



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JHARGRAM RAJ COLLEGE (GIRLS' WING)

**RANI INDIRA DEBI GOVERNMENT GIRLS COLLEGE FORMERLY JHARGRAM
RAJ COLLEGE (GIRLS WING), P.O.- JHARGRAM, DIST.- JHARGRAM**

721507

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1. INTRODUCTION

Jhargram Raj College (Girls' Wing), the only dedicated girls' college in the Jhargram district, was established in July 2014 at the then Chief Minister of West Bengal initiative. The college was founded in the then Jhargram sub-division of Paschim Mednipur. Nevertheless, in 2017, Jhargram acquired the status of a district. It is directly supervised by the Department of Higher Education, Government of West Bengal, and is affiliated with the Vidyasagar University. Jhargram Raj College (Girls' Wing) has a glowing lifespan of almost a decade. It is currently flourishing with 23 teachers, 7 office staff, and a librarian alongside a vibrant student population of about 1220. There are ten departments in the college of which departments of English, Bengali, Philosophy, History, Political Science, Sociology and Sanskrit offer Honours courses. Other than Honours subjects, BA General and BSc. General in Zoology, Botany and Physiology are offered to the students.

The population of Jhargram district is dominated by the Scheduled Caste, Scheduled Tribe, and Other Backward Classes. The Schedule Caste constitutes 20.1 % and the Scheduled Tribes make up 29.4% of the total population in the district. The category-wise population of students in the college are, SC-12.52%, ST-17.34% and OBC-37.76% (approximately) of the total students' strength. Most of the students belong to the lower socioeconomic rung of the society. The students in this institution are primarily first-generation learners and the teacher-student interaction here is not only limited to the academic syllabus but goes beyond it. Keeping the students engaged in meaningful discussions and dialogues outside the curriculum has been an integral part of their day-to-day learning. There is a considerable student population who reside in the adjacent districts of Bankura, Puruliya and West Midnapur and by that means the institution educates and enlightens the poverty-stricken area of *Jangalmahal*.

Vision

Vision: The vision of the Jhargram Raj College (Girls' Wing) is to be an institution of excellence in higher education and research through the holistic development, innovation and inclusive application of knowledge. Most of the young women suffer social deprivation and systemic exploitation in *Jangalmahal*, an underprivileged, geopolitical zone. In this current perspective, this institution is thought to prepare students with the education, values and skills required to realize their potential as well as to meet the demands of the local and global job markets. Furthermore, the institution is intended to foster awareness about human rights as well as environmental conservation among the students and thus to develop a people-centric, democratic and ecologically sustainable society.

Mission

Mission:

The vision statement of an institution deals with where it aspires to be, whereas the mission statement of the college defines the organization's objectives and strategic practices to fulfil them. The mission of Jhargram Raj

College (Girls' Wing) is as follows.

- To promote the participative management culture at the strategic, functional, and operational levels.
- To encourage students to participate and present their observations/opinions and research at the seminars and interactive sessions held during every academic session.
- To inculcate a sense of social responsibility among the students.
- To prepare students for greater employability by imparting them both the academic training and soft skills required to compete confidently in the professional world.
- To promote students for participating in the national and international commemorative events that are organized periodically to create awareness among them.
- To guide students toward the successful completion of degrees and motivate them towards pursuing higher degrees in their selected or allied fields of study.
- To provide affordable and accessible higher education for young women, thereby constructing a democratic space fostering academic excellence.
- To foster an academic atmosphere where diversity is celebrated and all students are encouraged to engage in cooperative learning that transcends traditional academic requirements, promoting a well-rounded and inclusive educational experience.
- To inspire students to take part in social outreach activities purported to serve society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

Though the topmost priority is finishing the syllabus assigned for the formal curriculum, co-curricular and extra-curricular activities such as essay writing, participation in the debates, elocution, and quiz contests that extend beyond the explicit demands of the syllabus have also been our focus in the college.

-Over the past years, the college has produced some university toppers in different subjects. Many alumni have admitted to national and state educational institutions and a few are placed in the government and private sector jobs. A number of students have cleared NET and SET.

-The institution thrives on student-teacher bonding fostering a wholesome mentor-mentee relationship. Academic lectures, seminars, webinars, field trips and workshops are organized.

-The library has a subscription to the software KOHA and makes a large volume of e-resources accessible to its students, faculty, and staff. It also keeps a count of footfalls.

-The campus is Wi-Fi-enabled providing free internet facilities to students, teachers, and staff. The smart classrooms allow flexibility in teaching methods and lends a digital dimension to the learning environment.

-The institution has a lush green cover and a medicinal plant garden where the trees are planted at regular intervals by the students, faculties and staff.

-The college organizes 'Mothers' Meet' at regular intervals to encourage both students and their mothers towards education.

-The college possesses advanced infrastructural facilities such as a well-equipped auditorium, badminton court, khoko court, football ground, gymnasium, and a students' common room.

-The college has a rainwater harvesting unit as a part of its water conservation policy and solar lamps have been installed to illuminate the campus.

-The institution has solid waste management unit, NADEP compost pit, and laboratory wastewater treatment unit.

-The college possesses an Archaeological and Folk culture museum that showcases the photographs of old archaeological remains in Jhargram and its vicinity. There are also some artefacts like tribal musical and hunting instruments.

-An incubation centre is also established in this institution to support the students in the development, production, and marketing of their handicraft products.

-The college offers distance learning courses in collaboration with the Netaji Subhas Open University.

Institutional Weakness

Institutional Weakness

The college suffers from several weaknesses.

- The educational institution has an unfavourable teacher-student ratio, possessing a total of only twenty-three teaching staff against the sanctioned post for thirty-six teachers.
- The college is situated in a remote area, distant from the central educational hub, and is not well connected by roads or railways. Due to this, there is always a difficulty in attracting and retaining qualified faculty members.
- The college cannot provide hostel accommodation to its students many of whom reside in the distant and adjacent Puruliya, Bankura, and West Mednipur districts.
- The college is generally taken by the district authorities to conduct elections if and when needed. The institution serves as the Distributing Centre and Receiving Centre (DCRC), Strong Room, and Counting Centre. As a result, learning is disrupted, the building is severely damaged, and the well-maintained floral and medicinal plants of the college gardens are spoilt during this period.
- There is no funding for projects, and research as well as limited funding for development and maintenance. The reliance on only government funds seems to be inadequate for the upgradation of infrastructure and the overall standard of the college.
- Limited accessibility to laptops and smartphones may hamper the student's virtual teaching-learning process. Due to this, the college has to face maximum dropout rates in the era of the COVID-19 pandemic.

Institutional Opportunity

Opportunities

Although about a decade has elapsed since its inception, the college has achieved a few milestones and there exists enormous scope for development given its geopolitical location, infrastructural endowments and institutional privileges.

- Virtual teaching and learning processes via online platform have been introduced during the COVID-19 pandemic period and it continues with the innovative teaching methods.
- Yoga and meditation programmes are frequently organized by the Ramakrishna Mission and other Yoga centres of the district.
- Workshops are organized to inform the college students, teachers and staff about the Academic Bank of Credits based on the DigiLocker Framework.
- The college conducts the umbrella activities of the NSS. The unit undertakes welfare services as part of the community outreach programs. Following the motto of NSS “Not Me But You”, the Unit strived hard to conduct various programs and activities. It not only served to spread knowledge but also created awareness among the others. Extension activities for the benefit of the community have been conducted by the students of NSS to achieve a better tomorrow. Working with that spirit, the college as a collective practices Albert Einstein’s philosophy “Education is not the learning of facts, but the training of the mind to think”.
- The college will be enriched if the Higher Education Department of the State Government permits it to offer Honours courses in science subjects.
- There are academic linkages through collaborative projects and research activities. The formal mentoring system in the college has developed over the years. The students have faced several challenges during the period of Lockdown. Teachers not only help them with their academics but also mentor them regularly so that they can overcome psychological issues. This supportive mentor-mentee system has got a boost from collaborations with the Psychological Cell of the Jhargram Superspeciality Medical College and Hospital. The counsellors periodically visit the college, interact with the students and teachers, hold mental health and wellness sessions.
- The college is in the bounty of nature and the middle of a rich tribal and Kurmi population. This unique location enhances the scope for sociological, anthropological, archaeological and geomorphological research ventures.

Institutional Challenge

Challenges

Despite a large number of opportunities, the college has to face a few challenges. However, they may be solved with planned and deliberated initiatives.

- The primary challenge the College faces today is to retain and reflect its unique legacy in its curricular and co-curricular activities. Simultaneously, the institution is gearing up for the future. Procuring permissible funds for its developmental activities seems to be the utmost challenge for a government college and the Jhargram Raj College (Girls’ Wing) faces a scarcity of funds when it has to invest in many different domains for expansion and growth.
- Teaching is incomplete without a simultaneous process of research. Research enhances the quality of teaching and involving the students in research activities is a potential method of enabling them to grasp the essence of the subject. A significant number of faculties are actively involved in conducting research

and publishing them in reputed journals and edited volumes. However, the lack of advanced laboratory equipment, updated technology, insufficient infrastructure, limited funding and restricted industrial connection leads to a decline in the overall performance of a teacher in research and academia.

- The scholastic achievement of the students in this college is satisfactory, yet there remains further scope for improvement. The challenge is to retain and enhance the quality of performance. Insufficient access to advanced textbooks and online resources, limited exposure to diverse ideas, cultures and professional networks, weak industry linkage for internships, projects and placements as well as fewer opportunities for campus recruitment make a student aloof from education. Furthermore, they have to face difficulties commuting to and from the college due to insufficient transportation infrastructure which eventually affects their regular class attendance.

Addressing these challenges requires a multi-faceted approach involving government support, institutional initiatives and community involvement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institution offers **9 Undergraduate Courses** including B. A. Programmes in both Honours and General and B.Sc. Programmes in General following the **Choice Based Credit System (CBCS)** pattern and the course curriculum as designed by the affiliating body, **Vidyasagar University**, since 2018.

Curriculum Delivery

Every department has a **curriculum plan** that is fairly implemented and effectively delivered to the students according to the **academic calendar** prepared by the college.

Certificate Courses

The institution has offered 7 Certificate Courses in the last 2 years, starting from the academic session of 2021–22 to 2022–23. The curricula of the certificate courses have been thoughtfully designed to cater to social, emotional and skill development needs of the students in the area. going beyond the traditional syllabus driven teaching -learning framework . The Courses were both novel and engaging, thereby eliciting strong responses from a wide number of students.

Crosscutting Issues

The Institution skillfully integrates crosscutting issues of Professional Ethics, Gender, Human Values and Environmental Sustainability across the existing curriculum which is complemented by the co-curricular activities and programmes ranging from academic seminars, sensitization programmes and certificate courses reflecting similar themes. The faculties strive to motivate students to engage in a variety of extracurricular and outreach activities that further instill these values.

Project

The institution have demonstrated significant endeavour in engaging students in projects. In order to cultivate students' enthusiasm, they are consistently encouraged to select diverse project ideas based on their own interests. During the Academic Year 2022-23, around 35 percent of students in various departments were actively involved in projects and dissertations.

Feedback System

The college has collected feedback through standard questionnaire from various stakeholders like students, teachers, alumni on various aspects of curriculum delivery, institutional infrastructure, library facilities, ICT facilities, college environment and other support services with strict confidentiality. Both quantitative and qualitative analysis have been done for the past 3 years. The demands of the stakeholders have been successfully communicated to the concerned authorities for required action .

