriculum delivery that varies from the traditional chalk-and-talk method to ICT-enabled delivery system. During the academic sessions 2020-21 and 2021-22, they had to adopt online mode of lecture delivery owing to Government enforced suspension of in-person teaching in the wake of the COVID-19 pandemic. Several online platforms like G-Suit, Google Meet and Telegram were used to deliver lectures to students during this period.
- Special lectures were arranged and propagated through summer school by some Departments during the 2020-21 and 2021-22 academic sessions.

The College maintains a system of conducting Internal Assessments on a regular basis:

- • All Departments adhere to the Academic Calendar issued by the University and the central Academic Calendar prepared by the College for conducting internal assessments. Internal assessments for the Honours and PG courses are arranged by the individual Departments, while the Internal Assessment Sub-Committee under the Teachers' Council arranges the internal assessments for the students studying the General courses.
- • It is mandatory for each student to appear for the Internal Assessments usually held at the end of each semester, as these are integral components of the end-Semester examinations.
- • A teacher also has the liberty to implement the Continuous Evaluation process. The assessment process varies from class tests, home assignments, surprise tests and students' seminars. In the 2020-21 and 2021-22 academic sessions, the entire process was executed online due to restrictions imposed during the pandemic situation.

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: 6

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: 1.59

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
210	00	00	00	00

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:

The Institution has adopted several measures to integrate the cross-cutting issues relevant to Gender, Human Values, Environment and Sustainability in curriculum transaction.

- The College authority and the faculty members are sensitive to various social and environment-related issues in the present times, and are engaged in efforts to sensitize the students in this regard.
- The curricula for the UG and PG courses under the CBCS pattern give the students the widest perspective possible.
- Gender-related issues are addressed in the UG syllabi of English (Gender and Human Rights, Women's Writing), History (Women and Social Change in the 19th Century, Gender Sensitization and Education), Philosophy (Feminism) and Political Science (Feminism, Women, Power and Politics). The College has its Gender Sensitization Cell that organizes seminars and programmes to sensitize students on issues like gender equality, women's rights etc. The Cell, in collaboration with the Cine Club of the Department of English, also arranges movie shows for students each year, to celebrate International Women's Day.
- Diverse aspects of the environment and sustainability cut across the curricula of subjects of both Science and Arts courses. The curricula of Science subjects like Chemistry (both UG and PG), Zoology (both UG and PG), Botany (UG) and Physiology (UG) include environmental aspects in various forms and integrate issues related to environmental sustainability. Environment and

Literature forms a part of the curriculum of the UG General Programme in English. Environmental Studies is compulsorily taught to the First Semester students of both Honours and General Programmes, under the CBCS pattern.

- The Department of Botany nurtures a Medicinal Plant Garden, and teachers of the Department encourage and help students to identify and learn the usage of plants with medicinal properties.
- Programmes are also organized periodically to inculcate aesthetic values among students in order to transact the following areas in the curricula: Folk Culture (Bengali), Understanding Heritage and Popular Culture (History) and Indian Aesthetics, Indian Culture and Social Issues (Sanskrit).

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 31.1

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

Response: 885

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

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 82.52

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
1456	1410	1574	1399	1364

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

2022-23	2021-22	2020-21	2019-20	2018-19
1571	1571	1807	1890	1890

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 77.39

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
630	591	656	557	633

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
707	707	825	862	862

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 48.24

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:

Experimental Learning:

- **Experimental Learning**: The College boasts well-equipped laboratories in Physics, Chemistry, Botany, Physiology, and Zoology departments, providing students with practical sessions to conduct experiments.
- **Study Tours and Field Trips**: Departments like Botany, Physiology, and Zoology organize excursions or field trips to study biodiversity and landscapes. Bengali students also participate in fieldwork, conducting projects on local culture and heritage.
- **Research Projects**: Both postgraduate and undergraduate students undertake research projects or term papers as part of their curriculum, guided by departmental teachers.
- **Skill Development**: Computer laboratories in select Science departments and the Commerce department offer training in computer languages and applications.

Participatory Learning:

- **Mock Teaching, Seminars, Webinars, and Quizzes**: Students engage in seminars, webinars, mock teaching sessions, and quiz competitions organized by departments, as well as by other colleges and universities.
- **Mock Parliament**: Both undergraduate and postgraduate students regularly participate in Mock Parliament events achieving success.
- **Cultural Competitions**: Through various cultural competitions like recitations, songs, debates, and essay writing, students actively participate in learning.
- **Extension and Outreach Activities**: The NSS units encourage students to engage in community service and social work.
- **Sports Participation**: Students participate in college and inter-college sports events, including football matches, fostering connections within broader academic and cultural spheres.

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: 57.58

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
99	99	99	99	99

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: 47.02

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
28	27	27	26	26

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 awareded 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:

Internal assessment is a crucial aspect of the CBCS program, serving as a key component of continuous evaluation. The College has established an Internal Evaluation Sub-Committee to oversee this process, responsible for creating schedules, duty rosters, and instructions to ensure its smooth operation. Amidst the challenges posed by the COVID-19 pandemic, all internal assessments were conducted online.

Students were informed of the assessment schedules well in advance, typically at least 7 to 15 days before the examinations, through notices published on the college website and circulated in relevant WhatsApp groups. Additionally, question papers were made available on the college website and distributed via WhatsApp groups. Students' performance in these assessments was evaluated and remedial and tutorial classes were organized accordingly. Similarly, there's a Grievance Redressal Cell available to address student grievances, although no complaints related to internal exams have been reported so far.

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:

The university sets the course curriculum, and the departments implement it within the guidelines of CBCS regulations and the academic calendar provided by the university. Each department is responsible for defining the Program Outcomes for the programs offered by the college. The Course Outcomes (Cos) for all programs can be summarized as follows:

1. Empowering underprivileged students, particularly those from rural and tribal backgrounds.
2. Cultivating teamwork, ethical behavior, and moral values.
3. Developing leadership and communication skills.
4. Attaining deep knowledge in the field of study and applying it practically to real-world challenges.
5. Preserving local culture and heritage.
6. Promoting awareness of ecological and environmental issues.
7. Encouraging a disposition for self-learning and lifelong learning.

