

ANNUAL QUALITY ASSURANCE REPORT (AQAR) 2012-2013



JANGIPUR COLLEGE

P.O.- JANGIPUR, DIST.- MURSHIDABAD, PIN.- 742213, W.B

NAAC Executive Committee No. & Date :- March 31, 2007/170

<http://www.jangipurcollege.in>

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

AQAR for the year (for example 2013-14)

2012-2013

I. Details of the Institution

1.1 Name of the Institution

:

JANGIPUR COLLEGE

1.2 Address Line 1

:

P. O. - Jangipur

Address Line 2

:

Dist.: Murshidabad

City/Town

:

Jangipur

State

:

West Bengal

Pin Code

:

742213

Institution e-mail address

:

jangipurcollege@yahoo.com

Contact No.

:

09474462874

Name of the Head of the Institution

:

Dr. Abu El Shokerana Mondal

Tel. No. with STD Code

:

03483-264226

Mobile :

Name of the IQAC Co-ordinator :

Mobile :

IQAC e-mail address :

1.3 NAAC Track ID (For ex. MHCOGN 18879)

OR

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

1.5 Website address :

Web-link of the AQAR:

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

1.6 Accreditation Details :

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	B+	NA (Institutional score 76.00)	March, 2007	Mar'07- Feb'12
2	2 nd Cycle	-	-	-	-
3	3 rd Cycle	-	-	-	-
4	4 th Cycle	-	-	-	-

1.7 Date of Establishment of IQAC : DD/MM/YYYY

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

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

1.9 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous Agency approved Institution Yes No

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

Type of Institution Co-education Men Women

Urban Rural Tribal

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

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

1.10 Type of Faculty/Programme

Arts Science Commerce law PEI (phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

1.11 Name of the Affiliating University (for the Colleges)

UNIVERSITY OF KALYANI

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

Autonomy by State/Central Govt./ University	NA		
University with potential for Excellence	NA	UGC-CPE	NA
DST Star Scheme	NA	UGC-CE	NA
UGC- Special Assistance Programme	NA	DST-FIST	NA
UGC-Innovative PG programmes	NA	Any other (specify)	NA
UGC-COP Programmes	NA		

2. IQAC Composition and Activities

2.1 No. of teachers	NA
2.2 No. of administrative-Technical staff	NA
2.3 No. of Student	NA
2.4 No. of Management representatives	NA
2.5 No. of Alumni	NA
2.6 No. of any other stakeholder and Community representatives	NA
2.7 No. of Employers/Industrialists	NA
2.8 No. of other External Experts	NA
2.9 No. Total No. of members	NA
2.10 No. of IQAC meetings held	NA

2.11 No. of meetings with various stakeholders: No. Faculty

Non-Teaching Staff students Alumni Others

2.12 Has IQAC received and funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (Only quality related)

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

Total Nos. International National State Institution Level

(ii) Themes

- SENSITIZATION & AWARENESS CAMPAIGN ON DEPRIVATION OF WOMEN IN HIGHER EDUCATION
- HIGGS IN THE LHC
- WATER POLLUTION: RIVER GANGES

2.14 Significant Activities and contributions made by IQAC

In the absence of IQAC, the Governing Body (GB) ensured that academic and administrative health of the college remained sound. Admission, teaching-learning process, examination, cultural activities and games & sports were the prime focus. Remedial classes and Entry-in-Services were introduced albeit paucity of staff strength. Three institutional seminars marked this session. INFLIBNET has been subscribed. Students of our college participated in Youth Parliament Competition and Quiz competition sponsored by D. I. of Schools, Murshidabad. The college hosted both the events. One teacher undertook Ph. D. under FIP scheme.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the GB in assistance with the Principal and various sub-committees like the Academic sub-committee, Purchase sub-committee, Library sub-committee etc. in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year.

Plan of Action	Achievements
Three seminars were planned	Accomplished.
Remedial Classes were introduced in certain subjects.	Accomplished.
Entry-into- Services was introduced	Accomplished.
Subscription to INFLIBNET	Accomplished.

Academic Calendar: **Annexure: II**

2.15 Whether the AQAR was placed in statutory body Yes No
 Management Syndicate Any other body

Provide the details of the action taken

AQAR is placed and approved in the 21st meeting of the GB dated 19/ 11/ 2015.