Teaching-learning and Evaluation

College has exhibited a robust commitment to enhance the Teaching-Learning and Evaluation Processes within its academic framework under Vidyasagar university. The College follows a free, fair, transparent online Admission process as per the admission circulars and Reservation policies of the State Government. Students from varied backgrounds apply through a well-defined online process. The College has an extremely ensuring a healthy, dedicated and devoted teaching-learning environment. The teaching-learning experience of students is determined by identifying learners' levels through Continuous Internal Evaluation (CIE) followed by innovative teaching pedagogies such as Experiential learning, Participative learning and Problem-Solving methodologies and ICT enabled teaching. The focus of imparting education is to have practical engagement through field work and hands-on learning Community engagement, extension activities, students' seminars, debates, competitions and other co-curricular activities assist in knowledge-gaining of students. The college appoints faculty members with good academic credentials in addition to teachers assigned by the Government following UGC norms and aptitude towards professional development based on workload and sanctioned posts. The College conducts Internal and External examinations as per University regulations. It maintains a robust Internal Assessment mechanism monitored centrally by the Examination Sub-committees. Departments conduct Academic progress meetings to ascertain the students' progress, syllabus completion. Students can register their Examination-oriented grievances through Departments (which are reflected in Departmental grievance reports), Grievance Redressal Committee, Internal & External Examination Sub-committees which are resolved in a timely, just, humane manner. Students can apply for Review of their published Results. The College has a well-designed mentoring system and conducts sessions for supporting students. The POs, PSOs and COs of all the broad-streams, programs and courses have been designed meticulously by the IQAC and the Departments. They have been shared with the students through notifications, classroom interactive sessions. The evaluation of Attainment of enlisted Outcomes (POs, PSOs and COs) is conducted through mechanisms like Results analysis, Attainment Portal score, Department meetings, quantification of Higher education progress and others. Satisfaction Surveys Student Satisfaction Surveys are conducted annually amongst the enrolled students. Students mentoring groups are also there to solve and counsel the students individually whenever students face any kind of problems.

Research, Innovations and Extension

The third criterion deals with research, innovations and extensions. As Kurt Lewin suggested, “no research without action, no action without research”. Thus, research and extension activities should go hand in hand.

The criterion is divided into five key indicators, each of them being specialised to analyse various aspects of the institutions. 3.1 (QnM) deals with receiving grants from any governmental or non-governmental agencies to carry out research projects. This section is not applicable to us as our institution did not receive any research grants. 3.2 is clubbed under two sub-categories, where 3.2.1 (QIM) deals with the innovation ecosystem of the institution and 3.2.2 (QnM) deals with the number of seminars, workshops and conferences. The institution has hosted 44 seminars in the past five years under review. 3.3 is divided into two metrics where 3.3.1 deals with the number of publications in UGC Care List journals. 13 teachers of the institution have UGC Care listed publications. The following metrics i.e. 3.3.2 deals with publications of book and chapters in edited volumes/books published in national/international conference proceedings. There are 28 book chapters in total of the faculty members of the institution. The next indicator is related to the various extension activities where 3.4.1 deals with the various activities that the institution has been a part of to facilitate the students to think and act beyond their books. It gives them the necessary exposure to reach out to the masses and help them in need. 3.4.2 deals with the various awards and recognitions that the institution has received for its extensive extension activities. And 3.4.3 deals with all the extension activities carried out by NSS to create awareness among the people in the community. 71 programs have been conducted by NSS in the past five years. Finally., 3.5.1 deals with the different MoUs signed by the institution to extend collaboration with other academic institutions. 18 MoUs have been signed to extend academic collaborations and benefit the students at the end of the day.

Infrastructure and Learning Resources

College Campus consisting of :

- 23 classrooms for 7 Arts Honours & General and 3Bioscience General.
- 2 ICT enabled classrooms.
- One seminar hall, with projector and audio system.
- NSOU centre for distance education.
- 3 large laboratories.
- Common room cum indoor game room.
- Two playgrounds.
- A gym centre.
- A common Yoga room.
- A museum named, '*Archaeological and Folk Museum*'.
- NSS Room, Incubation Centre and PWD Support Cell.
- One IQAC room.
- Office of the Principal.
- One Professors' room.
- One Cashier room.
- SC/ST Cell, OBC Cell and Minority Cell.
- 35 CCTV cameras.
- One Giant Silent Diesel Generator and Voltage Distribution Panel, three Inverter and two Water purifier-cum-Coolers and five regular water purifiers.
- A lift with the capacity of 680 kg.
- A Sick room.
- Wheelchair and Ramp is available.
- Two Sanitary pad dispensers and Incinerator Machines.
- Three auto-sanitizing machines.
- Central library.

Library as a Learning Resource:

- The college library composed of two attached hall rooms.
- Ground floor is provided with Air Conditioner and the entire library is under 3 CCTV surveillances.
- Free serials of *Udbodhan* and *New India Samachar*.
- Link of open e-resources, some of the e-books and e-journal links provided in the library website.

IT Infrastructure:

- Fully Wi-Fi-enabled campus.
- 'BSNL' (Bharata Sanchar Nigam Limited) and 'Jio' wireless internet facility (Wi-Fi) accessible.
- *JIO*: More than 10 MBPS (2016-2024)
- *BSNL internet speed*: 20 MBPS (2018- continue)
- BSNL IP Address: 59.95.53.48

- organized three workshops.

- 2 ICT (TF2 & SF6) enabled classrooms.
- 35 CCTV cameras with 2 LED TV installed at the office of the principal.
- Regular usage of desktop, laptop, printer, scanner, pen drive and smart phones as e-resources.
- LED projector and screen.

Student Support and Progression

Jhargram Raj College (Girls' Wing) has been instrumental in implementing several initiatives to facilitate the academic and social progression and holistic upliftment of students. Our college has meticulously documented their academic journeys that exhibit the way they have smoothly progressed from the undergraduate level to higher academic and professional levels.

- Scholarship and Freeships:
 - The College ensures that its students benefit from the scholarships and free-ship schemes provided by the Government of West Bengal and non-governmental agencies. It follows a systematic procedure of notifying, the students about the schemes and communicating with them about the requirements for availing the benefits and verification of documents.
- Capacity Building and Skill Enhancement Programmes

- Our college has introduced a variety of Capacity Building and Skill Enhancement Programmes, such as training programmes for competitive examinations and certificate courses, to ensure the overall enhancement of the skills of our students.
- The faculty members of JRCGW also employ innovative and integrative teaching methods using ICT tools to prepare students for progression to the higher academic level and profession sphere.
- Students Progression and Placement:
 - Considering the sizable number of students that step into higher education and qualified various state and national level competitive examinations, there is a clear indication of the improvement of our students' capacities over the course of the last five years.
 - A few of our pass-out students have secured job positions in different Government and non-Government organizations.
- Awards and Achievements:
 - The faculty member of JRCGW ensures the active participation students in co-curricular and extra-curricular activities organized by college as well as institutions and organizations outside of college. Our students have received a number of university/state/district level awards in the last five years.
- Systematic Grievance Redressal Mechanism:
 - College has functional, well-organized regulatory committees for awareness, prevention and addressing of grievances related to ragging, sexual harassment of students.
- Alumni Engagement:
 - College has an Alumni Association (yet to be registered) which actively participates in the cultural, sports, and academic activities of the institution.

Governance, Leadership and Management

The vision of the Jhargram Raj College (Girls' Wing) is to be an institution of excellence in higher education and research through innovation, and application of knowledge for a inclusive, multiskilled, and socially responsible student body. The Officer-in-Charge (O-I-C) of the college together with the coordinator IQAC, Secretary, Teacher's Council, Departmental Heads, and other faculty members translates the vision and mission of the institution into reality. The college follows the guidelines of the Higher Education, the University Grants Commission, and the affiliating Vidyasagar University to contribute towards maintaining the academic standard and running the administrative machinery. The college also adopted various welfare measures for its teaching and non-teaching staff. Faculties and the librarian also attend workshops /training programmes for their professional growth. For good governance of the institution, the college mobilizes resources and funds from governmental and non-governmental sources. The expenditure of the funds and resources mobilized are audited regularly (both internal and external). Further, to assure quality in the policy and strategies of the institution, the college instituted the Internal Quality Assurance System (IQAC) under the leadership of the O-I-C. The IQAC reviews the teaching-learning process, structures & methodologies of operations, and the learning outcomes of the college at periodic intervals. The IQAC is thereby entrusted with developing a system of conscious, consistent, and catalytic action towards improving the academic and

administrative performance of the institution focusing on the quality enhancement. The IQAC also motivates the faculty members to participate in the Orientation Programmes and Refresher Courses. He assists the Officer-in-Charge to design infrastructural blueprints for the college and promote all activities relating to the career advancement of teachers under the CAS. The IQAC also facilitates the all-round development of the students through sports and cultural activities and various outreach programs. Some of these are the International Women's Day, Stress Management Programme, and Suicide Prevention Camps. Movies are screened regularly at college in collaboration with the IQAC to sensitize the students about gender and other social issues. The IQAC steers the institution towards maintaining the health and well-being of the students. The activities of the IQAC include the constitution of an anti-ragging cell, undertaking campus cleaning, plantation drives, yoga sessions, and others. The college also conducts preparatory workshops for the SC/ST civil service aspirants. Under supervision of IQAC, the college also collaborates with other institutions as a signatory of MoU and participate in the pan-Indian ranking NIRF framework.

Institutional Values and Best Practices

Institutional Values and Best Practices

Jhargram Raj College (Girls' Wing), has always committed to provide education and overall social upliftment to students from underprivileged, marginalized JangalMahal area.

Gender: ICC and Gender Sensitization Committee perform gender audits based on which gender sensitization and promotion of Gender Equity. Awareness programmes addressing the empowerment of women are conducted regularly.

Green Initiatives:

Solid waste management done through Jhargram Municipality respectively.

Awareness campaigns and outreach programmes on and off campus to raise awareness on various environmental issues. Satyaban Pally is part of adopted slum. Also, 1.5 acres of campus consists of green cover which includes a Smriti Ban, ornamental front garden, herbarium.

The college has undertaken Green and Energy audits

Promoting Inclusivity:

Ramps, Lift, Braille, signage, wheel-chair, disable friendly toilet etc. have been provided for the Divyangjan.

the celebration of commemorative days like Democracy Day, International Mother Language Day, Sanskrit Divas, Independence Day etc.

Best practice

(i) Lodha Sabar community children from Pukuria Village are taught at Chuni Kotal Pathshala

(ii) Garden of Memories

Distinctiveness of the institution

1. Academic Empowerment of Women from Marginalized Communities and Diverse Socio-Cultural Background from the Junglemahal area
2. Mothers' Meet
3. Legal Awareness and Self Defence Training
4. Museum for preservation of folk culture

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JHARGRAM RAJ COLLEGE (GIRLS' WING)
Address	RANI INDIRA DEBI GOVERNMENT GIRLS COLLEGE formerly JHARGRAM RAJ COLLEGE (GIRLS WING), P.O.- JHARGRAM, DIST.- JHARGRAM
City	Jhargram
State	West Bengal
Pin	721507
Website	www.ridggc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	SUSIL KUMAR BARMAN	03221-299907	9836691141	-	jrcgirlswing@gmail.com
IQAC / CIQA coordinator	JOHEB ISLAM	-	8013759313	-	iqacjrcgw@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority 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	28-12-2018		View Document	
12B of UGC				
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	RANI INDIRA DEBI GOVERNMENT GIRLS COLLEGE formerly JHARGRAM RAJ COLLEGE (GIRLS WING), P.O.- JHARGRAM, DIST.- JHARGRAM	Urban	5	9287.54

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,	36	H.S.	Bengali	171	120
UG	BA,English Honours,	36	H.S.	English	171	117
UG	BA,History Honours,	36	H.S.	Bengali	171	129
UG	BA,Philosophy Honours,	36	H.S.	Bengali	141	96
UG	BA,Political Science Honours,	36	H.S.	Bengali	141	103
UG	BA,Sanskrit Honours,	36	H.S.	Bengali	150	100
UG	BA,Sociology Honours,	36	H.S.	Bengali	120	84
UG	BA,B A General In Bengali English History Philosophy Political Science Sociology Sanskrit,	36	H.S.	Bengali	690	456
UG	BSc,B Sc General In Botany Zoology Physiology,	36	H.S.	English,Bengali	90	15

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	0				0				36			
Recruited	0	0	0	0	0	0	0	0	6	17	0	23
Yet to Recruit	0				0				13			
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				16
Recruited	12	2	0	14
Yet to Recruit				2
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	6	0	8
M.Phil.	0	0	0	1	0	0	1	7	0	9
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1220	0	0	0	1220
	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	0	0	0	0
	Female	54	64	73	66
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	69	60	66	53
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	98	98	99	91
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	278	254	266	309
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		499	476	504	519