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 Teachers' Council of the College has set up an Internal Examination Sub-Committee to conduct Internal Assessments conducted the regular intervals as per the university academic calendar. Similarly, there's a Grievance Redressal Cell available to address student grievances, although no complaints related to internal exams have been reported so far. Other than Internal Assessment, departmental tests don't impact final grades and are solely for students' benefit.

The college is committed to providing a supportive learning environment where students can freely communicate with their mentors to resolve any challenges they encounter. In the times of the pandemic lockdown, Internal Examinations have been conducted in online mode, with the Sub-Committee ensuring a smooth process. However, some students in remote areas faced difficulties uploading answer scripts due to slow internet. The Examination Sub-Committee responded by arranging alternative offline submission methods, allowing students to submit their work in person at the college.

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: 98.41

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
693	753	674	522	462

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
707	760	675	525	487

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.36

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: 2.72

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
0.29	0.58	00	00	1.85

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:

Jhargram Raj College fosters an environment conducive to research and innovation among both students and faculty. Intellectual Property Rights (IPR) serve as a cornerstone in higher education, ensuring the protection of individuals' intellectual creations stemming from research and development endeavors. The realm of IPR has transcended mere patents, now encompassing diverse forms such as copyright, Geographical Indications (GI), Trademarks, and Designs, thereby safeguarding innovation across various sectors.

Recognizing the paramount importance of preserving the intellectual property rights of its academic community, the college inaugurated an IPR cell on January 20, 2022. To further disseminate knowledge and awareness on IPR and its management, a one-day state-level seminar was conducted on March 16, 2022, commencing at 11:00 am at the P.K. Sen Seminar Hall. Dr. Amiya Kumar Kalidaha, Senior Scientific Officer from the Department of Science & Technology and Biotechnology, Government of

West Bengal (DSTBT-WB), delivered an enlightening lecture during the event.

The seminar comprehensively covered fundamental aspects of IPR, including copyright and trademark laws, along with strategies aimed at safeguarding intellectual property. These initiatives by the college's IPR cell seek to equip both faculty and students with a lucid understanding of their rights and responsibilities in research pursuits. Additionally, the cell endeavors to raise awareness about effective measures for protecting the intellectual properties arising from their research endeavors, ensuring their creative efforts remain duly recognized and safeguarded.

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: 48

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
07	20	15	04	02

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: 0.27

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
07	04	02	06	01

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: 0.37

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
02	03	07	11	05

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:

For the development of students and society and sincerely works to cultivate their academic, social, moral and cultural development, Jhargram Raj College is continuously engaged. Also, the institute do focus on their health. Various extension activities are carried out through the NSS Units. The NSS unit organizes blood donation camp, Campus Cleaning Program on a regular basis. Plantation program was also conducted by the NSS unit to make the campus environment greener and healthier. Webinar was organized on AIDS awareness by the college though NSS unit. Thalassaemia Awareness and Detection Camp was carried out by the NSS units. Dengue awareness programme (online mode) was also performed by the volunteers of NSS of the institution. The institute took part in Swachhata Action Plan (SAP) organized by NSS RD Kolkata. During this time period, Jhargram Raj College also organized quiz completion and yoga day celebration for the mental and physical development of students and bringing awareness in the society.

These extended activities have a significant impact on students' personalities, helping to mould traits like empathy, citizenship, social responsibility, teamwork, and leadership. As a result of these experiences, a large number of students actively participate in charitable endeavours in their local communities, such as blood drives. The college's attempts to produce responsible and socially aware people demonstrate its dedication to holistic enlightenment.

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:

Sri. Brahma Chaudhuri, Asst. Professor of Commerce and a dedicated NSS program officer, has been honored with the **Covid Warrior award** in recognition of his dynamic and committed involvement in **Covid-19 awareness initiatives**. The faculty and student members of NSS units at Jhargram Raj College are deeply engaged in fostering the holistic development of students and society. Through various extension activities, they work tirelessly to cultivate academic, social, moral, and cultural growth.

File Description	Document
Upload Additional information	View Document
Provide Link for 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: 17

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
01	04	03	05	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: 17

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:

- The Jhargram Raj College has sufficient physical and infrastructural resources to offer three (03) Postgraduate programmes (Bengali, Chemistry and Zoology) and seventeen (17) Undergraduate programmes (14 Honours/ Major and 03 General/MDS).
- The institution occupies a vast 161.92-acre area among which 20 acres are fenced. The Science cum Administrative building, the Arts building, the Canteen, the Boys' and Girls' Hostels, the Staff Quarters are included in the built up area of 1.45 acres. In addition, there is a vast open area including playground, garden, medicinal plant garden and a significant number of natural plantatio.
- There are thirty seven (37) classrooms to accommodate vast array of programmes offered by the college under CBCS and CCFUP in accordance to NEP 2020.
- Dedicated smart class rooms (08) equipped with desktops/laptops, projectors and interactive smart boards to deliver courses to the students at most presentable ways. An additional Digital. Class room has also been set up recently for 'Satyendranath Tagore Civil services training centre'.
- One large air conditioned seminar hall (PK Sen Seminar Hall which is equipped with modern technological equipments e.g.- e-podium, wall mounted projector, electrically motorable screen, dolby digital sound system with recording facility and provision for distant learning and high speed internet connectivity which acts as 'media centre' time to time.
- All the departments are equipped with desktops/laptops, printers and internet connectivity for academic as well as documentation purposes.
- Central computer laboratory with a total of 22 computers.
- High speed internet connectivity with Wi-Fi facility within the campus
- Dedicated laboratories in departments like: -

1. Physics:- 06
2. Chemistry:- 04
3. Zoology:- 04
4. Botany:- 05
5. Physiology:- 04
6. Mathematics: - 01

- A central library with an extensive collection of 122046 books and online journal subscriptions.