Part-B

Criterion - I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of Programmes added during the year	Number of self-financing Programmes	Number of value added / Career Oriented Programmes
PhD	4	0	0	0
PG	0	0	0	0
UG	14	0	0	0
PG Diploma	0	0	0	0
Advanced Diploma	0	0	0	0
Diploma	0	0	0	0
Certificate	0	0	0	0
Others	0	0	0	0
Total	18	0	0	0

Interdisciplinary	0	0	0	0
Innovative	0	0	0	0

1.2 (i) Flexibility of the curriculum: CBCS/Core/Elective option / Open option NOT APPLICABLE

(ii) Pattern of Programmes:

Pattern	Number of Programmes
Semester	0
Trimester	0
Annual	14

1.3 Feedback from stakeholders* Alumni Parents Employers Students
(On all aspects)

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

Analysis of the feedback in Annexure: III

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

No

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

No

Criterion -II

2. Teaching, Learning and Evaluation

2.1 Total No. of Permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
32	19	8	0	5

2.2 No. of permanent faculty with Ph.D.

13

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

Asst. Professors		Associate. Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
0	22	0	0	0	0	0	0	0	22

2.4 No. of Guest and Visiting faculty and Temporary faculty

11 0 03

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International	National Level	State Level
Attended	02	04	0
Presented Papers	03	18	04
Resource persons	0	0	0

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

Educational Tour, Field Surveys, Film version of print-texts included in the syllabi of certain subjects, Use of ICT or Computer Aided Methods in Teaching.

2.7 Total No. of actual teaching days during this academic year

156

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

NIL

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of study/ Faculty/ Curriculum development Workshop

4 0 0

2.10 Average percentage of attendance of students

75%

2.11 Course / Programme wise distribution of pass percentage:

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
B. A. (Hons)	289	-	9.3	77.5	-	86.9
B. Sc. (Hons)	28	-	28.6	50	-	78.6
B. Com(Hons)	01	-	00	100	-	100
B. A. (Gen)	321	-	00	51.1	-	51.1
B. Sc. (Gen)	04	-	00	100	-	100
B. Com (Gen)	00	-	00	00	-	00

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

Since there was no IQAC, the GB, Principal and various sub-committees like the Academic Sub-committee, Examination Sub-committee, Library Sub-committee, Admission Sub-committee etc. emphasized use of teaching aids in class room and extensive use of library. The GB encouraged the teaching faculty to provide ICT based study materials to the students. Remedial classes have been introduced to improve academic standard of reserved category weaker students.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	06
UGC- Faculty Improvement Programme	01
HRD Programmes	00
Orientation Programmes	03
Faculty exchange programme	02
Staff training conducted by the University	00
Staff training conducted by other institution	01
Summer / Winter Schools, Workshops, etc.	00
Others	00

2.14 Details of Administrative and Technical Staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of Permanent Positions filled during the Year	Number of Positions filled temporarily
Administrative Staff	23	11	0	10
Technical Staff	1	0	0	0

Criterion – III

3. Research Consultancy and Extension

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

The GB, Principal and relevant Sub-committees encouraged the faculty to attend/present research papers in seminars and conferences and go for research paper publications. The GB ensured that reference books were available in the college library. ICT support including NME project of BSNL were provided to the faculty. One teacher undertook Ph. D. under FIP scheme.

3.2 Details regarding major projects:

	Completed	Ongoing	Sanctioned	Submitted
Number	NA	NA	NA	NA
Outlay in Rs. Lakhs	NA	NA	NA	NA

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	-	01	01	01
Outlay in Rs. Lakhs	-	-	1.52	0.3

3.4 Details on research publications

	International	National	Others
Peer Review Journals	04	06	00
Non-Peer Review Journals	00	00	02
e-Journals	00	00	00
Conference Proceedings	00	00	00

3.5 Details on Impact factor of Publications:

Range Average Total: 6.529 h-index Nos. In SCOPUS

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

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major Projects	-	-	-	-
Minor Projects	-	UGC	1.32 lakh	30,000.00
Interdisciplinary	-	-	-	-
Industry Sponsored	-	-	-	-
Projects Sponsored by the University/College	-	-	-	-
Students research Projects (Other than compulsory by the University)	-	-	-	-
Any other (Specify)	-	-	-	-
Total	-		1.32 lakh	30,000.00