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College offers multi- and interdisciplinary courses to its students under NEP 2020, and it follows the syllabus of Vidyasagar University. Even though the University of Vidyasagar set the range of
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	<p>possible combinations of subjects, the college took the necessary preparations beforehand by appropriately modifying the structure of the regular class periods to make room for the multidisciplinary sessions. The content and study materials that faculty members have created also take into account the needs of students from various target streams. Teaching strategies were also developed with the multidisciplinary student body keeping in mind. Along with conducting a variety of academic events such as seminars, workshops, practical training, and faculty exchanges, the college also supports multidisciplinary activities.</p>
2. Academic bank of credits (ABC):	<p>On September 5, 2023, at noon, the college provided an orientation to the students on the ABC ID creation process in the seminar hall. With the help of the ABC, students will have the chance to create a personalised ABC ID, view their credit accumulation on an interactive dashboard, and choose how to start a choice-based credit transfer system. Important aspects of the Academic Bank of Credits' execution consist of: Course Selection Flexibility: Students can select courses according to their interests and professional aspirations, promoting a more customised and all-encompassing education. Credit Accumulation: A clear record of a student's academic progress throughout the length of their programme is provided by the Academic Bank, which houses the credits earned for each completed course. Students can create their own learning pathways using the ABC approach, which gives them the freedom to experiment with different disciplines and expand their skill set .We urge the community as a whole to adopt this innovative attitude to learning, and we look forward to seeing the good effects of this effort on our students' educational experiences.</p>
3. Skill development:	<p>As per the curriculum under CBCS and NEP 2020, Jhargram Raj College (Girls' Wing) follows the syllabi under the Vidyasagar University, Midnapore which contain skill enhancement courses for students in various subjects. The college has also taken additional initiatives to organize various skill development activities in the form of capacity-building programmes in collaboration with various relevant government bodies and organizations to motivate and equip our students for their holistic development. IQAC proposes to introduce certificate</p>

	<p>courses in all the departments for all the students to give them exposure beyond the curriculum. Certificate courses in Art & Craft, Local Tourism, Self Defence and Martial Arts, Women Empowerment, Mental Health, and Meditation have been jointly conducted by the Jhargram Art Academy, Jhargram Tourism Association, District Sports Karate Association, and Jhargram Employment Exchange Office.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian knowledge systems are deeply woven into the teaching and learning process through the college's use of Sanskrit and vernacular languages like Bengali as core subjects. The goal of Indian knowledge systems is to preserve and spread a deeper understanding and appreciation of Indian knowledge systems for future research, as well as societal applications. Traditional knowledge including the arts, sciences, literature, and culture is covered in the courses. Sanskrit Bengali, history, philosophy, political science, and sociology, to mention a few, are among the disciplines that emphasize fusing Indian values with world viewpoints to create a coherent understanding of life and its inherent worth. To preserve and develop this essence, departments with a deep cultural legacy in Indian culture host lectures, cultural events, and the commemoration of important days. The department's continuous adherence to this practice, even in the present academic year, is proof positive of its unwavering commitment to protecting and promoting the cultural legacy. Creation of the "SANCHAYEETA" museum on the campus of the institution, with a focus on the 'Archaeological and Folk Culture', which integrates the Indian knowledge system and aids in the preservation of the historical and cultural data about the Jhargram District. Photographs of over millennium-old archeological remnants of Jainism and Hinduism in Jhargram District and its environs are displayed. Additionally, there are certain artifacts from other cultural groups, such as traditional costumes, crafts, and hunting and musical instruments. The richness and diversity of folk heritage are emphasized by these exhibits.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Jhargram Raj College (Girls' Wing) promotes Outcome Based Education (OBE) by emphasizing the student-centric learning process. The college imparts knowledge, and soft skills, and inculcates learning experiences that sustain for life. The</p>

curricular programme followed, and the extracurricular activities conducted strive to build holistic, inclusive, multiskilled, and socially responsible citizens fit for a people-centric and ecologically sustainable society. Several initiatives undertaken by the college towards fostering an Outcome-based Education are the following:

- Students are encouraged to present their observations/opinions/research at seminars, webinars, and interactive sessions, attend academic lectures, and actively participate in discussions and workshops organized in and outside the college. Students also take part in educational excursions and field research under the supervision of teachers.
- The institution thrives on robust student-teacher bonding fostering a wholesome mentor-mentee programme and under its flagship tutorial classes are held every week. The students excelling academically are requested to tutor the relatively weaker ones in the class under continuous and thorough monitoring of the departmental teachers. So far, the initiative conducted in the think-pair-share mode has yielded immense results in helping students perform with the spirit of cooperative learning and reciprocity among them.
- The college offers job-oriented certificate courses, and career counseling programmes guiding students to choose a suitable career and prepare for employability.
- Students participate in national and international commemorative events that are organized periodically to create awareness among them and take part in social outreach activities, that not merely create awareness but are a service to society.

LEARNING METHODOLOGIES:
Interactive modes of teaching-learning through Audio-Visual aids, Study tours, and Field visits introduce the students to experiential and participative learning. Project-based learning and educational excursions, engage students in collaborative real-world problem-solving tasks while developing soft skills and cooperative attitudes among them.

ENLISTING PROGRAMME OUTCOME AND COURSE SPECIFIC OUTCOME ON THE WEBSITE- the outcomes of all the courses under the curriculum across the various programmes are documented by the academic departments. A uniform structured Course Outcome (CO), and Programme Specific Outcome (PSO) are prepared by all the Departments and are collated together to form a consolidated

	<p>document. The CO describes what each student should learn on completing a course. EVALUATION OF COURSE OUTCOME AND PROGRAMME SPECIFIC OUTCOME-The academic performances and classroom activities of the students are assessed after the End Semester Examination and in the review meetings convened to discuss the outcomes, remedial strategies are planned given the students' cognitive, affective, and psychomotor development and not simply the marks achieved. The college offers distance learning courses in collaboration with the Netaji Subhas Open University (NSOU) to service holders, elderly people, and housewives.</p>
<p>6. Distance education/online education:</p>	<p>A distance learning education center named Netaji Subhash Open University (NSOU) is located on the ground floor of JRCGW and the distance learners are pursuing their studies as well as getting benefits from this center. The classrooms of JRCGW are marked as Room No. GF-2, GF-3, GF-10, FF-3, FF-5, FF-6 and FF-7 are treated as classrooms for NSOU. The scheduled classes of NSOU run after 2 PM on Saturday and throughout the day on Sunday.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club (ELC) was set up in the college on 16.11.2021 as a constructive measure to promote civic and electoral awareness. India is a democratic country, conscious citizens are an asset as they can ensure responsibility in governance and keep up the spirit of popular sovereignty. As all the students pursuing graduation are new voters in the age group 18-21, electoral awareness initiatives have been taken up in the college for quite some time and have been formalized in 2021 through the club's formation. The name of the ELC of our college was Jhargram Raj College (Girls' Wing) Electoral Literacy Club i.e. JRCGWELC since 2021. With the change of college name on 27.12.2023, the club stands renamed as Rani Indira Debi Government Girls' College Electoral Literacy Club (RIDGGCELC)</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and</p>	<p>Yes, currently the club is a functional body and representative in character. The club consists of both</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>teachers and students. The nodal officer of the club is Deblina Mukherjee, Assistant Professor in Political Science. Other member teachers of this club are Suvasis Acharya, Assistant Professor in Bengali, and Naznin Mullick, Programme Officer and Assistant Professor in Sanskrit. All students are members of the ELC. However, to coordinate activities systematically, students of departments have nominated representatives and representatives from the NSS unit. The current student representatives are –Anupama Mahata (Department of Sanskrit & NSS), Falguni Pramanick (Department of Philosophy), Nilanjana Mahata (Department of Political Science), Sreya Routh (Department of English), Pramila Sing (Department of Bengali), Shreya Singh (Department of Sociology), Amrita Sau (Department of History), Nagi Kisku (B.A General), Pallabi Mahata (B.Sc. General)</p>
<p>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.</p>	<p>Various initiatives taken inside the college have played an important role in generating awareness among the students. Efforts were in place even before the official formation of a club in 2021. EVM and VVPAT demonstration was organized in the college on February 28, 2019, in collaboration with the BDO Office, Jhargram to make first-time voters aware of the process of using an EVM and how votes are counted. The Department of Political Science organized Constitution Day in 2019 and after the official formation of the ELC in November 2022. The theme of the 2022 wall magazine of the department was the structure of the Indian political system, visually presenting the different branches of the government and the inter-relationships among them. the college for the first time participated in the Youth Parliament Competition of 2022 and secured third position in the district level. The college also secured first position in the Youth Parliament essay and second position in the extempore competition at the district level. Not just the competition itself, but all the practice sessions and script preparation were quite empowering for the participants and the audience students. The ELC organized a Quiz on the Indian constitution on January 24, 2023, to raise general awareness of the Indian political system.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>Even before the club was officially formed, the students participated in electoral awareness initiatives in the community. In collaboration with the college's</p>

<p>publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>NSS unit, they participated in an electoral awareness campaign on March 13, 2019, at Anandapally where they interacted with the locals regarding the importance of exercising franchise and local expectations from elected representatives. After the formation of the club, voter awareness campaigns have been undertaken on several occasions. In collaboration with NSS, the students as a part of the 'Har Ghar Tiranga: Azaadi ka Amrit Mahotsav' campaign of the central government visited Lodha -Sabar para at Satyabanpally on August 15, 2022, and sensitized the people about their rights as citizens of the country. The NSS student members also participated in an Aadhar card application assistance survey at Satyabanpally on December 19, 2022, which can be considered an important step in enhancing student capabilities to work as harbingers of change in their localities. In the Lodha -Sabar settlement at Pukuria where the school for children run under the initiative of the college named Chuni Kotal Pathshala is located, a voter awareness drive was conducted by the ELC on 25th March 2023 in collaboration with the NSS unit.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Teachers and departmental representatives sensitize students about the requirement of voter registration both formally during day celebrations like Constitution Day and informally through interactions and providing direct assistance as and when required.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1220	1215	1086	891	656

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

2 Teachers

2.1

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

Response: 25

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
21	21	21	22	17

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
28.73760	8.12385	6.96427	8.22788	186.05132

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:

Curriculum Planning and Delivery

Jhargram Raj College (Girls' Wing) offers **9 Undergraduate courses**, including B.A. Programmes in both Honours and General and B.Sc. Programmes in General following the **Choice Based Credit System (CBCS)** pattern and the course curriculum as designed by the affiliating body, **Vidyasagar University**, since 2018.

Every department has an extensive, robust and fairly implemented **Curriculum Plan** that is effectively delivered to the students according to the **Academic Calendar** prepared by the IQAC in consultation with the institutional authority. The **Academic Calendar** of the college is designed in keeping with the academic calendar of the University. The calendar displays tentative dates for commencement of sessions, internal exams, session breaks, end semester exams, and government holidays, along with dates of important events. The college has diligently adhered to the academic calendar in the past, with the only exception of the year of the Covid-19 pandemic.

Mechanisms for Curriculum delivery

The Routine Committee prepares a composite class schedule in the form of a **Master Routine**, prioritising the needs of various departments in a balanced manner. At the beginning of each semester, the tentative teaching plan is shared with the students so that they have a clear idea about the syllabus distribution and time plan that they need to follow. The faculty members maintain class records and devise strategies to complete the syllabus within the stipulated time.

The college also adopts Innovative Teaching Mechanisms including **Information and Communication Technologies (ICTs)**, Participative and Experiential learning, Team activities like chart and Wall Magazine preparation, Quiz Competitions, Debates, Student Seminars, Educational Tours/Excursions, G-Suite. Students are encouraged to listen to invited lectures and participate in webinars and seminars to provide them with a comprehensive understanding of the current scholastic trends and areas of social responsibilities.

The college has also shown an active interest in perusing the Faculty Exchange Programmes (FEP) by signing **Memorandums of Understanding (MoU)** with its adjacent colleges, like Jhargram Raj College, Lalgah College, etc., to foster within the students an all-inclusive and kinaesthetic learning environment.