Additionally, several departments have their own seminar libraries.

- Three student hostels (two for boys and one for girls) serve the residential needs of about 250 students.
- A large playground with basketball and badminton court for hosting different sports activities and annual athletic meet.
- Indoor sports facilities like carom, table tennis etc. in Boys' & Girls' Common room.
- A unisex gymnasium with state of the equipments e.g.- Tread mill, Exercise bike, Steam & Sauna bath etc.
- An open stage is also available in our campus where broad spectrum of cultural activities are organized.

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: 25.41

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
37.59	37.99	37.99	92.90	26.45

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 Central Library of Jhargram Raj College has remained a vital component of the college since its inception as a centre for educational resources. The library is a huge repository of different varieties of books and other materials; one can understand the variation since the collection consists books from ancient Sanskrit verses to the modern-day quantum physics or human genome project.
- The library has a vast collection of over 120,000 books, many of which are rare and specialised volumes that enhance the institution's academic output, adding to digital infrastructure. Frequent acquisitions are made to keep the collection up to date and relevant as much as possible; meeting the changing requirements of various academic programmes and departments.
- The library housekeeping operations include acquisitions, cataloguing, circulations, serial control and other libraries functionaries.
- **Library is "partially-automated"** with 'Koha' Integrated Library Management Software, which was initiated in the year 2019. Bibliographic details of around **10000** books were recorded. The college is planning to fully automate the library system and integrate digital archive with the ILMS.
- In the matters regarding **e-resources**, our college library is a member of **N-LIST** program of the UGC-INFLIBNET centre for the purpose of accessing the electronic resources like e-book, e-journals etc. About more than **6293** full text electronic journals and **29336** full text electronic books are being accessed under this program.
- Students are being provided with the facility of digital library where e-resources, video-lectures etc. can be accessed by them. There is an ICT enabled reading room for the teachers and students in the library where they can browse their required information via internet and physical books.

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:

Jhargram Raj College stands as a beacon of academic excellence in the region, consistently striving to enhance its IT infrastructure to meet the evolving needs of its students and faculty. With a firm commitment to providing cutting-edge facilities, the college has made significant investments in its IT resources, ensuring a seamless and enriching learning environment for all.

At the heart of the college's IT infrastructure is its robust internet connectivity, boasting speeds exceeding 200 Mbps. This high-speed internet connection of BSNL serves as the backbone for various academic and administrative activities, facilitating quick access to online resources, research materials, and collaborative platforms. With over 100 computers equipped with high-speed internet access distributed across campus, students have ample opportunities to engage in digital learning, research, and skill development.

Furthermore, the college has ensured accessibility to IT resources by installing printers in every department, enabling students and faculty to conveniently print documents and assignments as needed. Additionally, high-speed Wi-Fi facilities blanket the entire college campus, allowing seamless connectivity for all members of the college community, whether in classrooms, libraries, or outdoor spaces.

Recognizing the importance of staying updated with the latest software and security measures, the college regularly invests in purchasing antivirus programs, and other IT essentials e.g.- printers, toner cartridges, mouse, keyboards, cables etc. This proactive approach ensures that students and faculty have access to up-to-date tools and protection against emerging cyber threats, fostering a secure and productive digital environment.

Amid the challenges posed by the COVID-19 pandemic, Jhargram Raj College swiftly adapted to the new normal by leveraging technology to continue educational activities seamlessly. The college procured Google Suite in lockdown period, enabling the smooth transition to online classes and virtual learning environments. Through Google Meet, Classroom, and other collaborative tools, faculty conducted engaging online lectures, discussions, and assessments, ensuring minimal disruption to the academic calendar.

Moreover, the college has embraced innovative teaching methodologies through the implementation of smart classrooms in various departments. Equipped with interactive whiteboards, visual aids, and multimedia resources, these smart classrooms provide immersive learning experiences, enhancing student engagement and comprehension.

In essence, Jhargram Raj College's commitment to updating its IT facilities and leveraging technology for educational advancement reflects its dedication to providing a holistic and future-ready learning environment. By investing in high-speed internet, software updates, online platforms, library automation system Koha, online remote access of e-recourses through N-LIST and smart classrooms, the college empowers students and faculties to thrive in an increasingly digital world while upholding its legacy of academic excellence and innovation.

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: 109.46

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

Response: 26

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: 5.35

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
11.66	3.06	2.80	23.94	7.53

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](#)

30-10-2024 12:12:35

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: 81.13

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
2846	2358	1658	2339	1536

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 14.27

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
184	447	607	555	95

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 13.34

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
138	74	84	73	45

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
693	753	674	522	462

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: 1.08

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
10	1	02	02	14

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**
Provide Links for any other relevant document to support the claim (if any)	**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: 19

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
8	0	0	8	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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 6.4

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
11	06	00	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 Alumni Associations [both College Alumni (Regn. No. - S0012564 of 20-21dated 16.07.2020)and Physics Alumni Association (Regn No - S/2L/64006 dated 24.08.2017.) i.e JRCPAA] of our college stands as a testament to the enduring bond between our institution and its graduates. Comprising a diverse and accomplished network of individuals, the association plays a pivotal role in fostering connections, supporting initiatives, and contributing to the ongoing development and success of the alma mater.

Giving back and having a significant influence are at the core of the Alumni Association's goal. The association actively engages alumni through a variety of events and activities to leverage their knowledge, resources, and enthusiasm for the benefit of the larger community including our current students.

The Alumni Association serves as a valuable resource for career development and networking opportunities. Alumni often mentor current students, offering guidance, advice, and connections that can be instrumental in shaping their professional paths . Additionally, the association organises networking events to facilitate meaningful interactions and collaborations among alumni and students.