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

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST

DPE DBT Scheme/funds

3.9 For Colleges Autonomy CPE DBT Star Scheme

INSPIRE CE Any Other (Specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	NIL	NIL	NIL	NIL	03
Sponsoring agencies	NIL	NIL	NIL	NIL	Jangipur College

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

3.13 No. of collaborations International National Any Other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs:

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	NA
	Granted	NA
International	Applied	NA
	Granted	NA
Commercialised	Applied	NA
	Granted	NA

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

Total	International	National	State	University	Dist	College
NIL	NIL	NIL	NIL	NIL	NIL	NIL

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

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

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

JRF SRF Project Fellows Any Other

3.21 No. of students Participated in NSS events:

University level State level
National level International level

3.22 No. of students Participated in NCC events:

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level State level
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any Other

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

- NSS activity – Medicinal Tree Plantation, Hostel Campus Cleanliness Programme, Awareness Campaign on Water Pollution: River Ganges
- Sensitization Campaign organized by Equal Opportunity Cell on “Deprivation of Women in Higher Education”
- Hosting of District level Youth Parliament and Quiz Competition, Sponsored by D. I. of School, Murshidabad.
- Educational tours conducted by Department of Zoology, Botany and Geography,
- Celebration of International Mother Tongue Day,
- Cultural Programme to observe R. N. Tagore’s birthday,
- Teachers’ Day celebration,
- Fresher’s Welcome & Students’ Fest.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	5.05 acre	NA	NA	NA
Class rooms	18	02	MP LAD: 01 College Fund: 01	20
Laboratories	06	00	NA	06
Seminar Halls	01	00	NA	01
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. In Lakhs)	-	-	UGC & College Fund	Rs. 12,40,021.00
Others	-	-	-	-

4.2 Computerization of administration and library

Computerization of administration and library is ongoing.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	45,773	25,07,409.00	1,845	3,57,054.00	47,618	28,64,463.00
Reference Books						
e-Books	80,000+	-	-	-	80,000+	-
Journals	NIL	NIL	NIL	NIL	NIL	NIL
e-Journals	3,800+	-	-	-	3,800+	-
Digital Database	NIL	NIL	NIL	NIL	NIL	NIL
CD & Video	23	20,00.00	NIL	NIL	23	20,00.00
Others (Specify)	NIL	NIL	NIL	NIL	NIL	NIL

4.4 Technology up-gradation (Overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centre	Office	Departments	Others
Existing	17	00	10	10	04	03	09	01
Added	13	00	06	06	00	00	13	00
Total	30	00	16	16	04	03	22	01

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

Newly purchased Laptops (with original OS) to be used as teaching aids and for knowledge up gradation and research activities were handed over to faculty members of the college. Browsing centres have increased to 16. Students have access to internet at the browsing centres of the college.

4.6 Amount spent on maintenance in lakh :

i) ICT	4.59
ii) Campus Infrastructure and facilities	7.67
iii) Equipments	12.4
iv) Others	19.15
Total:	43.81

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The GB, Principal and relevant Sub-committees ensured that notices for such services – including scholarship related information and stipend – are displayed in notice boards and college website. Teachers took initiatives to inform students about the support services.

5.2 Efforts made by the institution for tracking the progression

Faculty members & HODs try to keep contact with the ex-students periodically.

5.3 (a) Total Number of student

UG	PG	Ph.D.	Others
3909	00	00	00

(b) No. of students outside the state

NIL

(c) No. of international students

NIL

Men	No	%
	2244	57.4

Women	No	%
	1665	42.6

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
2047	912	9	732	02	3702	2040	1024	12	833	00	3909

Demand ratio 3.00

Dropout: 18.4 %

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

Entry-in-Service has been introduced in this year. Third year honours students belonging to SC/ST/OBC/Minority of English, Bengali, History, Geography, Pol. Sc, Chemistry and Zoology Departments benefitted from this endeavour.