Furthermore, the College provides a space for outreach programmes to her students through the **National**

Service Scheme (NSS). The NSS unit has adopted one slum in the locality.

The college also ensures **continuous internal evaluation** of academic performances, including reviewing both the internal and external results of students in various courses, analysing their performance in exams, assignments and projects, and identifying areas where improvements are needed..

The college arranges mentoring sessions for improvement of students. Since the 2022–23 session, departments have been conducting formal **Parent Teacher Meetings (PTM) and Mentoring sessions** for the benefit of the students.

The library, which is a repository of more than 3800 books, also provides links to open e-resources on the college website. Installation of Koha software that enables students to access the catalogue smoothly is in progress.

In short, the institution provides a holistic and inclusive learning environment for the overall development of the learners' personalities, which is of as much importance as acquiring degrees in the long run.

File Description	Document
Upload 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: 07

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 programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	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
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: 10.42

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
222	306	00	00	00

File Description	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 offers courses that integrate cross cutting issues relevant to the contemporary needs of society as a part of the curriculum prescribed by Vidyasagar University. As a supplement to such endeavours, the institution regularly arranges seminars, invited talks, workshops, awareness programmes. In addition, the NSS Unit of the college, through their activities, ingrains ideas related to gender, environment and sustainability, human values and professional ethics into the young minds so that we can build a better future workforce for the nation.

Gender

Gender issues are an integral part of various courses in the curriculum of Sociology, History, English, Bengali and Political Science and are taught with special importance in the classes. In addition, the institute regularly organizes various seminars, workshops and special lectures pertaining to the same. Annual celebrations to mark occasions like International Women's Day also help to inculcate gender inclusive values beyond the horizon of the prescribed curricula. The institution has well-established mechanisms (Internal Complaint Committee & Grievance Redressal Committee) to prevent sexual harassment on campus.

Environment and Sustainability

The curriculum offers a compulsory course on environment and its sustainability in the Second semester, and special attention and seriousness are accorded to the course. In addition, various courses of the curriculum address this important aspect. Moreover, the institution, with the help of its NSS unit, has implemented various environment friendly approaches, including maintenance of plastic-free green and clean campus, installation of dustbins, observation of "World Environment Day", organizing seminars/webinars on environmental issues, sensitization of the neighbourhood community by conducting regular camps, frequent afforestation programmes and so on. Also, activities like introduction of **energy saving** devices like solar light and setting up of **Rain water Harvesting** Zone are examples of the way the college addresses the issue of environmental sustainability.

Human Values

The curriculum incorporates concerns related to value education, especially in the Social Science and Humanities courses. The institution plays a pivotal role for nurturing humane values like compassion, tolerance, nationalism, honesty and integrity among the students by organizing seminars, workshops, observing and celebrating special days. Moreover, Students actively participate in NSS activities with the purpose of spreading values of humanity and other responsibilities through various outreach programme.

Professional Ethics

The institution assists students in gaining a strong moral compass and an awareness of the ethical ramifications of their acts by incorporating concepts related to ethical

practice during their regular classes. The institute has a well-established anti-ragging cell and a strict policy for 'zero-tolerance' regarding ragging. An oath against corruption is also administered to both the students and staff.

In summation, being committed to the purpose of providing a comprehensive learning experience to the students, Jhargram Raj College (Girls' Wing) has tried to create an academic environment which skillfully integrates issues of across the existing curriculum and integrated into the co-curricular activities of the institution with the aim of the enrichment of the students, teachers and community alike.

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: 35.08

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

Response: 428

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
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 79.93

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
519	504	476	499	348

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
615	615	615	615	475

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: 70.12

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
189	204	194	189	151

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
277	277	277	277	214

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: 58.1

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:

College successfully utilizes several student-centric methodologies as part of experiential learning, participatory learning and problem-solving methodologies to make teaching-learning experiences more student-friendly. Besides, the institution uses some ICT facilities to improve the virtual teaching-learning environment.

1. Experiential and participative learning:

In the realm of experiential and participative learning, various departments of this college set up programs so that the students are actively involved in their education, take charge and make choices for the outcome.

- Excursions to several relevant places are conducted by the Department of Zoology regularly. The Department of Bengali also organizes educational tours to establish the bridge between theoretical knowledge and practical experience.
- Most of the departments publish wall magazines with their utmost effort.
- Several skill development programmes are conducted at regular intervals.
- Students are encouraged to participate in the Youth Parliament Competition.
- The science departments of the college are provided with well-equipped laboratories.
- National and International days are celebrated every year.
- The NSS unit of the institution systematically conducts social surveys and awareness/sensitization programmes, thalassemia awareness campaigns in the adopted village “Satyaban pally”, Pukuria Lodha Sabar Village and Chuni Kotal Pathshala.
- A blood group determination camp is organised on the behalf of Department of Physiology.
- Cultural programmes, quizzes, debates, extempore, dance competitions, poster-making events, film screenings etc are arranged to promote students’ holistic development.
- The green premises of the college including ‘Rabindra Udyan’, “Vidyasagar Udyan’, and a medicinal plant garden are nurtured by the spontaneous involvement of the students throughout the year.

1. The following Problem-solving methodologies are utilized

Here, the teachers in this college encourage students to foster creative thinking, higher-order thinking skills, and new interpretations while making the classes as interactive as possible. This approach helps to transform students from passive recipients to active participants.

- Giving home assignments to the students
- Arranging Lab based practical classes for hands-on training
- Supervising project works and dissertations
- Conducting PowerPoint presentations in smart classrooms
- Motivating students to participate in different competitions, especially group discussions and debates on contemporary issues
- Engaging students in different outreach programs like tree plantation and cleanliness drives instilling environmental awareness and social responsibility

1. Use of ICT-enabled tools

In our college, the student-centric teaching method using ICT tools is slowly but steadily developing college to support the faculty and students. Our initiatives-----

- Fully Wi-Fi-enabled campus providing internet connectivity from 2016
- Use of smart classrooms, Google Meet, and Google Classrooms for conducting online classes and examinations on and from pandemic period.
- Use of desktop, laptop, printer, scanner, pen drive and smartphones for using e-resources in regular teaching
- Use of LED projector and screen for seminars and programmes
- Execution of successful webinars in the pandemic era
- Creation of students' WhatsApp group for circulating necessary information and study materials
- Installation of Koha-integrated library management software is in progress
- Use of e-mails for providing reading materials, PowerPoint presentations and e-books beyond their regular classes

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: 56.67

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
36	36	36	36	36

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: 100

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
21	21	21	22	17

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

The examination system, a crucial element in evaluating students' academic progress, is comprised of two key components: Continuous Internal Assessment (CIA) and University Semester Examination under the Choice Based Credit System (CBCS). These components work in tandem to comprehensively assess students' performance throughout the academic year. The CBCS was introduced in the bioscience and the arts departments from the 2018-19 academic sessions.

Mechanism of Continuous Internal Assessment:

The domain of Continuous Internal Assessment (CIA) adopts a dynamic approach with flexibility and autonomy. The marks for the internal evaluation of each paper allotted is 15 i.e. 20% of the total marks in a 75-marks paper. Out of these 15 marks, 10 marks are allotted for the performance in internal assessment whereas the rest 5 marks are preserved for class attendance. To be eligible to appear in the end-semester examinations, each student has to maintain at least 75% attendance in classes and appear in the internal assessments each semester. The mode of evaluation and the schedule of internal assessments are finalized by the College Internal Examination Sub-Committee in collaboration with the Teachers' Council of the College. All the departments are entitled to conduct the internal class tests and make necessary arrangements accordingly. The process involves teachers preparing and submitting question papers, conducting examinations, evaluating of answer scripts, providing feedback on evaluated scripts, and displaying marks on departmental notice boards for internal transparency. During the examination, the students are instructed to appear in different rooms rather than their respective departmental classrooms. Oral class tests and home assignments are also executed, if and when required. The College Grievance Redressal Sub-Committee looks into the grievances related to the internal assessment process. Meticulous evaluation of internal examination answer sheets, careful assessment of student performance, and cautious uploading of marks by teachers have resulted into such case of grievance related to internal examinations.

Mechanism for External/University Examinations:

Mechanism for External/University Examinations: For External/University Examinations, the college administration ensures timely enrolment of students for Semester Examinations, intimates about the issuance of Admit cards, and shares the University's routine through the University Examination subcommittee, thereby assuring smooth functioning of such examinations. Mark sheets which include SGPA and CGPA, are issued and documented promptly after the result declaration. Setting and moderation of question papers as well as evaluation of answer scripts are carried out by university-appointed teachers, and any grievances related to the procedure are reported to the University for Review. Prompt communicative approaches are taken by the University Examination Subcommittee to resolve exam-related grievances and to alleviate tension among the student community.

Thus to ensure the smooth conduct of the CBCS examination internally and externally, both the examination sub-committees focus on creating an environment where the teaching-learning processes are seamless, communication and basic understanding skills are clear, and processes are integrated and efficient. By integrating these mechanisms and practices, our college has fostered a comprehensive and fair system for evaluating students' academic performance.

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:

Response:

The program of B.A. /B.Sc. (Honors) under Vidyasagar University follows the UGC-recommended Choice-Based-Credit-System (CBCS) curriculum and encompasses six semesters taught over three academic sessions. In the Core Courses, students are provided with comprehensive knowledge of the core branches of the major subjects taken. The detailed outline for a subject introduces young minds to the beauty and opportunity of their chosen program, highlighting the significance of the discipline within the background of the prevailing and ever-expanding domain of research. The pivotal idea and conceptualization are attained in the Core Courses to yield an entire outlook of the subject concerned. The curriculum is designed to ensure that graduates are prepared to meet the demands of their profession and can apply what they have learned in real-world settings. The knowledge, skill and worthy application of salient research methodologies relevant to the discipline are emphasized in the final semesters. Students are motivated to think analytically and acquire problem-solving approaches for interpreting the interdisciplinary domain of the subject. As the course progresses, the syllabus intends to incorporate classical and modern theories, the latest trends, and their relevance in the present world. In the Bio-science departments, the semesters provide the opportunity to adapt to laboratory techniques, data-analysis abilities, and multi-disciplinary approaches in a rapidly evolving scientific landscape through fieldwork and/or sustained practical classes. Students of humanities are taught both literary and social aspects and are trained to acknowledge the varied dimensions of literature, culture, society, and politics. They must learn research integrity and publication ethics. Besides, the Skill Enhancement Elective Course (SEC) is designed to equip the students with practical skills that complement their theoretical knowledge, making them more versatile and employable. In some disciplines, the framing of the syllabus for the final semester contains a dissertation, the training that enables learners to deduce problems/issues, develop research aptitude, collect first-hand data and analyse accordingly. In a nutshell, the students grasp the utility and possibility of the subject through specifically designed courses of Core papers, Discipline-Specific-Electives (DSE), and skill-enhancement-courses (SEC). Exposure to interdisciplinary texts, practices, and issues significantly enhances students' cross-cultural awareness, critical argument formation and research aptitude. By engaging with diverse perspectives and methodologies, students become well-rounded individuals capable of addressing complex problems in innovative and effective ways. Fulfilling program requirements is fundamental in shaping competent professionals who can think and work

independently while also excelling in team environments. By providing a holistic approach in balanced education combining theoretical knowledge with practical skills, programs ensure that graduates are well-prepared to meet the demands of the modern workforce. Program outcomes are crafted to ensure a comprehensive development of students, preparing them not only with advanced knowledge and practical skills but also with critical thinking abilities, ethical values, and an awareness of global and environmental issues. Through this multi-faceted approach, students are expected to make meaningful contributions to their professions and society at large.

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:

Response:

Course attainment is the level of achievement for a student, reached in a particular course. It is measured through assessments, exams, assignments, projects and other evaluations. Course attainment indicates how well the student has understood and met the learning objectives and goals set for the course. It can be used to determine grades, inform future learning pathways and evaluate the effectiveness of teaching methods.

Generation of program outcomes, program specific outcomes and course outcomes were provided by the faculty members with assistance of the IQAC.