Beyond career support, the Alumni Association plays a vital role in preserving and celebrating the heritage and traditions of our college. Through reunions, alumni gatherings, and special events, the association fosters a sense of belonging and nostalgia among graduates, reinforcing their connection to the alma mater.

In addition, the Alumni Association is actively involved in social impact and community outreach programs. Alumni support philanthropic causes, community service projects, and campaigns that encourage civic involvement and social responsibility by giving of their time and expertise. These

initiatives not only help the larger community but also demonstrate the ideals that our college's curriculum and culture strive to uphold.

The Alumni Association essentially acts as a link between our college's past, present, and future. Its contributions, whether in the form of networking, community service, or mentoring, exemplify the enduring heritage of quality, friendship, and dedication to changing the world for the better.

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:

Vision:

To serve as a beacon of hope for students belonging to tribal, economically disadvantaged and underprivileged sections of society, to create and nurture an environment for them that encourages intellectual curiosity, critical thinking, and innovation, and to empower them to meet various challenges in life.

Mission:

- To spread education and awareness
- To empower the underprivileged
- To prepare students for higher studies or for allied professional courses
- To help students cultivate self-understanding, responsibility and empathy
- To encompass broader objectives of social welfare and community development
- The Principal plays a crucial role to safeguard the stated Vision and to achieve the Mission of the institution. He monitors the entire mechanism involving administrative and academic processes. The institution follows a democratic and participatory mode of governance, with the Principal seeking suggestions from all stakeholders. The Governing Body and the IQAC support the Principal in his initiatives, and the Departmental Heads maintain a constant liaison with him.
- Decentralized administration is effected through the Departmental Head, who along with teachers of his/her Department frames the teaching plan and looks into its successful implementation. He/she convenes departmental meetings and distributes the course curriculum among the teachers. He/she, in consultation with his/her departmental colleagues, oversees the paper-setting, evaluation and submission of marks of the Internal Assessments. The Departmental Heads also take the lead in planning students' seminars, conducting inter/departmental or inter/college activities, departmental excursions and study tours.
- The other decision-making bodies include several Sub-committees under the Teachers' Council. Through these Sub-committees duties related to academic, administrative, co-curricular and extra-curricular activities are allocated to the faculty members. The system decentralizes governance, fostering opportunities for member participation. The Principal, Teachers' Council Secretary, and the IQAC Coordinator monitor the performance of the committees throughout the academic year. The Committees meet regularly and submit annual reports to the Principal. Teachers' Council meetings are held periodically to address significant matters related to the functioning of Committees.

Listed below are the Sub-committees/Cells and their functions:

- Academic Committees: Responsible for academic affairs, sustained institutional growth, NEP implementation, routine management, class records, environmental studies, ethics and value education courses, and multi-facility centers for Arts and Science subjects.
- Students' Section & Support Committees: To look into matters related to admission, anti-ragging, career counseling, internal and University examination duties, grievance redressal, internal compliance and feedback, serving as intermediaries between the students and the college administration.
- Students' Activity Cell: Comprising sub-committees and clubs such as the Cultural Committee, Sports committee and Cine Club, which offer opportunities for students to develop co-curricular and extracurricular skills.
- NSS: The institution's active NSS Units organize regular programs, awareness camps, and visits to orphanages to instill a sense of social responsibility among students.

Other than the Sub-committees, necessary contributions to the overall development of the institution are made by the non-teaching and supporting staff, Students' Union and the Alumni Association.

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:

Jhargram Raj College, as a government institution, adheres to the administrative regulations and guidelines set forth by the Higher Education Department of the Government of West Bengal. While the overall administrative setup, appointments, and service rules are governed by these authorities, the college endeavors to implement its policies and strategies diligently.

- The Principal of the College, together with the IQAC Coordinator, the Teachers' Council Secretary and the Departmental Heads, lead all academic activities of the College. They meet on a regular basis in order to formulate and implement strategic plans of the institution. The Principal invites suggestions from the members of the Governing Body, the IQAC Coordinator and other senior staff of the College to formulate decisions required for academic and administrative upgradation.
- The functioning of the institution is fully democratic and participative in nature. The following

strategies are adopted by the institution to monitor and evaluate policies that are implemented:

1. Regular meetings of the IQAC and the Teachers' Council.
2. Annual internal academic audit conducted by the IQAC.
3. Regular monitoring of the academic and administrative governance of the Departments by the Departmental Heads.
4. Application of grants from the Government.
5. Renovations to revive the existing infrastructure.
6. Introduction of students' seminars/webinars.
7. Collaborative ventures with other institutions through MoUs.
8. Introduction of online feedback from students, teachers and alumni.

- The purpose of the perspective plan is to improve the teaching-learning process. Since in-person interaction between teachers and students had to be avoided during the pandemic situation (2020-21 and 2021-22 academic sessions), it was extremely challenging to discharge academic responsibilities. Although online classes were held regularly, there were hurdles, from connectivity issues to boredom. However, to give the students a varied taste with regard to the teaching-learning process, Students' and Teachers' Exchange Programs were introduced.
- Along with the IQAC, the Teachers' Council also plays an important role in the deployment of institutional perspective plan.
- Various Committees, such as the Teachers' Benefit, Internal Compliance Cell, UGC sub-committee etc. are tasked with translating Government policies on employment and service conditions into practical actions. Additionally, the Academic Affairs Committee and IQAC continuously work towards enhancing curriculum delivery to meet evolving educational standards.
- The Student Activity Cell focuses on both curricular and extracurricular development, while the Backward Classes Cell ensures the creation of a supportive environment for marginalized community members on campus. Sporting events, annual festivals, and prize distribution ceremonies are organized by the Sports Committee and Annual Fest and Annual Prize Distribution Committees respectively, fostering a vibrant campus life.
- The Seminar Committee orchestrates informative and thought-provoking seminars, featuring distinguished speakers and experts. These events foment an environment of intellectual discourse and critical thinking, leading to academic enrichment.
- The Website Committee diligently maintains the college website, ensuring students' easy access to information about upcoming events and programs.