No. of students beneficiaries

5.5 No. of students qualified in these examinations

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

5.6 Details of student counselling and career guidance

No. of students benefitted

5.7 Details of campus placement

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

5.8 Details of gender sensitization Programmes

5.9 Students Activities

5.9.1 No. of students participated in Sports, games and other events

State/University level National level International level

No. of students participated in cultural events

State/University level National level International level

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

Sports : State/University level National level International level
Cultural: State/University level National level International level

5.10 Scholarships and Financial Support

	Number of Student	Amount
Financial Support from institution	510	30,750.00
Financial support from government	369	6,63,700.00
Financial support from other sources	03	13,200.00
Number of students who received International/ National recognitions	NIL	NIL

5.11 Student organised / initiatives

Fairs : State/University level National level International level

Exhibition : State/University level National level International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: NIL

Criterion - VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision: To serve as an ideal educational institution imparting quality education for all.

Mission: To offer innovative and socially relevant skills to our students. Also we take care to empower our female students and cater to the diverse needs of SC, ST, OBC & Minority Students.

6.2 Does the Institution has a management Information system

No. But the GB ensures that information related to various institutional aspects are maintained and made available to the stake holders. The website of the college is updated as and when required.

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

6.3.1 Curriculum Development

Since the college has four (4) UG BOS members in the University of Kalyani, syllabi of subjects including Zoology, History, Communicative English & Environmental Studies are developed in consultation with related teachers.

6.3.2 Teaching and Learning

This session the college introduced Remedial Classes which benefitted SC/ST/OBC/Minority Students of English, Bengali, History, Geography, Political Sc. , Chemistry and Zoology.

Departments conduct tests periodically in accordance with the directives of the affiliating University. Project works are assigned to the students. Field surveys and educational tours are conducted as and when required. Departments maintained two wall magazines on relevant topics this session.

6.3.3 Examination and Evaluation

Departments conduct tests periodically in accordance with the directives of the affiliating University.

6.3.4 Research and Development

Teachers are encouraged to do MRP, attend/present papers in seminars and conferences and go for research paper publications. One teacher of the college is having four research fellows presently. Some teachers are pursuing their Ph.D. as well. One teacher is doing Ph. D. under FIP scheme.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The library has added 1845 books amounting to Rs.357054.00 this session. NME Scheme of Broad band Services are running. Six new broadband connections have been introduced. DVDs and CDs are possessed by some departments and films based on texts of syllabi are shown. Six new laptops have been provided to the teachers primarily to be used as teaching aids. Teachers also use PPT and web based study materials in class room teaching. There are browsing centres in the college to aid the students.

6.3.6 Human Resource Management

Teacher's council organised recreation programmes including staff picnic. The co-operative society provides financial support to the staff as and when required.

6.3.7 Faculty and Staff recruitment

The college is not empowered to recruit staff in vacancies against substantive posts. However casual appointments are periodically made to meet with the academic and administrative requirements.

6.3.9 Admission of Students

As per guidelines of the affiliating University admission is conducted by the Admission Sub-committee. The staff of the college assist to smoothly conduct admission. Fee structures for admission and other norms are displayed on the college notice board as well as the college website.

6.4 Welfare schemes for

Teaching	Co-operative & free-ship for wards
Non teaching	Co-operative & free-ship for wards
Student	Exemption of payable tuition fees & other scholarships of govt. and non-govt. organizations.

6.5 Total corpus fund generated

College Fund: Rs. 19,912.00

6.6 Whether annual financial audit has been done

Yes

No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	No	No	No
Administrative	No	No	No	No

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

For UG Programmes

Yes

No

For PG Programmes

Yes

No

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

Not Applicable

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

Not Applicable

6.11 Activities and support from the Alumni Association

This session the alumni association did not have any noteworthy activity.

6.12 Activities and support from the Parent – Teacher Association

Not Applicable

6.13 Development Programmes for support staff

Not Applicable

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

NSS did plantation of Medicinal Plants in the campus. The college undertook maintenance of the sewerage system of the campus regularly. NSS also cleaned the college hostel campus. The college campus has already been made plastic free.

Criterion – VII

7. Innovations and Best Practices

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

- a) Introduction of Remedial Classes and Entry-in-Services
- b) Promotion of research activity of the faculty
- c) Sensitization programmes are conducted by the NSS and Equal Opportunity Cell.
- d) Students' Health Home Scheme has been availed
- e) Annual Sports Meet was organized by the Students' Union

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

- a) Admission to first year for B.A, B Sc and B.Com. students were successfully conducted
- b) Remedial and Entry-in-Services introduced
- c) Three institutional seminars were organized
- d) Faculty members participated in seminars and workshops
- e) Departmental wall magazines were published

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

Equal Opportunity Cell organized a sensitization programme on an extremely pertinent topic, mainly: "Deprivation of Women in Higher Education"
NSS organized seminar on "Water Pollution: River Ganges".