Assessment tools used:

Direct Attainment Evaluation tool: - **Result of Final University Examination**

Direct assessment table: 1

Course type	Assessment tools	Frequency
Theory	End-semester exam	Once per course
Laboratory/ Practical	Continuous evaluation	Every lab session
		Once per course

The attainment of POs and COs is evaluated to assess the effectiveness of a Program or Course in

achieving its intended learning objectives. This evaluation is important for continuous improvement and improvisation among student as well as teaching faculties.

Methodology for calculation of COs through direct assessment tools:

The CO attainment level for a given course, for a particular batch of students is computed as follows:

In step 1, the total marks obtained by a student for a given course in a particular evaluation tool is computed by adding the marks obtained by her for all questions addressing the specific CO. This mark is then divided by the maximum marks attainable for these specific questions. This attainment score is computed for each student in the batch.

For example, if a student obtains a total of 30 marks for all questions addressing CO1 in Test-1 and the maximum marks attainable for these questions were 40, the attainment score for CO1 for the particular student is 30/40 or 0.75 from the evaluation tool Test-1.

In step 2, step 1 is repeated for all the student-performance corresponding to the specific CO. Then a weighted sum of all attainment scores is divided by the total of maximum attainment level obtained for each student. This is computed for each student in the batch.

Overall CO attainment:

Overall CO attainment is calculated by giving specific weightage to the direct attainment values.

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: 97.46

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
244	317	240	142	131

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
260	317	241	142	142

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.84</p>	
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: 0

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	0	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our institution is dedicated to fostering all-round student development. We ensure academic excellence and essential skills for economic independence. Our devoted faculty organizes diverse placement programs and provides hands-on vocational training for future careers. The institution has an Incubation Centre (*Srijita*) where the students' multiple works and abilities are displayed. It encourages them to hone their skills further and make a living out of their talent. This effort of the students is further outsourced to Chunikotal Pathshala, where they teach different vocational skills to the children. The institution will also hold a campus bazaar to benefit the students. The students are taken to Samabyay Samiti and collaborate with different Self-Help Groups to have varied career choices further and be economically independent.

Abiding by the University's prescribed curriculum and the Choice-Based Credit System (CBCS) mandated by the UGC, the institution actively incorporates region-based concerns. With the advocacy

of the various certificate courses, the students can draw knowledge from outside their stipulated curriculum. Jhargram is rich in culture and history, and our educational approach includes certificate courses focusing on its cultural heritage and architectural significance. Students also go on academic excursions to meet locals and develop skills for studying society and communicating across different cultural backgrounds. The institution also organizes seminars on varied topics where state, national, and international level speakers share comprehensive knowledge with them.

Most of the students in this institution are first-generation learners. Using various Information and Communication Technologies, this institution allows them to engage in group discussions, group assignments, debates, extempore, quizzes, project work, and student seminars. Besides these activities, the institution organizes multiple cultural programs and observes significant days to uphold and promote the essence of Jhargram and its culture among the students. The institution has an Archaeological and Folk Museum where students can come in touch with the rich cultural heritage of the district.

Our Political Science Department is dedicated to educating and empowering students about property rights and their history. We organize IPR seminars and legal awareness programs to prepare students for diverse careers. These efforts reflect our commitment to student education and empowerment, inspiring them to make a positive impact in their fields.

The institution is dedicated to providing students with a rich and resourceful library, a cornerstone of our commitment to their academic growth. The central library offers more than 3800 books and periodicals for students' educational endeavors. The college website links various open-access journals and e-books for advanced learning. Students are encouraged to contribute to the annual college magazine 'Piyal' to refine their writing abilities and express their feelings through poetry, storytelling, and short essays. Each department maintains wall magazines where students can delve into subjects in depth and showcase various academic themes. Furthermore, the institution's various collaborative agreements (MoUs) with colleges across the State foster knowledge transfer and expose students to diverse career opportunities. The holistic educational experience provided by the institute aims to create students with innovative minds and comprehensive knowledge and skills.

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: 43

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
19	07	05	07	05

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: 0.08

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
00	01	01	00	00

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the 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

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: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	02	04	00	01

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:

Jhargram Raj College (Girls' Wing) provides a range of extension and social outreach initiatives within the local community aimed at nurturing social awareness among students and fostering their overall development. The institution has adapted to the challenges posed by the pandemic by developing online programs that aim to involve students and enhance their knowledge and empathy for society, nature, and the environment. The institution's N.S.S. Unit-I is responsible for coordinating numerous activities, as outlined below:

- 1. Advancing Literacy: Leveraging Learning for Community Development**—Since 2018, the institution has initiated a morning learning school named Chunikotal Pathshala for the children of Lodha-Sabar community in Pukuria village. Additionally, the NSS volunteers successfully carries out an adult literacy drive for the residents of Pukuria village.
- 2. Green Growth: Cultivating Environmental Awareness**—Rallies are organised to promote environmental awareness. Various plantation drives are organised throughout the year. Cleanliness drives are also incorporated to create grassroot drives for a healthy and green society.
- 3. Empowerment: Fostering Future Leaders**—Various topics on pertinent social issues are discussed for the students to foster empowerment among them. Various programmes are

organised during Women's Day to foster empowerment.

4. **Harnessing Holistic Healing for a Healthy Society**—Various programmes on menstrual awareness, sanitary napkin distribution, health check-up camp in collaboration with Suchetana Responsibility Mission, programmes on Thalassemia awareness are conducted by the institution.
5. **Vocational Ventures: Encouraging a Self-Sufficient Society**—Residents of Pukuria village have been given mushroom cultivation training, children of the village are given various vocational training such as hands-on jewellery making training, origami making training which thereby fosters holistic development of the marginalised residents.
6. **Enhancing Education: Extra-Curricular Activities for Holistic Development**—Students actively take part in programmes like Youth Parliament Competition, Jungle Mahal Utsav, Yoga, Meditation, various self-defence activities, physical fitness training, and to participate in extempore and debate competitions on topics based on important social issues.
7. **Strengthening Society through Social Work**—Programmes such as electoral awareness, legal awareness, COVID-19 awareness activities, mask distribution to name a few have been organised by the institution.

Outcome of the Extension Activities:

Participating in extracurricular activities fosters social responsibility, personal development, and an awareness of societal issues. Engaging in cultural and community gatherings outside of the campus environment helps students recognize their role in contributing to a more constructive society.

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:

Since its inception in 2014, Jhargram Raj College (Girls' Wing) have been the beacon of hope for its students. With the joint effort of the faculty members and the students, the Institute has been acknowledged and honored by both governmental and non-governmental entities for its active engagement in community service initiatives involving students and faculty members. Though the number of awards and accolades might seem less, but the students of this institution mostly hail from low socio-economic background. Majority of them are first generation learners. Thus, the awards and

recognitions received by them acts as a huge source of inspiration and encouragement for the students and the institution. The awards and recognitions have been received by the institution, such as—

1. The institution has been the recipient of the Kanyashree Award for attaining the first ranking in the Jhargram district, in recognition of the advocacy and promotion of comprehensive women's empowerment within the community. The award is a testament to the successful implementation of the Kanyashree Parakalpa for the uplifting of the students in the district.
2. The institution has achieved the third rank in the Youth Parliament Competition in 2022. The active involvement of the students in the competition have provided them with the opportunity to have a glimpse of the workings of the parliament.
3. The students at our college demonstrate remarkable academic achievements and actively participate in a diverse range of extension programs at various levels. Their exceptional performances in both academic and extracurricular activities have been recognized with numerous accolades and awards.
4. Numerous faculty members at our college have been honored and recognized for their exemplary delivery of motivational presentations at various national and international seminars and conferences. These presentations have focused on raising awareness about critical societal issues.
5. Besides these, a few faculty members have been awarded with prestigious accolades for their exemplary contribution both in the field of academics and the society. These achievements stand as an example to the students to work harder and give back to the society.
6. Apart from awards and accolades, the institution has been recognized by different governing and non-governing bodies for carrying out welfare activities and to contribute to the society.
7. The institution has received recognitions from various government and non-governmental bodies for carrying out social welfare activities across the district of Jhargram.

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: 30

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
12	07	00	04	07

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: 18

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:

- There are 23 well-ventilated classrooms for 7 Arts Honours/General and 3 Bioscience General subjects. All these rooms have adequate number of lights, fans, Whiteboards, Blackboards, and/or glass boards. The electrical facilities available in the classrooms are adequate for operating laptops.
- There are 2 ICT enabled classrooms and/or Smart Classrooms.
- Seminar hall is located at the First floor, well equipped with electrical provision to enhance the existing facilities of Hall room. Provided with audio visual aids like projector with audio system, the capacity is about 238.
- Netaji Subhas Open University (NSOU) located at ground floor of JRCGW. The schedule classes of NSOU run after 2PM on Saturday and throughout the day on Sunday.
- There are 3 Bioscience laboratories well equipped with necessary instruments, goods and associated facilities, and are regularly upgraded in accordance with the requirements of the revised syllabus.

Sl. No.	Laboratory	Size
1.	Physiology	903 sq. ft.
2.	Zoology	1092 sq. ft.
3.	Botany	1092 sq. ft.

- Common room cum indoor game room located at the second floor with facility for the games like, Chase, Chinese Checker, and Table Tennis etc.
- There are two playgrounds inside the college campus. Different outdoor games like Cricket, Badminton etc are regularly played in this ground. The college also organizes Annual Sports in these playgrounds.
- A gymnasium and common Yoga room is located on the ground floor and second floor of JRCGW respectively.
- The college has a museum named 'Archaeological and Folk Museum', preserves variety of Archaeological pictures, manuscripts, and items related to the Santali culture.
- In the ground floor Room No. GF-3 is considered as NSS Room, Incubation Centre and PWD Support Cell. This room is equipped with Almirah, necessary materials etc.
- IQAC room is located at ground floor, equipped with Computers, Printers, Almirah, chairs tables

etc.

- A well-furnished large room is assigned for the office of the Principal/Officer-in-Charge. Equipped with Computer, Printer cum Scanner machine, photocopy machine, LCD Screens, AC and Refrigerator.
- At the ground floor Professors' Room is equipped with AC, Refrigerator and other necessary things.
- Office and Cashier room is located in the ground floor.
- A room on the Second floor(SF-1) is dedicated for 'SC/ST Cell', 'OBC Cell' and 'Minority Cell'.
- The college has 35 CCTV cameras at different floors located at various regions with a live feed to the Principal's office.
- One Giant Silent Diesel Generator and Voltage Distribution Panel, three Inverter and two Water purifier-cum-Coolers and five regular water purifiers are installed in the college campus.
- A lift was installed with the capacity of 680 kg, sufficient for 10 persons at a time.
- A Sick room is equipped with one stretcher, one bed, one arm chair, sofa, and fast-aid box.
- A Ramp was constructed and Wheelchair is available for differently abled persons.
- Three Sanitary pad dispensers and Incinerator Machines are there in 3 ladies' washrooms.
- Three auto-sanitizing machines are installed in the college.
- The central library of the college is located Room No. GF-9 & FF-4 of the college building and more than 3800 books are there. The reading hall is pretty wide with full ventilation and enough seat capacity.

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: 87.84

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
20.85565	2.82405	0.75936	1.52719	183.1839

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:

Response:

The college library is made up of two attached hall rooms; one is on the ground floor GF-9 (841.375 sq. ft.), another one is extended up to first floor FF-4 (1225.2 sq. ft.). Library office room is on the ground floor, and have around 10 seating capacity for users. Whereas, Reading Hall is located on the first floor with the seat capacity of 40. Only the portion under ground floor is provided with Air Conditioner and the entire library is under 3 CCTV surveillances. Library provides open access facility to all the users of the library. Library frequently organizes book-talk programmes for the students. Regular magazines like 'Udbodhan' and 'New India Samachar' deliver their periodical copies to the college library at totally free of cost. Link of various open e-resources including e-books, e-journals, e-newspapers, and Career oriented books, magazines and newspaper links has been given in the college library website. Beside this, question papers of Final/End Semester Examination are also uploaded in the college library web page from 2020 onwards. All these open access resource links are helpful for the students to deal with regular academic activities.