File Description	Document
Upload Additional information	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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 Government of West Bengal has introduced a method of online submission of Self-Appraisal Report for the teachers. Teachers are required to submit the Self Appraisal Report (SAR) to the Principal, who puts his comments and sends the SAR to the Director of Public Instructions. It is then forwarded to the Secretary, Higher Education, Government of West Bengal.
- A separate system of appraisal exists for the non-teaching staff of the College and the Principal monitors this system as well.
- The institution ensures that both teaching and non-teaching staff have access to a range of effective welfare measures sanctioned by the Higher Education Department, Government of West Bengal. A few welfare measures are listed below:

1. **Pay Revision:** Pay is revised from time to time, as per the recommendations of UGC, Pay Commission/Pay Review Committee.
2. **Annual Increment:** All staff members are entitled to 3% annual increment in their salary.
3. **Promotion:** Promotion/Career Advancement Scheme gets implemented for all staff members as per guidelines of UGC and the Govt. of West Bengal.
4. **Faculty Development Program:** Faculty members are encouraged to participate in OP, RC, Short-Term Courses, Workshops, Seminars and Conferences.
5. **General Provident Fund:** All staff members get the benefit of GPF.
6. **Group Insurance:** Group Insurance Scheme is available to all staff members.
7. **Pensionary benefits, Gratuity, and Leave Encashment:** These benefits are available to all staff

members upon retirement from service.

8. **Allocation of Government quarters**: Government quarters are allocated to staff members, on the basis of need and availability.

9. **LTC:** The teaching faculty can avail of the Leave Travel Concession (LTC) twice during his/her service.

10. **Medical Allowance:** All staff members are entitled to medical allowance. There is also the provision of the West Bengal Health Scheme. However, a staff member registered under the West Bengal Health Scheme is not entitled to Medical Allowance.

11. **Leave Facilities:** All employees are entitled to Casual Leave, Duty Leave, Medical Leave and Earned Leave, Maternity Leave and Child Care Leave.

12. **Festival Advance:** Non-teaching staff members are entitled to advance or bonus at the time of festivals like the Durga Puja.

13. **Infrastructural facility:** All teachers are registered on INFLIBNET to access the e-resources available under N-List of NMEICT.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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
Institutional data in the prescribed format	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s 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: 6.05

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
07	08	0	04	07

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
29	29	29	29	29

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

The institution receives full financial backing from the Government of West Bengal. At present there are two primary funding sources:

State Government Allotment:

1. Allocations for employee salaries.

2. Wages, covering remuneration for State-Aided College Teachers.

3. Funding for the West Bengal Health Scheme.

4. Payments for electricity and telephone bills.

5. Office-related expenses.

6. Allotments for infrastructure enhancement and campus maintenance to the Public Works Department (PWD), encompassing civil and electrical works.

7. Development Grants.

Central Government Allotment:

DBT STAR College Scheme.

Institutional strategies for mobilisation of funds:

- The Principal convenes meetings with the Purchase Sub-Committee, Departmental Heads, Teachers' Council Secretary and the Office Accountant, to deliberate and finalise departmental requirements, ranging from books and computers to laboratory equipment, chemicals, and furniture. Subsequently, the Purchase Sub-committee formulates a budget, subject to scrutiny by the Principal before submission to the Government of West Bengal's Higher Education Department.
- For purchase of books and instruments, quotations are invited. The Purchase sub-committee prepares a comparative statement of the quotations and the order is generally placed to the lowest quote.
- Some equipment for the college office and some material related to classroom teaching are purchased from Small Scale Industries (SSI), as per the rule of the State Government.
- Development Grants allocated by the State Government are utilized to fulfill the requirements of the college, with departments submitting purchase bills and related documents to the college office.

Financial Audits:

- The Auditors under the Accountant General, Government of West Bengal are authorized to conduct the external financial audit of the institution every three years. The last external audit was conducted in 2015.

The internal audit is conducted every year, and the Internal Audit Report is prepared by the Cashier and Accountant and endorsed by the Principal.

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 Internal Quality Assurance Cell (IQAC) maintains an ever-vigilant watch over the teaching-learning process, implementing dynamic measures as follows:

1. Establishment of an Academic Advisory Committee to monitor and evaluate teaching-learning processes, infrastructure, methodologies, and learning outcomes on a regular basis.

2. Collection and analysis of feedback from students, guardians, and alumi with subsequent action taken on individual teaching/non-teaching staff based on feedback analysis and monitoring of Action Taken Reports.

3. Organization of seminars/webinars for students and training programs for both teaching and non-teaching staff.

4. Collaboration with the Departments and Cells/Study Centers (e.g., Lokoshikkha Cell, Gender Sensitization Cell, Cine Club) to enhance the effectiveness of curriculum delivery.

5. Ensuring uninterrupted flow of the teaching-learning process even during the Covid-19 pandemic via online platforms.

6. Regular meetings to assess the performance of academic departments, devising action plans to sustain the teaching-learning process and ensuring continuous quality improvement.

7. Entering into collaborative ventures with other institutions in order to ensure teacher-exchange and student-exchange programs through MoUs.

8. Conducting an annual Internal Academic Audit to verify departmental compliance with

implementation of curricular, co-curricular, and extra-curricular activities, and maintaining appropriate documentation thereof.