Annexure: IV&V

7.4 Contribution to environmental awareness / Protection

- a) Awareness campaigns are done by NSS and Equal Opportunity Cell
- b) Plantation is done by NSS to observe important socially relevant events
- c) Banners, hoardings and posters are displayed to sensitize all.

7.5 Whether environmental audit was conducted?

Yes

No

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

- S—Enthusiastic and collective effort to accomplish target-oriented assignments
- W – Classroom construction and staff recruitment
- O – Motivated and resourceful staff strength
- T – Political intervention in administrative and academic affairs

8. Plans of institution for next year

The institution wishes to expand activities of Entry in Service Cell for SC, ST, OBC and Minority students and also make Remedial Classes for SC, ST, OBC and Minority students more inclusive despite paucity of staff and the obvious limitations of being located in a semi-urban locale with a majority population of first-generation learners. Publication of Faculty members must also be increased.

Name: BASUDEB CHAKBARTI

Name: DR. NABA KUMAR GHOSH

Basudeb Chakrabarti.

Signature of the Coordinator, IQAC



DR. NABA KUMAR GHOSH

Signature of the Chairperson, IQAC

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

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JANGIPUR COLLEGE

(Govt. Sponsored)
(NAAC Accredited)

P.O.-Jangipur, Dist.-Murshidabad, Pin-742213



Annexure -II

ACADEMIC CALENDAR

(Part-I, Part-II, Part-III) for the Academic Session 2012-2013)

All dates are tentative and are subject to alteration as per affiliating university's programme schedule and local requirements

	Part-I	Part-II	Part-III
1. Last date of Admission/Enrolment	31 th July, 2012 (Tentative)	30 th August, 2012 (Tentative)	30 th August, 2012 (Tentative)
2. Commencement of Classes	3 rd August, 2012 (Tentative)	3 rd August, 2012 (Tentative)	3 rd August, 2012 (Tentative)
3. Holding of Class Tests/Test Examination by the College	<p>Class Tests for Honours 1st Phase: To be completed before Puja Vacation of 2012 (40% of the syllabus)</p> <p>2nd Phase : To be completed during the 2nd fortnight of December, 2012 (25% of syllabus)</p> <p>3rd Phase : To be completed during the 1st fortnight of March, 2013 (35% of the syllabus)</p> <p>Test Examination for General Subject To be completed during the 1st fortnight of March, 2013</p>	<p>Class Tests for Honours 1st Phase: To be completed before Puja Vacation of 2012 (40% of the syllabus)</p> <p>2nd Phase : To be completed during the 2nd fortnight of December, 2012 (25% of syllabus)</p> <p>3rd Phase : To be completed during the 1st fortnight of March, 2013 (35% of the syllabus)</p> <p>Test Examination for General Subject To be completed during the 1st fortnight of March, 2013</p>	<p>Class Tests for Honours 1st Phase: To be completed before Puja Vacation of 2012 (40% of the syllabus)</p> <p>2nd Phase : To be completed during the 2nd fortnight of December, 2012 (25% of syllabus)</p> <p>3rd Phase : To be completed during the 1st fortnight of March, 2013 (35% of the syllabus)</p> <p>3rd Phase : To be completed during the 2nd fortnight of February, 2013</p>
4. Termination of Classes	One day before the Commencement of Part III Examination	One day before the Commencement of Part III Examination	Two (2) weeks before the commencement of the University examinations of the respective part.
5. Commencement of University Examinations (Tentative)	25 th June, 2013	8 th April, 2013	18 th March, 2013

Holidays, Summer Recess / Puja vacation: As per Kalyani University, Statute.