Funds for the Koha have been sanctioned. The implementation of the Integrated Library Management System (ILMS) is going on presently. Before the introduction of Koha in the library, it is being managed and run manually by following eight registers, namely Accession Register (one), Library Card Record Book (one), Library Entrance Registers (two), Reading Hall Registers (two), and Book Issue Registers (two). Total usage of the library was reported year wise and the Officer-in-Charge authenticated that (Annexure- 4.2.1 F, 4.2.1 G, 4.2.1 H, 4.2.1 I, & 4.2.1 J).

Due to absence of librarian before February, 2022 library sub-committee used to choose a member from faculties to maintain all the functions related to the library.

College Library provides Reading Room service, Book Lending service, and Reference Book service.

Sl. No.	Academic Year (July- June)	Total Amount of Books Purchased	Total Expenses	Related to
1.	2018-2019	200	84,067.00	Annexure- 4.2.1 A
1.	2019-2020	252	73,170.00	Annexure- 4.2.1 B
1.	2020-2021	173	54,062.00	Annexure- 4.2.1 C
1.	2021-2022	Gifted book collection	-	Annexure- 4.2.1 D
1.	2022-2023	129	36,868.00	Annexure- 4.2.1 E

Total amount spent on purchasing books in last 5 years is Rs. 2,50,167.

Sl. No.	Library Usage Report for the Year	Related to
1.	2018-2019	Annexure-4.2.1 F
1.	2019-2020	Annexure- 4.2.1 G
1.	2020-2021	Annexure- 4.2.1 H
1.	2021-2022	Annexure- 4.2.1 I
1.	2022-2023	Annexure- 4.2.1 J

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:

- Fully Wi-Fi-enabled campus providing internet connectivity from 2016.
- 'BSNL' (Bharata Sanchar Nigam Limited) and 'Jio' wireless internet facility (Wi-Fi) is accessible at different corners of the college.

- *JIO*: More than 10 MBPS (2016-2024)
- *BSNL internet speed*: 20 MBPS (2018- continue)
- BSNL IP Address: 59.95.53.48

- On 27th November, 2018 a workshop on "Know the uses of Microsoft Office- Word and Basic Excel" was organized in the college auditorium hall.
- College has organized a workshop on "Basic Computing Skills" on the 20th November, 2019 to enhance the soft skills of the students.
- In the year 2023, a two-day workshop entitled "The How-to of Power-Point Presentation- A Two-day Workshop" was jointly conducted by the Department of English and History on 24th March and 26th March.
- In recent years, integrating Information and Communication Technology (ICT) tools in the education system has revolutionised the teaching-learning process. In the Pandemic period faculty members of Jhargram Raj College (Girls' Wing) enforced themselves to deliver education to the students, through online mode using learning platforms such as Google Meet, Google Classrooms, and others.
- Executed successful webinars in the pandemic era.
- Created students' WhatsApp group for circulating necessary information and study materials.
- Started use e-mails for providing reading materials, and e-books beyond their regular classes.
- Used Power Point presentations for online classes.
- There are 2 ICT (SF-2 & SF-6) enabled classrooms in the college. Among which 1 is equipped with computer along with projector and screen, other one has only projector and screen.
- There are 35 CCTV cameras for the maintenance of safety and security in the campus along with 3 LED TV installed at the office of the principal.
- Use of desktop, laptop, printer, scanner, pen drive and smart phones for using e-resources in regular teaching.
- Jhargram Raj College (Girls' Wing) & NSS Unit-1 handle two individual YouTube channels to share institutional activities such as seminars, cultural programme etc., and NSS tasks respectively.
- Use of LED projector and screen for seminars and programmes.
- In the library there are 3 computers: 1 is used for the library users, other 2 are used for library office work.
- Three Laboratories namely Physiology, Botany and Zoology has 3 separate computers for the supporting the Science related laboratory work.
- The salaries and other payments of teachers and staff are imburse through IFMS.

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:** 1220**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 1

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: 1.66**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
1.12288	0.75301	1.07036	0.52976	0.47000

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 49.66

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
1137	611	280	266	223

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: C. 2 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

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: 8.64

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
282	156	0	0	0

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

5.1.4

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

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

Response: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
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: 31.01

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
84	95	66	47	41

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
244	317	240	142	131

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

5.2.2

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

Response: 0.54

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
00	01	01	00	02

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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
00	01	00	00	00

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

5.3.2

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

Response: 12.4

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
24	08	02	16	12

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:

Jhargram Raj College (Girls' Wing) has an Alumni Association which was formed by the Internal Quality Assurance Cell at the meeting held on 11.07.2022 (Thursday) at 1.00 PM. In the meeting, the Executive Council of Alumni Association was also formed with a President, Jt. Secretary, and 9 members. The Executive Council of Alumni Association held its first meeting on 17.08.2022. The positions of the Vice President, Asst. Secretary, Treasurer, and Asst. Treasurer were added. It was proposed in this meeting that the name of the college should be changed to Rani Indira Debi Government Girls' College. 200 alumnae have joined this association so far. Since its formation, it has been instrumental in facilitating the welfare of this college by actively participating in the developmental, infrastructural, academic, cultural and sports activities organized in this college. The Alumni Association is yet to be registered.

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:

Response:

Vision: The vision of the Jhargram Raj College (Girls' Wing) is to be an institution of excellence in higher education and research through the development, innovation, and application of knowledge for holistic, inclusive, multiskilled, and socially responsible global citizens towards a people-centric and ecologically sustainable society. Young women suffer social deprivation and systemic exploitation in this underprivileged geo-political location, and it is through the education imparted that the Jhargram Raj College (Girls' Wing) seeks to help these young women realize their potential.

Mission:

The mission of Jhargram Raj College (Girls' Wing) is as follows.

- To promote the participative management culture at the strategic, functional, and operational levels.
- To encourage students, to participate and present their observations/opinions and research at the seminars and interactive sessions held during every academic session.
- To inculcate a sense of social responsibility among the students.
- To prepare students for greater employability by imparting them both the academic training and soft skills required to compete confidently in the professional world.
- To encourage students to participate in the national and international events organized periodically to create awareness among them.
- To guide students toward the successful completion of degrees and channel them towards pursuing higher degrees in their selected or allied fields of study.
- To provide education that is accessible to all and inexpensive, thereby constructing a democratic space fostering academic excellence.

Governance of the institution is by its Vision and Mission, visible in the following institutional practices:

1. Sustained Institutional Growth during the last five years, took place in Administration and Academics. Infrastructural developments such as need-based software applications and e-governance were introduced and regularized. The college has been following a well-defined teaching-learning process through regular classroom teaching and experimental and field research.

2. Institutional Social Responsibility – The college conducts Outreach Activities with the help of Chunikotal Pathshala and the NSS unit of the college.
3. Initiatives for NEP Implementation: From the academic session 2023-2024, the admission procedures, the courses, and their duration have been formulated as per the prescribed guidelines of NEP 2020 and the affiliating Vidyasagar University. A preparatory Orientation programme was held in the college on September 5, 2023, to inform and guide its students regarding the Academic Bank of Credits (ABC) systems and ID generation.
4. Decentralization: The teaching staff constituting the Teachers' Council and several sub-committees assist O-I-C.
5. Long-Term Perspective Plans: The foremost goal of the institution is to provide a safe and secure environment where the students can acquire knowledge and flourish. The units such as the Internal Complaints Committee and the Grievance Redressal Cell help the college in this respect through academic lectures, discussions, webinars, and workshops that are organized inside and outside the college.
6. Short Term Perspective Plans of the College are at the execution level such as smooth conduction of regular classes, execution of capacity building and skill enhancement programmes as part of the Certificate courses, and student-centric research work and field trips. Workshops, seminars, and student-faculty exchange programmes are conducted at regular intervals alongside the awareness-building activities of the NSS.

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:

Response:

Strategic Plan:

The Officer-in-Charge (O-I-C) of the college in association with the IQAC, Teacher's Council, Departmental Heads, and other faculty members monitors the various academic and administrative activities of the college. The different subcommittees formed by the Teachers' Council execute the strategic plans and policies while the Officer-in-Charge consults the Director of Public Instruction (DPI)

when the need arises. The college facilitates a dialogue between its major stakeholders as students, parents, and teachers on the institute's effective functioning. Some of the strategic plans adopted and carried out by the institution are:

- 1.Regular meetings are conducted by the IQAC, the Teachers' Council, and the respective Departments with the O-I-C
- 2.Planning and executing curricula using a clearly defined syllabus and routine structure
- 3.Student Mentoring
- 4.Offering Certificate Courses and Skill Enhancement Programme to students
- 5.Recording feedback from students.
- 6.Alumni registration is in progress
- 7.Conducting Internal assessment examinations periodically to evaluate students
- 8.Application for more substantive posts from the state government
- 9.Hosting students' seminars, webinars, and invited lectures
- 10.Tutorial classes are conducted for students
- 11.Print magazines and wall magazines are published periodically to foster creative and artistic skills among students
- 12.Students undertake Outreach activities under the supervision of NSS
- 13.Preparedness for NEP 2020

Physical and Academic Infrastructure

- Completion of the four-storey building
- Installation of Elevator
- Installation of a rechargeable inverter inside the Teachers' Common Room

E-Governance with key features:

- Online Admission process
- Use of digital Platforms such as WBIFMS, HRMS
- Online Student Support System (Fee payment, Registration, Admit Card Download)

The college runs as an organism under the guidance of our Officer-in-Charge. The IQAC and Teachers' Council together frame the policies of the college about both curricular and extracurricular activities. The college abides by the rules framed by the Government of West Bengal, the affiliating University, and the different educational institutions with whom the college has signed MoUs.

Meetings of the Teachers' Council and IQAC are held regularly for making perspective plans, accompanying strategies towards their implementation, and to review the progress till their final execution. Students' representatives from all academic batches of different disciplines work with various subcommittees to deliver the administrative and cultural responsibilities of the college. There are various Sub-Committees under the IQAC that ensure the quality assurance initiatives and their successful implementation. Anti-ragging Cell, Grievance Redressal Cell, PWD Support Cell, SC/ST Cell, OBC Cell, and Minority Cell are formed as per the Government norms and UGC guidelines. 10 undergraduate departments in the college include Social Sciences, Humanities and Science. The Jhargram Raj College (Girls' Wing) has a Library Committee which recommends different strategies for its development.

The faculty members in the college are the permanent teaching staff and a few of its non-teaching staff

were appointed by the Department of Higher Education, Govt. of West Bengal on the recommendation of the West Bengal Public Service Commission. West Bengal Service Rules are applicable to all the employees of the Institution.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

Response:

A. Appraisal System:

All the staff members of the college have performance appraisal systems. The following are the different kinds of appraisal systems maintained in the college.

Daily Performance Report

In their self-appraisal reports, all the teaching staff keep track of their daily attendance at the college, the number of classes they are assigned to take, any other academic or administrative responsibilities they complete, any casual leaves they take, etc.

Self-Appraisal Report (SAR Online) Every year all the teachers under W.B.E.S. and librarians have to submit their SAR through WBIFMS to the O-I-C. The O-I-C forwards those to the DPI.

Annual Confidential Report

The Head of the Institution (HEI) forwards the teacher's Annual Confidential Reports to the Director of Public Instruction (DPI), Education Directorate, Department of Higher Education, Government of West Bengal, during the teacher's confirmation in service (W.B.E.S.) and their promotion. The HEI comments on 12 aspects of the teacher in that report. Additionally, HEI provides general feedback about the teacher's character, physical health, and unique qualifications.

Special Confidential Report

During the confirmation in service (W.B.E.S) of a teacher, the Officer-in-Charge (O-I-C) sends a Special Confidential Report of the teacher to the DPI.

PBAS

Performance Based Appraisal System is followed for the promotion under CAS of the Teachers and Librarian.

Performance Report for Group-C Employees

The HEI prepares the Performance Report of Group-C Employees during their promotion. The security persons, and housekeeping staff (private) also record their daily attendance in the attendance register.