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: B. Any 3 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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Jhargram Raj College is driven to the cause of igniting the sense of social responsibilities to all of its stakeholders and promoting gender equity in all the possible aspects of the institution. The institution has a dedicated 'Gender sensitization Cell' erstwhile 'Women redressal Subcommittee' to prepare the annual plan of implementing the spirit of gender equity both in principle and practice by organizing seminars, discussions, invited lectures from distinguished persons etc. The Gender Sensitization Cell (erstwhile Women redressal Subcommittee) has organized various Seminars, special lectures etc in the last five years to promote awareness to the cause e.g. - sexual abuse, sexual harassment in workplace, domestic violence, women rights and acts preventing such miscreations. The College observes 'International Women's Day' every year in suitable manner. The Cine club of the college often join hands with the Gender Sensitization Cell to strengthen the cause by using Cinema as an influencing medium. This initiative has proven to be popular among students of the college. Besides the activities of the Gender sensitization cell and cineclub, the college has recently initiated an internal gender audit in the campus by analyzing gender wise data of all the stakeholders.

The College is also committed to create a safe space for everyone. It has on campus CCTV surveillance and guards at the gates of the college as well as boys' and girls' hostel. Besides that, the full time teachers of the College act as 'Superintendent' of the hostels to maintain the security and discipline of the boarders. The institution also has strong redressal system in the form of Internal Complaints, Grievance Redressal and Anti-Ragging Committees. The College issues ID cards to the students regularly to control entry of the outsiders in the college without specific and satisfactory reasons. The College also provides separate Girls' and Boys' common rooms. The college organizes 'Bratachari' courses to inspire female students about civic duty, social responsibility, and a spiritual idealistic life. These courses also help them discover their latent skills, ensuring that women never feel excluded from society. The girl pupils receive instruction in the five bratas: Knowledge, Labour, Truth, Unity, and Joy.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: C. Any 2 of the above

File Description	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:

Due to its location in a long-established tribal territory, Jhargram Raj College is appreciative of all socioeconomic, linguistic, regional, and cultural variety and strives to bring all of these elements into harmony. The college observes various occasions of diverse cultural, linguistic and regional impacts, offer guidance to students, plan workshops, adhere to curriculums to sensitize students towards diversity in following ways: -

- **Cultural and Regional:**

1. Observation of college foundation day.
2. Celebartion of Praksharadiyautsav.
3. Saraswati Puja is celebrated on the auspicious occasion of Basant Panchami.
4. The Alumni association of our college meets frequently and arrange diverse programmes.
5. Vanomahotsav is observed in the College campus as a part of AranyaSaptaha celebration.
6. Seminars on regional cultures 'Lokosanskriti' to promote awareness on local cultures and practices.

- **Linguitstic:**

1. The curriculum permits the students to choose languages like Sanskrit, Bengali, English, etc.
2. The college observes Mother language day with great remembranceand also hosted seminars on regionally confined languagesto accord its vastness towards the confluence of cultural and linguistic diversity of the area.

- **Communal, Socio-economic, Gender equity, Social & moral values:**

1. Topics related to human rights, peace, tolerance, harmony, promotion of social values, awareness of environmental protection are taught through curriculum and NSS activities.The NSS wing of the college actively organizes various seminars, camps throughout the year to raise awareness on different fatal diseases, social and moral responsibilities namely Thalassemia detection camp, Blood donation camps, awareness on Aids, Cancer etc. along with its extension activities.
2. A cell namely SC/ST complaint cell (erstwhile SC/ST/OBC Minority cell) is functioning toprovide a comfort zone to all the students coming from backward classes and tribes.
3. The college observes students' week to sensitize students about various Govt. sponsored scholarships and encourages them to apply.
4. Teachers' Day is observed in the college by the students in fashionable manner.
5. An attempt is made to approach local history and folk culture from a wide social perspective.
6. Gender sensitization cell and cineclub of the college observe International women's day through organizing lectures, featuring films to sensitize students towards other genders especially to the diversity that we belong to.

In addition to that many activities were held throughout the year, and teachers often made

various attempts to encourage our pupils to respect our hard-won independence and maintain our long-cherished harmony in the face of potential challenges. The institution celebrated Republic Day and Independence Day formally in addition to hosting student centric events like poster preparation, essay writing and quiz competitions.

Students participating in the State Government's Youth Parliament programme annually attain consistently exceptional outcomes at the district as well as state level.Members of the NSS staff and our students routinely visit nearby suburbs to offer health benefits. The sense of gender equality and sensitivity towards other genders were raised in the minds of the students.

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:

Best Practice I

Title: Community Empowerment through the Pabitra Kumar Sen Memorial Forum

Objective:

The Pabitra Kumar Sen Memorial Forum is dedicated to serve the neighbouring communities of the institution goals like: -

1. Encouraging the new learners to pursue higher education.
2. Raising awareness on health issues especially on female and child health and hygiene.
3. Teaching the practice of cleanliness on daily life.
4. To educate people about healthy eating and guide them toward affordable, nutritious food options.
5. To integrate with the indigenous culture and practices as well as to inculcate the social values of these tribes within ourselves.

Context:

The college being situated in a region inhabited by low-income tribal populations, the forum was created mainly for community service by training and educating local people on the importance of education,

cleanliness, hygienic practices, women and child health etc. The forum also assists people in accessing healthy food choices despite financial constraints

The Practice:

Driven by a commitment to practical action, the forum implements targeted programs to bring about tangible change within the local communities. The forum has always been active through its various outreach efforts like: -

- Distribution of educational kits to the young children of the villages.
- Teaching basic English to the housewives.
- Distribution of waste bins to separate the household wastes.
- Recently through three Nutritional Status Assessment programs conducted in collaboration with the Department of Physiology, the forum extends its reach to schools and villages surrounding Jhargram. Approximately a hundred students participate in comprehensive assessments, providing valuable insights into their unique nutritional requirements through tailored questionnaires. Simultaneously, the forum organizes two Female Health Awareness programs, fostering open dialogue and education among girls and adults alike. These programs serve as inclusive platforms for discussing prevalent health issues, empowering individuals with the knowledge and tools to confidently navigate their health journeys.