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Annexure - III

Students' Feedback Analysis

Session: 2012 - 13

Drawbacks	Need more classrooms, lack of faculty members in almost departments(particularly in English, Mathematics, Botany and commerce departments), insufficient guest lecturers and poor standard of teaching of guest lecturers in most cases, need renovation of canteen totally & very poor services of canteen, lack of sufficient sports materials and communication from home to college and vice-versa is very problematic. Library facilities need to be more dynamic. Need more computers. Space of some laboratories is required to be enlarged. Initiative is required to establishment of departmental library in each department. Accessing INFLIBNET after college hours is a problem for most of the students as they live in remote villages.
Positive	Workloads undertaken by the permanent faculty members particularly by the single permanent faculty member are extremely commendable. Most teachers are available after class if necessary. College provides First-aid, if necessary. Activity of NSS of the college unit for cleanliness of the campus is exemplary. Discipline in college hostel is properly maintained. Recreational facilities are excellent. Practical work of each department is completed in time. Departmental library is actually advantageous. Commencement of INFLIBNET is highly acceptable.

Comment & Evaluation: Grievances by the students seem justified and solutions to these issues would be taken up in the next academic session



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Annexure - IV

BEST PRACTICE: I

Title: Sensitization and Awareness Campaign on Deprivation of Women in Higher Education; Date 27/11/12

Goal:

The goal of the programme was to provide a forum to discuss and analyse the problems and challenges of girl students to pursue higher education. Historically, girls are in a disadvantageous position and their educational attainment decreases as they proceed towards higher level. A great number of girls especially in the rural areas drop out before they reach secondary or higher stages of education. Since majority of our girl students come from rural areas and first generation learners, there is a dire need to sensitise them at the base level.

Context:

Education is a classic variable in respect of both equity and social justice. Various researchers found that access to education is not equitably distributed across regions and population. It is highly skewed in favour of the privileged class, religion and gender. Intra-household decision making process, in most of the time, goes against girls students in the name of household responsibilities and marriage. Keeping this in mind, National Policy on Education (NPE), 1986 and its Programme of Action (POA) gave high priority to gender equality and committed the entire educational system to work for women's empowerment. The National Perspective Plan 1988 - 2000 reiterates this point of view and states that women themselves must overcome their handicaps.

Against this background, the equal opportunity cell (EOC) was developed and sensitivity and awareness campaign were designed to change the mind-set of girl students to pursue higher education and to take part dynamically in college activities.

Practice:

The EOC provided a scope for girls students to interact with teachers to discuss their own feelings about the perceived roles of women in their community and neighbourhood area. They shared their problems (like cornering of themselves in their family, early lop-sided perceptions about marriage and childbearing, limited economic opportunities for women in rural areas limited access to resources in comparison to their male siblings) without any hesitations. After initial hiccups, they ultimately became vocal. Some solutions came up from teacher-student interaction sessions on opportunities galore. The teachers took part without any remuneration and without hampering their class schedule and normal duties. To make the programme inclusive, there was no registration fee for the students. Since the campaign was not conducted in lecture mode and participatory approach was taken, higher participation of girl students was availed.

The main constraint was to convince the students about the necessity of such campaigns in college. It was really difficult for the teachers to participate in the programme keeping their tight schedule

intact. It would have been better if we could conduct skill development training along with theoretical inputs.

Evidence of Success:

The impact of the programme was immense. After the awareness campaign, there has been a noticeable change in the attitudes of the girl students in classroom performance. The attendance of the girl students particularly in the second and third year undergraduate level has increased significantly. The initial apathy has been erased and they express their willingness to continue their education further. The confidence of the girl students has increased and they are eager to be a part of such campaigns in future.

Problems Encountered and Resources Required:

Since most of the students in our college are first-generation learners, the required mindset to pursue higher education has been lacking totally. The socio-economic limitations and lack of proper ambience at home make the students more eager for basic education. To top it all, there is dearth of required finance to take the programme to the next level. It would be better if we could get proper sponsorship for such programmes in the future to keep momentum with the burgeoning level of student interest. It would also add value to the campaign if we could get expertise at national level.

Contact Details:

Name of the Teacher –in –Charge: Dr Naba Kumar Ghosh

Name of the institution: Jangipur College

City: Jangipur

Pin code: 742213

Accredited status: B+ Status after NAAC visit in 2007.