B. Welfare Measures for Staff Members

The permanent staff of our college are entitled to several welfare measures from the Government of West Bengal. They are as follows:

1. West Bengal Health Scheme

2. Loan from General Provident Fund

3. Leave Facilities

1. Medical Leave
2. Maternity Leave
3. Child Care Leave
4. Paternity Leave
5. On-Duty Leave
6. Casual Leave
7. Leave Travel Concession (LTC)
8. Pension and Family Pensioners Benefits
9. Gratuity Benefit
10. Leave Encashment
11. Adhoc Bonus (Group C)
12. Festive Bonus (Group C)

4. Recreational facilities:

- Indoor game facilities like Table Tennis, Chess, Carom etc
- Gymnasium
- Yoga Room

5. Other facilities: Ramps, Elevator, Partially Paperless Governance, Air-Conditioned Staff Room, Office, Water purifiers, Security, and Housekeeping Staff (private).

C. Avenue for Career Development/progression (Career Advancement Scheme)

As directed by the West Bengal government and UGC, the Career Advancement Scheme is used to promote teachers and librarians under the WBES. The State government's regulations are followed to promote the non-teaching staff. Here, staff welfare is given foremost importance, and the institution strives hard to keep them happy and healthy. The college organizes for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Facility, and Leave on Overseas Project or Conference. HEI grants permission to attend Faculty Development Programmes such as Orientation programmes, Refresher courses, and short-term courses for the career development of the teaching and non-teaching staff. Other services such as Wi-Fi, well-equipped gymnasium, and recreational facilities are available.

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
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	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:** 31.69**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
17	13	4	8	3

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
8	8	8	8	8

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:

Response: The College submits a budget in the form of proposals involving different components like Plan-Head, Non-Plan Head, Infrastructure Development, etc., and receives the budgeted amount from the Higher Education Department, Government of West Bengal. After receiving the funds, the college mobilizes the amount as per the strategic plan developed at the time of preparation of the budget. The college authority boosts its members, the teaching, non-teaching staff, and the contractual staff to utilize the funds optimally received within due time. The college prepares utilization certificates as per the grants sanctioned and submits them in due time to the appropriate authority. The college also acquires Non-Government Funds from students' admission and submits a part of it to the Treasury, Govt. of WB through TR-7 Form. The residual part of this fund is utilized optimally for the benefit of the students and other stakeholders. Besides, the college gets funds for conducting public service examinations such as WBCS, SET, TET, Food and Supply, Police Service, Jhargram Zilla Parishad Group-C/Group-D Examination, DPSC Group-C/Group-D Examination, which it utilizes to successfully conduct the examinations. Thereby, the college authority tries to ensure maximum utilization of the available funds. The college conducts internal and external audits at justified intervals of time. The external audit is

conducted by the Office of the Principal Accountant General (General & Social Sector Audit), West Bengal. The Authority also conducts internal audits of different non-government funding sources by a reputed Chartered Accountant firm. The External Audit, conducted by the Office of the Principal Accountant General (General & Social Sector Audit), West Bengal, was done for the period from 01-07-2018 to 31-06-2023. A few queries were raised by the concerned Auditor and the authority which were satisfactorily responded to with supporting documentation in due time. The college therefore took the initiative to conduct audits of the government and non-government funds that it collected during this period.

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:

Response:

As per NAAC guidelines, every accredited institution should establish an IQAC as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC becomes a part of the institutional system and works towards realizing the goals of quality enhancement and sustenance of the institution. The primary aim of IQAC is to develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the Jhargram Raj College (Girls' Wing) and to promote measures for institutional functioning towards quality enhancement through the internalization of quality culture and institutionalization of best practices. The IQAC motivates the faculty members to participate in the Orientation Programmes and Refresher Courses. He assists the Officer-in-Charge in designing infrastructural blueprints for the college and promoting all activities relating to the career advancement of teachers under the CAS. The IQAC also facilitates the all-round development of the students through sports and cultural activities and various outreach programs. These include the International Women's Day, Stress Management Programme, Mind Management Workshop, and Suicide Prevention Camps. Movies are screened regularly at college in collaboration with the IQAC to sensitize the students about gender and other social issues considering the particularities of the Jangal Mahal region. The IQAC steers the institution towards maintaining the health and well-being of the students. The activities of the IQAC include the constitution of an anti-ragging cell, undertaking campus cleaning and plantation drives, yoga sessions, and others. The college also conducts preparatory workshops for the SC/ST/OBC civil service aspirants. Under the supervision of IQAC, the college also

collaborates with other institutions as a signatory of MoU and participates in the pan-Indian ranking NIRF framework. Under the guidance of the IQAC, the college conducted the following Certificate Courses:

1. Ancient History of Jhargram
2. Know The Trajectory of Women Empowerment in India
3. Gender Sensitization: Society, Culture, and Change
4. Mental Health and Meditation
5. Tourism in Jangalmahal: Exploration of Historical, Cultural and Natural Aspects
6. Self Defence Training Programme
7. Art and Craft Exploration: Unleash Your Creativity

Language is an integral component of communication and a good grasp of it facilitates effective interaction and helps one articulately express oneself. The college took the initiative to develop this skill in students by arranging different activities over the years. Following are the Language and Communication Skill Development Programmes that the college conducted.

1. An Introduction to Comparative Literature
2. 'Learn to Express: A One Day Interactive Session on the Importance of Articulation in Communication'
3. Poetry Writing and Interpretation
4. 'Expressions of Covid Experience' -Creative Writing Workshop
5. Students Seminar Department of Philosophy
6. Student Seminar Department of History
7. Student Seminar Department of Bengali
8. Workshop on Film Critiquing

Again, IQAC maintains liaison with the local governing bodies and educational institutions for the broader development of the college. The multi-faceted activities that the IQAC performs in academics and beyond thereby contribute towards shaping the intellectual, cultural, and moral outlook of the college and society at large.

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
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Jhargram Raj College (Girls' Wing) took a wide array of initiatives towards promoting the cause of gender equity. Several events were organized annually over the last five years to promote gender sensitization and mental health awareness among the students, namely, International Women's Day, Stress Management and Suicide Prevention Camps organized by the CMOH, Jhargram. Movies based on issues on women empowerment are screened regularly. The students are encouraged to participate and present at the seminars and interactive sessions held every semester. Also, national and international commemorative events are organized periodically at the college premises like Bhasa Divas, the Vidyasagar Bi-centenary celebration, Rabindra Jayanti and the death anniversary of Rabindranath Tagore. A few student-centric programmes were organized to enhance the participation of students in national-level programmes, such as the Youth Parliament Competition, National Service Scheme Day, Health and Environment Awareness Programme, Students' Week and special camp under the supervision of National Health Mission and National Science Day. The students also have access to the Indoor Games and Girls' Common Room for recreation.

In pursuance of the UGC notification on Prevention, Prohibition, and Redressal of Sexual Harassment of women employees and students in Higher Educational Institutions' Regulations, 2015, an Internal Complaints Committee has been formed on 24th September, 2021 to handle the related issues. The committee comprises of seven members comprising of the Principal, the Presiding Officer, four teachers and an external member from District Court, Jhargram. Since its inception, the committee has been conducting regular meetings to discuss relevant matters and taking steps and measures to create awareness among students regarding sexual harassment and address related concerns. In a quarterly review conducted by the committee, it was confirmed that there had been no incidents of sexual harassment or any untoward incidents inside the college campus. Consequently, the committee agreed upon constant vigilance and timely guidance to be provided to students so that they may not shy away from complaining freely in case of any untoward incidents. Within a year of the formation of the committee, a seminar entitled '**Gender Sensitization: Respect My Choice, Listen to my Voice**' was held on 14.09.2022, and thereafter, seminars on gender issues are held on a regular basis. The committee has also installed a complaint box for complaints related to ragging. Not a single case of sexual harassment has been registered in the college till date. Gender Audit is regularly conducted by the Department of Sociology to ensure that the college provides a gender-just environment.

File Description	Document
Upload 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: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

Since its establishment in 2014, Jhargram Raj College (Girls' Wing) has consistently made efforts to provide an inclusive environment to the students. At Jhargram Raj College (Girls' Wing), we not only celebrate mainstream cultural festivals, but also celebrate tribal festivals like Hul Divas, which are an intrinsic part of the rich heritage of the Santhal community. On International Mother Language Day, commemorated on 21st February every year, the college not only encourages events performed in Bengali and Hindi, but also makes it a point to include performances by students and teachers in Santhali, Mahali, Mundari, Koda and Kuruk languages. Thus, we become part of an enriching experience which includes such performances that symbolize the cultural diversity of India.

Abiding by the values and duties mentioned in the Constitution, the institution also sensitizes students and staff about the same. Not only are they taught to value and respect the rich heritage and culture of our country, but they are also motivated to preserve natural resources, living as they do in the lush green forests of Junglemahal. Apart from inculcating these values, the institution also encourages its students to develop a scientific temper and strive to make a name for themselves and make the country proud.

Constitution Day is observed in the college on 26th November. Prof. Deblina Mukherjee, Dept. of Political Science, has been delivering lectures to create awareness regarding the Indian Constitution. A Voter Awareness Programme was also arranged by the Department of Political Science.

Additionally, a district-level Youth Parliament Competition was held in the college campus in September, 2022 where students from schools all over the district participated and our college secured the third position in the district. Anupama Mahata bagged the first prize in the Essay Writing

Competition and Tanuja Dey Modak bagged the second prize for Extempore Speech.

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 1: Chuni Kotal Pathshala

Objectives:

- (a) To educate the Lodha-Shabar children of fifteen families residing in Lodha Para, East Pukuria village, 3.5km from Jhargram town.
- (b) To assist in the all-round development of the Lodha-Shabar community

Context:

Jhargram Raj College (Girls' Wing) located in a marginalized area whose socio-economic conditions have not been conducive to the needs and voices of women. Therefore, it is through education that Jhargram Raj College (Girls' Wing) seeks to lead the young women of the area to greater heights and to a better realization of their own potential. However, the college is not only dedicated to the upliftment of women in Jhargram, but also attempts to reach out to the underprivileged sections of the society.

Practice:

Commencement and operation of a morning school in the residence of Pukuria village, situated near Jhargram is one such social outreach initiative of the college spearheaded by the Officer-in-Charge of the college, Sri. Susil Kumar Barman, in January, 2018 and the students play an active part in this initiative. The inhabitants of this village belong to the Lodha-Sabar community—a community that has been pushed backwards in the development trajectory due to social stigma and other associated problems.

Achievements:

- (a) The children here had no access to education. However, after six years of running the Chuni Kotal Pathshala successfully, more than twenty children now have the capacity to read and write.

(b) Two of the Chuni Kotal students are studying in Class VIII in the local higher secondary school. One student is studying in Class VII in the reputed Ekalavya Residential School run by Ramakrishna Mission, Jhargram. Other children are studying in classes I-V in the local primary school.

(c) Sunipa Sahu, Subhadra Mahata, Devi Shabar, and Nivedita Mahata, former college students, are currently employed as teachers at this Pathshala. In addition, Kavita Hansda and Rupali Bhukta, the sole individuals in the community who have successfully passed the secondary examination, are actively engaged in the instruction and education of the youngsters in that locality.

(d) The students are encouraged to perform in various events organized by our college. This gives the necessary exposure to perform in front of an audience, which will thereby boost their confidence.

(e) Some non-governmental organizations have also visited the Pathshala and helped in raising awareness about health and hygiene among them and distributed clothes and educational kits to the children. Members of Jhargram Art Academy also visited the Pathshala to give them drawing lessons and distributed drawing kits to them..

Challenges:

Lack of awareness regarding the importance of education has made the inhabitants indifferent to the primary-level education of their children.

Resources required:

(a) Creating awareness amongst them is essential through campaigns to enlighten them regarding the benefits that they can receive from the government.

Best Practice 2: Smriti Van (Memory Garden)

Objectives:

(a) To create a garden of memories

(b) To increase the green cover of the campus

Context:

Though the rapid development of Jhargram town as well as district over the years has ensured that the residents have access to better amenities and opportunities, this has also resulted in severe depletion of the forests of this area. Therefore, the students, teachers and non-teaching staff of the college have taken various measures to raise awareness regarding the protection of the environment by organizing regular awareness camps on and off the campus, focusing on a clean and green campus and ensuring the proper disposal of biodegradable and non-biodegradable waste.