Evidence of Success:

The forum's efforts are yielding positive results, as more people are joining its programs, eager to learn and share their experiences. During discussions, participants are becoming more vocal, indicating growing confidence in overcoming financial challenges. As individuals gain knowledge about nutrition and receive personalized advice, they report feeling happier and more fulfilled.

Challenges and Resource Requirements:

Despite these successes, the forum faces challenges. Some locals are hesitant to share their problems, and there's often a lack of sufficient funds or resources to reach everyone in need of assistance.

In the vast landscape of community service, the Pabitra Kumar Sen Memorial Forum stands as a beacon of compassion and commitment. As it continues its journey, may it illuminate the path for communities toward healthier and happier lives.

Best Practice II

Title: Entrepreneurship Development Through Mushroom Culture

Objective:

The primary aim of this initiative harmonizes perfectly with the 'Educate to Empower' mission. It seeks to equip the local community of Jhargram with the necessary skills and motivation to embark on entrepreneurial endeavours. Specific objectives include fostering competitiveness, offering an additional

source of income, and highlighting the nutritional advantages of mushrooms while utilizing agricultural waste.

Context:

This project is intelligently initiated in the region of Jhargram, where the climate is ideal for cultivating mushrooms at home or on a larger scale. By taking advantage of this, the plan is to create more opportunities for people to work for themselves and build strong connections with businesses through partnerships. Moreover, it's all about equipping individuals with the skills required for modern-day jobs, particularly in rural areas, to enhance the quality of life for everyone.

Practice:

The process involves thorough hands-on training sessions that involve people from various backgrounds in learning how to grow oyster mushrooms (Pleurotusspp) using agricultural waste readily available in the area. These training sessions take place both at the college and in nearby villages, making it easy for people to join. Participants receive certificates upon finishing the training, encouraging them to stay involved. Importantly, the program has seen more and more people taking part, showing that it's becoming more popular and successful.

Evidence of Success:

The initiative has achieved positive results, including setting up a mushroom cultivation unit in the college's Botany Department. It's also encouraged the community to get involved, promoting teamwork between students and locals. Participants have been particularly interested in the health benefits of mushrooms, which has kept them engaged. It's great to see unemployed young people showing interest, and the fact that participants are helping with raw materials shows that the community supports the program.

Challenges and Resource Requirements:

Even though the project has been successful, it's facing some tough challenges. One big issue is that there's no place in Jhargram district to make the mushroom spawn, which means they have to figure out how to get mushrooms all year round. Also, they don't have enough money or resources to make the project bigger. To solve these problems, they need to work together and team up with other groups to improve their setup and keep making progress.

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:

Founded on the 1st of July in 1949 as Jhargram Agricultural College at the then sub-division of Jhargram (now a district in itself) in the erstwhile district of Midnapore, Jhargram Raj College grew into a hallowed centre of higher learning, offering to the undergraduate students a whole array of subjects from three disciplines of Arts, Commerce and Science. Initially affiliated to the University of Calcutta, the college came under affiliation of Vidyasagar University in 1985. In 1999, the college celebrated the completion of 50 years of its glorious existence and is now poised for its diamond jubilee celebrations. In 2005, the college introduced its first Postgraduate course in Chemistry. Gradually, Postgraduate courses in Zoology and Bengali also came into being from 2006 and 2008, respectively. Different minor and major research projects funded by different government agencies are carried out by the faculty members of various departments of the college. The institution has made a distinctive mark in the region by catering to the academic needs of a significant student population who hail from financially backward and weaker sections of the society. The thrust lies in providing the students an opportunity to flourish in Higher Education at a minimal cost, and the college being a government college, have been doing so from its very inception. The faculties and the students regularly participate in seminars, workshops etc. and faculty research papers are regularly published in reputed journals and periodicals. These activities lead to involvement of UG and PG students and motivate them, especially those who are pursuing postgraduate courses in this college, to a research career. In its 75 years of existence, the college has witnessed the changes with time and it has been prepared accordingly to cope with the changes and offer better education to its students. Many of the alumni of the college are at the top positions of various government and non-government organisations. Many are reputed academicians. Many have made names in the field of art, music, literature etc. While the college takes pride in them, it busies itself with the duty of grooming the present students and looks forward to a brighter future for the coming generations.

Since its inception, the motto of Jhargram Raj College has been the empowerment of the under-privileged. The college has been serving the districts of Midnapore and the greater portions of Manbhum (comprising of the districts of Purulia and Bankura). Trees, shrubs and bushes and, hills and hillocks amidst a red earth and, the tribes living here are what distinguish this area from other parts of the state. Jhargram Raj College draws inspiration and pays homage to Henry Louis Vivian Derozio as well as to PanditRaghunathMurmu. Both strived for quest of knowledge and both inspired students to ask questions and look for the truth. Jhargram Raj College welcomes ideas, inventions and, innovations.

Jhargram Raj College being a government college offering quality education programmes at UG as well as a few PG levels takes a special place in the area. Many students of this college come from extremely poor families and under-privileged sections of the society and, are often the first-generation learners. Their requirements are quite different from that of the students belonging to middle class and comparatively well-to-do families. To achieve what is required of it, Jhargram Raj College functions accordingly to impart good and quality education in particular and contribute towards social welfare in general. Classes are arranged in both offline and online modes, and especially the online classes play a vital role academic enhancement of the students in the days of recess. The college has become a Local Chapter of NPTEL during 2017 and the NPTEL team from IIT Kharagpur has conducted workshop on the nuances of NPTEL courses. In an attempt to inculcate a competitive bent of academic growth, the

college has organized the Madhava Mathematics Competition for the first time in 2019.

Jhargram Raj College boasts upon its distinctiveness by not only being a seat of academic but also in its commitment to the society in its periphery. The NSS unit of the college has adopted a few villages and organize Health and Disease Awareness Camps in these adopted villages. As a continuation of the social responsibility and commitment, the college felt the need of harnessing alternative sources of energy to cater the day-to-day needs. In doing so, the college has set up a solar photo-voltaic power plant in 2018, guided by the West Bengal Renewable Energy Development Agency (WBREDA).