Work phone: 03483-264226

Website: www.jangipurcollege.in

Mobile: +91 9474462874

Fax: Not Applicable

E-mail: jangipurcollege@yahoo.com



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Annexure - V

BEST PRACTICE: II

Title: Awareness Campaign on Water Pollution with special emphasis on River Ganga; Date: 05. 02. 13

Goal:-

The goal of the programme was to raise awareness among students in specific and public in general on water pollution as a menace in our lives. The effects of water pollution strongly impact the balance of nature, which ultimately impacts all humans. With proper care and consideration, many of the situations that cause water pollution can be stopped or decreased. Man-made situations are typically the causes of water pollution. Often, it's unintended and unknown that actions are contributing to water pollution. Many times it's the last thought on someone's mind that their actions could significantly impact the environment locally and beyond.

Context:-

Water pollution in India has a wide range of causes, ranging from pesticide runoff due to its usage in agriculture, heavy metal contamination caused by irresponsible factories and mines, traditional occupations such as dhobis or washer men who use rivers to wash clothes, religious practices such as the burning of corpses in the Ganges River, sewage contamination attributed to a shortage of wastewater treatment plants, and underlying policies and government action that sometimes let pollution happen through loose enforcement of laws. Water pollution is a global, but nevertheless, a local issue. Individuals can play a part in addressing it. Therefore such a seminar in local areas was perceived to dispel doubts on water misuse and waste.

The Practice:-

The negative environmental, health, social, and economic impacts arising from water pollution are similarly wide-ranging. The biggest concern is with the increasing scale of pollution in India. Pollutants already existing in water bodies do not go away easily, as there is a build-up of their concentrations over time, not to mention bio-accumulation and bio-magnification in animals in the marine food chain, sometimes leading to humans at the top of the chain. At the same time, water pollution is continuously ongoing in India, with many of its major rivers getting less and less safe for human usage and consumption. Water quality is affected with sewage discharge, discharge from industries, and run-off from agricultural fields and urban run-off. Water quality is also affected by floods and droughts and can also arise from lack of awareness and education among users. The need for user involvement in maintaining water quality and looking at other aspects like hygiene, environment sanitation, storage and disposal are critical elements to maintain the quality of water resources.

The Ganga action plan(GAP) was, launched by Shri Rajeev Gandhi, the then Prime Minister of India on 14 Jan. 1986 with the main objective of pollution abatement, to improve the water quality by Interception, Diversion and treatment of domestic sewage and present toxic and industrial chemical wastes from identified grossly polluting units entering in to the river.

The ultimate objective of the GAP is to have an approach of integrated river basin management considering the various dynamic inter-actions between abiotic and biotic eco-system.

The Ganga today is more polluted than when the Ganga Action Plan was initiated. The NSS unit of our college had organized the seminar with the intention to make students who are the citizens of our country get the proper grasp of the teething problem and reach out to their counterparts beyond the confines of the seminar room.

Evidence of Success:-

The impact of the programme was not at par with expectations but the college facilitated to raise the curiosity level of the students. However this was the first approach of an avant-garde issue in the college level. At least a constructive environment could be created for the students so that they could share their queries on the issue. This is an enough of a path-breaking ground for raising awareness on this topic. Students raised questions on how to mitigate problems on the shortage of water and how to resolve the water crisis through small and significant efforts on their parts. They pointed the need to provide better sewerage system in rural areas of West Bengal so that river misuse especially washing of clothes, utensils in river water and bathing could be stopped. The NSS unit gave a questionnaire to the students at the end of the seminar where student feedback was received on significant points. The young enthusiastic audience gave positive feedback to the NSS unit and expressed their desire to work for preservation of water.

Problems Encountered and Resources Required:-

There is absence of knowledge on this issue. It would also add value to the seminar if we could get expertise at national level to comprehend water pollution and integrate the issue as part of our syllabi. In altering traditional stereotypes, a transition from outmoded style to an inclusive tactic is required. To mitigate the hazards of a prejudiced approach, funds are required to fetch greater know-how. Water pollution needs to be dealt with at the ground level.

There has been a distinct lack of attention to water legislation, water conservation, efficiency in water use, water recycling, and infrastructure. Historically water has been viewed as an unlimited resource that did not need to be managed as a scarce commodity or provided as a basic human right. These attitudes are changing at present. Therefore the potential to improve our dismal situation is enormous.

Contact Details:

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Name of the Institution: Jangipur College

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Work Phone: 03483-264226

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Mobile: +91 9474462874

Fax: Not Applicable

E-mail: jangipurcollege@yahoo.com