Practice:

The college garden is an integral part of the beautiful lush green campus of Jhargram Raj College (Girls' Wing). It is divided into different sections:

Vidyasagar Udyan: Trees are planted in the soil collected from three different places of historical significance to pay homage to Ishwarchandra Vidyasagar's places of dwelling, i.e., Birsingha, Badurbagan, Karmatar, after which the trees have been named thus. Saptaparni, Sonajhuri and Mahogany and others have been planted in this area.

Rabindra Udyan: Several saplings of large deciduous trees such as Mango, Bakul and Red Oleander have been planted in the section called 'Rabindra Udyan' to commemorate Nobel Laureate Rabindranath Tagore's birthday in 2019, 2022 and 2023.

Smriti Van: Saplings are planted by members of the faculty on their birthday and a placard is placed there with their name and date of birth.

Bheshaj Udyan (Medicinal Plant Garden): This section comprises of plants with medicinal values like Neem, Tulsi and Lemongrass among others.

Apart from these, the campus also boasts of 1.5 acres of natural forest cover with Sal, Piyal trees which are indigenous to this region.

Achievements:

(a) Through these plantation drives, there has been a significant increase in the green cover of the campus and, in turn, the area which contributes to the protection of the environment in Jangalmahal.

(b) It is a source of attraction as well as nostalgia for faculty members who have previously served here who make it a point to visit the garden area whenever they are in Jhargram.

(c) The college garden is now home to various plants and trees which are not only ornamental or for the purposes of beautification but are of medicinal use as well.

(d) The college is proud to have in its garden the soil collected from the three places of dwelling of Ishwarchandra Vidyasagar which reminds the students of the achievements of this native of Midnapore and inspires them to make a significant contribution to society. Both Rabindra Udyan and Vidyasagar Udyan serve to inspire and educate the students and pay homage to the great luminaries like Ishwarchandra Vidyasagar and Rabindranath Tagore.

Challenges:

The college campus is taken over by the office of the Election Commission every time there is an election in the area resulting in damage to the trees planted in the campus.

Resources required:

The administration should be careful about protecting the garden area as it can have a massive impact on the environment in the long run.

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

Since its inception in 2014, the staff of Jhargram Raj College (Girls' Wing) have tirelessly endeavoured to provide sound education to the girls of 'Junglemahal' and to furnish them with diverse means of empowering themselves. A considerable student population belongs to the poverty-stricken area of Jangalmahal and are mostly first-generation learners. The sole purpose of establishing this institution in a remote area of the state was to educate and empower young women who have been deprived of the opportunity since time immemorial.

The demographic status of women and girls in Jhargram reveals several key aspects. The total population of Jhargram District is 11,37,163, out of which females constitute approximately 49% of the total population (being 561801 in number). Jhargram district has a sex ratio of 977 females per 1000 males which is higher than the state average of 950 (District Census Handbook, Paschim Medinipur; 2011). The literacy rate among women and girls in Jhargram has been improving, though it still lags behind the male literacy rate (overall Literacy Rate stands at 70.92 %). Our college has been focusing on enhancing educational opportunities for girls, aiming to bridge this gap. Since gender-based disparities persist in Jhargram, influenced by traditional and cultural norms, our college has made constant efforts to promote gender equality and empower women, with a focus not only on formal education but their overall social upliftment and capacity-building. Several initiatives were taken over the years to sensitize students in various spheres beyond their curriculum which are as follows:

(i) *Heritage Awareness*: The district of Jhargram boasts of an illustrious royal heritage, including within its expanse the palaces of Jhargram, Chilkigarh, Nayagram, Silda, Kultigri, and Chandrarekhagarh. The college, therefore, allows the students the opportunity to explore and embrace their heritage, fostering a sense of identity while reinforcing a connection to their roots through their educational journey. In this connection, the college possesses an Archaeological and Folk Culture Museum, named 'Sanchayeeta,' displaying photographs of over thousand-year-old archaeological remains of Jainism and Hinduism in Jhargram District and its vicinity. The museum also houses artefacts on traditional crafts, costumes, musical instruments, and hunting equipment used by diverse tribal groups. These displays highlight the diversity and richness of folk traditions. Also, with the help of the NSS unit, the college has established an incubation centre, named 'Srijita,' to support the students in the development, production, and marketing of their handicraft products. The purpose of this centre is to provide resources, training, and guidance to young women who wish to be independent by turning their creative skills into sustainable businesses.

(ii) : Jhargram Raj College (Girls' Wing) has also taken the initiative of creating legal awareness among the students. A legal literacy camp was held in our college in 2019 to raise awareness on the existing laws designed to protect young women and safeguard their interests from systemic discrimination such as forced marriage at young age, dowry-related violence, domestic violence, emotional abuse in domestic spheres, sexual harassment at workplace, et al, and seek legal redressal where required. The students have been made aware of the IPC sections like 375, 376, 509, 294 and Acts like PWDVA 2005, Dowry prohibition Act 1961, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013.

(iii) *Mother's Meet*: A Mother's Meet Programme was organised in the campus in January 2023 where mothers of all the students were invited to discuss issues pertaining to the physical and emotional wellbeing of the students to prevent dropouts, especially due to problems such as early marriage which is common to all rural colleges. The mothers were informed about regular health checkup camps conducted by the NSS to address issues like malnutrition, anaemia, thalassemia, PCOD, prevalent among young women. Awareness was raised on the students' mental health and the mothers were advised on how to help their daughters cope with the stress of exams and the curricula. They were informed of educational and personal rights to ensure that their daughters do not miss the chance of a bright future—the scope for establishing an independent identity.

(iv) *Self-Defence Training*: Self-defense is critical tool for empowerment for girls belonging to a socio-economically backward region where gender-based violence. The college has been frequently conducting multiple self-defence training programmes to enable the girls to defend themselves in potentially dangerous situations. Additionally, self-defense training promotes physical fitness, discipline, and mental resilience; it boosts confidence and fosters a sense of security, enhancing overall well-being.

Jhargram has a diverse demographic profile with a significant representation of tribal communities. Scheduled Castes and Scheduled Tribes make up 235,506 (20.11%) and 333,848 (29.37%) of the total population respectively. Total student representation from these communities in our college is 67.62% (SC-12.52 % , ST-17.34% & OBC-37.76%), which exceeds the General Category students by 34.24% (GEN-33.37%), fostering a sense of inclusiveness. In the Scheduled Tribe category, we have students hailing from one of the most underprivileged communities, the Lodha tribe, who come under the purview of the Particularly Vulnerable Tribal Groups (PVTG). Several tribal languages such as Santali, Kuruk, Mundari, Mahali, Koda, are spoken alongside Bengali which creates an environment of cultural diversity and promotes communal harmony.

Several of our students have cleared competitive examinations like TET and NET and have started teaching or pursuing research. Some have joined administrative and other government services. There are also students who are employed in the corporate sector or have set up their own businesses. It is indeed exemplary that Debi Sabar, an ex-student, hailing from the underprivileged Lodha-Sabar tribal community, is at present a female member of Lodha-Sabar Cell, Jhargram, and is also a member of the West Bengal Lodha Sabar Development Board. Monika Sabar, also from the same community, is currently pursuing Semester VI in the B.A. General Programme. Though we are a long way from eradicating illiteracy in these parts, the progress is commendable. Not only are the students getting a college degree, but they are also using their education to earn a livelihood and make a name for themselves.

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

5. CONCLUSION

Additional Information :

Additional Information

Jhargram district is not only famous for its flora and fauna, but it also possesses a rich reserve of tribal and folk culture. The thick green cover of Sal, Mahua, Teak and Kend as well as the ever-flowing fountains in the hilly region inspire both the students and teachers to indulge in folk elements and traditional activities. These performances are regularly staged on the auspicious occasions of International Mother Language Day, Independence Day, Women's Day, Republic Day, and many others. In these events, the students and teachers organise various cultural programmes with songs, recitations, dances etc. to highlight the essence of local heritage and culture.

The district has an illustrious royal heritage hosting the palaces of Jhargram, Chilkiharh, Nayagram, Silda, Kultikri and Chandrarekharh. Students in this area have the opportunity to explore and embrace their heritage. The institution not only enriches the educational journey of the students but also strengthens the connection to their roots, fostering a sense of identity.

There are numerous archaeological sites in Jhargram where the remains of Jainism are found, which proves that once upon a time Jainism was a prominent religion in this region. The students are encouraged to visit these archaeological sites of historical importance which is a part of curriculum.

Concluding Remarks :

Conclusion

The campus and buildings of Jhargram Raj College (Girls' Wing) are used for Distribution Centre, Receiving Centre, Strong rooms and Counting Centres by the Returning Officer of Jhargram District during every election. Almost every year at least one election like, Parliamentary Election, State Assembly Election, Municipality Election and Panchayat Election is held in Jhargram. The college buildings including the gardens are badly destroyed during the election process which is a matter of concern.

We all the teachers, students and staff work in tandem for the all-round development of our beloved institution. But fund crunch is a great hindrance. The Government sanctioned fund is not sufficient to run the institution smoothly. A number of teaching post are also vacant in the college, due to which the academic activities are hampered and students are deprived.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 431 Answer after DVV Verification: 428</p>																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																																								
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>210</td> <td>238</td> <td>222</td> <td>221</td> <td>156</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>189</td> <td>204</td> <td>194</td> <td>189</td> <td>151</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>292</td> <td>292</td> <td>292</td> <td>292</td> <td>224</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>277</td> <td>277</td> <td>277</td> <td>277</td> <td>214</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	210	238	222	221	156	2022-23	2021-22	2020-21	2019-20	2018-19	189	204	194	189	151	2022-23	2021-22	2020-21	2019-20	2018-19	292	292	292	292	224	2022-23	2021-22	2020-21	2019-20	2018-19	277	277	277	277	214
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2.4.2	<p><i>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last</i></p>																																								

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
23	22	22	23	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	22	17

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
20	07	05	07	05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	07	05	07	05

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
01	03	02	03	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	01	00	00

3.3.2 Number of books and chapters in edited volumes/books published and papers published in

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	07	02	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	02	04	00	01

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	13	03	08	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	07	00	04	07

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
21.60820	3.13530	0.75936	2.85659	183.58835

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20.85565	2.82405	0.75936	1.52719	183.1839

4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year: Answer before DVV Verification : 4 Answer after DVV Verification: 1</p>																				
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>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:</p> <table border="1" data-bbox="308 712 1046 846"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>3.09101</td> <td>3.33000</td> <td>3.33394</td> <td>2.39855</td> <td>2.46297</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 925 1046 1059"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>1.12288</td> <td>0.75301</td> <td>1.07036</td> <td>0.52976</td> <td>0.47000</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3.09101	3.33000	3.33394	2.39855	2.46297	2022-23	2021-22	2020-21	2019-20	2018-19	1.12288	0.75301	1.07036	0.52976	0.47000
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2022-23	2021-22	2020-21	2019-20	2018-19																	
1.12288	0.75301	1.07036	0.52976	0.47000																	
5.1.2	<p>Following capacity development and skills enhancement activities are organised for improving students' capability</p> <ol style="list-style-type: none"> 1. <i>Soft skills</i> 2. <i>Language and communication skills</i> 3. <i>Life skills (Yoga, physical fitness, health and hygiene)</i> 4. <i>ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above</p>																				
5.1.4	<p>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input has been updated as per the supporting documents.</p>																				
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p>																				

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
84	96	69	48	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
84	95	66	47	41

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

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
00	01	02	01	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	01	00	02

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	01	00	03	03

Answer After DVV Verification :

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

00	01	00	00	00
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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
48	16	02	25	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	08	02	16	12

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input has been updated as per the supporting documents.

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
---------	---------	---------	---------	---------

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
8	5	4	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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8	8	8	8	8
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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 : Input has been updated as per the supporting documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 27</p> <p>Answer after DVV Verification : 25</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>22</td> <td>22</td> <td>23</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>21</td> <td>21</td> <td>22</td> <td>17</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	23	22	22	23	18	2022-23	2021-22	2020-21	2019-20	2018-19	21	21	21	22	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	22	22	23	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
21	21	21	22	17																	