Jhargram Raj College fraternity strongly believes that no education is complete without a proper cultural background. Keeping this in view, a Cine Club has been initiated in the college in 2019 with an aim to expose the students to English language. Cinema is a scientifically proven medium to develop language learning abilities. It can impart value-based education also. History and Cultural Heritage of our country as well as across the globe can be better understood via historical movies and documentaries. Movies are helpful tools to convey various issues of the society such as gender equality, caste issues, need of education and many more.

5. CONCLUSION

Additional Information :

The college is at the forefront of efforts to promote learning and has led the local community in organizing several cutting-edge programs. The college's Madhava Mathematical Centre for Advanced Mathematics Studies started in 2018–19, and on January 6, 2019, they held their first exam. A comprehensive refresher course was organized by the Chemistry department, under the Indian National Science Academy, during the first week of December 2018, amidst great enthusiasm and participation. In addition, there was a three-day workshop. The government established 12new colleges in the area with the goal of promoting higher education throughout the Jangalmahal region. When it came to establishment, equipping, and admission, Jhargram Raj College served as the Nodal College and until these colleges began to operate independently, this duty persisted.The teachers contributed to the start of the academic programs in these colleges as well. Not too long ago, the college received recognition as a DBT-Star status college and this has proved beneficial to the teaching-learning process of the institution.

Concluding Remarks :

The college's founding was motivated by its location in a destitute and underdeveloped area of a West Bengal district. Academic, social, and financial limitations hindered the applicants who failed to get in. Nevertheless, it fostered the aspiration of assiduously contributing to the nation's development and mainstreaming. In addition to imparting life lessons, a committed group of educators started the process of empowering the pupils. Afterwards, teachers who joined the college, added to and strengthened their efforts. The teaching-learning process was being altered as new departments and courses were being offered.With the guidance of more seasoned teachers, first-generation students were encouraged to go deeper into a subject while still exploring its fundamental ideas. The library opened up the efforts of the enlightened precursors and showed the path trod by them. The laboratories offered a slew of destinations to be sought out and trekked. The office minded all administrative and financial aspects so that the students and staffs could concentrate single minded in their pursuit of knowledge. The successes rolled in year after year but the college refused to remain content. It attempts to open new PG and UG courses and exploits opportunities provided by the site for higher research. The demands of modernity have also been considered. Smart classrooms, field works and subsidiary academic courses are being offered in the college to encourage learning amongst the students. Extracurricular activities layer the academics with a Venetian richness. An all-round, sincere and relentless effort on the part of the students, teachers and staff of Jhargram Raj College contributes to the steady growth and evolution of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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* 　　　Answer before DVV Verification : C. Feedback collected and analysed 　　　Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website 　　Remark : HEI has provided the feedbacks, feedback analysis report, action taken report and feedback reports are also available on the HEI's website, Hence input edited accordingly.
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)* 　　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** 　　　Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
60	60	61	56	56 | 　　　Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
28	27	27	26	26	 　　Remark : Input edited as per degree certificates provided in assessment period of teachers for clarification.
2.6.3	**Pass percentage of Students during last five years (excluding backlog students)** 　　2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** 　　　Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
693	753	674	522	462 | 　　　Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
693	753	674	522	462	 　　2.6.3.2. **Number of final year students who appeared for the university examination year-**

wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
707	760	675	525	487

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
707	760	675	525	487

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)*

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:

2022-23	2021-22	2020-21	2019-20	2018-19
0.29	0.58	00	00	1.85

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.29	0.58	00	00	1.85

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	20	21	04	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	20	15	04	02

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

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

during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	03	09	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	04	02	06	01

Remark : Input edited as per the research papers in the Journals notified on UGC CARE list year wise during the last five years.

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: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>03</td><td>06</td><td>03</td><td>07</td><td>05</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>01</td><td>04</td><td>03</td><td>05</td><td>04</td></tr></table>
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :17 Remark : MoU with same institution, beyond assessment period MoU collaborations not signed by both parties and without any activities Mou will not be considered will not be considered. Input edited accordingly.
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
42.57642	61.27434	61.74786	126.3312	30.87422

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37.59	37.99	37.99	92.90	26.45

Remark : Input edited as per the expenditure for infrastructure development and augmentation excluding salary during the last five years.

4.3.2

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

4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
Answer before DVV Verification : 90
Answer after DVV Verification: 26

Remark : The computers for office and faculty use will not be considered, Hence input edited accordingly from the documents provided for clarification.

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)

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)**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.72879	14.77405	135.52285	268.92467	62.17617

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11.66	3.06	2.80	23.94	7.53

Remark : Input edited as per the expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs).

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2833	2358	1359	2339	1536

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2846	2358	1658	2339	1536

Remark : Benefitted students should not be greater than enrolled students, Input edited accordingly.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* *1. Soft skills* *2. Language and communication skills* *3. Life skills (Yoga, physical fitness, health and hygiene)* *4. ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Considering the option 1, 3 and 4 as per the supporting documents provided by HEI.
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 5.2.1.2. **Number of outgoing students year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
707	760	675	525	487

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
693	753	674	522	462

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	1	3	4	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	1	02	02	14

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	06	00	13	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	06	00	09	06

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
11	06	16	06	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	0	04	07

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
0	0	0	0	0

Answer After DVV Verification :

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

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: B. Any 3 of the above Remark : NIRF data is not in assessment period, Energy Audit and Environmental audit will not be considered, Hence input edited considering option 1,2 and 3.
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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2833	2752	2649	2609	2378

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2846	2752	2649	2609	2378

ID	Extended Questions
2.2	**Number of teaching staff / full time teachers year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	61	56	56

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	58	59	55	54